Correlates of Elementary Teachers' Performance in Delivering Instruction in Narra, Palawan

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Abstract: Quality education needs quality teachers to achieve success. Thus, this study determined the factors related to the teachers' performance in delivering the K to 12 Curriculum in the Narra del Sur district, Palawan, Philippines. A descriptive-correlational research design was employed, with a sample of 132 randomly selected public elementary teachers. The study used frequency counts and percentages, arithmetic mean and standard deviation, and Spearman's rho to analyze and draw conclusions from the data. The findings revealed a correlation between the respondents' age and their utilization of teaching materials and ICT. The number of pupils taught was correlated with teachers' commitment, while number of pupils taught, position, highest educational attainment, and length of service were related to the respondents' performance. The main problem encountered by the respondents was excessive workloads, paperwork, and reports. To solve the problem teachers encountered in delivering the K to 12 Curriculum, the respondents preferred preparing a work plan and allocating time to daily and weekly tasks to avoid excessive workloads. These results may aid policymakers and curriculum developers in the Department of Education to make relevant enhancements to the factors that affect teachers' performance in curriculum delivery.

Keywords: *K to 12 curriculum, professional development, quality education, teaching performance*

Introduction

Education serves as the backbone of every society. It serves as a stepping stone to other fundamental human rights. It is the most sustainable investment, broadening children's perspectives and allowing them to create their own lives and address the challenges of the modern world. Hence, the Philippine constitution provides that the government is tasked with safeguarding and advancing the rights of every citizen to receive high-quality education. This provision underscores the nation's commitment to fostering an educated and empowered citizenry, promoting social justice and equity, and driving national development and progress through education. The importance of quality education underscores the need for competent teachers. A teacher's primary goal is to help learners develop an engaged relationship with the learning content creatively and positively by employing various learning techniques and strategies. Moreover, Article 1, Section 2 of RA 7836 states, "The State recognizes the vital role of teachers in nation-building and development through a responsible and literate citizenry.". This article serves as a testament to the government's recognition of teachers' indispensable role in shaping the nation's future. It underscores the importance of investing in their professional growth and well-being.

The Philippines has a long list of rules concerning teachers' standards. Some of them had a crucial role in the development of the national competency-based teaching performance standards, such as the 1994 Republic Act 7784, Section 2b, which states, "Teacher education shall mean the pre-service education, in-service education, and graduate education of teachers, in various areas of specialization.". This act aspires to improve teacher education and training across the country to deliver high-quality education through a national system of excellence for teacher education. Teacher competence, or the skills and knowledge that enable a teacher to be successful, is one of the positive and significant predictors of teachers' performance that directly influence the teaching process (Kanya et al., 2021). Further, Abarro (2018) identified civil status, highest educational attainment, scholastic rating, and local seminars as factors affecting teachers' performance. Quality education is dependent on having enough time for

teaching and learning. Schools require appropriate instructional days and hours and highly-trained teachers to conduct high-quality lessons that optimize student involvement and learning. Beck and Shanks (2005) opined that knowledge of the subject matter aids the teacher in imparting the learners appropriate and relevant skills to achieve stated objectives. According to Spencer (2018), classroom management is at the heart of teaching; it affects students' learning outcomes and can also impact your well-being. Teachers' engagement in different training and seminars must be maximized to ensure they possess the necessary competencies and skills to deal with the students who become part of this new curriculum (Dizon et al., 2019).

Canales and Maldonado (2018) postulated that the quality of the teacher's professional performance is essential, considering its significant role in student achievement. What affects teachers' performance should be adequately studied. Different researchers have studied the effects of teachers' predictors on the learning process in various ways, and all studies ultimately seek to improve teachers' abilities to educate the next generation of children. Educational organizations should focus more on reforming innovation as the results and resources provided to teachers are insufficient. Teachers, as curricularists, indeed need to measure up to improve their personal and professional growth and the delivery of their lessons, which impact student outcomes (Pentang, 2021).

