

*Performance of In-Service Basic Education Teachers of Nueva Vizcaya, Philippines*

Bonimar Tominez, Leila Dela Cruz

Nueva Vizcaya State University, Philippines

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Abstract

In-service teachers with family responsibilities perform better in diversity of learners, community linkages, and personal growth and professional development; those holders of master's degree and who were assigned in district 4 have better teaching performance in curriculum; master teachers perform remarkably in learning environment, diversity of learners and curriculum; and those who are compensated with higher salary grade manifest higher teaching performance in learning environment, diversity of learners and curriculum.

The higher the teaching position, the higher the level of teaching performance in learning environment, diversity of learners, curriculum, and planning, assessing & reporting and overall performance; and, the higher the salary grade, the higher the level of teaching performance in social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing & reporting and overall performance.

The salary grade of the in-service teachers is a powerful predictor of their remarkable teaching performance in social regard for learning, learning environment, diversity of learners, curriculum, and planning, assessing and reporting while their gender predicts their excellent performance in dealing with diverse learners.

**Keywords:** teaching performance, social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing & reporting, community linkages, personal growth & professional development, in-service teachers

## **RATIONALE**

The Department of Education in the Philippines designed the National Competency-Based Teacher Standards (NCBTS) Framework to allow the basic education teachers assess their own performance against the competency standards to identify their strengths and weaknesses in order for them to fully function as effective facilitators of learning.

The NCBTS is an integrated theoretical framework that defines the different dimensions of effective teaching, where effective teaching means being able to help all types of students learn the different learning goals in the curriculum. It provides a single framework that shall define effective teaching in all aspects of a teacher's professional life and in all phases of teacher development. The use of a single framework should minimize confusion about what effective teaching is. The single framework should also provide a better guide for all teacher development programs and projects from the school-level up to the national level.

Because of the complexity of teaching and individual variation among teachers, effective teaching is not like a "one size fits all" sock. In order to be effective, a teacher according to the NCBTS, must excel in the seven dimensions 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 through a thorough understanding on certain factors that are contributory to effective teaching, research-based knowledge must then be generated to come up with bases of articulation and focus for development amongst the frontliners of education. Hence, this research.

### **Objectives of the study**

This research established the overall teaching performance of in-service teachers in the public elementary schools of the northern part of Nueva Vizcaya.

Specifically, it ascertained the following:

1. the demographic profile of in-service teachers 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, teaching status and salary grade
2. the level of teaching performance of in-service teachers as evaluated by themselves and their principals in the following domains: social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing & reporting, community linkages and personal growth & professional development;
3. the significant difference on the level of teaching performance of in-service teachers when they are grouped according to their demographic variables;
4. the significant relationship between the level of teaching performance of in-service teachers and their demographic variables; and,

5. the factors that predict the level of teaching performance of in-service teachers.

### CONCEPTUAL FRAMEWORK

Effective teaching has two critical dimensions: *intent* and *achievement*. An effective teacher is one who brings about intended learning outcomes. A teacher must be prepared in the four areas of competence in order to be successful in bringing about intended learning outcomes: *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* (Cooper, 1999).

Additionally, an effective teacher is a master of her field who provides meaningful and enjoyable classroom experiences by utilizing appropriate activities and incorporating illustrations leading to a more satisfying outcome. She brings learning experiences to maximum level by raising crucial questions that require students to become critical and rational thinkers. An effective teacher enthusiastically guides students in setting and clarifying their goals while honing them to become holistic and competent individuals. She implements classroom rules and policies which she collaboratively prepared with her students while accomplishing the learning activities stipulated in her well-designed instructional plan. An effective teacher advocates better and enjoyable learning through the use of technology (Tominez & Palina, 2009).

