

Research Paper

# Undesirable Factors Affecting the Performance Level of Public Secondary School Teachers in Northern Luzon, Philippines

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## ABSTRACT

The rise of Global competition and quality education has prompted educational leaders and teachers to continuously improve their performance. The performance-based education has become a trend to motivate them in achieving outstanding level of performance or at least sustaining their very satisfactory level of performance as manifested in their annual report of the Results-based Performance Management System (RPMS) which is a tool of ensuring the attainment of educational vision, mission, goals and objectives. Basically, high performing educators beget high performing students. On the other hand, low performing educators tend to produce low performing learners and this is quite alarming since one of the major causes of students' low performance has been the product of low-performing teachers. Though, everyone wants to be a top-performing, it can never be denied that not all have successfully made it. What makes the teachers non-performing needs to be investigated. Hence, the research aimed to determine the degree of effect of the different undesirable factors affecting the performance level of Public Secondary School Teachers in Northern Luzon, Philippines as perceived by the teachers and school administrators. The study was conducted in the different schools of various provinces of the Cordillera Administrative Region (CAR) in Luzon, Philippines where the floated questionnaires had been answered by 1,000 respondents. The null hypothesis had been tested using the t-Test to compare significant differences of means between the two groups of respondents. The findings of the study had indicated that the degree of effect of the different undesirable factors such as person-related, school-related, student-related and community-related factors affecting the performance level of Public Secondary School Teachers in Northern Luzon, Philippines as perceived by the teachers and administrators had affected much the teachers' performance level as shown by the combined total average weighted mean of 4.14. Therefore, the null hypothesis indicating that there is no significant difference between the perceptions of administrators and teachers on the degree of effect of the different undesirable factors affecting the performance level of Public Secondary School Teachers in the Cordillera Administrative Region has been rejected ( $t_{comp}=4.575$ ;  $t_{0.05, 44df}=2.017$ ). Based on the aforementioned findings, it could be inferred that the undesirable factors had significant effects in the low performance of teachers; therefore, the person, school, student and community-related factors are the culprits for low performing teachers so there is a need to devise intervention measures to lessen if not eliminate the said forces affecting the teachers' performance considering that the Fourth Industrial Revolution or the Education 4.0 has become the trend to sustain international standards of excellence and productivity.

**Key Words:** Undesirable Factors, Teachers' Performance Level, Public Secondary School

## INTRODUCTION

A famous author once said, "Teachers may become blessings or curses to the younger generation. Either they are one of the most active participants or they

are one of the destroyers in the culture of nation,"

Indeed, a high performing teacher can become an active participant in nation building and a blessing to the 21<sup>st</sup> Century learners; whereas, a low-performing teacher

can become a destroyer in the culture of nation and a curse to the younger generation. While there are desirable factors contributing to the leading performance of Public Secondary School Teachers (Haramain, 2018), there are likewise factors affecting their performance level. These undesirable factors include person-related, school-related, student-related and community-related factors. Among the person-related factors include poor intellectual and scholastic qualities; poor preparation to Teacher Education; uncompetitive salary or low income level; irrelevant educational qualification; ineffective philosophical methodology; unfavorable home life; poor health, professional, personal character and family background; job instability or job dissatisfaction; and inadequate and irrelevant trainings. Moreover, school-related factors include unsuitable educational curriculum; school environment not conducive to teaching-learning; irrelevant school system and ineffective managerial skills of the administrator; unsuccessful and insufficient administration of in-service trainings; inadequate and unsuitable school equipment or facilities; and lack of faculty coordination. Likewise, student-related factors include overcrowded classes; passive involvement of students in academic, co-curricular and extra-curricular activities; unhealthy, irresponsible and dull learners; and poor educational foundation of students. Whereas, community-related factors include lack of cooperation and support of parents, religious organizations and community; lack of responsible community leaders; and unfavorable community environment.