The study aligns with the DepEd mission: "Teachers facilitate learning and constantly nurture every learner.". This study will help the Department of Education improve education delivery by improving the teachers' teaching performance and continuing to nurture the learners to achieve quality education. Moreover, the outcomes of this study would be the foundation for any necessary intervention in a program for teacher development. The researcher believed there was a need to conduct this study to determine various factors influencing teachers' performance in delivering K to 12 programs within the Narra del Sur district. The main objective of this research is to unravel both the catalysts that enhance teachers' effectiveness and the barriers that impede it. This exploration is crucial as it provides insights into teachers' performance dynamics, ultimately serving as a compass for educational authorities. Understanding the factors that promote teachers' performance is paramount for educational administrators. It equips them with valuable knowledge regarding teacher-student dynamics, instructional methodologies, and classroom environments. Armed with this understanding, decision-makers can devise targeted strategies to optimize teaching practices, thereby enhancing the quality of education for learners.

Conversely, identifying the predictors that hinder teachers' performance is equally vital. By pinpointing these obstacles, educational leaders can implement proactive measures to mitigate their impact. Whether these hindrances stem from systemic issues, resource deficiencies, or individual challenges, addressing them fosters an environment conducive to effective teaching and learning. The proposed study catalyzes informed decision-making and strategic planning in education. By illuminating the complex interplay of factors shaping teachers' performance, it paves the way for sustainable improvements in the delivery of K to 12 programs, thereby fostering the realization of quality education goals in the Narra del Sur district.

Research Questions

The research aimed to analyze the correlates of teachers' performance in delivering instruction in the Narra del Sur District. In particular, it answered the following questions:

1) Which perceived factors affect the teachers' performance in delivering instruction regarding teaching materials and ICT, language, continuing professional development and support, classroom management, learning environment, mastery of the subject, and commitment?
2) What is the respondents' performance through their Individual Performance Commitment Review Form (IPCRF) Rating?
3) Does a significant correlation exist between the respondents' profile and perceived factors affecting their performance?
4) Does the respondents' profile significantly predict their performance?
5) Do respondents' perceived factors affecting their instruction delivery predict their performance significantly?
6) What are the problems encountered and solutions made by the respondents in delivering instructions?

Methodology

Research Design and Sample

This study used the descriptive-correlational method of research. It described the teachers' instruction-related information, their latest IPCRF Rating, problems encountered, and solutions made to address the problems

encountered, while the correlation was used to determine the relationship between the respondents' demographic profile and instructional-related information with their perceived factors that affect their performance; determine if the respondents' demographic profile and instructional-related information significantly predict their performance; and determine if the respondents' perceived factors that affect their delivery of K to 12 Curriculum predict their performance significantly. The respondents of this study were the 132 public elementary school teachers from 19 schools in the Narra del Sur District of Narra, Palawan, which represents 67 percent of the population. Simple random sampling was employed in choosing the respondents. The profile of the teacher-respondents is shown in Table 1.

Table 1. Profile of the Respondents

Variables	**f** (n = 132)	**%**
Age		
Gen Z (11-26)	5	3.79
Millennials (27-42)	90	68.18
Gen X (43-58)	36	27.27
Boomers II (59-68)	1	0.76
Position		
Teacher 1	53	40.15
Teacher 2	13	9.85
Teacher 3	56	42.42
Master Teacher	10	7.58
Length of Service		
5 years and below	13	9.85
6 to 10 years	56	42.42
11 to 15 years	24	18.18
16 to 20 years	18	13.64
21 to 25 years	11	8.33
26 to 30 years	7	5.30
31 years and above	3	2.27
Highest Educational Attainment		
Bachelor's Degree	26	19.70
Master's Units	89	67.42
Master's Degree	15	11.36
Doctorate Units	2	1.52
Number of Pupils Taught		
20 and below	15	11.36
21 to 30	72	54.55
31 to 40	43	32.58
41 and above	2	1.52
Average Contact Time (per day)		
Teaches 6hrs with 2hrs teaching-related activities	68	51.52
Teaches 7hrs with 1hr teaching-related activities	22	16.67
Teaches 8hrs	39	29.55
Teaches more than 8hrs	3	2.27