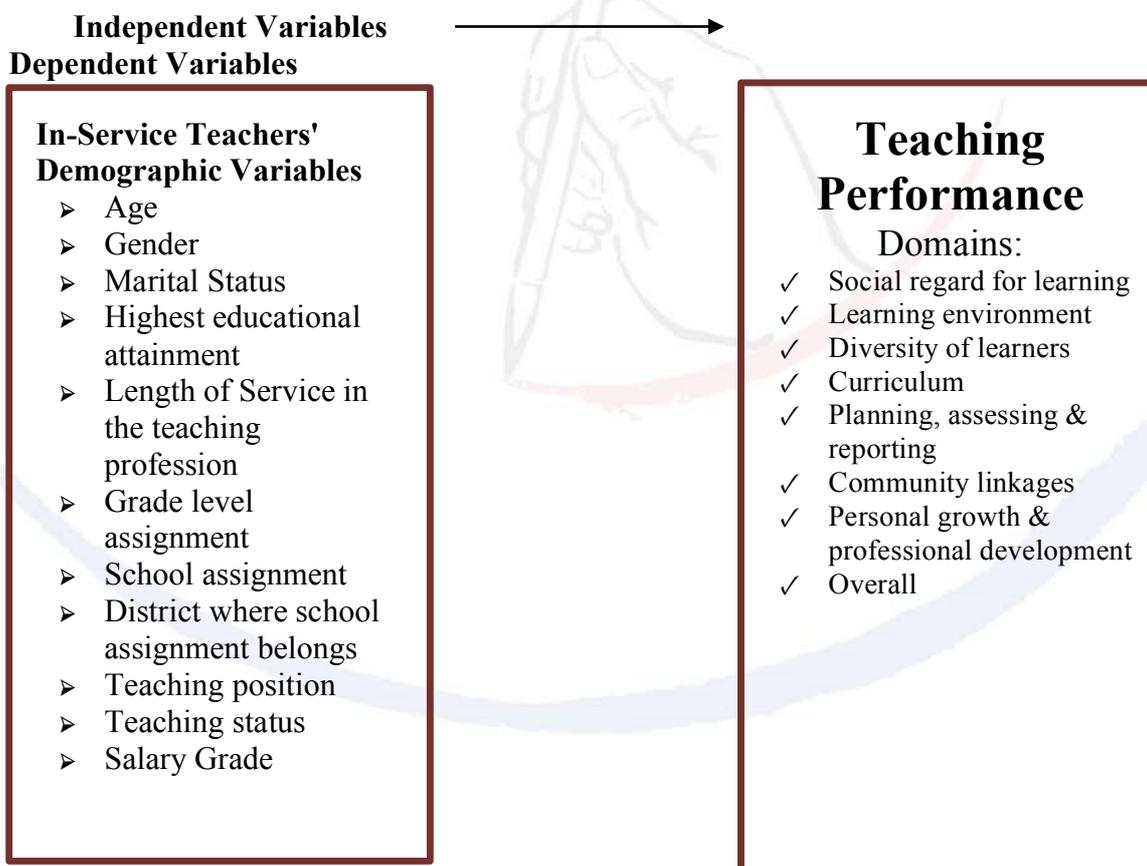


Figure 1: Paradigm of the study

Anchored from the above characteristics of an effective teacher, this research established the performance of in-service teachers specifically looking into the factors that influence and explain their teaching effectiveness. In this study, 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 are the variables that were presumed to be related with the teaching performance of in-service teachers particularly on teaching domains such as social regard for learning; learning environment; diversity of learners; curriculum; planning; assessing and reporting; community linkages; and, personal growth & professional development.

## RESEARCH METHODOLOGY

This research employed the descriptive-inferential study. The descriptive research describes, analyzes and interprets the conditions that presently exist. The inferential study investigates the extent to which different variables are related to each other.

### Research Locale

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 during the school year 2012-2013. Figure 2 presents the maps of the Philippines and the province of Nueva Vizcaya.



Figure 2. The maps of the Philippines and the province of Nueva Vizcaya

## EVIDENCE FRAMEWORK

### Sample Size and Sampling Procedure

This study utilized partial enumeration. Those who served as cooperating teachers to pre-service teachers of the College of Teacher Education, NVSU were taken as respondents of this study. The overall performance of these respondents (n=68) was derived from their self-assessment and the evaluation made by their principals (n=8).

### Research Instrument

The research instrument used in the study was a questionnaire composing of two parts. The first part consisted of the 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, teaching status and monthly income/salary grade. The second part of the questionnaire is a checklist consisted of items that indicate the teaching performance of the teachers in the following domains: *Social regard for learning, Learning environment, Diversity of learners, Curriculum, Planning, assessing & reporting, Community linkages, and Personal growth & professional development*. This is the instrument that the DepEd is using to periodically evaluate the teachers.

The table below shows the distribution of rating and the corresponding qualitative descriptions with 5.00 as the highest and 1.00 as the lowest rating.

Table 1. Distribution of rating with corresponding qualitative descriptions

Rating	Qualitative Description
4.21-5.00	Outstanding
4.41-4.20	Very Satisfactory
2.61-3.40	Satisfactory
1.81-2.60	Fair
1.00-1.80	Poor

### Sources of Data

The in-service teachers were evaluated by the following sector-evaluators: self and principals. The overall performance of the in-service teachers was determined through the Competency Standards for Teacher Performance drafted by the Department of Education under the Basic Education Assistance to Mindanao (BEAM) Project in 2003 which was modified and revised in workshops in Cebu and Subic in 2005 and in a series of zonal and sectoral workshops in March to May 2006.

### Statistical Treatment of Data

Descriptive statistics such as frequency counts, percentages, and means were used to describe the demographic profile of the in-service elementary teachers while inferential statistics such as the t-test, Analysis of Variance and the Post Hoc test were utilized to compare the means of two or more groups, the chi square and Pearson Product Moment Correlation were used to determine if the two sets or variables are correlated and the multiple regressions were employed to determine the factors that predict the teaching performance of the teachers. The 0.05 probability level was the critical point of reference used in this study.

## RESULTS AND DISCUSSION

### In-Service Teachers' Demographic Profile

**Age.** 24 of 68 in-service teachers (35.29%) are 31-40 years old, 19 (27.94%) are 51 years old and above, 18 (26.47%) are 41- 50 years old, and 7 (10.29%) are 21-30 years old. The average age of the in-service teachers is 43. This implies that most of the in-service teachers are in their middle adulthood and working stage.

**Gender.** 59 of 68 in-service teachers (86.76%) are female and 9 (13.24%) are male. This implies that majority of the in-service teachers are female.

**Marital status.** 66 of 68 in-service teachers (97.06%) are married and 2 (2.94%) are single. Findings reveal that most of the in-service teachers have family responsibilities.

**Highest educational attainment.** 49 of 68 in-service teachers (72.06%) have units in MS/MEd, 14 (20.59%) holds MS/MEd degree, and 5 (7.35%) are BS degree holders. Findings imply that most of the in-service teachers are pursuing their graduate studies.

