

Performance of Teachers Vis-À-Vis Academic Achievement of Grade VI Pupils in the Division of Quezon

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Abstract

The present study aimed at identifying the demographic profile of the respondents, the teacher's performance in terms of personality and competency, Grade VI pupils' level of academic achievement and significant relationship between teachers' performance and pupils' academic achievement. It was conducted in DepEd Division of Quezon and employed 66 teacher- respondents who were chosen using quota sampling. This study revealed that majority of the respondents belonged to 35-45 years old, female, teacher II with Master of Arts in Education units, had served public schools for 11-15 years, and were full- time teachers in Grade VI. In the teacher's performance in terms of teacher's personality and teacher's competency when grouped according to age, sex, position, highest educational attainment, length of service, and subject appointment in Grade VI were all observed around average and above average but a with a very small difference. On the Grade VI pupils' academic achievement, it was highest in quarterly assessment than in the written works and performance tasks all in the 3rd District of Quezon and found out that there is no significant relationship in the teacher's performance and Grade VI pupils' academic achievement. On the basis of the conclusions, it is recommended that the schools may utilize the output of the study, the proposed training program for the maintenance of teachers' personality and competence and be shared to other schools and districts.

Keywords: Teachers' Performance, Grade VI Pupils' Academic Achievement, Training Program

Introduction

A number of schools in the foreign countries are challenged to continually increase or sustain the performance of the teachers who further influenced the achievement of their respective students in both the elementary and secondary levels (Harris & Sass, 2011). In their study also noticed that a number of teachers perform only to the standards set by the school and not by needs of the students which place the students' achievements at the disadvantage. Similarly, the Philippines encounters the same problem where the teachers strictly adhere to the set teacher performance standards by the department behind the belief that performing teachers create student achievers in all levels of education (Roberto & Madrigal, 2019).

Rooting on the problem above, the Philippine Professional Standards for Teachers (PPST) was undertaken by the Department of Education through its DepEd order no. 42, s. 2017. It supports the framework of teachers' career development by stipulating what the teachers are expected to know and be able to do at different stages in their career. The PPST-based Classroom Observation Tool (COT) addresses this continuum to support teachers' classroom performance in all subjects offered in elementary and in secondary with varying criteria for

different teacher designations. Likewise, this PPST shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 Program. It can also be used for the selection and promotion of teachers. All performance appraisals for teachers shall be based on this set of standards.

Also, the idea behind teacher evaluations that are based on student achievement is to determine the effects of the teacher's instruction on students. Data that are used for such teacher evaluations may be collected from state achievement tests, and district standardized and authentic-based assessments. Typically, the test data collected are then factored in to a teacher's evaluation along with classroom observations (Dwyer & Stufflebeam, 2013).

Additionally, these are based on the widely accepted belief that education is a very important tool for everyone to succeed in life and get something different. It helps a lot to lessen the challenges of difficult life. Knowledge gained throughout the education period enables each and every individual confident about their life. It opens various doors to the opportunities of achieving better prospects in life that promotes career growth. Many awareness programs have been running by the government to enhance the value of education in rural areas. It brings feeling of

equality among all people in the society and promotes growth and development of the country. In addition, education can become a shared experience in the context of a learning community resulting in significant public benefits (Klassen & Tze, 2014). It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living. It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new source of earning which enhances the economic growth of a country.

With these, there were previous studies which indicated that the rationale behind the policy change in teacher evaluation is to recognize and reward teachers for their contributions to student learning (Adnot, Melinda, Dee, Katz, & Wyckoff, 2017). Many organizations settings, locally and internationally, encourage states and school districts to implement teacher evaluation systems that are linked to student achievement. Thus, teacher performance evaluation continues to be one of the most contentious processes within the formal education system. Through its dual purposes of development (formative evaluation) and accountability (summative evaluation), many teachers still express fear and anxiety of the process, while others are welcoming of a standard process of evaluation and the ability to receive feedback on their work.

On the other hand, which relates much to teacher performance, the students' performance varies almost all the time, and educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect students' quality of academic achievement. These factors may be termed as student factors, family factors, school factors, and peer factors (Farooq et al., 2011). Generally, academic achievement or performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative Grade Point Average and completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement.

Further, these academic achievements are commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Furthermore,

there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions that require consideration when developing models of school achievement.

Relevant to these, in the Philippines, which is practiced from national to local settings, every school follows the DepEd Order No. 08, s. 2015 titled, "Policy Guidelines on Classroom Assessment for The K-12 Basic Education Program" whereas, student achievement in any subject area must meet 75% to pass while 90% in above average is equivalent to having awards or honors. With this, the students' achievement is measured using formative and summative assessments which carries various weights per subject in their written works, performance tasks, and quarterly assessments. Thus, passing all these measures the level of student achievement.

Nonetheless, school life for students does not usually go smoothly and students may experience various obstacles and difficulties that stand in their way to have a good level of academic achievement. Sharma et al. (2011) defined academic achievement as the outcome of the training imparted to students by the teacher in school situation. Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness. Also, a number of factors may further be related to student achievement considering each individual educational goal.

In a closer view to the local settings, teachers adhere to the laws and policies governing the department of education from the curriculum development down to the many types of assessments and interventions. Different teacher characteristics results to different performance and degrees of acceptable personality and competence, which further results to different levels of student achievements.

Whatever the teacher does, the learning processes change influencing the way students learn. A performing teacher creates an achieving student depending on the kind of performance the teacher is doing as to how one utilized competence or show personality. Mostly, performing teacher creates honors

and awardees while non-performing ignores many students in different factors which cause them to fail in the subject.

Additionally, academic achievement denotes how well a student is achieving tasks and studies. The usual factors associated with it such as grades, attendance, attitude, motivation and behavior towards studying. Analyzing student's academic performance has several purposes. The learning process needs performance indicators to rank the students and determine the causes of their failure. Identifying, evaluating, tracking and encouraging the progress of students will provide more career choices and job possibilities. The importance of professional teacher's in DepEd Quezon is well recognized. A professional teacher will do everything possible in order to make his teaching attractive and understandable to the learners.