Data Collection and Instruments

Permission to conduct the study was obtained from the Schools Division Superintendent of the Division of Palawan, the district supervisor in Narra del Sur District of Narra, and the school heads and principals in Narra del Sur District of Narra. The questionnaire was distributed to the respondents during their vacant time. These questionnaires were retrieved after the respondents had completed them. Directions were carefully explained to them, and the respondents were assured that their responses were kept confidential. The study modified the National Competency-Based Teacher Standards - Teachers' Strengths and Needs Assessment Tool and IPCRF indicators. Three principals validated the survey questionnaire to ensure its relevance and efficiency in schools and passed the reliability testing performed by a data analysis guided by Pentang (2023). Upon approval, the questionnaire was pre-tested with five public elementary teachers of Manaile Elementary School in Narra del Norte District, Narra, Palawan, to determine if any part of the instrument could be improved. Part I deals with the teachers' instruction-related information, including the class type, the number of taught in the previous year, and their average contact time. Part II is about the respondents' latest IPCRF Rating. Part III contains the predictors affecting teachers' performance in delivering the K to 12 Curriculum. Each identified predictor included statements exploring their viewpoint about that given predictor. Part IV covers teachers' problems in delivering the K to 12 Curriculum. Lastly, Part V asks about the solutions made by teachers to the problems they have encountered.

Data Analysis

Descriptive statistics were used to analyze the data gathered. Frequency counts (f) and percentages (%) were used to determine the respondents' demographic profile, respondents' performance through their Individual Performance Commitment and Review form rating, problems encountered, and solutions made to problems encountered by teachers in the delivery of the K to 12 Curriculum. In addition, arithmetic mean with standard deviation was used to determine the respondents' instructional-related information. On the other hand, Spearman's Rho was used to determine the correlation between the respondents' demographic profile and instructional-related information with their perceived factors that affect their performance; determine if the respondents' demographic profile and instructional-related information significantly predict their performance; and determine if the respondents' perceived factors that affect their delivery of K to 12 Curriculum predict their performance significantly.

Results and Discussion

Perceived Factors that Affect the Respondents' Performance

The overall mean suggests that the respondents strongly agreed that all the factors mentioned influenced their performance in delivering the curriculum (Table 2). The mean score indicated that the respondents perceived these factors as significant contributors to their performance as educators. These connect to Padillo et al. (2021), which emphasizes the importance of quality teaching and the role of faculty development programs in enhancing teachers' knowledge and expertise. The study suggests that effective instruction is influenced by various factors, including teachers' qualifications and participation in professional development activities. This aligns with the findings of the current study, which indicate that perceived factors affecting teachers' performance include their level of commitment and engagement in professional development. Overall, the statement underscores the importance of recognizing and addressing the factors that impact teachers' performance in delivering the K to 12 Curriculum. By acknowledging these factors and their influence on educators' effectiveness, education stakeholders can better support teachers and enhance the quality of education provided to students.