**Length of service.** 16 of 68 in-service teachers (23.53%) are in the teaching profession for 11 – 15 years, 13 or 19.12% in the teaching profession for 16-20 years, 12 (17.65%) are in the teaching profession for 21-25 years, 11 (16.18%) are in the teaching profession, 10 (14.70%) are in the teaching profession, and 6 (8.82%) are in the teaching profession for 1 – 5 years. Results imply that most in-service teachers have spent more than a decade in the teaching profession.

**Grade level assignment.** 15 of 68 in-service teachers (22.06%) are assigned in Grade V, 13 (19.12%) are assigned in Grade III, 12 (17.65%) are assigned in grade IV, 12 are assigned in grade VI, 9 (13.24%) are assigned in grade II, and 7 (10.29%) are assigned in grade I. Findings indicate that majority of the in-service teachers were assigned to teach at the intermediate level.

**School assignment.** The in-service teachers were almost equally distributed to the different schools in 4 districts. In schools A, B, D, E and G, each has the same frequency of 9 (13.24%) in-service teachers, both schools C & H have a frequency of 8 (11.76%) while school F has a frequency of 7 in-service teachers. Findings indicate that there are almost equal numbers of in-service teachers in the schools that serve as field study areas of pre-service teachers.

**District where school belongs.** 28 of 68 in-service teachers (41.18%) belong to District 2, 17 (25%) are from District 1, 17 are from District 4, and 6 (8.82%) are from District 3. Results show that most of the respondents are from 1<sup>st</sup> and 2<sup>nd</sup> districts.

**Teaching position.** 41 of 68 in-service teachers (60.29%) hold a Teacher 3 position, 9 (13.24%) hold a Master Teacher 2 position, 6 (8.82%) hold a Teacher 1 position, 6 hold a Teacher 2 position, 5 (7.35%) hold a Master Teacher 1 position and 1 (1.47%) holds a Special Education Teacher position. Findings reveal that most of the respondents are holding Teacher 3 position.

**Teaching status.** It was noted that all (100%) of the in-service teachers hold a permanent status. This implies that in-service teachers need to be permanent in their status before they can serve as cooperating teachers for pre-service teachers.

**Salary grade.** 41 of 68 in-service teachers (60.29%) are under salary grade 13, 9 (13.24%) are under salary grade 19, 6 (8.82%) are under salary grade 11, 6 are under salary grade 12, 5 (7.35%) are under salary grade 18, and 1 is under salary grade 14. Results imply that majority of the respondents are compensated with salary grade 13.

### In-Service Teachers' Level of Teaching Performance

**Social regard for learning.** Table 2 reflects the performance of in-service teachers in terms of *social regard for learning*. It was noted that both the in-service teachers (m=4.651) and principals (m=4.776) rated the in-service teachers *outstanding* in this particular domain of teaching performance with an overall mean of 4.713.

Table 2. Level of teaching performance on social regard of learning of the in-service teachers as evaluated by themselves and their principals

Social Regard for learning	In-service Teachers	Principals	Overall Mean
The Teacher.....	mean	mean	
1 implements school policies and procedures	4.809	4.912	4.860
2 demonstrates punctuality.	4.500	4.676	4.588
3 maintains appropriate appearance.	4.779	4.882	4.831
4 is careful about the effect of one's behavior on students.	4.515	4.632	4.574
<b>Mean</b>	<b>4.651</b>	<b>4.776</b>	<b>4.713</b>
<b>Descriptive Rating</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>

Findings indicate that the in-service teachers remarkably *implement school policies and procedures, maintain appropriate appearance, demonstrate punctuality and are careful about the effect of their behavior on students*. This implies that the in-service teachers strongly uphold excellence in becoming role models to their learners.

**Learning environment.** Table 3 reveals the performance of the in-service teachers in the learning environment. An overall mean of 4.673 clearly indicates that the pre-service teachers are *outstanding* in performing this domain as evaluated by the in-service teachers (m=4.654) and principals (m=4.691).

Results show that the in-service teachers exceptionally focused on the importance of providing for a social, psychological and physical environment within which all students, regardless of their individual differences, can engage the different learning activities and work towards attaining high standards of learning.

Table 3. Level of teaching performance on learning environment of the in-service teachers as evaluated by themselves and their principals

Learning Environment The Teacher....		In-service Teachers	Principals	Overall Mean
		mean	mean	
1	maintains a learning environment of courtesy and respect for different learners (ability, culture, gender).	4.676	4.735	4.706
2	provides gender-fair opportunities for learning.	4.750	4.735	4.743
3	recognizes that every learner has strengths.	4.779	4.779	4.779
4	maintains a safe, clean and orderly classroom free from distractions.	4.765	4.750	4.757
5	arranges challenging activities given the physical environment.	4.544	4.603	4.574
6	uses individual and co-operative learning activities.	4.706	4.735	4.721
7	encourages learners to ask questions.	4.544	4.632	4.588
8	provides learners with a variety of learning experiences.	4.618	4.706	4.662
9	handles behavior problems quickly and with due respect to children's rights.	4.544	4.632	4.588
10	gives timely feedback to reinforce appropriate learner's behavior.	4.603	4.632	4.618
11	guides individual learners toward the development of appropriate social and learning behavior.	4.632	4.618	4.625
12	communicates school policies and procedures for classroom behavior.	4.691	4.735	4.713
<b>Mean</b>		<b>4.654</b>	<b>4.691</b>	<b>4.673</b>
<b>Descriptive Rating</b>		<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>

**Diversity of learners.** Table 4 reflects the performance of the in-service teachers in this particular domain. An overall mean of 4.633 indicates that in-service teachers (m=4.579) and principals (m=4.687) strongly agreed that the in-service teachers are *outstanding* in dealing with the diversity of learners.

