

Desirable Factors Contributing to the Leading Performance of Public Secondary School Teachers in Cordillera Administrative Region-Luzon, Philippines

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Abstract-Global trends indicate that the future performance of Generation Z and Millennial students is the reflection of the teaching performance of the current educators who have been equipped with innovative skills to address the rapid changing needs and demands of the 21st Century learners. Basically, a teacher who is performing well has been considered an asset in the academe; hence what makes the teacher display such quality needs to be investigated. Thus, the research aimed to determine the extent of contribution of the different desirable factors contributing to the leading performance of Public Secondary School Teachers in the Cordillera Administrative Region (CAR) Luzon, Philippines as perceived by the teachers and school administrators. The study was conducted in various provinces of CAR, Northern Philippines where the floated questionnaires had been answered by 1,000 respondents. The null hypothesis had been tested using the t-Test to compare significant differences of means between the two groups of respondents. The findings of the study had indicated that the extent of contribution of the desirable factors contributing to the leading performance of Public Secondary School Teachers as perceived by the teachers had a very much contribution as shown by the total average weighted mean of 4.26. The extent of contribution of the desirable factors contributing to the leading performance of Public Secondary School Teachers as perceived by administrators also had a very much contribution considering the total average weighted mean of 4.29 based on the perceptions of school administrators. There was no significant difference between the perceptions of teachers and administrators on the desirable factors contributing to the leading performance of Public Secondary School Teachers ($t_{comp}=1.079$; $t_{0.05, 44df}=2.017$). Based on the aforementioned findings, it could be inferred that the desirable factors had a significant effect in sustaining the excellent performance of teachers; therefore, the person, school, student and community-related factors are very much indispensable in taking into account the leading performance of the teachers who are the front-liners in educating the minds, limbs and hearts of human resources who are the hope in combatting the challenges brought about by the Fourth Industrial Revolution known as Education 4.0.

Index Terms- Teacher Performance, Contribution, Desirable Factors, Public School

I. INTRODUCTION

Best teachers beget best students, best students beget best workers, best workers beget best society and best society leads to success, peace, prosperity, joy, contentment and comfort.

It is interesting to note that with the demands of achieving quality education and trend on global competitiveness, the Philippine Educational System has strengthened its programs specifically on Faculty and Student Development. The Department of Education (DepED) in collaboration with the Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA) and in partnership with other agencies of the country and even abroad, Public School Teachers have been undergoing massive trainings and have been encouraged through scholarship grants to enroll in graduate studies for continuous professional growth for career advancement and enrich their technical expertise in various fields to address the needs and demands of the 21st Century learners. Besides, not only the teachers in Private Schools have been provided with opportunities for Teacher Exchange Programs nationally and internationally but also the teachers in Public Schools have begun to shine proving their efficiency, effectiveness and productivity in their own respective fields of discipline.

Indeed, high performing teachers have great contributions in the creation of wholesome environment. According to Haramain (2006) dissertation paper concerning the performance level of Public Secondary School Teachers in CAR, there have been several factors that contributed to the high performance level of teachers. These are person-related factors, school-related factors, student-related and community-related factors. Among the person-related factors include high intellectual and scholastic qualities; good

preparation to Teacher Education; competitive salary; relevant educational qualification; effective philosophical methodology; favorable home life; good health, professional and personal character and family background; job stability; long years in service; as well as adequate and relevant trainings. On the other hand, school-related factors include: suitable educational curriculum; school environment suitable to teaching-learning; relevant school system and effective managerial skills of the administrator; successful and sufficient administration of In-Service Trainings (INSET); adequate and suitable school equipment or facilities; and strong faculty coordination. Moreover, student-related factors include moderate number of students in the classroom; active involvement of students in academic, co-curricular and extra-curricular activities; healthy, responsible and bright learners; and strong educational foundation of students. Likewise, community-related factors include the strong cooperation and support of parents, religious organizations and community in school affairs; responsible community leaders; and favorable community environment.

Scrutinizing the contributions of the desirable factors leading to the high performance level of Public Secondary School Teachers has been found out to be of significance because the said factors shall serve as reference to guide teachers in maintaining their outstanding performance while they may also serve as inspirations to their colleagues, their family and the community. The study aimed to investigate the extent of contributions of the desirable factors contributing to the leading performance of Public Secondary School Teachers as perceived by the teachers themselves and the school administrators and to find out the significant difference between the perceptions of the two groups of respondents. Thus, this paper hypothesized that there is no significant difference between the perceptions of administrators and teachers on the extent of contribution of the different desirable factors contributing to the high performance level of Public Secondary School Teachers and that the paper formulated an assumption that the administrators and teachers have the same perceptions on the extent of contribution of the different desirable factors contributing to the high performance level of Public Secondary School Teachers.