Table 2. Perceived Factors that Affect the Respondents' Performance

Perceived Factors	Mean	σ	VI
Teaching Materials and ICT	**3.67**	**0.48**	**SA**
Utilizes teaching materials appropriate to learners and learning objectives	3.71	0.45	SA
Provides teaching materials that involve pupils in meaningful learning	3.74	0.44	SA
Uses appropriate ICT resources to achieve curriculum standards and objectives	3.70	0.47	SA
Demonstrates proficiency in the use of ICT tools and other resources to support teaching and learning	3.64	0.50	SA
Engages learners with ICT tools and resources to enhance the teaching and learning process	3.57	0.53	SA
Language	**3.68**	**0.49**	**SA**
Uses the mother tongue used by learners in the teaching process	3.64	0.54	SA
Uses effective classroom communication strategies to support learners' understanding, engagement, and achievement	3.67	0.47	SA
It lets the pupils express their ideas and opinions in the language they are comfortable with	3.76	0.45	SA
Supports the integration of language development in the learning activities	3.73	0.45	SA
Encourages learners to use all their languages for success in their learning process or activities	3.62	0.55	SA
Continuing Professional Development and Support	**3.61**	**0.49**	**SA**
Applies personal philosophy of teaching and sets development goals	3.58	0.49	SA
Pursues post-graduate studies for personal and professional development	3.57	0.50	SA
Allocates time for development through participation in educational seminars, training, and workshops	3.60	0.49	SA
Builds professional links through peer coaching and mentoring with colleagues to enrich teaching practice	3.61	0.49	SA
Utilizes personal and professional strengths to uphold the dignity of the teaching profession	3.69	0.46	SA
Participates in collegial discussions that use teacher and learner feedback to enrich teaching practice	3.64	0.50	SA
Keeps abreast with recent developments in education	3.59	0.49	SA
Classroom Management	**3.74**	**0.43**	**SA**
Communicates well-defined learning goals for the lessons appropriate for learners	3.75	0.43	SA
Establishes safe learning environments to enhance learning through the consistent implementation of policies and guidelines	3.78	0.42	SA
Encourages learners to develop positive attitudes towards their subject and teacher	3.85	0.36	SA
Manages learner behavior constructively by applying positive discipline to ensure learning-focused environments	3.77	0.42	SA
Gives timely feedback to reinforce appropriate learners' behavior	3.67	0.47	SA
Communicates learners' performance promptly	3.72	0.45	SA
Maintains consistent standards of learners' behavior	3.67	0.47	SA
Learning Space/Environment	**3.80**	**0.41**	**SA**
Maintains a clean and safe classroom for conducive and meaningful teaching and learning	3.80	0.40	SA
Upholds gender-fair opportunities for the teaching and learning process	3.81	0.41	SA
Encourages free expression of ideas from students	3.77	0.43	SA
Provides access to diverse resources and materials to support varied learning styles and interests	3.81	0.39	SA
Mastery of the Subject Matter	**3.76**	**0.42**	**SA**
Demonstrates mastery of the subject matter taught	3.75	0.43	SA
Explain the relevance of present topics to the previous lessons and relate the subject matter to current issues or daily activities	3.76	0.43	SA
Delivers content knowledge that develops critical and creative thinking using appropriate methodologies, approaches, and strategies	3.75	0.45	SA
Explains learning goals, instructional procedures, and content clearly to address learners' needs, interests, and experiences	3.73	0.44	SA
Applies knowledge of content within and across curriculum teaching areas	3.83	0.37	SA
Commitment	**3.80**	**0.40**	**SA**

Performs various related works/ activities that contribute to the teaching and learning process	3.75	0.43	SA
Willing to grow and can adapt to changes in the field of education	3.86	0.34	SA
Keeps accurate records of every learner	3.85	0.36	SA
Cares about his/her teaching performance and the development of the learners	3.85	0.36	SA
Accessible to learners' needs beyond the official time	3.67	0.49	SA
Overall Mean	**3.72**	**0.45**	**SA**

Note: 3.50-4.00 = Strongly Agree (SA)   σ = standard deviation
       2.50-3.49 = Agree (A)   VI = Verbal Interpretation
       1.50-2.49 = Disagree (D)
       1.00-1.49 = Strongly Disagree (SD)

Respondents' Individual Performance Rating

Most respondents have outstanding ratings (Table 3). This implies that most respondents were excellent in school achievement and contributions, which also means that the respondents met the expectations of the Department of Education. The results conform to the Civil Service Commission's Revised Policies on the Strategic Performance Management System. Outstanding performance is defined as exceedingly high levels of achievement and devotion to quality and time, technical skills and knowledge, originality, creativity, and initiative. Similarly, Cadag (2024) found the same outcomes, with professors predominantly evaluated as having done outstandingly. On the other hand, Lagrisola (2019) underlined that the performance of public school teachers is critical since teachers are well aware of the supporting documentation required to get this score.