Table 4. Level of teaching performance on diversity of learners of the in-service teachers as evaluated by themselves and their principals

Diversity of learners		In-service Teachers	Principals	Overall Mean
		mean	mean	
<b>The Teacher....</b>				
1	uses information on the learning styles and needs of learners to design and selects learning experiences.	4.529	4.721	4.625
2	establishes goals that define appropriate expectations for all learners.	4.588	4.632	4.610
3	introduces lessons that are appropriate to needs and /or abilities of learners.	4.721	4.765	4.743
4	provides differentiated activities for learners.	5.588	4.706	4.647
5	initiates other learning approaches for learners whose needs have not been meet by usual approaches.	4.441	4.574	4.507
6	shows sensitivity to multi-cultural background of learners.	4.574	4.676	4.625
7	sets clear, challenging and achievable expectations on the holistic development of all learners.	4.500	4.647	4.574
8	Identifies learning gaps and take actions to enable learners to catch up.	4.529	4.647	4.588
9	employs integrative strategies for meaningful and holistic development of learners.	4.544	4.676	4.610
10	is sensitive to unusual behavior of learners and takes appropriate action	4.662	4.735	4.699
11	provides opportunities to enhance learners growth in all aspects.	4.691	4.779	4.735
<b>Mean</b>		<b>4.579</b>	<b>4.687</b>	<b>4.633</b>
<b>Descriptive Rating</b>		<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>

Findings imply that the in-service teachers excellently facilitate the learning process in diverse learners, by first recognizing and respecting individual differences, then using knowledge about student's differences to design diverse sets of learning activities to ensure that all students can attain desired learning goals.

**Curriculum.** Table 5 presents the performance of the in-service teachers in this domain. The in-service teachers are *outstanding* (overall mean=4.689) in curriculum as specified by themselves (m=4.669) and principals (m=4.708).

Table 5. Level of teaching performance on curriculum of the in-service teachers as evaluated by themselves and their principals

Curriculum		In-service Teachers	Principals	Overall Mean
		Mean	mean	
<b>The teacher....</b>				
1	delivers accurate and updated content knowledge using appropriate methodologies, approaches and strategies.	4.676	4.676	4.676
2	integrates language, literacy and quantitative skill development and values in the subject area.	4.691	4.662	4.676
3	explains learning goals, instructional procedures and content clearly and accurately to students.	4.632	4.662	4.647
4	link the current content with past and future lessons.	4.794	4.691	4.743
5	aligns the lesson objectives with the teaching methods, learning activities and instructional materials or resources appropriate to learners.	4.779	4.794	4.787
6	creates situations that encourage learners to use high order thinking skills.	4.544	4.618	4.581
7	engages and sustains learner's interest in the subject by making content meaningful and relevant to them.	4.706	4.662	4.684
8	integrates relevant scholarly works and ideas to enrich the lesson as needed.	4.471	4.603	4.537
9	integrates content of subject area with other disciplines.	4.721	4.735	4.728
10	sets appropriate learning goals.	4.632	4.750	4.691
11	leads learners to understand the learning goals.	4.706	4.765	4.735
12	links the goals set with the expectations for every learner.	4.559	4.691	4.625
13	establishes routines and procedures to maximize instructional time.	4.632	4.794	4.713
14	plan lessons to fit within the available instructional time.	4.721	4.794	4.757
15	translates learning competencies to instructional objectives.	4.559	4.721	4.640
16	selects, prepares and utilizes instructional materials appropriate to the learners and to the learning objectives.	4.750	4.735	4.743
17	provides activities and uses materials which fit the learners' learning styles, goals and culture.	4.647	4.647	4.647

18	uses a variety of teaching approaches and techniques appropriate to the subject matter and the learners.	4.721	4.721	4.721
19	utilizes information derived from the assessment to improve teaching and learning.	4.676	4.721	4.699
20	provides activities and use materials which involve students in meaningful learning.	4.765	4.721	4.743
<b>Mean</b>		<b>4.669</b>	<b>4.708</b>	<b>4.689</b>
<b>Descriptive Rating</b>		<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>

Findings reveal that the in-service teachers highly consider the elements of the teaching-learning process that work in convergence to help students understand the curricular goals and objectives and to attain high standards of learning defined in the curriculum. These elements include the teacher's knowledge of subject matter and the learning process, teaching-learning approaches and activities, instructional materials and learning resources.

**Planning, assessing & reporting.** Table 6 shows the performance of the in-service teachers in *planning, assessing and reporting*. It was noted that an overall mean of 4.673 indicates that the in-service teachers are *outstanding* in this particular domain of teaching as manifested by their self-assessment (m=4.640) and their principals' evaluation (m=4.706).

