



Factors Affecting Teaching Performance of Junior High School Teachers of Madridejos National High School

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Abstract. This study was conducted to provide comprehensive description of the factors affecting the teaching performance of the teachers in school. Descriptive predictive method was applied in the assessment of variables to predict the factors. The study was carried out in Madridejos National High School involving fifty (50) Junior High School teachers selected randomly. Survey questionnaire containing the profile of the teachers was utilized in gathering data. Sources of data were obtained from teachers' ratings of Classroom Observation last school year 2018 – 2019. The data were statistically analyzed using descriptive measures such as mean, percentage formula and standard deviation and Multiple Linear Regression to determine the discriminating factors. As for the profile, it was found that teachers with Teacher 1 position, 1 to 5 years teaching experiences, no units in masterate degree and not undergo trainings relevant to the subjects they were handling were dominated among respondents. Meanwhile, their teaching performance with 5.50 computed mean revealed *Very Satisfactory*. Furthermore, results of Multiple Linear Regression Analysis revealed that educational attainment and the number of trainings attended were significant factors affecting teaching performance while teaching position and teaching experience were found insignificant factors. In light of the findings, the study concludes that a teacher with higher educational attainment and has more relevant trainings attended tends to perform better in teaching. Furthermore, attaining higher attaining higher education and attending trainings improve teaching quality performance.

Keywords: factors in teaching, teaching performance, descriptive predictive method, high School

1. Introduction

Education has been widely accepted and considered as one of the most significant factors contributing the development of the society. Its quality functions through transmitting culture from one generation to another. Cognizant of its importance, government should make education accessible for all through strong efforts. As stated in Article 14, Section 1 of the 1987 Philippine Constitution that “the state shall protect and promote the rights of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all” (The Philippine Constitution,

1987). On this basis, the school should really need to perform effectively its roles in the society.

In schools, teachers are undeniably considered to be one of the most significant persons. They are expected to execute innumerable and crucial tasks in shaping the youth to become productive members in the community. Thus, they are the key factors for learning. In Bilbao, Corpuz, Llagas & Salandanan' (2006) s book stresses that the commitment and dedication of teachers to work is very important. On this belief, their performance of tasks in the field should be determined to assess whether high or low. Nevertheless, their performance can be affected by several factors. Additionally, it is noted that effective classrooms are associated with better students' results and their development. Teacher's effectiveness is understood to be an outcome of effective and better performance of teachers and some other aspects (Holley et.al., 2019; Kane et.al., 2011; Pitogo and Ecle, 2021).

In the Philippines, the Results-based Performance Management System (RPMS) of the Department of Education (RPMS Tool for Teacher I – III) provides the first four duties and responsibilities of teachers. Through this, teachers are expected to apply mastery of content knowledge and its application across learnings areas. They must facilitate learning using appropriate and innovative teaching strategies and classroom management practices. They must manage environment conducive to learning and address learning diversity. Based upon these duties and responsibilities of teachers, they can now realize the big role to play in the development of students in the Junior High School. Furthermore, teacher's performance in the classroom is assessed using Classroom Observation tool which becomes the basis in determining their teaching performance.

Relatively, several studies were conducted to determine the variables teacher's performance. For an instance, Cebrenos (2011) found that the factors such as age, civil status, highest educational attainment, teaching experience and monthly salary were found as significant factors on the teaching performance of the faculty members. On other hand, gender had no significant relationship with the teaching performance of the faculty members. It was also shown that their membership in professional organizations is significantly related with teaching performance of faculty members. In contrast, Abarro (2018) found out that the teaching performance of teachers is affected by civil status, highest educational attainment, and local seminars attended and scholastic performance. However, the performance of teachers is not significantly affected by sex, age, types of family, religion, type of high school attended, LET performance, length of service, annual salary, number of preparations in teaching, international/national/regional seminars attended. Meanwhile, Nadeem, Rana, Lone, Maqbool, Naz and Ali (2011) revealed that poor socio-economic status of teachers affects the teacher's performance.