Inquiring into the different factors affecting the performance level of Public Secondary School Teachers has been found out to be of significance because the said factors shall serve as a source of information in order to ascertain appropriate guidance for the teachers in enhancing their performance level and for the school administrators to devise intervention

measures to uplift their performance of their duties and responsibilities and for them to become skilled teachers with the support of stakeholders concerned.

The study aimed to investigate the degree of effect of the undesirable factors affecting the performance level of Public Secondary School Teachers as perceived by the teachers themselves and the school administrators and to find out the significant difference between the perceptions of the two groups of respondents. Thus, this paper hypothesized that there is no significant difference between the perceptions of administrators and teachers on the degree of effect of the different undesirable factors affecting the performance level of Public Secondary School Teachers and that the paper formulated an assumption that the administrators and teachers have the same perceptions on the degree of effect of the different undesirable factors affecting the performance level of Public Secondary School Teachers.

## **LITERATURE REVIEW**

Many studies have shown that the performance of teachers is the major input in the attainment of quality education. Teachers play a very vital role in achieving the objectives of Philippines' vision 2020. Exasperated teachers who are not contented with their job could not be committed and productive and would not be performing at the best of their capabilities; hence, what contributes and affects their performance need to be investigated.

According to Article IV Sections 1 and 3 of the Code of Ethics for Professional Teachers: Section 1 states that: "Every teacher shall uphold the highest possible standard of quality education, shall make the best preparations for the career of teaching, and shall be at his best at all times and in the practice of his profession." Whereas, Section 3 states that: "Every teacher shall participate in the Continuing Professional Education Program of the Professional Regulation Commission, and shall pursue such other studies as well as

improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive.”

In this view, all teachers have been mandated to do their best to improve their performance and rid themselves from forces affecting their performance. In order to enhance their performance, it is indispensable that they are aware on the different factors that can affect their performance level. The Theory of Performance (ToP) of Don Elger in 2011 developed and related six fundamental concepts to be able to formulate a framework that can serve as basis in explaining performance as well as performance improvements. In his theory, he stated that the level of performance depends holistically on six components namely: Context, level of knowledge, level of skills, level of identity, personal factors, and fixed factors which involve a performer’s mindset, immersion in an enriching environment, and engagement in reflective practices. The human relationship, organizational atmosphere, community condition, student behavior, professional growth and development and the technology where in the performance is really essential in attaining the common goal which is the total development of every teachers can be based on the Theory of Performance (Nolyab, 2018).

The major problems with teachers in the Philippines are not a shortage in absolute numbers. The major problems are two: (i) sub-optimal deployment of teachers (e.g. lack of teachers in difficult post, large number of teachers currently assigned to administrative, non-teaching jobs, teachers teaching subjects for which they are not prepared) and (ii) inadequate preparation of teachers themselves. Many of those entering the teaching profession, as well as many already teaching are not up to the task of delivering to students the full content of the curriculum, or the skills they will need for

the next level of education or when they enter the labor force (Acedo, n.d.).

Though several previous studies revealed that Public Secondary School Teachers in Northern Luzon, CAR Philippines have become more competitive as evidenced by their high performance in instruction, research, innovation, community involvement, and production according to the latest survey revealed by the Department of Education (DepEd) in the region and based on research findings, public school teachers have displayed competence in the delivery of instruction which have been influenced by several factors namely: person-related factors, school-related factors, student-related factors, and community-related factors, (Haramain, 2018) on the other hand, there have been factors affecting negatively their performance which have been the focus of this investigation.

Tustin (2019) identified several factors that influence classroom teaching. These include parent expectations with regards to teacher communication, socioeconomic conditions, and school policies such as those related to attendance and discipline. Also, Tehseen and Hadi (2015) identified major influential factors such as working conditions, administrative support and student behavior impacting teacher’s performance and their retention. They emphasized that if motivation work drops drastically, it will result in teachers tend to be lazy, less than optimal in teaching that implicates in poor performance.