Table 6. Level of teaching performance on planning, assessing and reporting of the in-service teachers as evaluated by themselves and their principals

<b>Planning, Assessing &amp; Reporting</b>		<b>In-service Teachers</b>	<b>Principals</b>	<b>Overall Mean</b>
<b>The teacher....</b>		mean	mean	
1	shows proofs of instructional planning.	4.603	4.632	4.618
2	implements instruction as planned.	4.603	4.750	4.676
3	demonstrates ability to cope with varied teaching milieu.	4.632	4.765	4.699
4	prepares formative and summative tests in line with the curriculum.	4.779	4.794	4.787
5	employs non-traditional assessment techniques (portfolio, journals, rubrics, etc.)	4.691	4.706	4.699
6	interprets and uses assessment results to improve teaching and learning.	4.647	4.691	4.699
7	identifies teaching-learning difficulties and possible causes and take appropriate action to address them.	4.500	4.559	4.529
8	uses tools for assessing authentic learning.	4.618	4.618	4.618
9	provides timely and accurate feedback to learners to encourage them to reflect on and monitor their own learning growth.	4.632	4.676	4.654
10	keeps accurate records of grades/performance levels of learners.	4.868	4.809	4.838
11	conducts regular meetings with learners and parents to report learner's progress.	4.515	4.721	4.618
12	involves parents to participate in school activities that promote learning.	4.588	4.750	4.669
<b>Mean</b>		<b>4.640</b>	<b>4.706</b>	<b>4.673</b>
<b>Descriptive Rating</b>		<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>

Results indicate that the in-service teachers admirably focused on the use of assessment data to plan and revise teaching-learning plans, the integration of assessment procedures in the plan and implementation of teaching-learning activities, and reporting on learner's actual achievement and behavior.

**Community Linkages.** Table 7 presents the performance of the in-service teachers in community linkages. The in-service teachers were evaluated *very satisfactory* in their community involvement as indicated by their self-evaluation (m=4.350) and overall

mean of 4.401. However, the principals (m=4.451) assessed the in-service teachers to be outstanding in performing their task in the community.

Table 7. Level of teaching performance on community linkages of the in-service teachers as evaluated by themselves and their principals

<b>Community Linkages</b>		<b>In-service Teachers</b>	<b>Principals</b>	<b>Overall Mean</b>
<b>The teacher...</b>		mean	mean	
1	involves community in sharing accountability for the learners' achievement.	4.294	4.471	4.382
2	uses community resources (human, material) to support learning.	4.265	4.412	4.338
3	uses the community as a laboratory for learning.	4.132	4.279	4.206
4	participates in the community activities that promote learning.	4.529	4.529	4.529
5	uses community networks to publicize school events and achievements.	4.279	4.353	4.316
6	encourages students to apply classroom learning to the community.	4.603	4.662	4.632
<b>Mean</b>		<b>4.350</b>	<b>4.451</b>	<b>4.401</b>
<b>Descriptive Rating</b>		<b>Very satisfactory</b>	<b>Outstanding</b>	<b>Very satisfactory</b>

Results imply that the in-service teachers agreeably linked classroom activities to the experiences and aspirations of the students in their homes and communities. This further indicates that their efforts are directed at strengthening the links between the schools and communities, particularly as these links help in the attainment of the curricular goals.

**Personal growth and professional development.** Table 8 shows the performance of the in-service teachers in terms of their personal growth and professional development. An overall mean of 4.640 indicates that the in-service teachers are excellent in their personal and professional development as manifested by their self-assessment (m=4.620) and their principals' evaluation (m=4.682).

Table 8. Level of teaching performance on personal growth and professional development of the in-service teachers as evaluated by themselves and their principals

<b>Personal Growth and Professional Development</b>		<b>In-service Teachers</b>	<b>Principals</b>	<b>Overall Mean</b>
<b>The teacher...</b>		mean	mean	
1	maintains stature and behavior that upholds the dignity of teaching.	4.750	4.765	4.757
2	allocates time for personal and professional development through participation in educational seminars and workshops, reading educational materials regularly and engaging in educational research.	4.706	4.544	4.625
3	manifests personal qualities such as enthusiasm, flexibility and caring.	4.765	4.676	4.721
4	articulates and demonstrates one's personal philosophy of teaching.	4.721	4.618	4.669
5	keeps abreast with the recent developments in education.	4.721	4.676	4.699
6	links with other institutions, organizations for sharing best practices.	4.588	4.500	4.544
7	reflects on the quality of his/her own teaching.	4.750	4.574	4.662
8	improves teaching performance based on feedback from students, peers and superiors and practice teachers.	4.809	4.721	4.765
9	accepts personal accountability for learner's achievement (performance).	4.735	4.779	4.757
10	uses self-evaluation to recognize and enhances one's strengths and correct one's weakness.	4.824	4.809	4.816
<b>Mean</b>		<b>4.737</b>	<b>4.662</b>	<b>4.701</b>
<b>Descriptive Rating</b>		<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>

Results reveal that the in-service teachers extremely value having a high personal regard for the teaching profession, concern for professional development, and continuous improvement as teachers.

**Overall level of teaching performance.** Table 9 shows the overall level of teaching performance of the in-service teachers as evaluated by themselves and their principals. Generally, the in-service teachers were evaluated outstanding in their teaching performance as indicated by an overall mean of 4.640.

Table 9. Overall level of teaching performance of the in-service teachers as evaluated by themselves and their principals

Overall Teaching Performance	In-service 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>

Findings indicate that the in-service teachers exceedingly perform their tasks as role models to their learners providing meaningful and satisfying learning experiences when dealing with diverse learners and facilitating better learning that greatly ensures quality output.