Literature Review

The Global demands of quality education as emphasized by Graham (2009) in his article, Factors Contributing to Improved Teaching Performance, focused upon the quality and scholarship of teaching in relation to educational and faculty development had been marked by top three factors leading to improvement such as active learning, teaching-learning interactions and clear expectations or learning outcomes. In Southeastern United States of America, a study revealed that there had been 12 factors as predictors of overall teaching effectiveness like on the teachers' attributes on clarity of teaching instructions and instructional materials, manner of answering students' inquiry, professional ethics of dealing with students, knowledge and preparation on the subject matter, and the balance between teaching and research (Tangco, 1997). In Pakistan, factors that contributed to the improvement of teachers' performance particularly in rural Punjab based on the research of Barrs (2004) had been focused not only on teaching effectiveness but also on the quality of support received by the school teachers from the community organizations resulted to the enhancement of their trainings and motivation.

Public Secondary School Teachers in CAR, Philippines have become more competitive as evidenced by their high performance in instruction, research, innovation, community involvement, and production according to the latest survey revealed by the Department of Education (DepEd) in the region. Based on research findings, public school teachers have displayed competence in the delivery of instruction which have been influenced by several factors namely: person-related factors, school-related factors, student-related factors, and community-related factors.

Person-Related Factors

The findings of the study conducted by Akinsolu (2010) regarding Public Secondary School Teachers in a sample of Local Government Areas (LGA) of Osun State in Nigeria showed that teachers' qualifications, experience and teacher-student ratio had been significantly related to students' academic performance. Also, according to Moore (n. d.) personal self-efficacy which is a future-oriented belief about the level of competence a person expects to display in a given situation has found out to have adverse effect on teachers' performance. When applied to teaching, this self-efficacy factor is generally known as Personal Teaching Efficacy (PTE). Teachers with a high level of PTE have confidence that they have adequate training or experience to develop strategies for overcoming obstacles to student learning.

Sison (1995) mentioned that person-related factors have been one of the contributory elements in the performance of teachers. Among these factors are the intellectual and the scholastic qualities possessed by teachers. Another is the income level. The pay that an employer receives from his employer is the primary reason for his being on his job. An employee works for a living hence his pay provides him with a strong motivation to perform his job efficiently, effectively and productively. Also, Tangco (1997) emphasized that the teachers' educational qualifications or attainment could influence their performance. The more the level of education achieved by a particular teacher, the higher the level of his performance. The teachers' philosophy in education specifically his instructional methodology likewise influences his job performance. If he has relevant educational philosophy, the greater effect of this to his excellent performance. Based on research findings in CAR-Luzon, Philippines, the way teachers prepared themselves to teaching influences their work performance. Teachers had been found out to have achieved the peak of thorough preparation to Teacher Education. Imbuido (1999) also had conducted a study on the degree of effectiveness of the strategies used in improving teachers' methodology had been effective. Also, the author cited that teachers' home life has been found out to be much influential to their performance including their behavior such as their mood in school. Teachers with happy and satisfied family have manifested successful performance in dealing with their work. Health, character and family background are another factors in contributing to the performance of teachers. Obviously, health is the wealth of teachers in carrying out their obligations. It is their tool to combat forces

that can affect them. Character is the best technique of teachers in stimulating people to believe with them. It makes them modest and influential people in school and community. Also, teachers' favorable family background may add to their credibility and confidence in the teaching profession. Based on observation, students tend to be more motivated to learn and cooperate with teachers having good moral values. Moreover, job stability contributes to the excellent performance of teachers since job security leads to job contentment. Years in service have been a factor in the level of teachers' performance. It has been observed and manifested by most teachers that the longer the teacher has been teaching, the better methods and techniques he employs. Ancheta (1979) revealed that years in service had a significant relationship in the performance of teachers; hence, the more number of years in experience, the higher the performance of teachers. Although, the benefits of employee training are intangible, its benefits could be measured in terms of the skills, efficiency, and productivity of the employees. Training is one of the effective tools to bring out the best from the resources available—men, machines, materials, money, space and time.

School-Related Factors

Meanwhile, school-related factors directly influence the performance of teachers, one is the educational curriculum (Palma, 1992). Likewise, school environment must be conducive to teaching and learning since it influences a lot in the job performance of a teacher and students learn more favorably on an environment that is conducive as well as teachers can teach more effectively on such kind of circumstances. Another factors are the relevant school system and the managerial skills of the administrator. School system has been a part of the micro and macro system of education. Naturally, when the planned activities have been relevant, then the teachers' performance is considered excellent and it becomes the opposite if otherwise. Meno (1997) cited that there was a significant relationship between effectiveness and educational qualifications of administrators. The leadership styles of administrators have much effects that are very positive on the performance and attitudes of teachers towards their work when these are properly interrelated with the situation and environment; hence, are appropriate and effective. Administration of sufficient In-Service Trainings is another factor influencing the teachers' performance. Pinos-an (1997) concluded and recommended that constant implementation and follow-up of teachers' training needs have to be considered seriously. School equipment and other facilities can likewise affect teachers' performance particularly their teaching efficiency and effectiveness as revealed by the study conducted by Carantes (1994) concerning the factors affecting the performance of teachers in Zambales. Another school-related factor has been the faculty coordination. Teachers who have strong faculty cooperation have found to be more active in teaching than those teachers who lack coordination and who have just worked without being concerned with co-workers. "Two heads are better than one." In the country where curriculum has been demanding "team teaching," a strong faculty coordination must be observed to successfully achieve the school's vision, mission, goals and objectives.