This study generally aims find out how the teachers perform in their subjects in Grade VI pertaining to how their competence and personality surface to make the students engage and comply with the curriculum standards and assessment procedures considering the teacher

differences in their demographics and propose a training program for the benefit of all teachers in the context of the Schools Division of Quezon. This training program would help teachers enhance their performance quality that produces quality academic achievement in the part of the Grade VI pupils. Thus, without the training program, the problem in the division of Quezon would remain a problem and would possibly aggravate if not given due attention.

Research Questions

This study is aimed at finding out the, "Performance of Teachers Vis-À-Vis Academic Achievement of Grade VI Pupils in the Division of Quezon", and to propose a training program to maintain the performance of Grade VI teachers in the Schools Division of Quezon. Specifically, this study sought answers to the following questions:

1. What are the teacher's performance in terms of teachers' personality and competency when they are grouped according to demographic profile?
 - 1.1 Teachers personality
 - 1.2 Teachers competency
2. What are the Grade VI pupil's level of academic achievement according to the following measures:
 - 2.1. written works;
 - 2.2. performance tasks; and
 - 2.3. quarterly assessment?

3. Is there a significant relationship between the teacher's performance and grade VI pupil's academic achievement?

Literature Review

Teacher Demographical Variables

The relationship between teacher characteristics (both qualifications and demographic characteristics) and student performance is important for education policy. Ensuring that teachers who are best suited and most able to enhance student performance are employed is a key responsibility for policy makers. Hughes (2012) explain that there is a large body of literature on teacher characteristics and education outcomes.

Teacher demographic variables are the personal attributes of the teacher that make the teacher distinct from one another to excel in a chosen career. The Webster's Dictionary defines demographic variables as the distinctiveness of person. The demographic variables are the peculiar attributes of a person (Ofem, Iyam,& Bassey, 2015) that affects teaching. Teachers also mentioned that Scholars argued that Teachers' demographic variables have significant effect on students' academic achievement in Home economics.

In a study on the impact of teachers' qualification on students' performance, Clotfelter, Ladd and Vidgor (2010) found that a significant difference exists in the mean performance of students in schools staffed with qualified teachers and those schools staffed with unqualified teachers. Adeniji (2020) supported this finding to a great extent that teachers' qualification has potent relationship with students' achievement. In the research, it was also observed that many students draw inspiration from competent and good teachers who are essentially qualified. This means that educational training influences job performance and also acts as a reliable indicator of the type of work one should look for. They also argued that teachers with higher education qualification are more effective than those with lower qualification and that skilled teachers with some additional skills are more productive than the unskilled. The researcher also reports that when an individual opts to obtain additional qualification, his rate of return at a particular level is raised. He proved this by comparing the performance of secondary school learners and the University graduates. Therefore, teachers with higher qualification are expected to be more productive, all things being equal, especially as teachers earn more. Teachers also see themselves as experts in their areas of specialization.

The study literature also showed that teachers related factors have strong effect on learning outcomes of students in several learning areas.

Another study that finds a relationship between observable teacher characteristics and student performance was conducted by Slater, Davies and Burgess (2009). Using data from the United Kingdom for 7 000 students (aged sixteen) writing the General Certificate of Secondary Education (GCSE) Keystage 4 examinations,³ the authors investigate whether observable characteristics of teachers correlate with measures of teacher effectiveness. The observable characteristics available are teacher gender, age, educational attainment and teaching experience, and the authors find that none of these characteristics have a statistically significant association with teacher effectiveness.

Teachers' Performance

A teacher performance level identification is aimed at the professional development of teachers, and bearing in mind the supervision cycle as a privileged instrument for regulating and supporting the improvement of performance in scientific and pedagogical fields, the performance standards bring transparency and decrease the unrest that may exist in the assessment process, allowing evaluators to know which actions to evaluate, who should develop them and who must observe them. Therefore, any teachers under evaluation know performance places them at a certain level of performance, taking into account their knowledge of existing descriptors in each of the performance levels.

There are five performance levels mentioned in the study of Almeida (2017) and present these in descending order of performance: Excellent, Very Good, Good, Regular and Insufficient. As mentioned, the development of performance standards is based on the principle of the definition of Good performance level, as a reference standard. In this context, Good is the base standard indicator of what is good professional performance in the different fields and their indicators in a given context. In the context of each school this is a teacher with a level of performance that is desired to be the standard performance of all teachers in the specific context in which its action is it developed. This is the teacher who combines scientific and professional competence, taking into account the means of provenance of the students and the knowledge teachers hold, the resources that exist in school and how teachers are mobilized by the teacher to help develop its

professional activity in order to improve the knowledge and skills of their students and consequently the improvement of their school results. The Very Good level of performance, is the overcoming of the reference standard. Clearly exceeding the standard, Excellent was established as a great teacher effectiveness reference. These are high performance teachers. Teachers that school boards should recognize a key role, not only in terms of disclosure of their good practices, but essentially at the level of allocation to these teachers a central role in the school's training plan, so that the remaining teachers can reflect on their *modus operandi* and enhance their professional development, based on the practices of these high-performance teachers, in relation to the norm. Similarly, Regular performance level evidences that the standard has not been achieved, revealing the teaching difficulties which must be overcome. Insufficient reveals, not only the standard was not reached, but also the teacher has serious deficiencies and inadequate behaviors. In contrast to teachers with high teaching performance, these teachers show a substandard teaching performance, which needs attention from the existing structures in each school, with responsibilities in the evaluation of teaching performance. These teachers must be supported in order to meet other performance standards. In these situations, teachers must have a specific training plan that, once fulfilled, will allow them to overcome the difficulties revealed in the areas of their action in which the mismatch to the norm has occurred. To this end, these teachers should be supported primarily by high-performing teachers.