### Difference on the In-service Teachers' Level of Teaching Performance when grouped according to Demographic Variables

Table 10. Difference on the level of teaching performance of in-service teachers when grouped according to marital status

Level of Teaching Performance	Marital Status	T-Test				
		N	Mean	Descriptive Value	t-value	Significance
<i>Diversity of learners</i>	Married	66	4.639	Outstanding	5.0285	0.0000**
	Single	2	4.450	Outstanding		
<i>Community linkages</i>	Married	66	4.413	Outstanding	4.3334	0.0488*
	Single	2	4.000	Very Satisfactory		
<i>Personal growth and professional development</i>	Married	66	4.875	Outstanding	3.9181	0.0027**
	Single	2	4.696	Outstanding		
<i>Over-all</i>	Married	66	4.644	Outstanding	2.6930	0.0326*
	Single	2	4.535	Outstanding		

\*0.05 level of significance

\*\*0.01 level of significance

Table 10 shows that there is a significant difference on the level of teaching performance of the in-service teachers in terms of diversity of learners, community linkages, and personal growth and professional development when grouped according to marital status. This implies that the level of teaching performance of the in-service teachers in terms of diversity of learners, community linkages, and personal growth and professional development of the respondents who are married is higher as compared to the respondents who are single.

Table 11. Difference on the level of teaching performance of in-service teachers when grouped according to highest educational attainment

Level of Teaching Performance	Highest Educational Attainment	ANOVA				
		N	Mean	Descriptive Value	F-value	Significance
<i>Curriculum</i>	BS	5	4.7420	<i>Outstanding</i>	3.2867	0.0437*
	With MS/MED units	49	4.6400	<i>Outstanding</i>		
	MS/MED	14	4.8507	<i>Outstanding</i>		

\*0.05 level of significance

Table 11 shows that there is a significant difference on the level of teaching performance of the in-service teachers in terms of curriculum when grouped according to the highest educational attainment.

Table 12. Post-Hoc test on the difference on the level of teaching performance of the respondents in terms of curriculum when grouped according to Highest Educational Attainment

Dependent Variable	Highest Educational Attainment		Mean Difference	Significance
<i>Curriculum</i>	with MS/Med Units	MS/MED	-0.2107	0.0139*

\*0.05 level of significance

Table 12 shows that the level of teaching performance in terms of curriculum of the in-service teachers with MS/MED degree is significantly higher than those with units in MS/MEd. This indicates that the MS degree holders have better teaching performance as compared to those with units in MS/MEd.

Table 13. Difference on the level of teaching performance of in-service teachers when grouped according to district where school assignment belongs

ANOVA						
Level of Teaching Performance	District where school belongs	N	Mean	Descriptive Value	F-value	Significance
<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>		

*\*0.05 level of significance*

Table 13 reveals that there is a significant difference on the level of teaching performance of the in-service teachers in terms of diversity of learners when grouped according to the district where the school assignment belongs.

Table 14. Post-Hoc test on the difference on the level of teaching performance of the respondents in terms of diversity of learners when grouped according to district where the school assignment belongs.

Dependent Variable	District where the school assignment belongs		Mean Difference	Significance
<i>Diversity of Learners</i>	District 2	District 4	-0.2268	0.0134*

*\*0.05 level of significance*

Table 14 shows that there is a significant difference on the level of teaching performance of the in-service teachers in terms of diversity of learners of the respondents from district 2 and district 4. This implies that the level of teaching performance of the in-service in district 4 is significantly higher as compared to the teaching performance of the in-service teachers in district 2.

Table 15 shows that there is a significant difference on the level of teaching performance of the in-service teachers in terms of learning environment, diversity of learners, and curriculum when grouped according to teaching position.

Table 15. Difference on the level of teaching performance of in-service teachers when grouped according to teaching position

		ANOVA				
	Teaching Position	N	Mean	Descriptive Value	F-value	Significance
<b>Learning environment</b>	Teacher 1	6	4.480	Outstanding	2.4576	0.0427*
	Teacher 2	6	4.690	Outstanding		
	Teacher 3	41	4.629	Outstanding		
	MT 1	5	4.870	Outstanding		
	MT 2	9	4.908	Outstanding		
	SPET 1	1	4.500	Outstanding		
<b>Diversity of learners</b>	Teacher 1	6	4.410	Outstanding	2.6798	0.0295*
	Teacher 2	6	4.645	Outstanding		
	Teacher 3	41	4.589	Outstanding		
	MT 1	5	4.826	Outstanding		
	MT 2	9	4.874	Outstanding		
	SPET 1	1	4.590	Outstanding		
<b>Curriculum</b>	Teacher 1	6	4.415	Outstanding	2.7344	0.0269*
	Teacher 2	6	4.761	Outstanding		
	Teacher 3	41	4.658	Outstanding		
	MT 1	5	4.888	Outstanding		
	MT 2	9	4.852	Outstanding		

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		4.830	
SPET 1	1	0	<i>Outstanding</i>

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*\*0.05 level of significance*

Table 16 shows that in terms of *learning environment*, the level of teaching performance of the respondents occupying a Teacher 1 position is lower as compared to the respondents occupying Master Teacher 1 and Master Teacher 2 position. The table also shows that the level of teaching performance in terms of learning environment of the respondents occupying Teacher 3 position is significantly lower as compared to respondents occupying a Master Teacher 2 position.

In terms of *diversity to learners*, the level of teaching performance of the respondents occupying a Master Teacher 2 position is significantly higher as compared to those occupying Teacher 1 and Teacher 2 positions. The level of teaching performance in terms of diversity of learners of the respondents occupying Master Teacher 1 position is significantly higher as compared to the respondents occupying a Teacher 1 position.

Furthermore, in terms of *curriculum*, the level of teaching performance of the respondents occupying a Teacher 1 position is significantly higher as compared to those occupying Teacher 2, Teacher 3, Master Teacher 1, and Master Teacher 2 positions. This indicates that among all the teaching positions, respondents occupying Teacher 1 position are of the lowest level. This further implies that the level of teaching performance in terms of curriculum of the respondents occupying Master Teacher 2 position is significantly higher as compared to the respondents occupying Teacher 3 position.