In the study of Hasbay and Altindag (2018), it revealed that teacher performance was affected mostly by management factors, followed by working environment and wages. Hence, the wage factor did not show any effects that directly increase teacher performance. It is determined that the right attitude of school managers, with proper and efficient communication and career investments and developments for teachers, has to be increased. Also, it is supported by results of analysis that the performance of teachers is increased by providing them with

working conditions in which they can feel comfortable and under no pressure.

### **Research Questions**

What is the degree of effect of the different undesirable factors affecting the performance level of Public Secondary School Teachers in Northern Luzon, Philippines as perceived by the teachers?

What is the degree of effect of the different undesirable factors affecting the performance level of Public Secondary School Teachers in Northern Luzon, Philippines as perceived by school administrators?

Is there a significant difference between the perceptions of administrators and teachers on the degree of effect of the different undesirable factors affecting the performance level of Public Secondary School Teachers?

### **METHODOLOGY**

The study employed quantitative research design which allowed the researcher to examine the relationship among the variables of the investigation. It utilized the descriptive-normative survey since it statistically treated the data gathered using an established formula. It subjected for the modification or description of some extent the factors that affect the performance level of Public Secondary School Teachers in Northern Luzon, Philippines. Moreover, this study used the collection of data through the constructed questionnaire checklist in order to test the hypothesis formulated. The comparative treatment of data was used to prove the null hypothesis.

The locale of the study was in the Cordillera Administrative Region located in the Northern part of Luzon, Philippines composed of nineteen tribes of ethno linguistic groups whose main Indigenous languages are Kankanaey, Ibaloy, Kalanguya, Ifugao and the like. However, other dialects commonly spoken in the region are Ilocano, Tagalog, Pampaguano, and Pangasenenses. This study involved 850

Secondary School Teachers and 150 Secondary School Administrators in the public sector or a total of 1,000 respondents who were randomly selected.

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

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

The Likert-type of point scale has been used to quantify the perceptions of the respondents. The degree of effect of the undesirable factors affecting the performance level of Public Secondary School Teachers in CAR as perceived by the teachers and administrators was quantified and interpreted as follows:

Relative Value	Statistical Limit	Verbal Description	Symbol
5	4.21-5.00	Very Much Effect	VME
4	3.41-4.20	Much Effect	ME
3	2.61- 3.40	Moderate Effect	MoE
2	1.81- 2.60	Little Effect	LE
1	1.00-1.80	No Effect	NE

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

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

Where:  $\bar{X}$  = weighted mean

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

$\sum f_i$  = the summation of observations

The pre-tested questionnaire checklists had been floated to the respondents. The data had been gathered,

tabulated, analyzed and presented in tabular forms. The null hypothesis was tested using the t-Test. This was used to compare significant differences of means between the two groups of respondents.

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

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{s^2/n_1 + S^2/n_2}}$$

Where:  $\bar{X}$  = mean

$n$  = number of cases

$S^2$  = standard error

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

## RESULTS AND DISCUSSION

**Table 1: Undesirable Factors Affecting the Performance of Public Secondary School Teachers in the Cordillera Administrative Region as Perceived by the Teachers N=850**