On the foregoing results from the studies previously conducted, it is unclear on some other factors affecting the performance of teachers in the Philippines. As such, this is conducted to widen understanding in relation to the factors that influence the teaching performance of the teachers particularly the Junior High School teachers of the Department of Education in the Philippines. Through this study, the gap in the previous research studies would be addressed. This study would be very important to the Department of Education to improve the delivery of basic education by improving the teaching performance of the teachers thereby attaining quality education. Moreover, the results would serve as basis for intervention needed for teacher's development program.

2. Literature Review

Teaching Performance

The key factor to attain better improvement and productivity of the organization lies upon the hands of employees. (Khan et al. 2019; Kanyurhi & Buganda Mungu Aknokwa, 2016). Likewise, it is considered that the most important resources in the organization are the employees (Ghayas and Hussain, 2015). Furthermore, it cannot be ignored that employee satisfaction and commitment is indispensable. Relatively, employees in the organizations such as schools need their capacity to enhance the performance of the department (Ghayas, 2015). In the same instance, the improvement of the school depends upon the teachers. Undeniably, teachers are considered as the backbone of the educational system where their failure may directly influence on the undesirable effect on the over-all performance of students (Amin, Shah, Ayaz & Atta, 2013). It is important that teachers must be committed to their jobs to be able to have better and higher performance to contribute for significant growth and progress of the school (Sharma & Dhar 2016). As stated by Panda and Mohanty (2003) that student's learning as well as their academic achievement is determined by teachers' instructional performance.

Factors Affecting Teaching Performance of Teachers

In the theory of Herzberg (1966), it is emphasized that there are certain conditions that make employees satisfied and dissatisfied and that induce them to display their behavior. These result to both a positive and negative impact on their performance. These conditions are said as factors for satisfaction and dissatisfaction. The factors for satisfaction are associated with recognizing, responsibility, advancement, and growth. In the presence of these factors, satisfaction is created. On the other hand, dissatisfaction creates a feeling of employees that makes them feel dissatisfied. These conditions are attributed to salaries, status, security, working conditions, etc. Thus, this notion provides a basis for this study that relates to the factors affecting the performance of teachers in teaching. That is why, several studies have been reviewed to figure out some of these factors.

For an instance, Wangui, Omboi and Irabo (2016) revealed that teachers' performance is affected by work-related stress. The said factors are school related factors, teacher and community-related factors. Additionally, Mruma (2013) determined that the teaching performance of teachers in public secondary schools in Tanzanian Education Institution is influenced by intrinsic and extrinsic motivators. It is also revealed in the study of Ahmed, Hussain, Ahmed and Din (2012) that professional performance of teachers at higher education level is affected by subject mastery, attitude, teaching methodology and teachers' personal characteristics. Additionally, Nadeem, Rana, Lone, Maqbool, Naz and Ali (2011) identified that poor socio-economic status of teachers affects the teacher's performance. Another significant finding of Nadeem [16] which found out that gender and age is a significant predictors of teachers' job performance. Ahmed, et al (2012) determined that the performance of teachers is influenced by their personal factors. Furthermore, Essien, Akpan and Obot (2016) revealed that the performance of the learners is positively related with the frequency of teacher's attendance to training, seminars and workshops. Moreover, Durrani (2019) revealed that there is a constructive and positive relationship between the school management support, compensation, and reward have a constructive relationship and teacher's performance. However, it was found out that training and development, workload and organizational identification have no positive impact on teacher's performance. Meanwhile, Cebreros (2011) found that the factors such as age, civil status, highest educational attainment, teaching experience and monthly salary were found as significant factors on the teaching performance of the faculty members. On other hand, gender had no significant relationship with the teaching performance of the faculty members. It was also shown that their membership in

professional organizations is significantly related with teaching performance of faculty members. In contrast, Abarro (2018) found out that the teaching performance of teachers is affected by civil status, highest educational attainment, and local seminars attended and scholastic performance. However, the performance of teachers is not significantly affected by sex, age, types of family, religion, type of high school attended, LET performance, length of service, annual salary, number of preparations in teaching, international/national/regional seminars attended. These studies bear similarity with the study conducted.