Student-Related Factors

On the other hand, the number of students in the classroom can be a factor affecting the teachers' performance. Naturally, moderate number of students handled by teachers in the classroom has been manageable compared to larger number of student-population. In addition, learners can likewise directly influence the teaching performance of their teachers. In the classroom where teaching and learning usually take place, the kind of students' personality and behavior as well as their participation in classroom activities can affect the teachers' job performance. Based on observation and experience, "high rate of students' participation leads to high teaching performance while low students' rate of participation may indicate a low teacher-teaching performance." Besides, students who have active involvement in both academic and extra-curricular activities in school have more skills and knowledge, thus contributing to the high performance of teachers. Since education is a continuous process, teachers would learn from students' knowledge and experiences, thus teaching and learning are reciprocal. Also, if students were bright, healthy, and responsible, teachers would not face difficulties in teaching them because they could acquire some knowledge based from their own effort. Elementary Education served as the foundation of students' learning. Strong basic education received by the students could be helpful in uplifting the performance of both the students and the teachers.

Community-Related Factors

Moreover, community-related factors such as the involvement of parents and local officials could influence the performance of teachers. Philippine Education Act of 1982 stipulated that the members and elements of the educational community comprising the parents, teachers, school personnel and the school itself should foster a spirit of shared purposes and cooperation. Sarillo (1994) recommended based on his findings that there has been a need for the school administrators and teachers to develop a formal Parent Education Program to awaken consciousness and values among parents of their influence on the success of their children in school since they are the co-teachers in education. Moreover, responsible community leaders have been factors contributory to teachers' performance. Responsible community leaders and favorable community environment are positive factors that help enhance teachers' performance.

Research Questions

1. What is the extent of contribution of the different desirable factors contributing to the high performance level of Public Secondary School Teachers in the Cordillera Administrative Region, Luzon-Philippines as perceived by the teachers?
2. What is the extent of contribution of the different desirable factors contributing to the high performance level of Public Secondary School Teachers in the Cordillera Administrative Region, Philippines as perceived by school administrators?
3. Is there a significant difference between the perceptions of school administrators and the teachers on the extent of contribution of the different desirable factors contributing to the high performance level of teachers?

II. METHODOLOGY

The study used the descriptive-normative survey. It subjected for the modification or description of some extent the performance level of Public Secondary School Teachers in CAR-Luzon, Philippines. This study used the collection of data through the constructed questionnaire checklist in order to test the hypothesis formulated. The comparative treatment of data was utilized to prove the null hypothesis. Hence, this study has been normative in design because it statistically treated the data gathered using an established formula.

The locale of the study was in CAR located in the Northern part of Luzon, Philippines composed of nineteen tribes of ethno linguistic groups. However, other dialects commonly spoken in the region are Ilocano, Tagalog, Pampagueno, and Pangasenenses. Hence, this study involved 850 Secondary School Teachers and 150 Secondary School Administrators in the public sector or a total of 1,000 respondents. The distribution of the number of respondents was in every school division.

In this particular study, the tool used in collecting data was the questionnaire in order to arrive to the maximum perceptions of the 1, 000 respondents. The questionnaire used specifically the fixed alternative or closed-ended questions as a form of restructured type of data-gathering tool, in which the respondent simply had been required to select one or more of the specific categories provided by the researcher. The items in the questionnaire were actually based on the specific questions that were formulated for the study. The questionnaire was composed of two parts. The first part dealt with the profile of the respondents and the second part dealt with the main inquiry of the study consisting of two categories in providing information on the: (1) extent of contribution of the desirable factors contributing to the leading performance of teachers in Public Secondary Schools in CAR and (2) the perceptions of teachers and administrators on these.

As far as validation and administration of the questionnaire had been concerned, the author of this paper constructed the questionnaire and allowed the panelists to check it carefully. Then, the questionnaire was administered to 30 teachers who were not part of the research. The respondents answered all the items correctly thus, the questionnaire was finalized. The researcher asked the assistance of some people concerned for the floating of said questionnaire after it was approved valid for administration. Ninety percent of the questionnaire checklists had been efficiently floated and retrieved.

The Likert-type of point scale has been used to quantify the perceptions of the respondents.