Undesirable Factors	Degree of Effect								
	VME (5)	ME (4)	MoE (3)	LE (2)	(NE) (1)	WP	WM	DE	
<b>A. Person-Related Factors</b>								<b>4.05</b>	<b>ME</b>
1.Poor intellectual and scholastic qualities	373(1865)	303(1212)	126(378)	27(54)	21(21)	3530	4.15	ME	
2.Poor preparation to Teacher Education	395(1975)	291(1164)	102(306)	40(80)	22(22)	3547	4.17	ME	
3.Uncompetitive salary/Low income level	396(1980)	254(1016)	161(483)	29(58)	10(10)	3547	4.17	ME	
4.Irrelevant educational qualification	420(2100)	244(976)	116(348)	45(90)	25(25)	3539	4.16	ME	
5. Ineffective philosophical method/methodology	374(1870)	257(1028)	152(456)	45(90)	22(22)	3466	4.08	ME	
6. Unfavorable home life	341(1705)	260(1040)	165(495)	55(110)	29(29)	3379	3.98	ME	
7. Poor health, poor professional and personal character, and poor family background	434(2170)	226(904)	118(354)	43(86)	29(29)	3543	4.17	ME	
8. Job instability/Job dissatisfaction	382(1910)	272(1088)	127(381)	43(86)	26(26)	3491	4.11	ME	
9. Inadequate length of years in service	218(1090)	241(964)	241(723)	86(172)	64(64)	3013	3.54	ME	
10.Inadequate and irrelevant trainings	320(1600)	292(1168)	164(492)	44(88)	30(30)	3378	3.97	ME	
<b>B. School-Related Factors</b>								<b>4.16</b>	<b>ME</b>
1.Unsuitable educational curriculum	418(2090)	263(1052)	117(351)	32(64)	20(20)	3577	4.21	VME	
2.School environment not conducive to teaching-learning	419(2095)	255(1020)	122(366)	35(70)	19(19)	3570	4.20	ME	
3.Irrelevant school system and ineffective managerial skills of the administrator	412(2060)	265(1060)	96(288)	4(108)	23(23)	3539	4.16	ME	
4.Unsuccessful and insufficient administration of in-service trainings	356(1780)	306(1224)	114(342)	56(112)	18(18)	3476	4.09	ME	
5.Inadequate and unsuitable school equipment/facilities	433(2165)	262(1048)	98(294)	34(68)	23(23)	3598	4.23	VME	
6.Lack of faculty coordination	385(1925)	264(1056)	123(369)	52(104)	26(26)	3480	4.09	ME	
<b>C. Student-Related Factors</b>								<b>4.28</b>	<b>VME</b>
1.Overcrowded classes	520(2600)	190(760)	85(255)	41(82)	14(14)	3711	4.37	VME	
2.Passive involvement of students in academic, co-curricular and extra-curricular activities	404(2020)	286(1144)	119(357)	35(70)	6(6)	3597	4.23	VME	
3.Unhealthy, irresponsible and dull learners	419(2095)	282(1128)	105(315)	37(74)	7(7)	3619	4.26	VME	
4.Poor educational foundation of students	424(2120)	277(1108)	101(303)	36(72)	12(12)	3615	4.25	VME	
<b>D. Community-Related Factors</b>								<b>4.12</b>	<b>ME</b>
1. Lack of cooperation and support of parents, religious organizations and community	405(2025)	286(1144)	118(354)	27(54)	14(14)	3591	4.22	VME	
2.Lack of responsible community leaders	364(1820)	290(1160)	148(444)	32(64)	16(16)	3504	4.12	ME	
3.Unfavorable community environment	318(1590)	295(1180)	180(540)	43(86)	14(14)	3410	4.01	ME	
<b>Total Average Weighted Mean</b>								<b>4.13</b>	<b>ME</b>

Legend:

Arbitrary Value	Statistical Limit	Verbal Description	Symbol
5	4.21-5.00	Very Much Effect	VME
4	3.41-4.20	Much Effect	MO
3	2.61-3.40	Moderately Effect	MoE
2	1.81-2.60	Little Effect	LE
1	1.00-1.80	No Effect	NE
		Weighted Points	WP
		Weighted Mean	WM
		Descriptive Equivalents	DE

Table 1 shows the degree of effect of undesirable factors affecting the performance level of Public Secondary School Teachers in the Cordillera Administrative Region as perceived by the teachers.

As reflected on the table, the degree of effect of undesirable factors affecting the performance level of public secondary school teachers as it was shown by the computed weighted mean and descriptive equivalents were indicated in the following.