Table 16. Post-Hoc test on the difference on the level of teaching performance of the respondents in terms of learning environment, diversity of learners, and curriculum when grouped according to Teaching Position

<b>Dependent Variable</b>	<b>Teaching Position</b>		<b>Mean Difference</b>	<b>Significance</b>
<b><i>Learning environment</i></b>	Teacher 1	MT 1	-0.3900	0.0306*
	Teacher 1	MT 2	-0.3880	0.0122*
	Teacher 3	MT 2	-0.2390	0.0232*
<b><i>Diversity of learners</i></b>	Teacher 1	MT 1	-0.4160	0.0189*
	Teacher 1	MT 2	-0.4360	0.0043**
	Teacher 3	MT 2	-0.2567	0.0131*
<b><i>Curriculum</i></b>	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

Table 17 shows that there is a significant difference on the level of teaching performance of the in-service teachers in terms of learning environment, diversity of learners, and curriculum when grouped according to salary grade.

Table 17. Difference on the level of teaching performance of in-service teachers when grouped according to salary grade

Level of Teaching Performance	Salary Grade	ANOVA				
		N	Mean	Descriptive Value	F-value	Significance
<b><i>Learning environment</i></b>	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>		
<b><i>Diversity of learners</i></b>	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>		
<b><i>Curriculum</i></b>	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>		
	SG18	5	4.8880	<i>Outstanding</i>		
	SG19	9	4.8522	<i>Outstanding</i>		

\*0.05 level of significance

Table 18 shows that in terms of *learning environment*, the level of teaching performance of the in-service 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.

In terms of *diversity to learners*, the level of teaching performance of the in-service 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.

In terms of *curriculum*, the level of teaching performance of the in-service 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 18. Post-Hoc test on the difference on the level of teaching performance of the respondents in terms of learning environment, diversity of learners, and curriculum when grouped according to Salary Grade

Dependent Variables	Salary Grade		Mean Difference	Significance
<i>Learning environment</i>	SG11	SG18	-0.3900	0.0286*
	SG11	SG19	-0.4289	0.0062**
	SG13	SG19	-0.2829	0.0094**
<i>Diversity of learners</i>	SG11	SG18	-0.4160	0.0181*
	SG11	SG19	-0.4644	0.0028**
	SG13	SG19	-0.2852	0.0079**
<i>Curriculum</i>	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

### Relationship between the In-Service Teachers' Level of Teaching Performance and Demographic Variables

Table 19 shows that there is a significant relationship between the *teaching position* and the level of teaching performance in terms of *learning environment, diversity to learners, curriculum, planning, assessing & reporting and overall performance*. This indicates that the higher the teaching position the higher the level of teaching performance in terms of learning environment, diversity to learners, curriculum, planning, assessing & reporting and their overall performance.

Table 19. Relationship between the demographic profile and the level of teaching performance

Demographic Variables		Social Regard of Learning	Learning Environment	Diversity of Learners	Curriculum	Planning, Assessing, Reporting	Overall
Teaching Position	Pearson Correlation	.211	.312(**)	.353(**)	.348(**)	.279(*)	.278(*)
	Sig. (2- tailed)	.084	.010	.003	.004	.021	.022
Salary Grade	Pearson Correlation	.245(*)	.383(**)	.400(**)	.348(**)	.317(**)	.310(*)
	Sig. (2- tailed)	.044	.001	.001	.004	.008	.010

\*0.05 level of significance

\*\*0.01 level of significance

The table also reveals that there is a significant relationship between the *salary grade* of the in-service teachers and the level of teaching performance in terms of *social regard to learning, learning environment, diversity to learners, curriculum, planning, assessing & reporting and overall performance*. This implies that the higher the salary grade of the teachers the higher the level of teaching performance in terms of social regard to learning, learning environment, diversity to learners, curriculum, planning, assessing & reporting and their overall performance.

### Predictors of the In-Service Teachers' Level of Teaching Performance

Table 20. Factor that predicts the level of teaching performance of in-service teachers in terms of Social regard for learning

Variable	Beta In	T	Significance
<b>Salary Grade</b>	0.0280	2.0560	0.0437*
<b>Constant</b>	4.6048	72.8150	0.0000

Predictors in the Model: (Constant), salary

Dependent Variable: Social regard for learning

*\*0.05 level of significance*

Table 20 shows the factor that predicts the level of teaching performance of in-service teachers in terms of social regard for learning. The level of performance of in-service teachers in terms of social regard for learning is equal to  $4.6048 + 0.0280$  (salary grade). The table reveals that the salary grade of the respondents is a predictor of the level of teaching performance of in-service teachers in terms of social regard for learning.

Table 21. Factor that predicts the level of teaching performance of in-service teachers in terms of Learning environment

Variable	Beta In	T	Significance
<b>Salary Grade</b>	0.0464	3.3633	0.0013**
<b>Constant</b>	4.4927	70.2367	0.0000

Predictors in the Model: (Constant), salary

Dependent Variable: Learning environment

*\*\*0.01 level of significance*

Table 21 shows the factor that predicts the level of teaching performance of in-service teachers in terms of learning environment. The level of performance of in-service teachers in terms of learning environment is equal to  $4.4927 + 0.0464$  (salary grade). The table reveals that the salary grade of the in-service teachers is a predictor of the level of teaching performance of in-service teachers in terms of learning environment.