3. Methodology

3.1 Research Design

The study selected quantitative approach using the descriptive predictive method. Descriptive predictive method is an empirical research use to forecast events or behavior (the assessment of variables at one point in time and so as to predict a phenomenon assessed at a later point in time).

3.2 Population and Sampling

The study was carried out in Madridejos National High School, Madridejos, Cebu involving fifty (50) Junior High School teachers who were randomly selected from these teachers who have years of teaching experience, have attended teachers training and have passed the basic educational qualification of being employed in DepEd. They were given survey questionnaire on their profile and had their ratings of Classroom Observation last school year 2018 – 2019.

3.3 Instruments

The primary sources of data were the Classroom Observation ratings of the Junior High School teachers for the School Year 2018-2019. The Classroom Observation ratings were obtained from the office of the principal of the school. Aside from the document, a profile questionnaire was developed and used to gather data. The questionnaire provided data such as teaching position, educational attainment, teaching experience and relevant trainings attended.

A permission letter to conduct the study as secured from the Schools Division Superintendent in the Division of Cebu Province, and principal of Madridejos National High School. With their approval, Classroom Observation ratings of teachers were secured from the office of the principal in school. Then, the profile questionnaire was administered personally by the researchers to the respondents. A consent letter was attached with the questionnaire which contained the purpose of the study and their rights as respondents. Data collection lasted only for one day.

3.4 Technique of Data Analysis

All the data collected from the questionnaire, Classroom Observation ratings of the teachers were encoded and codes were used instead of their names for privacy. The following statistical tools were used for the analysis and interpretation of the results as follows: Mean, Percentage formula and Standard Deviation to describe profile of the respondents, such as their teaching position, educational attainment, teaching experience and relevant trainings attended and their teaching performance; and the Multiple Linear Regression to determine the discriminating factors.

4. Results and Discussion

The results could be presented into three sections. These included 1) teacher profile, 2) teacher performance, and 3) model of factors affecting teaching performance.

4.1 Teacher profile

As for the profile of the 50 teachers, teaching position, years in teaching experience, educational attainment and number of trainings attended. These variables are discussed on the basis of the main findings.

Most of these teachers are in Teacher I position accounts for 32 from the over-all respondents. In public schools, there is a stiff competition when it comes to promotion of teachers. Validation of documents for teachers who aim for higher position is really critical and takes time. This is the reason why teachers in public school would prefer to remain in their position. In addition, the table expresses that majority are having 1 to 5 years in teaching experience with 28 teachers. This shows that many teachers just enter the field of teaching under the Department of Education. This is because the salary of teachers in public schools is comparably higher than private schools. That is why, many teachers have transferred to public schools for teaching. Meanwhile, majority of teachers have no units in masterate level accounting for 26 teachers. This is because there is no scholarship program nor financial support provided for the teachers in the public school. All the expenses for the graduate studies are shouldered by them. As a result, teachers would not be encouraged to pursue higher educational studies. Lastly, it is observed that most of them have not undergone trainings related to the subjects they are handling. This is because few teachers are given opportunity to attend trainings relevant to their field and trainings provided for all public teachers are focus on several topics rather than their specific field of teaching.

4.2 Teacher performance

The teaching performance of the teachers could be rated as shown in the table 1. Based on the Classroom Observation tool, the teaching performance is categorized into 5 levels as follows: Outstanding (7), Very satisfactory (6), Satisfactory (5), Unsatisfactory (4) and Unsatisfactory (3). Based on these ratings, the computed mean reveals 5.50 which means *Very Satisfactory*. Furthermore, the SD is 0.60 which indicates that the performances of the teachers are comparable in the group. This implies that teachers can teach well the subjects they are handling. It shows that they have in-depth knowledge of the subject matter and are competent in their field.