The extent of contribution of the desirable factors contributing to the leading performance of Public Secondary School Teachers in CAR as perceived by the teachers and administrators was quantified and interpreted as follows:

Relative Value	Statistical Limit	Verbal Description	Symbol
5	4.21-5.00	Very Much Contribution	VMC
4	3.21-4.20	Much Contribution	MC
3	2.61-3.40	Moderate Contribution	MoC
2	1.81-2.60	Little Contribution	LC
1	1.00-1.80	No Contribution	NC

Statistical treatment of data

In view on the statistical treatment of data, the average weighted mean, frequency and percentage were used in presenting the descriptive statistics. In the computation of the weighted mean, the following formula was used:

$$X = \frac{\sum W_i f_i}{\sum f_i}$$

Where:

X = weighted mean

$\sum W_i f_i$ = the summation of the weighted frequencies

$\sum f_i$ = the summation of observations

The pre-tested questionnaire checklists had been floated to the respondents. The data had been gathered, tabulated, analyzed and presented in tabular forms.

The null hypothesis was tested using the t-Test. This was used to compare significant differences of means between the two groups of respondents.

The statistical tool used in this study was the t-Test intended for independent or uncorrelated data since two independent groups were compared. This has the following formula:

$$t = \frac{X_1 - X_2}{\sqrt{s^2/n_1 + S^2/n_2}}$$

Where:

X = mean

n = number of cases

S^2 = standard error

$$S^2 = \sum X^2 - \frac{(\sum X)^2}{n_1} + \sum X_1 - \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

$$n1 + n2 - 2$$

III. FINDINGS AND DISCUSSIONS

Table 1

**Contribution of Desirable Factors to the High Performance of Public Secondary School Teachers in the Cordillera Administrative Region – Luzon, Philippines as Perceived by the Teachers
N=850**

Desirable Factors	Extent of Contribution							VMC	DE
	VMC (5)	MC (4)	MoC (3)	LC (2)	NC (1)	WP	WM		
A. Person-Related Factors							4.24	VMC	
1.High intellectual and scholastic qualities	340 (1700)	416 (1664)	92 (276)	0 (0)	2 (2)	3642	4.28	VMC	
2.Good preparation to Teacher Education	405 (2025)	382 (1528)	53 (159)	5 (10)	5 (5)	3727	4.38	VMC	
3.Competitive salary/Good income level	355 (1775)	319 (1276)	150 (450)	19 (38)	7 (7)	3546	4.17	MC	
4.Relevant educational qualification	357 (1785)	403 (1612)	77 (231)	7 (14)	6 (6)	3648	4.29	VMC	
5.Effective philosophical method/methodology	294 (1470)	421 (1684)	122 (366)	13 (26)	0 (0)	3546	4.17	MC	
6.Favorable home life	306 (1530)	391 (1564)	135 (405)	12 (24)	6 (6)	3529	4.15	MC	
7.Good health, professional and personal character and family background	423 (2115)	367 (1468)	48 (144)	8 (16)	4 (4)	3747	4.41	VMC	
8. Job stability/Job contentment	378 (1890)	343 (1372)	108 (324)	15 (30)	6 (6)	3622	4.26	VMC	
9. Long years in service	234 (1170)	410 (1640)	161 (483)	37 (74)	8 (8)	3375	3.97	MC	
10. Adequate and relevant trainings	401 (2005)	333 (1332)	93 (279)	14 (28)	9 (9)	3653	4.30	VMC	
B. School-Related Factors							4.27	VMC	
1.Suitable educational curriculum	341 (1705)	384 (1536)	104 (312)	15 (30)	6 (6)	3589	4.22	VMC	
2.School environment conducive to teaching-learning	400 (2000)	331 (1324)	98 (294)	15 (30)	6 (6)	3654	4.30	VMC	
3.Relevant school system and effective managerial skills of the administrator	404 (2020)	327 (1308)	93 (279)	22 (44)	4 (4)	3655	4.30	VMC	
4.Successful and sufficient administration of In-Service Trainings	342 (1710)	384 (1536)	109 (327)	9 (18)	6 (6)	3597	4.23	VMC	
5.Adequate and suitable school equipment/facilities	397 (1985)	303 (1212)	124 (372)	19 (38)	7 (7)	3614	4.25	VMC	
6.Strong faculty coordination	378 (1890)	356 (1424)	97 (291)	19 (38)	0 (0)	3643	4.29	VMC	
C. Student-Related Factors							4.29	VMC	
1.Moderate number of students in the classroom	432 (2160)	284 (1136)	97 (291)	28 (56)	9 (9)	3652	4.30	VMC	
2.Active involvement of students in academic, co-curricular and extra-curricular activities	403 (2015)	350 (1400)	82 (246)	12 (24)	3 (3)	3688	4.34	VMC	
3.Healthy, responsible and bright learners	361	348	126	11	4	3601	4.24	VMC	