Table 3. Respondents' Individual Performance Rating

IPCRF Rating	**f** (n = 132)	%
4.500-5.000 (Outstanding)	107	81.06
3.500-4.499 (Very Satisfactory)	25	18.94

Relationship between the Respondents' Profile with their Perceived Factors Affecting their Performance

Age is related to teaching materials and ICT, and the number of pupils taught is related to commitment (Table 4). This means that age is a significant factor or variable that affects the respondents' performance in teaching materials and ICT, and the number of pupils taught is a significant factor or variable that affects the respondent's performance in terms of their commitment. This result conforms to Bhat and Bashir (2018), which reveals that age significantly influences teachers' view of the pedagogical usefulness of ICT. Younger respondents (aged up to 40 years) more strongly believed that ICT made their work easy and improved their knowledge than their older colleagues. This demonstrates that age significantly impacts teachers' perceptions of the pedagogical utility of ICT, with younger educators expressing stronger beliefs in the facilitative role of ICT in easing their work and enhancing their knowledge compared to their older counterparts. Additionally, the result supports Laitsch et al. (2021), which stated that teachers in small classes could give individualized attention to learners' progress. Also, teachers tend to be more hands-on in small classes than the larger ones, and teachers assigned to smaller classes tend to be more satisfied with their jobs as they have more opportunities for their personal needs. This indicates that teachers in smaller classes can provide individualized attention to students, exhibit a more hands-on approach, and experience greater job satisfaction due to increased opportunities for addressing personal needs.

Table 4. Relationship between the Respondents' Profile with their Perceived Factors Affecting their Performance

Profile Variables	Perceived Factors		
	Spearman's rho	p-value	Interpretation
	Teaching Materials and ICT		
Age	-.193	.026	significant
Position	-.004	.966	not significant
Length of Service	-.170	.052	not significant
Highest Educational Attainment	-.068	.436	not significant
Number of Pupils Taught	-.057	.516	not significant
Average Contact Time	.083	.343	not significant
	Language		
Age	-.061	.485	not significant
Position	.013	.885	not significant
Length of Service	-.049	.575	not significant

Highest Educational Attainment	-.064	.463	not significant
Number of Pupils Taught	.005	.954	not significant
Average Contact Time	.019	.830	not significant
Continuing Professional Development and Support			
Age	-.161	.066	not significant
Position	.002	.978	not significant
Length of Service	-.155	.076	not significant
Highest Educational Attainment	-.006	.949	not significant
Number of Pupils Taught	.044	.614	not significant
Average Contact Time	.125	.153	not significant
Classroom Management			
Age	-.131	.135	not significant
Position	-.061	.488	not significant
Length of Service	-.100	.255	not significant
Highest Educational Attainment	.071	.420	not significant
Number of Pupils Taught	-.065	.461	not significant
Average Contact Time	.103	.238	not significant
Learning Space/Environment			
Age	-.008	.930	not significant
Position	.118	.179	not significant
Length of Service	-.025	.779	not significant
Highest Educational Attainment	.114	.192	not significant
Number of Pupils Taught	.116	.184	not significant
Average Contact Time	.087	.323	not significant
Mastery of the Subject Matter			
Age	-.024	.783	not significant
Position	.137	.118	not significant
Length of Service	-.041	.641	not significant
Highest Educational Attainment	.058	.508	not significant
Number of Pupils Taught	.037	.676	not significant
Average Contact Time	.034	.697	not significant
Commitment			
Age	-.129	.141	not significant
Position	.100	.252	not significant
Length of Service	-.095	.279	not significant
Highest Educational Attainment	.029	.739	not significant
Number of Pupils Taught	.193	.026	significant
Average Contact Time	.040	.652	not significant