Under person-related factors, poor intellectual and scholastic qualities had a weighted mean of 4.15 or much effect. This means that the performance levels of teachers are affected much by the intellectual capacity and scholastic attributes they possess. This is in connection to the saying, "You cannot give what you do not have." Intellectual and scholastic qualities are the capacity of an individual to acquire and apply knowledge. Thus, teaching is a science and an art as well. One of the demands of teaching particularly with the coming in of Generation Z is the application of the intellect. As John F. Kennedy said, "Knowledge is Power." Moreover, poor preparation to teacher education had a weighted mean of 4.17 or much effect. This indicates that the performance level of teachers is affected much by the extent of trainings and experiences they had gained during their Pre-Service Education. Also, uncompetitive salary or low income level garnered a weighted mean of 4.17 or much effect. This implies that salary or wage received by the teachers can affect much their level of performance. This can be corroborated with the result of the study conducted by Nadeem et al. (2011) stating that poor socio-economic status of teachers

affects their performance. Likewise, irrelevant educational qualification gained a weighted mean of 4.16 or much effect which signifies that the educational competence and qualification of teachers can affect much their level of performance. Ineffective philosophical method or methodology garnered a weighted mean of 4.08 or much effect. This means that the pedagogy used by the teachers can affect much their level of performance. Unfavorable home life gained a weighted mean of 3.98 or much effect which means the home affects the performance of teachers in school. Poor health, professional and personal character, and family background garnered a weighted mean of 4.17 or much effect. This implies that the health status, professionalism, attitude and lineage of teachers can affect much their performance level. This finding is in connection with the study of Gikunda (2016) claiming that on the attitude of teachers, her findings revealed that teachers had a negative attitude toward the teaching of geography which subsequently affected their performance. Job instability or job dissatisfaction gained a weighted mean of 4.11 or much effect which indicates that job satisfaction can affect much the performance of teachers. Inadequate length of years in service got a weighted mean of 3.54 or much effect. This means that years in service can affect much the teachers' performance level. Inadequate and irrelevant trainings gained a weighted mean of 3.97 or much effect which means that the trainings can affect much the teachers' performance level.

On the other hand, in terms of school-related factors, unsuitable educational curriculum garnered a weighted mean of

4.21 or very much effect indicating that the type of educational curriculum has a very much effect on the teachers' performance level. School environment not conducive to teaching-learning obtained a weighted mean of 4.20 or much effect which implies that the school climate and its inability to satisfy the teaching and learning conditions can affect much the teachers' performance. Irrelevant school system and ineffective managerial skills of the administrator gained a weighted mean of 4.16 or much effect indicating that school system and management skills of school administrators affect much the performance of the teachers. Unsuccessful and insufficient administration of in-service trainings garnered a weighted mean of 4.09 or much effect emphasizing that the teachers' performance is affected much by the in-service trainings implemented in the school. This result can be corroborated with the study of Gikunda (2016) that in-service training for geography teachers had a positive relationship with the performance of teachers as most of the geography teachers seemed to understand the benefits of these trainings as most claimed that they were more equipped with up to date knowledge and skills to handle effectively geography syllabus. Inadequate and unsuitable school equipment and facilities gained a weighted mean of 4.23 or very much effect. This implies that the technological resources and all the facilities have very much effect on the teachers' performance. This finding corroborates with the result of the investigation conducted by Gikunda (2016) claiming that the availability of teaching and learning resources influenced to an extent the performance of geography teachers and therefore found that the availability of resources had a strong relationship with the performance of teachers as they helped them carry out their day to day activities effectively. Lack of faculty coordination garnered a weighted mean of 4.09 or much effect indicating that cooperation in the teaching profession is very important for it affects much the performance of teachers.

Moreover, student-related factors like overcrowded classes had a weighted mean of 4.37 or very much effect which implies that the ratio of teachers and students has an impact on the teachers' performance. Passive involvement in students in academic, co-curricular and extra-curricular activities gained a weighted mean of 4.23 or very much effect. This means that the participation of students in school activities have a very much effect on the performance of teachers. Unhealthy, irresponsible and dull learners gained a weighted mean of 4.26 or very much effect indicating that the health and attitude of the learners have a very much effect on the teachers' performance. Poor educational foundation of students gained a weighted mean of 4.25 or very much effect. This indicates that the educational foundation of the learners has a very much effect to the performance of teachers.