	(1805)	(1392)	(378)	(22)	(4)			
4.Strong educational foundation of students	399 (1995)	317 (1268)	112 (336)	18 (36)	4 (4)	3639	4.28	VMC
D. Community-Related Factors							4.29	VMC
1.Strong cooperation and support of parents, religious organizations and community in school affairs	436 (2180)	297 (1188)	103 (309)	14 (28)	0 (0)	3705	4.36	VMC
2.Responsible community leaders	365 (1825)	353 (1412)	118 (354)	14 (28)	0 (0)	3619	4.26	VMC
3.Favorable community environment	375 (1875)	336 (1344)	126 (378)	9 (18)	4 (4)	3619	4.26	VMC
Total Average Weighted Mean							4.26	VMC

Legend:

Arbitrary Value	Statistical Limit	Verbal Description	Symbol
5	4.21-5.00	Very Much Contribution	VMC
4	3.41-4.20	Much Contribution	VS
3	2.61-3.40	Moderate Contribution	MoC
2	1.81-2.60	Little Contribution	LC
1	1.00-1.80	No Contribution	NC
		Weighted Points	WP
		Weighted Mean	WM
		Descriptive Equivalents	DE

Table 1 shows the extent of contribution of the desirable factors contributing to the high performance of Public Secondary School Teachers in CAR-Luzon, Philippines as perceived by the teachers.

As reflected on the table, the extent of contribution of the desirable factors contributing to the high performance of Public Secondary School Teachers in CAR as it was shown by the computed weighted mean and descriptive equivalents were indicated to wit: under person-related factors, high intellectual and scholastic qualities had a weighted mean of 4.28 or very much contribution; good preparation to teacher education, 4.38 or very much contribution; competitive salary or good income level, 4.17 or much contribution; relevant educational qualification, 4.29 or very much contribution; effective philosophical method or methodology, 4.17 or much contribution; favorable home life, 4.15 or much contribution; good health, professional and personal character, and family background, 4.41 or very much contribution; job stability or job contentment, 4.26 or very much contribution; long years in service, 3.97 or much contribution; and adequate and relevant trainings, 4.30 or very much contribution.

Moreover under school-related factors, suitable educational curriculum had a general weighted average of 4.22 or very much contribution; school environment conducive to teaching-learning, 4.30 or very much contribution; relevant school system and effective managerial skills of the administrator, 4.30 or very much contribution; successful and sufficient administration of In-Service Trainings, 4.23 or very much contribution; adequate and suitable school equipment and facilities, 4.25 or very much contribution; and strong faculty coordination, 4.29 or very much contribution.

Likewise under student-related factors, moderate number of students in the classroom had a weighted mean of 4.30 or very much contribution; active involvement of students in academic, co-curricular and extra-curricular activities, 4.34 or very much contribution; healthy, responsible and bright learners, 4.24 or very much contribution; strong educational foundation of students, 4.28 or very much contribution.

Under community-related factors, strong cooperation and support of parents, religious organizations, and community in school affairs had garnered a weighted mean of 4.36 or very much contribution; responsible community leaders, 4.26 or very much contribution; and favorable community involvement, 4.26 or very much contribution.

Generally, person-related factors had an average weighted mean of 4.24 or very much contribution; school-related factors, 4.27 or very much contribution; student-related factors, 4.29 or very much contribution; and community-related factors, 4.29 or very much contribution. The highest average weighted mean was obtained by both student-related factors and community-related factors then followed by school-related and finally person-related factors.

The table further indicated that as a whole, the extent of contribution of the desirable factors contributing to the performance level of Public Secondary School Teachers in CAR was 4.26 or very much contribution as shown by the total average weighted mean and descriptive equivalent.

The findings implied that the extent of contribution of the desirable factors leading to the high performance level of Public Secondary School Teachers in CAR was of very much contribution. Therefore, the teachers, administrators, government officials, Department of Education or DepEd supervisors, parents, and the students must consider these factors so that appropriate adjustments would be applied.

Moreover, since the teachers had been greatly benefited from the desirable factors leading to their high performance, they should try all effective means to be constantly qualified in order to become deserving teachers in the field of education. They should actively get involved in all activities in the name of their profession and join collectively in the spirit of professionalism, hope, confidence, optimism, and love. In this view, there are seven characteristics of a good Undergraduate Education according to Global Description such as encourage contact between students and faculty, develop reciprocity and cooperation among students, encourage active learning, give prompt feedback, emphasize time on task, communicate high expectation, and respect diverse talents and ways of learning. Thus, good teaching strategies improve learning while technology can facilitate good teaching strategies.