Note: significant ($p \le .05$), not significant ($p > .05$)

Relationship between the Respondents' Profile With Their Performance

Age is not related to the teaching performance of the respondents; however, position, highest educational attainment, length of service, and number of pupils taught affect their performance (Table 5). The result implies that better performance is correlated with a higher position, higher educational attainment, and more extended service number of pupils taught. The findings suggested that those who had fewer pupils and worked as teachers for a more extended period had an increased likelihood of having higher educational attainment, which may help them be promoted and improve their performance as teachers. The results support Sarabia and Collantes (2020), which stated that teaching position is a favorable predictor of teaching performance, implying that teachers in higher positions performed better at work. Findings also support Janardhanan and Raghavan (2018), which revealed a positive relationship between educational qualification and work performance because educated employees worry more about their performance and productivity than those less educated. Higher teaching positions correspond to better performance, and increased educational qualifications correlate with heightened work performance due to heightened concern for productivity. Additionally, the result conforms to Kusi (2019), which revealed that class size (number of pupils taught) affects classroom management, instruction, and academic achievement. Class size directly affects classroom instruction because larger class sizes require teachers to utilize class time for management tasks rather than for instruction.

Table 5. Relationship between the Respondents' Profile With Their Performance

Demographic Profile Variables	Performance		
	Spearman's rho	p-value	Interpretation
Age	.103	.241	not significant
Position	.314	.001	highly significant
Length of Service	.181	.038	significant
Highest Educational Attainment	.269	.002	highly significant
Number of Pupils Taught	.187	.032	significant
Average Contact Time	-.006	.944	not significant

Note: highly significant (p ≤ .01), significant (p ≤ .05), not significant (p > .05)

Respondents' Perceived Factors that Affect their Performance with their Actual Performance

The respondents' actual performance was not significantly related to the perceived factors affecting their performance (Table 6). This could mean a disparity between barriers and facilitators to effective teaching, teachers' perception of them, and the actual evaluation of the teaching process and school context. Such findings raise awareness that the education environment contains many social factors, and what individuals perceive as difficulty may not necessarily prevent them from performing well. This may warrant some study focusing on identifying factors that affect the performance and policy interventions that realign the perception of efficiency with commensurate results in enhancing the impact of education. Regarding continuing professional development and support, the result negates the study of Padillo et al. (2021), which stated that quality teaching is a function of a sound faculty development program that can enhance the teacher's knowledge and expertise. Their study reveals that the intervening factors in effective instruction include teachers' qualifications and professional development activities.

Table 6. Respondents' Perceived Factors that Affect their Performance with their Actual Performance

Perceived Factors	Performance		
	Spearman's rho	p-value	Interpretation
Teaching Materials and ICT	.015	.867	not significant
Language	-.021	.810	not significant
Continuing Professional Development and Support	.015	.864	not significant
Classroom Management	-.116	.184	not significant
Learning Space/Environment	-.012	.887	not significant
Mastery of the Subject Matter	-.028	.753	not significant
Commitment	.048	.588	not significant

Note: significant (p ≤ .05), not significant (p > .05)

Problems Encountered by the Respondents in Delivering Instruction

The result indicates that the teachers encountered problems such as excessive workloads, paperwork, and reports; learners' poor study habits and lack of follow-up at home; and unsupportive and uninterested parents or guardians towards their child's poor performance (Table 7.1). These problems hinder them from performing well. The results support the study of Wangui et al. (2016), which revealed that teachers' performance is affected by several stressors – school, teacher, and community-related factors. Another difficulty relates to learners' poor study behavior and lack of continuation at home; it is unfavorable if learners have poor or no study skills, and when they have no support at home, they are most likely to be low achievers academically. This problem can be controlled by conducting study skills programs, getting parents involved through workshops and communications, and teachers reminding the students. At the same time, teachers are experiencing incredibly high levels of working pressure that hinders their concentration on teaching and leads to symptoms of exhaustion. Some entail calling for more non-teaching staff to work on administrative tasks, automating these duties, and conducting organizational behavior training for teachers to manage their time better. Moreover, understanding learners' characteristics and dislikes is vital because learners with specific characteristics may hinder effective learning and teaching. Hiring trained teachers to manage student differences, enhance a positive school environment, and engage parents and the community in managing student behavior is advisable when tackling this problem. Overall, eradicating these problems could improve the learning environment in schools and benefit both teachers and students.