The study of Roberto and Madrigal (2018), showed that a student-centered pedagogy implies a critical role of the teachers. In a constructivist classroom, the teacher is a facilitator and guide and is primarily responsible for creating and maintaining a collaborative problem-solving environment where students are allowed to construct their own knowledge. In the process, learning approaches emerging from constructivism are designed to create a more successful classroom experience for students. Hence, this is the important role of the teachers. The teachers must focus on what learning outcomes to achieve, the design of the instruction, the activities of the students, and the related assessment strategies. Consequently, Bada (2015) identified that teachers under constructivism need to reflect on their own practices and apply these ideas into their work. Furthermore, this is also anchored on the Framework for 21st Century Learning. This framework describes the skills, knowledge and expertise students must master to succeed in work and life. It is a blend of content

knowledge, specific skills, expertise and literacies. Additionally, this enables the 21st century professional learning communities for teachers that model the kinds of classroom learning that best promote the 21st century skills and the role of teachers to teach the students (P21 Framework for 21st Century Learning, 2015). In addition, the study is further directed to the Philippine Professional Standards for Teachers (PPST). In the K to 12 programs of the Department of Education (DepED), this is the quality assurance instrument assessing the competence of teachers in line with the national educational standards. Through this instrument, the teacher will be able to cultivate his or her ability to identify students' particular learning styles, intelligences, strengths and weaknesses (P21 Framework for 21st Century Learning, 2015). Finally, their study is linked to the teacher performance evaluation as an institutional instrument used to assess the performance of the teachers. The performance of teachers is vital toward the achievement of educational success, thus the need to keep the teachers abreast of the dynamic teaching standards arises. In conclusion, the theory of constructivism and teacher quality assurance instruments must work together to complete the process of seeking improvements in the 21st century teaching and learning framework. Therefore, the role of teachers becomes dynamic. And for teachers to maintain excellent professional performance under these conditions, teachers must assume a personal responsibility for their own performance, growth, and development (Hanif, Tariq & Nadeem, 2011).

In the study of Catolos & Catolos (2017), found out that the majority of the teacher respondents have very satisfactory teaching performance. Age, length of service and bachelor's degree course are significant on the teaching performance of selected teachers while sex and educational attainment are not significant. Teaching performance of non-education graduates is very satisfactory regardless of their sex and educational attainment. Likewise, hand, their teaching performance is associated with their age, length of service and bachelor's course. On the other hand, Rice (2010) mentioned, how the teacher performs in the classroom greatly varies in their service length wherein, the older the teacher in service, the least idealistic the teacher becomes and so turn to leniency and kindness in approaching students to learning. The study recommended that teachers should pursue graduate education program and undergo more seminars and trainings in order to sustain their professional development and to update themselves in the innovative trends and techniques especially in the advent of K-12 program. A proposed plan of action is

recommended for implementation.

Teachers have the massive role in the society to instruct and widen the innate potentials of the learners for teachers are the nation's builders of characters and intellect. Teachers are also considered as one of the most influential persons in the world. As a consequence, teachers must be aware of the personality traits that enable them to achieve educational goals and vision. Similarly, teachers come in the learning field with professional self-images succeeded over their practices as learners, nevertheless these images are unceasingly recontextualized according to the experiences of teachers as specialist. (Katsuno 2012). The teachers, response to the query of who teachers are is continuously being formed by what teachers perceive their future work in the construction of their identity. At start of their jobs, teachers are betrothed in the course of building their identities. The professional identity of a teacher is crucial to the practice, behaviors and skills that teachers show in action.

Teachers' Personality

According to researchers, personality should be considered when predicting the learning and school performance of students. Research study shows that teachers personality characteristics such as conscientiousness that is being hard working and detailed minded, agreeableness which is being sympathetic and kind, and having emotional stability which pertains to having fewer negative emotion, are important (Maz, 2014). The researcher also believed that human teachers characteristically perform a wide range of activities that we subsume under the general heading of 'teaching'. Those include planning and designing, demonstrating, guiding, telling, questioning, testing, recording, motivating, and criticizing even learning. Many of these aspects of a teacher's role require significant expertise and the making of finely tuned and sensitive judgments based on both breadth and depth of experience. This is important, for instance, in relation to the provision of appropriate scaffolding to learners. It can also be argued that the human teacher is in a strong position, in particular by virtue of overall life experience and sophistication as a communicator, to both model and facilitate co-operative learning behaviors.

In the study of Ibad and Sharjeel (2017), teachers mentioned that teachers who expect to be responsible for educating students, soon find that their responsibilities go far beyond the curriculum. Children bring their outside experiences with them to school

each day. These experiences have shaped who teachers are and foreshadow their futures. Teachers are expected to overcome all of these obstacles yet have not been adequately educated to understand how these life circumstances affect the family's teachers serve. Working in low-income, urban schools proves to be more challenging than many teachers expected and is often far different from their own experiences with schooling. The teachers are a part of this system that teachers often do not fully understand. As a result, educators are likely to engage in behaviors that contribute to the achievement gap. This is particularly dangerous because research shows that the teacher is one of the greatest factors in student success. When teachers are unprepared to cope with the realities of their students' lives and unaware of how schooling contributes to this reality, therefore with right personality is able to give students practical suggestions in accomplishing things, and uses various instructional materials and guides in their teaching, if not, success can be difficult to achieve.

Researches show that learning in the classroom is an emotional experience, and the younger the people, the truer are this statement. The process of learning in the classroom is accompanied and accelerated by positive affect and relaxed atmosphere. Fear of teachers can inhibit learning. Similarly, teachers discovered that pupils rated those teachers as most effective who were mentally healthy, stable, warm, and nurturant; and pupils scored maximum marks in subjects taught by the teachers liked the most. An overanxious teacher with negative attitude towards pupils may unconsciously transfer his/her tensions and unresolved neurotic conflicts to pupils via his/her disturbed emotional interactions with pupils, for example, a teacher may continuously denigrate good pupils, and be overcritical, nagging, cynical, over-restrictive, and oppressive in the class. Such a teacher is also aggressive and hostile. Unresolved neurotic conflicts may force the teacher to be sadistic and suppress creativity and spontaneity of pupils. A self-centered and anarchistic teacher may weaken brilliant students. Pupils are at the receiving end of these unhealthy behaviour patterns of teachers; and pupils' achievement, mental health and liking for a subject are invariably linked with the teacher's personality especially if the teacher simplify lesson with their creativity, maintain conducive learning environment, and with individualization of learning (Ibad, 2018).

Kim, Xie, and Cheng (2017) mentioned that the teaching skills and life-long learning competencies of professional teachers comprise the following such as to perform complex pedagogical duties; to be well-

spoken, in good mental and physical health, stable and tolerant; to have a propensity to work with the younger generation, good communicative and observational skills, tact, a vivid imagination, and leadership. All teachers must develop their own pedagogical ability, pedagogical skill, and pedagogical innovation to carry the contents of the curriculum.