Table 2
Contribution of the Desirable Factors to the High Performance Level of Public Secondary School Teachers in the Cordillera Administrative Region – Luzon, Philippines as Perceived by the School Administrators
N=150

Desirable Factors	Extent of Contribution							WM	DE
	VMC (5)	MC (4)	MoC (3)	LC (2)	NC (1)	WP			
A. Person-Related Factors							4.27	VMC	
1.High intellectual and scholastic qualities	61 (305)	78 (312)	10 (30)	0 (0)	1 (1)	648	4.28	VMC	
2.Good preparation to Teacher Education	69 (345)	73 (292)	7 (21)	0 (0)	1 (1)	659	4.39	VMC	
3.Competitive salary/Good income level	59 (295)	69 (276)	16 (48)	5 (10)	1 (1)	630	4.20	MC	
4.Relevant educational qualification	67 (335)	75 (300)	7 (21)	0 (0)	1 (1)	657	4.38	VMC	
5.Effective philosophical method/methodology	58 (290)	77 (308)	12 (36)	2 (4)	1 (1)	639	4.26	VMC	
6.Favorable home life	57 (285)	79 (316)	9 (27)	4 (8)	1 (1)	637	4.25	VMC	
7.Good health, professional and personal character and family background	71 (355)	67 (268)	9 (27)	2 (4)	1 (1)	655	4.37	VMC	
8. Job stability/Job contentment	61 (305)	74 (296)	10 (30)	4 (8)	1 (1)	640	4.27	VMC	
9. Long years in service	43 (215)	57 (228)	43 (129)	6 (12)	1 (1)	585	3.90	MC	
10. Adequate and relevant trainings	68 (340)	68 (272)	10 (30)	3 (6)	1 (1)	649	4.33	VMC	
B. School-Related Factors							4.33	VMC	
1.Suitable educational curriculum	63 (315)	71 (284)	14 (42)	1 (2)	1 (1)	644	4.29	VMC	
2.School environment conducive to teaching-learning	72 (360)	63 (252)	13 (39)	1 (2)	1 (1)	654	4.36	VMC	
3.Relevant school system and effective managerial skills of the administrator	71 (355)	67 (268)	9 (27)	2 (4)	1 (1)	655	4.37	VMC	
4.Successful and sufficient administration of In-Service Trainings	67 (335)	67 (268)	13 (39)	2 (4)	1 (1)	647	4.31	VMC	
5.Adequate and suitable school equipment/facilities	63 (315)	70 (280)	14 (42)	2 (4)	1 (1)	642	4.28	VMC	
6.Strong faculty coordination	71 (355)	66 (264)	9 (27)	4 (8)	0 (0)	654	4.36	VMC	
C. Student-Related Factors							4.29	VMC	
1.Moderate number of students in the classroom	65 (325)	65 (260)	12 (36)	5 (10)	3 (3)	634	4.23	VMC	
2.Active involvement of students in academic, co-curricular and extra-curricular activities	66 (330)	68 (272)	12 (36)	2 (4)	2 (2)	644	4.29	VMC	

3. Healthy, responsible and bright learners	67 (335)	67 (268)	13 (39)	2 (4)	1 (1)	647	4.31	VMC
4. Strong educational foundation of students	70 (350)	62 (248)	14 (42)	2 (4)	2 (2)	646	4.31	VMC
D. Community-Related Factors							4.30	VMC
1. Strong cooperation and support of parents, religious organizations and community in school affairs	69 (345)	65 (260)	14 (42)	1 (2)	1 (1)	650	4.33	VMC
2. Responsible community leaders	64 (320)	73 (292)	8 (24)	4 (8)	1 (1)	645	4.30	VMC
3. Favorable community environment	64 (320)	69 (276)	12 (36)	4 (8)	1 (1)	641	4.27	VMC
Total Average Weighted Mean							4.29	VMC

Legend:

Arbitrary Value	Statistical Limit	Verbal Description	Symbol
5	4.21-5.00	Very Much Contribution	VMC
4	3.41-4.20	Much Contribution	VS
3	2.61-3.40	Moderate Contribution	MoC
2	1.81-2.60	Little Contribution	LC
1	1.00-1.80	No Contribution	NC
		Weighted Points	WP
		Weighted Mean	WM
		Descriptive Equivalents	DE

Table 2 presents the level of contribution of desirable factors contributing to the high performance of public secondary school teachers in CAR- Luzon, Philippines as perceived by the school administrators.

As reflected on the table, the extent of contribution of the desirable factors contributing to the high performance of Public Secondary School Teachers as it was shown by the computed weighted mean and descriptive equivalents were indicated namely: under person-related factors, high intellectual and scholastic qualities had a weighted mean of 4.32 or very much contribution; good preparation to teacher education 4.39 or very much contribution; competitive salary or good income level, 4.20 or much contribution; relevant educational qualification, 4.38 or very much contribution; effective philosophical method or methodology, 4.26 or very much contribution; favorable home life, 4.25 or very much contribution; good health, professional and personal character, and family background, 4.37 or very much contribution; job stability or job contentment, 4.27 or very much contribution; long years in service, 3.90 or much contribution; and adequate and relevant trainings, 4.33 or very much contribution. Under school-related factors namely: suitable educational curriculum had a weighted mean of 4.29 or very much contribution; school environment conducive to teaching-learning, 4.36 or very much contribution; relevant school system and effective managerial skills of the administrator, 4.37 or very much contribution; successful and sufficient administration of In-Service Trainings, 4.31 or very much contribution; adequate and suitable school equipment and facilities 4.28 or very much contribution; and strong faculty coordination, 4.36 or very much contribution. Under student-related factors, moderate number of students in the classroom had a weighted mean of 4.23 or very much contribution; active involvement of students in academic, co-curricular and extra-curricular activities, 4.29 or very much contribution; healthy, responsible and bright learners, 4.31 or very much contribution. Community-related factors: strong cooperation and support of parents, religious organizations and community in school affairs, 4.33 or very much contribution; responsible community leaders, 4.30 or very much contribution; and favorable community environment, 4.27 or very much contribution.