Table 22. Factors that predict the level of teaching performance of in-service teachers in terms of Diversity of learners

Variables	Beta In	T	Significance
<i>Salary Grade</i>	0.0510	3.8384	0.0003**
<i>Gender</i>	0.2097	2.1421	0.0359*
<i>Constant</i>	4.0423	20.4351	0.0000

Predictors in the Model: (Constant), salary, gender

Dependent Variable: Diversity of learners

\*0.05 level of significance

\*\*0.01 level of significance

Table 22 shows the factors that predict the level of teaching performance of in-service teachers in terms of diversity of learners. The level of performance of in-service teachers in terms of diversity of learners is equal to  $4.0423 + 0.2097$  (gender)  $+ 0.0510$  (salary grade). The table reveals that the salary grade and the gender of the respondents are predictors of the level of teaching performance of in-service teachers in terms of diversity of learners.

Table 23. Factor that predicts the level of teaching performance of in-service teachers in terms of Curriculum

Variable	Beta In	T	Significance
<i>Salary Grade</i>	0.0394	3.0150	0.0036**
<i>Constant</i>	4.5369	74.9101	0.0000

Predictors in the Model: (Constant), salary

Dependent Variable: Curriculum

\*\*0.01 level of significance

Table 23 shows the factor that predicts the level of teaching performance of in-service teachers in terms of curriculum. The level of performance of in-service teachers in terms of curriculum is equal to  $4.5369 + 0.0394$  (salary grade). The table reveals that the salary grade of the respondents is a predictor of the level of teaching performance of in-service teachers in terms of curriculum.

Table 24. Factor that predicts the level of teaching performance of in-service teachers in terms of Planning, assessing & reporting

Variable	Beta In	t	Significance
<i>Salary Grade</i>	0.0402	2.7130	0.0085**
<i>Constant</i>	4.5163	65.6988	0.0000
Predictors in the Model: (Constant), salary			
Dependent Variable:		Planning, assessing and reporting	

*\*\*0.01 level of significance*

Table 24 shows the factor that predicts the level of teaching performance of in-service teachers in terms of planning, assessing and reporting. The level of performance of in-service teachers in terms of planning, assessing and reporting is equal to  $4.5163 + 0.0402$  (salary grade). The table reveals that the salary grade of the respondents is a predictor of the level of teaching performance of in-service teachers in terms of planning, assessing and reporting.

The above results indicate that salary grade and gender are powerful predictors of effective teaching performance. However, in a three-year study of graduates of a teacher education program that assessed the extent to which education and subject matter coursework predicted teaching performance, Ferguson & Womack (1993) established a conclusion that coursework in teacher education made a constructive difference in teaching performance and was a more influential predictor of teacher effectiveness than measures of content expertise.

## CONCLUSIONS

1. The in-service teachers are relatively young adults who are in the working stage, female and with family responsibilities. Having spent more than a 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 in-service teachers were assigned to teach at the intermediate level. Most are from 1<sup>st</sup> and 2<sup>nd</sup> districts holding Teacher 3 position. They enjoy a permanent status and are remunerated with monthly compensation of salary grade 13.
2. The in-service teachers strongly uphold excellence in becoming role models to their learners; exceptionally focused on the importance of providing for a social, psychological and physical environment within which diverse learners can engage in the different learning activities and work towards attaining high standards of achievement; excellently facilitate learning by recognizing and respecting individual differences and designing equitable sets of learning activities to ensure that all learners can attain desired learning goals; highly consider the elements of the teaching-learning process that drive learners to realize the curricular goals and objectives and to attain high standards of learning; admirably focused 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; sensibly link classroom activities to the experiences and aspirations

- of the learners in their homes and communities; extremely value that of having a high personal regard for the teaching profession, concern for professional development, and continually grow in and with the profession.
3. In-service teachers with family responsibilities perform better in diversity of learners, community linkages, and personal growth and professional development; those holders of master's degree and who were assigned in 4<sup>th</sup> district have better teaching performance in curriculum; master teachers perform remarkably in learning environment, diversity of learners and curriculum; and those who are compensated with higher salary grade manifest higher teaching performance in learning environment, diversity of learners and curriculum.
  4. The higher the teaching position, the higher the level of teaching performance in learning environment, diversity of learners, curriculum, and planning, assessing & reporting; and, the higher the salary grade of the in-service teachers, the higher the level of teaching performance in social regard to learning, learning environment, diversity of learners, curriculum, planning, assessing, and reporting.
  5. The salary grade of the in-service teachers is a powerful predictor of their remarkable teaching performance in social regard for learning, learning environment, diversity of learners, curriculum, and planning, assessing and reporting while their gender gives explanation to their excellent performance in dealing with diverse learners.

## RECOMMENDATIONS

1. **DepEd School Administrators.** The principals, supervisors and superintendent should craft development programs that will provide an avenue for their teachers to grow personally and professionally in order for them to better deliver quality instruction to the learners or end-users.
2. **Teacher Education Institutions.** TEIs should strengthen their teacher education programs or curricular offerings to better equip and hone pre-service teachers with desired competencies such as knowledge, skills, attitudes and values that they can draw on when they enter the teaching profession.
3. **In-Service Teachers.** In-service teachers should exert more efforts in delivering quality teaching to their clientele by keeping themselves abreast with the recent innovations of education and or teaching strategies and techniques that will further improve their teaching performance.
4. **Researchers.** Future researchers may replicate and explore other variables and or methodology in the conduct of a similar research.

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