In a wide score the teachers demonstrate leadership, such as evaluating student progress using a variety of assessment-data measuring goals; drawing on appropriate data to develop classroom and instructional plans; - maintaining a safe and orderly classroom that facilitates student learning; and positive management of student behavior, effective communication to defuse and deescalate disruptive or dangerous behavior, and safe and appropriate seclusion and restraint techniques (Harris, 2015).

Teachers establish a respectful environment (DuPaul, Weyandt, & Janusis, 2011), mentioned that a diverse population of students where teachers provide an environment in which each child has a positive, nurturing relationship with caring adults by: maintaining a positive and nurturing learning environment. Teachers embrace diversity in the school community and in the world by using materials or lessons that counteract stereotypes and acknowledge the contributions of all cultures; incorporating different points of view in instruction; and understanding the influence of diversity and planning instruction accordingly. Teachers treat students as individuals by maintaining a learning environment that conveys high expectations of every student. Teachers adapt their teaching for the benefit of students with special needs by cooperating with specialists and using resources to support the special learning needs of all students; and using research-verified strategies to provide effective learning activities for students with special needs. Teachers work collaboratively with families of students and other significant adults by communicating and collaborating with the home and community for the benefit of students.

Students' Performance

Hailaya (2014), stated in a research that the majority of students in a public school performs between satisfactory and very satisfactory in the classroom assessment and compliance to the requirements of the subject. Also, Cagasan, Care, Robertson, & Luo (2020), mentioned that this happens since the day-to-day classes given with various assessments appears facilitated for the fast-learning students but carries challenges for those cannot instantly cope with the

discussions or topics. On the other hand, Mizala, Martinez, & Martinez (2015), mentioned that written works and performance tasks have little difference only in the nature of output but the students would be observed to perform almost the same due to the learning habit and culture which teachers are already familiar with. Further, teachers noted that students give too much attention to the final examinations or assessments at the end of the quarter by which teachers perform higher than the usual assessment that are formative.

Relationship Between Teacher Performance and Academic Achievement

In view of Hughes (2011) and Westley (2011), they noted in their study that the way teachers' approaches reflecting their competency by the strategies and techniques as well as how teachers interact with the students in the classroom and in the school greatly influence the way students process the inputs and retain in their mind where learning starts and is applied. Teachers further argued, which is contradicting to the study results, that teacher performance is significantly related to the students' academic achievement in all means though it is sometimes ignored but the results are often obviously observed.

In investigating the meaning of quality teaching and teacher performance, Hughes (2011) mentioned that the research literature has examined a wide range of student outcomes. Much of the recent work in the field has focused particularly on quantifiable indicators of educational performance such as student test scores. Hard performance measures of these kinds have the appeal of quantifying a key outcome of student learning in a relatively objective and standardized manner for large numbers of students and teachers. In fact, test scores and other quantitative measures are an essential foundation of the research programs that have generated key insights regarding the relationship between teacher performance and student achievement and the importance of quality teaching that teaching has the largest in-school impact on student learning and school leadership exerts the next-largest influence.

Methodology

Research Design

This study utilized a mixed method research design combining the qualitative and quantitative study.

According to Creswell & Plano-Clark (2011), mixed method combines the characteristics of all studies that give a thorough view of the study both for explaining the phenomena observed and for quantifying the results in different variables. Thus, it is deemed the most fitted design in the study for it provided evidences of different nature that all contributes to wide and in-depth understanding of the specific problems.

With this, the demographic profile of the respondents and their groupings was described qualitatively and the teachers' performance both personality and competence along with the students' achievement in written works, performance tasks, and quarterly tests which was described initially and quantified for hypothesis testing, and so, consider all factors for the making of the training program for the teacher's enhancement of the performance in personality and competence.

Population and Sample

Quota sampling technique was employed in selecting the required representative respondents among all the 767 elementary schools in DepEd Quezon with 39 municipalities. Quota sampling technique is a method for selecting survey participants that is a non-probabilistic version of stratified sampling. In this sampling technique, a population is first segmented into mutually exclusive subgroups just as in stratified sampling. The judgement is used to select based on a specified proportion from quota and afterwards combined with purposive sampling that is being too specific to the Grade 6 teachers with characteristics such as teaching grade 6 subjects either full or part-time as appointed by the principal. This combined sampling is deemed fitted due to the nature teacher works, availability, and location.

Research Instrument

Expert validated researcher-made questionnaires served as the main tools in gathering data for the study. Before the development of the questionnaire, the researcher first gathered information from books, internet reference sources and from published and unpublished theses both locally and internationally. Then, all information derived from these literature and studies were carefully selected by the researcher with the help of his adviser to come up with relevant statements and indicators considered necessary in the search for pertinent information.

The questionnaire was divided into three (3) parts. The

first part dealt with the demographic profile of respondents such as age, gender, position, highest educational attainment, length of service, and subject appointment in Grade 6 which were all related to the main problem to be checked by the respondents. The second part pertained to the teachers' performance divided further into two such as 1.) teachers' personality with fifteen (15) descriptive items to be rank by the teachers handling full time and part-time using 5-point Liker scale such as 1-poor, 2-below average, 3-average, 4-above average, and 5-outstanding or superior for the full time teachers in Grade VI while for part time teachers it utilized 1-weak, 2-below average, 3-satisfactory, 4-very satisfactory, and 5-excellent; 2.) refers to the teachers' competence with thirty-two (32) descriptive items using the similar scales as the first. The third part of the questionnaire comprised the Grade VI pupils' level of academic achievement that is standardized based on DepEd Order No. 8, s. 2015 or Policy Guidelines on Classroom Assessment for the K-12 Basic Education Program, utilizing another five-point Likert scale following 1-poor, 2-below average, 3-satisfactory, 4-very satisfactory, and 5-outstanding. The student achievement was divided further into three parts with written works, performance tasks, and quarterly examinations all with forty-one (41) descriptive statements or items.

These instruments come with descriptive statements which undergo a series of revisions after the validation of the research experts and master teachers and after its pilot testing.

Data Gathering Procedures

After the approval of the researcher's adviser, a copy of the questionnaire was submitted to the Schools Division Superintendent of DepEd Quezon together with the letter requesting for permission to allow the researcher to conduct the study and to distribute the questionnaire to the respondents. Upon approval of the request, the researcher went to the selected public elementary schools to gather data. He presented the endorsement letter signed by the Schools Division Superintendent to the elementary school principals before distributing the questionnaire to the respondent teachers.