As a whole, person-related factors had an average weighted mean of 4.27 or very much contribution; school-related factors, 4.33 or very much contribution; student-related factors, 4.29 or very much contribution; and community-related factors, 4.30 or very much contribution. School-related factors garnered the highest average weighted mean followed by community-related then student-related and finally person-related factors.

The table further revealed that the extent of contribution of the desirable factors contributing to the performance level of public secondary school teachers in CAR was 4.29 or very much contribution as revealed by the total average weighted mean and descriptive equivalent.

The findings implied that the extent of contribution of the desirable factors contributing to the high performance level of teachers in public secondary level was of very much contribution. These factors either intrinsic or extrinsic should be well scrutinized by all people concerned particularly the educators, parents, and the community in order to meet the needs and demands of teachers who are considered as the molders of the society. Moreover, the stated desirable factors should be met and their immediate provisions for the teachers are indispensable. School administrators have a big impact on these, through their concern, motivation, and unbiased actions, teachers' performance would be monitored and constantly improved.

Table 3
Comparison of Perceptions Between the Teachers and Administrators on the Contribution of Desirable Factors to the High Performance Level of Public Secondary School Teachers in the Cordillera Administrative Region – Luzon, Philippines
N=850 Teachers
N=150 Administrators
1000 Respondents

Desirable Factors	Extent of Contribution					
	Teachers		Administrators		Combined	
	WM	DE	WM	DE	WM	DE
A. Person-Related Factors	4.24	VMC	4.27	VMC	4.24	VMC
1.High intellectual and scholastic qualities	4.28	VMC	4.32	VMC	4.29	VMC
2.Good preparation to Teacher Education	4.38	VMC	4.39	VMC	4.38	VMC
3.Competitive salary/Good income level	4.17	MC	4.20	MC	4.17	MC
4.Relevant educational qualification	4.29	VMC	4.38	VMC	4.30	VMC
5.Effective philosophical method/methodology	4.17	MC	4.26	VMC	4.18	MC
6.Favorable home life	4.15	MC	4.25	VMC	4.17	MC
7.Good health, professional and personal character and family background	4.41	VMC	4.37	VMC	4.40	VMC
8.Job stability/Job contentment	4.26	VMC	4.27	VMC	4.26	VMC
9. Long years in service	3.97	MC	3.90	MC	3.96	MC
10. Adequate and relevant trainings	4.30	VMC	4.33	VMC	4.30	VMC
B. School-Related Factors	4.27	VMC	4.33	VMC	4.28	VMC
1.Suitable educational curriculum	4.22	VMC	4.29	VMC	4.23	VMC
2.School environment conducive to teaching-learning	4.30	VMC	4.36	VMC	4.31	VMC
3.Relevant school system and effective managerial skills of the administrator	4.30	VMC	4.37	VMC	4.31	VMC
4.Successful and sufficient administration of In-Service Trainings	4.23	VMC	4.31	VMC	4.24	VMC
5.adequate and suitable school equipment/facilities	4.25	VMC	4.28	VMC	4.25	VMC
6.Strong faculty coordination	4.29	VMC	4.36	VMC	4.30	VMC
C. Student-Related Factors	4.29	VMC	4.29	VMC	4.29	VMC
1. Moderate number of students in the classroom	4.30	VMC	4.23	VMC	4.29	VMC
2.Active involvement of students in academic, co-curricular and extra- curricular activities	4.34	VMC	4.29	VMC	4.33	VMC
3.Healthy, responsible and bright learners	4.24	VMC	4.31	VMC	4.25	VMC
4.Strong educational foundation of students	4.28	VMC	4.31	VMC	4.28	VMC
D. Community-Related Factors	4.29	VMC	4.30	VMC	4.29	VMC
1.Strong cooperation and support of parents, religious organizations and community in school affairs	4.36	VMC	4.33	VMC	4.36	VMC
2.Responsible community leaders	4.26	VMC	4.30	VMC	4.27	VMC
3.Favorable community environment	4.26	VMC	4.27	VMC	4.26	VMC
Total Average Weighted Mean	4.26	VMC	4.29	VMC	4.27	VMC

t comp = 1.079
t, 0.05, 44df=2.017

Result: Not Significant
Decision: Accept Null Hypothesis

Table 3a
Computation for the Value of T for Table 3

Desirable Factors	Extent of Contribution			
	Teachers	Administrators	D	D ²
A. Person-Related Factors				
1.High intellectual and scholastic qualities	4.28	4.32	-0.04	0.0016
2.Good preparation to Teacher Education	4.38	4.39	-0.01	0.0001