Table 1: Teaching Performance of the Teachers

| Performance | F | % | Mean | SD | Interpretation |
|-------------------|----|-------|------|------|-------------------|
| Outstanding | 6 | 11.11 | 5.50 | 0.60 | Very Satisfactory |
| Very Satisfactory | 28 | 55.56 | | | |
| Satisfactory | 11 | 22.22 | | | |
| Unsatisfactory | 5 | 10.00 | | | |

Legend: 3.00-3.80 – *Poor*; 3.81-4.60 – *Unsatisfactory*; 4.61-5.40 – *Satisfactory*; 5.41-6.20 – *Very Satisfactory*; 6.21-7.00 – *Outstanding*.

4.3 Model of factors affecting teaching performance.

Model of factors affecting teaching performance could be seen as the model summary and multiple regression analysis. Results of Multiple Linear Regression Analysis revealed that educational attainment and the number of trainings attended were significant factors affecting teaching performance while teaching position and teaching experience were found insignificant factors.

According to the table 2, it showed the adjusted R square which refers to the proportion of variation in the independent variable that is predictable from the independent variable (s). Since the 0.578 as the coefficient of determination (R square) means that 57.8% of the data values lies in the regression line that can be significantly predicted by the independent variables.

Table 2: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .785 ^a | .617 | .578 | .39211 | .617 | 16.085 | 4 | 40 | .000 |

a. Predictors: (Constant), Trainings Attended, Years of Teaching, Educational Attainment, Position

As reflected in the Table 3 the multiple regression analysis results of the impact of the 4 variables (teaching position, teaching experience, educational attainment and trainings attended) on the dependent variable (teaching performance). The significant and t-stats column reveals that variables such as Educational Attainment (with .001 significant and t-stats 3.615) and Trainings Attended (0.000 significant and 4.444 t-stats) have a positive and significant impact on Teaching Performance. However, Teaching Position (.417 significant and t-stats -.820), shows a weak and negative relationship with the teaching performance. Also, Teaching Experience (.434 significant and t-stats .790) indicates weak and positive relationship. The result implies that teacher's educational attainment and the number of trainings attended are significant factors that affect teaching performance while teaching position and teaching experience are insignificant factors.

Table 3: Multiple Regression Analysis

| Variables | Unstandardized Coefficients | | t | Sig. |
|-------------------------|-----------------------------|------------|--------|------|
| | B | Std. Error | | |
| Constant | 4.191 | .211 | 19.866 | .000 |
| Teaching Position | -.085 | .103 | -.820 | .417 |
| Teaching Experience | .053 | .067 | .790 | .434 |
| Educational Attainment* | .483 | .134 | 3.615 | .001 |
| Trainings Attended* | .241 | .054 | 4.444 | .000 |

a. Dependent Variable: Performance

The results of the study affirmed with the findings of Essien, Akpan and Obot (2016) which revealed that the performance of the learners is positively related with the frequency of teacher's attendance to training, seminars and workshops. Similarly, Cebreros (2011) found that the factors such as age, civil status, highest educational attainment, teaching experience and monthly salary were found as significant factors on the teaching performance of the faculty members. In the like manner, Abarro (2018) found out that the teaching performance of teachers is affected by civil status, highest educational attainment, and local seminars attended and scholastic performance. In contrast, Durrani (2019) found out that training and development, workload and organizational identification had no positive impact on teacher's performance.

5. Conclusion

Based on the gathered data of the study, it is revealed that most of the teachers were in Teacher I position, had 1 to 5 years in teaching experience, had no units in masterate level and no trainings attended relevant to the subjects they were handling. As for the teaching performance, it was found the teachers had Very Satisfactory performance which indicated that they are competent and can teach well in their field. Nevertheless, it is analyzed that educational attainment and the number of trainings attended were significant factors affecting teaching performance. However, teaching position and teaching experience were determined insignificant factors. It can be regarded that teachers with higher educational attainment tend to perform better in teaching. If teachers are well-versed and in-depth knowledge of their field, it is expected that they have high performance. Similarly, the more trainings teachers have attended, the better are their performance. Generally, attaining higher education and attending trainings improve teaching quality performance. The findings are consistent with that of Essien et al (2016); Cebreros (2011) and Abarro (2018) as cited in the literature reviewed.

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