The answered questionnaires were not immediately retrieved by the researcher personally. On the next visit unfortunately, not all teachers were ready to return the answered sheets due to some reasons like misplacing the papers, absence of the involved teachers due to seminar attendees, and others were so

busy with their various tasks in school that is why the researcher retrieved the only available questionnaires for he has a limited time to gather those data needed. The data were then tabulated by the researcher in Microsoft Office and presented with analysis after such statistical treatments were given.

Results and Discussion

This section presents the analysis and discussion of the data collected.

Teacher's Performance

Table 1. *Teacher's Performance when Grouped According to Age*

Age		Mean of Teachers' Personality	Mean of Teachers' Competency	Total	Descriptions
21 - 32	Mean	3.6074	3.5851	3.596	Above Average
	N	18	18		
33 - 35	Mean	3.4773	3.4269	3.452	Average
	N	13	13		
36 - 45	Mean	3.7244	3.6732	3.698	Above Average
	N	24	24		
46 - 65	Mean	4.0909	3.9375	4.014	Above Average
	N	11	11		
Total	Mean	3.7049	3.6447	3.678	Above Average
	N	66	66		

Table 1 reflects the teacher's performance when grouped according to age. The two categories that were considered in this part were the teacher's personality and teacher's competency where from the data, it revealed that the resulted mean of teacher's personality and teacher's competency in every age range (21-32, 33-35, 36-45, 46-65) were almost the same. But looking at the age range of 46-65 years old, it got 4.09 as the mean of teacher's personality which is the highest mean among the given means. As to the total mean of the teacher's personality, it resulted into 3.7049 while for the mean of the teacher's competency, it was 3.6447.

These findings are in concordance with the review given by Kim, Nemrod, & Mac Cann (2018), noting that when age is considered, teachers' personality and teachers' competency have low difference but the teachers' personality would still be overshadowing competency in the teaching learning processes (Maz, 2014), and having the two makes a motivating teaching learning processes (Ozkilic, 2014). This happens since teachers, though highly competent in the content and pedagogy as teachers have learned in trainings or development opportunities (Gkolia, Belias,

& Koustelios, 2014), are inclined to set it aside when there is a need for flexibility and adjustment for the student individual needs. According to Klassen & Tze (2014), there is a need for a balanced teachers' personality and teaches' competency in the delivery of the curriculum, and it happens, every school can ascertain a highly motivated student learning without obstacles in and out of the classroom and class hours.

With these, it could be interpreted that since there is a very minimal difference in the teacher's personality and teachers' competency in all the age bracket and even in the total mean, there is a balanced teacher personality and teacher competency performed by the teachers in teaching the students in Grade 6. Thus, there should be higher learning outcomes in this grade level where everybody graduates with competencies given by the government highly achieved. With this, teacher act like parents with no boundaries to help their children to learn and use all their knowledge and competencies to help students learn considering individual difference, needs assessments, advance and interventions needed. Finally, in all age brackets, teachers perform with balanced personality and competency which should be sustained by the school heads and supervisors.

Table 2. *Teacher's Performance when Grouped According to Sex*

Sex		Mean of Teachers' Personality	Mean of Teachers' Competency	Total	Descriptions
Male	Mean	3.5373	3.5165	3.526	Above Average
	N	17	17		
Female	Mean	3.7498	3.6768	3.713	Above Average
	N	48	48		
Total	Mean	3.6942	3.6349	3.664	Above Average
	N	65	65		

Shown in Table 2 is the teacher's performance when grouped according to sex. As presented, the mean of the male teacher's personality resulted into 3.5373 while for the teacher's competency, it was 3.5165 which only show a very small amount of difference. Looking at the mean of the teacher's personality and teacher's competency of the female respondents, it is somehow higher than that of the male because the female's resulted into having 3.7498 and 3.6768 respectively. Considering the total mean, teacher's personality had 3.6942 while teacher's competency resulted to 3.6349.

These results agreed with the study of Pope (2019),

stating that teachers inclined to show their personality over competency in all situations though teachers try to balance all the aspects to perform well (DepEd Order No. 42, S. 2017). Similarly, the female teachers show

more personality and competency as compared to the male teachers. Also, Elliott (2015), stated, that considering the gender in performance of teachers, female exhibits higher performance than male due to their motherly instincts to teach that encourage their selves and their students to the educative processes. Further, males are encouraged and are influenced highly by the females to work closer with them and so the difference is low.

With these findings, it could be put forward that balance in the personality and competency as to the performance of the teachers when grouped according to gender. In this, both the male and female teachers do their best to prioritize the learning goals of the learners before their personal teaching goals and so result to higher learning outcomes in the subjects. Whereas, males and females comply to the professional teacher standards and to the ethical/moral standards for holistic student learning that all student needs are addressed.

Table 3. *Teacher's Performance when Grouped According to Position*

Position		Mean of Teachers' Personality	Mean of Teachers' Competency	Total	Description
Teacher I	Mean	3.6667	3.6471	3.656	Above Average
	N	17	17		
Teacher II	Mean	3.6216	3.4643	3.542	Above Average
	N	24	24		
Teacher III	Mean	3.6151	3.6146	3.614	Above Average
	N	18	18		
Master Teacher I	Mean	4.3067	4.3188	4.312	Above Average
	N	5	5		
Master Teacher II	Mean	4.3333	4.3750	4.354	Above Average
	N	2	2		
Total	Mean	3.7049	3.6447	3.6748	Above Average
	N	66	66		

Table 3 presents the teacher's performance when grouped according to position. As shown, when it comes to teacher's personality, Teacher III has the lowest meanwhile in terms of teacher's competency, it was teacher II. On the contrary, it can be observed that the highest means can be found along Master Teacher II personality and competency with 4.3333 and 4.3750 respectively. Additionally, Master Teacher I also has higher means in terms of personality and competency compared to that of the Teacher I, II, and III.

According to Fuller, Goodwyn, & Francis-Brophy (2013), the higher the position of the teacher, the more teachers show competency before personality in their teaching standards and performance. This is often a result of teacher empowerment in performance boosting (1987 Philippine Constitution; R.A. No. 10533; and R.A. No. 9155). Also, the findings here agreed to this idea where the teachers with designation Teacher I to Teacher III show personality (Richardson and Arker, 2010) over competency while master teachers show professional competency before personality. Teachers further added that master teachers increase their performance standard as compared to the lower designated teachers. In reference to Skaalvik & Skaalvik (2014), teachers' position is not a basis for competency or personality measurement over the other since, however, the lower the designation of the teachers specially those who are newly hired in the service are often showing generosity and kindness towards the students.