In addition, community-related factors such as the lack of cooperation and support of parents, religious organizations and community garnered a weighted mean of 4.22 or very much effect signifying that the collaboration and support of the community have a very much effect to the performance of teachers. Lack of responsible community leaders gained a weighted mean of 4.12 or much effect. This indicates that the commitment of community officials has much effect to the performance of teachers. Unfavorable community environment obtained a weighted mean of 4.01 or much effect which implies that community environment has a much effect on the teachers' performance.

As a whole, person-related factors had an average weighted mean of 4.05 or much effect; school-related factors, 4.15 or much effect; student-related factors, 4.28 or very much effect, and community-related factors, 4.12 or much effect. Among these factors, student-related obtained the highest degree of effect to the performance of teachers followed by school-related then

community related and lastly, person-related.

The table further indicated that the degree of effect of undesirable factors affecting the performance level of public secondary school teachers was 4.13 or much effect as revealed on the total average weighted mean and its descriptive equivalent.

The findings indicated that the teachers' performance was affected much by the various forces such as person-related, school-related, student-related and community-related factors. As shown on the table, student-related factors affected very much the level of performance of teachers. This means that student-factor should be

given more importance in the teaching and learning atmosphere of education. Teachers should study well the behaviors and performance of students. This could be done through proper observation and appropriate action particularly by conducting Pre-test to diagnose learning condition of students. They should also conduct remedial classes, home visits, and other schemes to enhance students' achievement and that they could produce high performing citizens endowed with moral virtues. In the study of Abarro (2018), he found out that variables such as civil status, highest educational attainment, and local seminars attended and scholastic performance are factors affecting the performance of teachers.

**Table 2 Undesirable Factors Affecting the Performance of Public Secondary School Teachers in the Cordillera Administrative Region as Perceived by School Administrators N=150**

Degree of Effect								
Undesirable Factors	VME(5)	ME(4)	MoE(3)	LE(2)	(NE)(1)	WP	WM	DE
<b>A. Person-Related Factors</b>							<b>4.05</b>	<b>ME</b>
1. Poor intellectual and scholastic qualities	73(365)	60(240)	11(33)	4(8)	2(2)	648	4.32	VME
2. Poor preparation to Teacher Education	74(370)	59(236)	12(36)	3(6)	2(2)	650	4.33	VME
3. Uncompetitive salary/Low income level	66(330)	65(260)	14(42)	4(8)	1(1)	641	4.27	VME
4. Irrelevant educational qualification	65(325)	61(244)	16(48)	6(12)	2(2)	631	4.21	VME
5. Ineffective philosophical method/methodology	51(255)	50(200)	42(126)	5(10)	2(2)	593	3.95	ME
6. Unfavorable home life	69(345)	59(236)	17(51)	3(6)	2(2)	640	4.27	VME
7. Poor health, poor professional and personal character, and poor family background	63(315)	47(188)	34(102)	4(8)	2(2)	615	4.10	ME
8. Job instability/Job dissatisfaction	61(305)	49(196)	32(96)	6(12)	2(2)	611	4.07	ME
9. Inadequate length of years in service	49(245)	47(188)	40(120)	10(20)	4(4)	577	3.85	ME
10. Inadequate and irrelevant trainings	60(300)	64(256)	13(39)	10(20)	3(3)	618	4.12	ME
<b>B. School-Related Factors</b>							<b>4.24</b>	<b>VME</b>
1. Unsuitable educational curriculum	66(330)	65(260)	10(30)	5(10)	4(4)	634	4.23	VME
2. School environment not conducive to teaching-learning	66(330)	67(268)	12(36)	2(4)	3(3)	641	4.27	VME
3. Irrelevant school system and ineffective managerial skills of the administrator	69(345)	62(248)	10(30)	5(10)	4(4)	637	4.25	VME
4. Unsuccessful and insufficient administration of in-service trainings	70(350)	61(244)	9(27)	5(10)	5(5)	636	4.24	VME
5. Inadequate and unsuitable school equipment/facilities	71(355)	58(232)	13(39)	3(6)	5(5)	637	4.25	VME
6. Lack of faculty coordination	64(320)	66(264)	11(33)	5(10)	4(4)	631	4.21	VME
<b>C. Student-Related Factors</b>							<b>4.30</b>	<b>VME</b>
1. Overcrowded classes	82(410)	54(216)	8(24)	4(8)	2(2)	660	4.40	VME
2. Passive involvement of students in academic, co-curricular and extra-curricular activities	67(335)	60(240)	15(45)	6(12)	2(2)	634	4.23	VME
3. Unhealthy, irresponsible and dull learners	71(355)	58(232)	13(39)	5(10)	3(3)	639	4.26	VME
4. Poor educational foundation of students	68(340)	65(260)	11(33)	4(8)	2(2)	643	4.29	VME
<b>D. Community-Related Factors</b>							<b>4.25</b>	<b>VME</b>
1. Lack of cooperation and support of parents, religious organizations and community	63(315)	286(292)	8(24)	3(6)	3(3)	640	4.27	VME
2. Lack of responsible community leaders	60(300)	72(288)	11(33)	2(4)	5(5)	630	4.20	ME
3. Unfavorable community environment	64(320)	73(292)	7(21)	3(6)	3(3)	642	4.28	VME
<b>Total Average Weighted Mean</b>							<b>4.21</b>	<b>VME</b>