3.Competitive salary/Good income level	4.17	4.20	-0.03	0.0009
4.Relevant educational qualification	4.29	4.38	-0.09	0.0081
5.Effective philosophical method/methodology	4.17	4.26	-0.09	0.0081
6.Favorable home life	4.15	4.25	-0.10	0.0100
7.Good health, professional and personal character and family background	4.41	4.37	0.04	0.0016
8.Job stability/Job contentment	4.26	4.27	-0.01	0.0001
9. Long years in service	3.97	3.90	0.07	0.0049
10. Adequate and relevant trainings	4.30	4.33	-0.03	0.0009
B. School-Related Factors				
1.Suitable educational curriculum	4.22	4.29	-0.07	0.0049
2.School environment conducive to teaching-learning	4.30	4.36	-0.06	0.0036
3.Relevant school system and effective managerial skills of the administrator	4.30	4.37	-0.07	0.0049
4.Successful and sufficient administration of In-Service Trainings	4.23	4.31	-0.08	0.0064
5.adequate and suitable school equipment/facilities	4.25	4.28	-0.03	0.0009
6.Strong faculty coordination	4.29	4.36	-0.07	0.0049
C. Student-Related Factors				
1. Moderate number of students in the classroom	4.30	4.23	0.07	0.0049
2.Active involvement of students in academic, co-curricular and extra- curricular activities	4.34	4.29	0.05	0.0025
3.Healthy, responsible and bright learners	4.24	4.31	-0.07	0.0049
4.Strong educational foundation of students	4.28	4.31	-0.03	0.0009
D. Community-Related Factors				
1.Strong cooperation and support of parents, religious organizations and community in school affairs	4.36	4.33	0.03	0.0009
2.Responsible community leaders	4.26	4.30	-0.04	0.0009
3.Favorable community environment	4.26	4.27	-0.01	0.0001
Total Average Weighted Mean	4.26	4.29		
Summation			-0.67	0.0777

$$t \text{ comp} = \frac{4.26-4.29}{\sqrt{\frac{0.17766087}{23} + \frac{0.213295652}{23}}}$$

$$= 1.079$$

$$t (0.05, 44df) = 2.017$$

Result: Not Significant

Decision: Accept Ho

Table 3 presents the comparison of perceptions between the teachers and administrators on the extent of contribution of the desirable factors contributing to the leading performance of public secondary school teachers in CAR.

The table showed that the perceptions of the two groups of respondents had a slight variation. Teachers perceived that the most important factors to be prioritized were both the student and community-related factors while on the part of the administrators; they were the school-related factors. However, to determine whether there was a significant difference, this was subjected to the t-Test. As a result, the computation conceded a value of 1.079 as indicated in Table 3a which was lesser than the tabular t value of 2.017 at 0.05 level of confidence with a degree of freedom of 44. This emphasized that there was no significant difference between the responses of the two groups. Therefore the null hypothesis stating that, there is no significant difference between the perceptions of teachers and administrators on the extent of contribution of desirable factors contributing to the high performance of Public Secondary School Teachers in CAR was accepted.

The findings indicated that the extent of contribution of desirable factors to the high performance level of teachers was of very much contribution. This further implied that the said factors played an important part on the lives and profession of teachers. Their level of performance had been correlated with the said desirable factors. Therefore, teachers should try their best to avail on these desirable factors. They should not cease in enhancing their level of performance whatever challenges or obstacles they encounter. They should always remember that their job is coupled with competition, thus they should keep upgrading themselves to be competent not only in the locality but throughout the nation and even entire the globe. If this would happen, they would produce best students leading to best workers contributing to nation building and prosperity, making the world a better place to live in.

IV. CONCLUSION

Both the teachers and the administrators perceived that the extent of contribution of the desirable factors contributing to the high performance level of Public Secondary School Teachers in CAR was of very much contribution as it was supported by the total average weighted mean of (4.26) on the part of the teachers and (4.29) on the administrators' decision. Hence, there was no significant difference between the perceptions of teachers and administrators on the extent of contribution of the different desirable factors contributing to the high performance level of Public Secondary School Teachers as manifested by the computed t value of 1.079 which is lesser than the tabular value of 2.017 at 0.05 level of significance for 44 degrees of freedom. Therefore the null hypothesis, which states that there is no significant difference between the perceptions of teachers and administrators on the extent of contribution of the different desirable factors contributing to the performance level of Public Secondary School Teachers in CAR was accepted. In this view, it is hereby recommended that the desirable factors for the leading performance of Public Secondary School Teachers should be acquired, strengthened and sustained by the teachers in collaboration with the stakeholders concerned through constant self-improvement and struggle for efficiency, effectiveness and productivity. Likewise, it is suggested that further studies may be conducted not only focusing on the desirable factors but also on undesirable factors affecting the performance of teachers.

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