From these, it could be interpreted that the majority of teachers in the division of Quezon projects personality over competency when grouped according to position. And as teachers are promoted in their career increase their competency standards on how students show perform before them in their subject. The higher the position, the higher is the teachers' performance in content and pedagogy. Therefore, master teachers in the division are performance competent before personality performance. On the other hand, there is still small difference in the mean percentage projecting an almost balance teacher approach to personality and competency in their teaching for any or all of the teaching professions, and still, the learners' sake is prioritized before the teachers' goal.

Table 4. *Teacher's Performance when Grouped According to Highest Educational Attainment*

Highest Educational Attainment		Mean of Teachers' Personality	Mean of Teachers' Competency	Total	Descriptions
Bachelor's Degree	Mean	3.8667	3.8094	3.838	Above Average
	N	10	10		
with MA units	Mean	3.5331	3.4313	3.482	Above Average
	N	42	42		
Master Degree	Mean	4.1077	4.1755	4.141	Above Average
	N	13	13		
with PhD/EdD units	Mean	4.0667	4.0625	4.064	Above Average
	N	1	1		
Total	Mean	3.7049	3.6447	3.674	Above Average
	N	66	66		

Shown in Table 4 is the teacher's performance when grouped according to highest educational attainment. As presented, in terms of personality and competency,

the Bachelor's degree holder got the mean of 3.8667 and 3.8094 respectively; those with MA units got 3.5331 and 3.4313; Master's Degree holder got 4.1077 and 4.1755; and those with PhD/EdD units got the 4.0667 and 4.0625. Considering the highest means, it fell into the personality and competency of master's degree holders which comprised 4.1077 and 4.1755 respectively. Moreover, when the total means were considered, 3.7049, mean of the teacher's personality is greater than 3.6447, the mean of the teacher's competency. The results implied difference in characteristics of teachers with bachelors and unit earners to the teachers with degrees in graduate studies.

With reference to Mockler (2013), and Hildebrandt & Eom (2011), teachers' educational attainment dictates their performance in the service as to show personality over competency or vice versa. To them, bachelor's degree holders and graduate studies starters show more passion and kindness towards their students as to extend all the supports teachers can give before helping students become independent and standard achievers (Arif et al., 2012). But as the teachers gain degree in graduate studies, contrasting to the study of Adewale (2013), the teachers become standard performers aiming for the set qualities of the education sector or department and tend to be strict in its compliance to this (Kleickmann et al., 2013). Therefore, kindness before competence happens with new teachers while competence before personality with graduate degree holders.

With these, it could be assumed that the majority of Grade VI teachers in the division of Quezon appeal more to their personality projection for the students' welfare showing more kindness and generosity in teaching and only few teachers who are graduates in their higher degrees' projects strict cut of the standards. Thus, more students pass with the big help coming from the teachers, though there could be issues of student independence and competency achievement. Further, a low difference in the total means between personality and competence also show balanced teacher personality and competency. Therefore, holistic Grade VI students are developed and completed the set curriculum requirements though appealing also in the teacher competency.

Table 5. *Teacher's Performance when Grouped According to Length of Service*

Length of Service		Mean of Teachers' Personality	Mean of Teachers' Competency	Total	Description
5 years and below	Mean	3.5143	3.4866	3.500	Above Average
	N	14	14		
6 - 10	Mean	3.5600	3.4396	3.499	Above Average
	N	15	15		
11 - 15	Mean	3.5993	3.4719	3.535	Above Average
	N	16	16		
16 - 20	Mean	3.9185	4.1285	4.023	Above Average
	N	9	9		
21 years and above	Mean	4.1152	3.9773	4.046	Above Average
	N	11	11		
Total	Mean	3.7034	3.6440	3.673	Above Average
	N	65	65		

Presented in Table 5 is the teacher's performance when grouped according to length of service. As shown, those with 5 years and below in service got the mean of 3.5143 in terms of personality and 3.4866 in terms of competency; those who were 6-10 years in service had personality mean of 3.5600 and competency mean of 3.4396; 11-15 years in service got personality mean and competency mean of 3.5993 and 3.4719 respectively; 16-20 years in service had 3.9185 as the mean in terms of personality and 3.4719 as the mean in terms of competency; and for those with 21 years and above in service, the result were 4.1152 and 3.9773 in personality and competency respectively. From the data presented, it can be observed that the personality means regardless of the length of service were greater than the means of the teacher's competency except for those who had 16-20 years in service where personality mean, 3.9185 is lower than the competency mean which is 4.1285. Likewise, as the respondents were grouped according to length of service, the total mean of the personality which is 3.7034 is greater than the teacher's competency which is 3.6440. From the result presented, it could be interpreted that there is a balanced personality and competence in the teacher performance.

This is similar to the evidences found in the study of Feng & Sass (2017) and Katsuno (2012), stating that teachers with long term of service or experienced teachers are more personality performing than competent performing though not in all scenario where it directs on how teacher deliver the learning content and how teachers teach (Nessipbayeva, 2015), eventually shaping the students' performance (Jagtap, 2016). Teachers expounded by saying that with length of service, teachers truly see the real needs of the learners (Noormohammadi, 2014) so as not completely seen in the curriculum, and teachers' curriculum and standards cut the difference to suit the needs of the learners (Harris & Sass, 2011) making them more

teacher of personality than teacher of competence in most of the aspects. Likewise, as Rice (2010) mentioned, that teacher performance varies in their service where sometimes teachers show excessive kindness while being too strict in some period of their career or situations, thus, personality and performance are being balanced.

These results could be put forward that teachers who started to teach and teachers who are seasoned in the service considering the length of teaching appeal more to personality before competence in their performance and approach to the students. Still, in the division of Quezon, a difference of .06 before personality and competence could already be set aside thinking that a balanced teacher personality and competence is practiced by the teachers in all brackets of service length. And still, a holistic teacher nurtures holistic student in their classes with higher achievement in the processes.