Table 7.1. Problems Encountered Made by the Respondents in Delivering Instruction

Problems Encountered[a]	n=132	%
Teacher-Related Problems		
1. Insufficient professional development seminars, training, and workshops	79	59.85
2. Excessive workloads, paperwork, and reports	111	84.09
3. Inadequate time to prepare lesson plans and instructional materials for the teaching and learning process	69	52.27
4. Poor time management of daily tasks and responsibilities in school	36	27.27
Learner-Related Problems		
1. Learners' poor study habits and lack of follow-up at home	126	95.45
2. Learners' poor and erratic school attendance	83	62.88
3. Learners' diverse characteristics and negative attitudes	90	68.18
Curriculum-Related Problems		
1. Insufficient time on the delivery of the lesson	54	40.91
2. Incompatibility of curriculum guides and textbooks	67	50.76
3. Teachers' limited and insufficient knowledge of the lesson	17	12.88
4. The mismatch between teachers' specializations and subjects taught in school	54	40.91
School-Related Problems		
1. Lack of safe, conducive, and well-ventilated classroom	49	37.12
2. Lack of classroom comfort room and inadequate number of learners' tables and chairs	54	40.91
3. Unavailability of computers, printers, and other ICT paraphernalia for academic and ICT integration purposes	70	53.03
4. Lack of instructional supervision and technical assistance from the school head	30	22.73
Community-Related Problems		
1. Unsupportive and uninterested parents or guardians towards their child's poor performance	93	70.45
2. Parents inappropriate reactions to their child's negative behavior at school	68	51.52
3. Lack of parental involvement in school programs, projects, and activities	76	57.58
4. Lack of support from the barangay or any local government, and other school stakeholders	47	35.61

Note: [a]multiple responses

Solutions Made by the Respondents in Delivering Instruction

The top three solutions to address educational challenges (Table 7.2) prioritize fostering student motivation and academic engagement through encouragement and emphasizing the importance of education. Concurrently, teachers benefit significantly from attending seminars, training, and workshops aimed at personal and professional development, enhancing their instructional skills and effectiveness in the classroom. Implementing structured work plans and time allocation strategies to mitigate excessive workloads ensures teachers can balance their teaching responsibilities effectively. These solutions collectively aim to create a supportive and productive learning environment where motivated students thrive under well-prepared and continuously improving educators. This proves that teachers are resilient professionals who can be innovative amid challenges and learn to be flexible to serve their students best. These support Magallanes et al. (2022), who emphasized revisiting and loosening the curriculum, investing in professional development, and creating collaborative teaching programs and training.