Table 6. *Teacher's Performance when Grouped According to Subject Handled*

Subject Appointment in Grade VI		Mean of Teachers' Personality	Mean of Teachers' Competency	Total	Descriptions
Full-time Teacher in Grade VI	Mean	3.7064	3.6250	3.665	Above Average
	N	40	40		
Handles only one or more subject in Grade VI but with subjects in the other grade levels	Mean	3.7026	3.6750	3.688	Above Average
	N	26	26		
Total	Mean	3.7049	3.6447	3.674	Above Average
	N	66	66		

The above table reflects the teacher's performance when grouped according to subject appointment. As presented, full-time teachers in grade VI got the mean personality of 3.7064 while for their competency, it was 3.6250. Furthermore, those who handles only one or more subjects in Grade VI but with subjects in the other grade level got the personality mean of 3.7026 and 3.6750 as the competency mean. The highest mean, 3.7064 can be seen in the personality of the full-time teachers in Grade VI while the lowest was on their competency. Looking at the total means, the teacher's performance according to subject appointment has higher mean in teacher's personality with 3.7049 over teacher's competency of 3.6447. The presented result showed that there is a balanced teacher competency and personality when grouped according to subject appointment.

According to the study of Uibu et al. (2017), there is

no difference between the full-time teachers in a particular grade level and those teachers who are only assigned a subject in a particular grade level considering the personality and competency. With this, teachers stated that teachers give more weight to their personality than their competencies in the practice of their profession. Also, both appointments by the school head only requires different grade level which do not necessitates changes in their characteristics believing that personality is more important than competency and can earn higher learning for the students. Similar to the study of Pope (2019), teachers perform the highest with higher outcomes when teachers are strong in their personality and approach to the students than being completely professional and competent to the standards' line that also agreed with Van Driel & Berry (2012).

With this, it could be assumed that the Grade VI teachers in the division of Quezon are more personality strong and competent. However, the small difference of .06 could also mean almost negligible, thus, there is a balanced teacher personality and teacher competency for both the full-time teachers and teachers who handles only one or more subjects in Grade VI but with subjects in other grade levels. Also, students' needs are addressed to the fullest resulting to the students who are given the best opportunities to learn to the fullest with full teacher support not setting aside any part of the standard curriculum prescribed by the Department of Education. Thus, it must be sustained by the school heads for the teachers.

Grade VI Pupil's Level of Academic Achievement

Table 7. *Grade VI Pupil's Academic Achievement in Terms of Written Works*

District		Mean in terms of Written Works	Equivalent Description
1st District	Mean	3.2974	Average
	N	10	
2nd District	Mean	3.2857	Average
	N	13	
3rd District	Mean	3.6181	Above Average
	N	14	
4th District	Mean	3.4304	Average
	N	29	
Total	Mean	3.4216	Average
	N	66	

Table 7 exemplifies the Grade VI pupil's academic achievement in terms of written works. As shown, the mean of the 1st district's academic performance in terms of written works was the highest among the four

districts with mean of 3.6181 described as above average. It was followed by all other districts with equivalent description of average from the 4th District with 3.4304; 1st District with 3.2974; and 2nd District with mean of 3.2857. Generally, the pupils' academic achievement in terms of written works was described average with a mean of 3.4216 from its 66 respondents.

These findings agreed with the study of Hailaya (2014), stating that the majority of students in a public school performs between average and above average in the classroom assessment and compliance to the requirements of the subject. This happens since the day to day classes given with various assessments appears facilitated for the fast learning students but carries challenges for those who cannot instantly cope with the discussions or topics (Reyes et al., 2012). On the other hand, Mizala, Martinez, & Martinez (2015), mentioned that in written works students are observed to perform almost the same due to the learning habit and culture which teachers are already familiar with, and due to the level of difficulty matching the student's for interpretation and understanding that are facilitated (Burke & Sass, 2013 & DepEd Order No. 8, s. 2015) and achieved the goals with high grade (Alvares-Nunez, 2012).

These could be put forward that the satisfactory performance of the students in Grade VI in their written works are due to the common activities that the students are engaged in. Thus, there must be maintenance of the best practices and activities being done or applied in the pedagogy and content of the Grade VI students under the close supervision of the school head. A lot of effort is needed to be given to maintain the high academic achievement of the students which could be realized by mentoring from the master teachers. Students can be considered to be active, communicating, analyzing, and engaged in the written tasks. Thus, the school heads need to sustain good practices in doing written assessment or tasks and find ways for involving teachers to cope with the trends in education.

Table 8. *Grade VI Pupil's Academic Achievement in Terms of Performance Tasks*

District		Mean in terms of Performance Tasks	Equivalent Description
1st District	Mean	3.3296	Average
	N	10	
2nd District	Mean	3.4539	Average
	N	13	
3rd District	Mean	3.6665	Above Average
	N	14	
4th District	Mean	3.4651	Average
	N	29	
Total	Mean	3.4851	Average
	N	66	

Table 8 portrays the Grade VI pupil's academic achievement in terms of performance tasks. As shown, the mean of the 1st district's academic performance in terms of performance tasks was the highest among the four districts with mean of 3.6665 described as above average. It was followed by all other districts with equivalent description of average from the 4th District with 3.4651; 2nd District with 3.4539; and 1st District with mean of 3.3296. Generally, the pupils' academic achievement in terms of performance tasks was described average with a mean of 3.4851 from its 66 respondents.

These findings also agreed with the study of Hailaya (2014), stating that the majority of students in a public school performs between average and above average in the classroom assessment and in compliance to the requirements of the subject. This happens since the day to day classes given with various assessments appears facilitated for the fast learning students carrying success with their efforts and skills (Oxford Advanced Learners Dictionary, 2010), but carries challenges for those cannot instantly cope with the discussions or topics. On the other hand, Mizala, Martinez, & Martinez (2015), mentioned that the students' is to observed to perform almost the same with the written tasks due to the learning habit and culture which teachers are already familiar with in relevance to writing and performing complementary competencies.

It could be interpreted that the average and above average performance of the students in Grade VI in their performance tasks are due to the common activities that the students are engaged in. Thus, there must be maintenance of the best practices and activities being done or applied in the pedagogy and content of the Grade VI students under the close supervision of the school head. A lot of effort is needed to be given to sustain the high academic achievement of the students which could be with the help from the master teachers. Also, it could be taken

that the written works and performance tasks are complementing one another in the grades received. Thus, the school heads need to sustain good practices in doing performance tasks and find ways for further improvements in the ever-changing educational activities in the globe.