Table 7.2. Solutions Made by the Respondents in Delivering Instruction

Solutions Made[a]	n=132	%
Teacher-Related Problems' Solutions		
1. Attending seminars, training, and workshops for personal and professional growth and development	103	78.03
2. Preparing a work plan and allocating time to daily and weekly tasks to avoid excessive workloads	103	78.03
3. Preparing the lesson plans and instructional materials for the teaching and learning process beforehand	92	69.70
4. Organizing and prioritizing tasks to avoid cramming	96	72.73
Learner-Related Problems' Solutions		
1. Encouraging learners to do well in school and explaining the importance of education	114	86.36
2. Helping to resolve the barriers that cause learners poor attendance and positive reinforcement to encourage learners to go to school	95	71.97
3. Understanding learners' diverse characteristics and addressing the negative behaviors individually, directly, and immediately	97	73.48
Curriculum-Related Problems' Solutions		
1. Planning and implementing instructional activities that are relevant to learning goals to avoid overtime in teaching a specific lesson	95	71.97
2. Contextualizing and localizing available teaching and learning resources to maximize learners' participation	93	70.45
3. Reading and studying the lesson in advance to understand and be able to deliver it effectively during the class	81	61.36
4. Departmentalization of subjects taught by teachers to avoid mismatching between teachers' specializations and subjects taught	83	62.88
School-Related Problems' Solutions		
1. Dividing classrooms into two or implementing shifting schedules to accommodate more learners and address classroom shortages	46	34.85
2. Strengthen stakeholders' collaboration in initiating programs and projects for school-related needs	80	60.61
3. Purchasing personal computers/laptops, printers, and other ICT paraphernalia for teaching and learning	75	56.82
4. Requesting for the allocation of funds through the school MOOE for classroom repair and renovations	81	61.36
5. The school heads conduct observation and teachers' meetings to give instructional supervision and technical assistance to teachers	64	48.48
Community-Related Problems' Solutions		
1. Conducting regular homeroom PTA meetings and reporting days to update parents about their children's academic performance	95	71.97
2. Meeting up with concerned parents of learners to discuss and clear matters about their children's negative behavior at school	96	72.73
3. Informing and involving parents and other stakeholders on classroom concerns, projects, and programs to increase participation	92	69.70
4. Involving the school stakeholders in the school's programs and projects to foster harmonious relationships and gain support	84	63.64

Note: [a]multiple responses

Conclusion and Recommendations

The findings indicate that most teachers managed a monograde class with an optimal workload and student count, while most exhibited outstanding performance, reflecting their exceptional achievements and contributions within the school. The findings revealed a correlation between the respondents' age and their utilization of teaching materials and ICT, which means that age is a significant factor or variable affecting their performance in teaching materials and ICT. The number of pupils taught was correlated with teachers' commitment which means that the number of pupils taught is a significant factor or variable that affects the respondent's performance in terms of their commitment. On the other hand, number of pupils taught, position, highest educational attainment, and length of service were related to the respondents' performance. The result implies that those who have worked as teachers longer were more likely to have higher educational attainment, which may help them be promoted and improve their performance. The main problem encountered by the respondents was excessive workloads, paperwork, and reports. Regarding the problem teachers encountered in delivering the K to 12 Curriculum, the respondents preferred preparing a work plan and allocating time to daily and weekly tasks to avoid excessive workloads. This study provides baseline information to improve teachers' curriculum delivery performance. The results found in the study could help the department's top management and the teachers to provide necessary action for improving the teacher's performance in the teaching and learning process.

Since the result revealed that there was a correlation between the respondents' age and utilization of teaching materials and ICT, it is suggested that the Department of Education should continuously provide ICT-related seminars, trainings, or workshops for teachers to cope with ICT trends and demands in the teaching and learning process. Similarly, the number of pupils taught was found to be correlated with teachers' commitment. This study recommends providing enough teachers per school to maximize learning among pupils and good teaching performance among teachers. Moreover, since the number of pupils taught, position, highest educational attainment, and length of service were related to the respondents' performance, this study suggests to the Department of Education that it provide seminars, training, or workshops that would help teachers' professional growth and development and to revisit, revise, and simplify the department orders and guidelines for promotion or reclassification for teachers to comply with the necessary documents and requirements efficiently. In line with the mentioned result, this study also suggests that teachers should enroll in post-graduate education, attend seminars, training, or workshops, and know and submit requirements or documents for reclassification or promotion for professional growth and development. For future researchers interested in the same study, further study may be conducted on the factors affecting teachers' performance in other schools and districts to validate the study results.

Conflict of Interest

The authors declare no conflict of interest.

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Authorship Details

Alba (50%): Concept and design, data acquisition and interpretation, writing the manuscript. Gamozo (50%): Supervision, data analysis and interpretation, writing and editing the manuscript.

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