Table 9. *Grade VI Pupil's Academic Achievement in Terms of Quarterly Assessment*

District		Mean in terms of Quarterly Assessment	Equivalent Description
1st District	Mean	3.1730	Average
	N	10	
2nd District	Mean	3.4933	Average
	N	13	
3rd District	Mean	3.6936	Above Average
	N	14	
4th District	Mean	3.5474	Above Average
	N	29	
Total	Mean	3.5111	Above Average
	N	66	

Table 9 shows the Grade VI pupil's academic achievement in terms of quarterly assessment. As shown, the mean of the 3rd district's academic performance in terms of written works was among the four districts with mean of 3.6936 described as above average. It was followed by the 4th District with 3.5474, also described as above average; the two average districts were the 2nd District with 3.4933 mean; and 1st District with mean of 3.1730. Generally, the pupils' academic achievement in terms of quarterly assessment was described above average with a mean of 3.5111 from its 66 respondents.

These also agreed with the study findings of Hailaya (2014) and Cagasan, Care, Robertson, & Luo (2020), stating that the majority of students in a public school performs between average and above average in the classroom assessment in compliance to the requirements of the subject. This happens since the day to day classes given with various assessments appears facilitated for the fast learning students but carries challenges for those cannot instantly cope with the discussions or topics depending on the type or characteristic of a teacher (Ofem, Iyam, & Bassey, 2015) that makes the lesson and assessment easy or difficult. Further, teachers noted that students give too much attention to the final examinations or assessments at the end of the quarter by which students perform higher than the usual assessment that are formative.

It could be interpreted that the generally average

performance of the students in Grade VI in their quarterly assessments are brought by support to learning taken from the written works and performance tasks. Thus, there must be maintenance of the best practices and activities being done or applied in the pedagogy and content of the Grade VI students under the close supervision of the school head. It could be taken that the preparations during the written works and performance tasks are enough to make the students pass and achieve higher in the quarterly assessment than in the daily formative assessments. Students can be considered to be active, communicating, analyzing, and engaged in the quarterly assessment which the teachers prepared for individualized assessment suited to the students.

Significant relationship of the teacher's performance and grade VI pupil's academic achievement

Table 10. *Relationship of Teacher's Performance and Grade VI Pupil's Academic Achievement*

		Mean of Teacher's Performance	Mean of Grade VI Pupil's Academic Achievement
Mean of Teacher's Performance	Pearson Correlation	1	.762**
	Sig. (2-tailed)		.000
	N	66	66
Mean of Grade VI Pupil's Academic Achievement	Pearson Correlation	.762**	1
	Sig. (2-tailed)	.000	
	N	66	66

Table 10 shows that using Pearson Correlation – the 2-tailed test of significance at the 0.01 level; and with the computed R value of .000, there is no significant relationship between the teachers' performance and the Grade VI pupils' academic achievement, the null hypothesis is accepted. This implied that the teachers' personality and competency does not have any point of relationship with the pupils' written works, performance tasks, and quarterly assessment. Also, one may not be influencing the increase or decrease of one another's performance or achievement.

With reference to the studies of Hughes (2012) and Westley (2011), teachers noted that the way teachers approach reflecting their competency by the strategies and techniques as well as how teachers interact with the students in the classroom and in the school greatly influence the way students process the inputs and retain in their mind where learning starts and is applied, with this the teacher performs good to the standard performance (Almeida, 2017) that create successful classroom performance (Roberto and Madrigal, 2018 & Bada, 2015). Teachers further

argued (Catolos & Catolos, 2017; Ladd and Vidgor, 2010; and Adeniji, 2020) which is contradicting to the study results that there is no relationship that teacher performance is significantly related to the students' academic achievement in all means though it is sometimes ignored but the results are often obviously observed (Slater, Davies, and Burgess, 2009).

From the results, it could be interpreted that whatever teachers do inside the classroom, regardless of their efforts to master the topic contents for delivery and regardless as well of their efforts to individually approach the students of their individual needs with touch of generosity and kindness still the way students learn is independent of these. Whereas, it could mean that students do their written works, finish their performance tasks, and pass or fail in the quarterly assessment all relied on their own that is free of teacher influence. Though seemingly against the theory of constructivism where learning and achievement is influenced by the people around them and by the inputs that teachers are taking from the environment, these shows the upside part that students in Grade VI are practicing independence and objectivity in learning as to learning only what teachers consider necessary to them regardless of factors in the environment.

Conclusion

Based on the results of the study, the following conclusions were derived: (1) The respondents of this research study belonged to the aged bracket of 35-45 years old, female, teacher II with MA units and serving the public schools for 11-15 years and were full-time teachers in Grade VI. (2) The teacher's performance in terms of teacher's personality and teacher's competency when grouped according to age, sex, position, highest educational attainment, length of service, and subject appointment in Grade VI were all observed around average and above average but a with a very small difference considering their means. (3) The Grade VI pupil's academic achievement was highest in quarterly assessment than in the written works and performance tasks. (4) There is no significant relationship in the teacher's performance and Grade VI pupil's academic achievement. The hypothesis is accepted. (5) A training program in maintaining the teacher competence and characteristics should be made and implemented in the Schools Division of Quezon.

Moreover, the study suggested that: (6) the school head may give equal opportunity and encourage the

teachers in the school or district to handle Grade VI classes and be given chance to get all the opportunities for professional growth regardless of demographic differences. (7) The teacher may be given opportunities and freedom to extend and practice their personalities and competencies monitored by the school head and other teachers. Teachers may keep exploring the best personality and competence to be shown or be given towards the unique characteristic of the students. (8) The teacher may find ways and means to increase the students' written works and performance tasks in their formative and summative assessments by continuous explorations of different strategies based on the students' needs while also ascertaining the sustained or increased results of quarterly tests. (9) The teachers may keep on finding the best personality and competence to the students and keep on developing oneself in and out of the class hours or classroom in a way the students could be encouraged to achieve in every topic. (10) The school may utilize this study's output, the proposed training program, for the maintenance of teachers' personality and competence and be shared to other schools and district. This may also be subjected to further researches using different grade levels and specific subjects in the division and beyond.

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