Legend:

Arbitrary Value	Statistical Limit	Verbal Description	Symbol
5	4.21-5.00	Very Much Effect	VME
4	3.41-4.20	Much Effect	MO
3	2.61-3.40	Moderately Effect	MoE
2	1.81-2.60	Little Effect	LE
1	1.00-1.80	No Effect	NE
		Weighted Points	WP
		Weighted Mean	WM
		Descriptive Equivalents	DE



Table 2 presents the degree of effect of undesirable factors affecting the performance level of public secondary school teachers in the Cordillera Administrative Region as perceived by the administrators.

As reflected on the table, the degree of effect of undesirable factors affecting the performance level of public secondary school teachers as it was shown by the computed weighted mean and descriptive equivalents were indicated in the following: under person-related factors, poor intellectual and scholastic qualities revealed a weighted mean of 4.32 or very much effect; poor preparation to teacher education had a weighted mean of 4.33 or very much effect; uncompetitive salary or low income level, 4.27 or very much effect; irrelevant educational qualification, 4.21 or very much effect; ineffective philosophical method or methodology, 3.95 or much effect; unfavorable home life, 4.27 or very much effect; poor health, professional and personal character and family background, 4.10 or much effect; job instability or job dissatisfaction, 4.07 or much effect; inadequate length of service, 3.85 or much effect; and inadequate and irrelevant trainings, 4.12 or much effect. Under school-related factors namely: unsuitable educational curriculum, 4.23 or very much effect; school environment not conducive to teaching-learning, 4.27 or very much effect; lack of responsible community leaders, 4.20 or much effect; and unfavorable community environment, 4.28 or very much effect.

Person-related factors had an average weighted mean of 4.15 or much effect, school-related factors, 4.24 or very much effect, student-related factors, 4.30 or very much effect, and community-related

Table 3 presents the comparison of perceptions between the teachers and administrators on the degree of effect of undesirable factors affecting the performance level of Public Secondary School Teachers in the Cordillera Administrative Region.

factors, 4.25 or very much effect. Among these factors, student-related had obtained the highest degree of effect to the performance of teachers followed by community-related then school-related and finally person-related.

The table further indicated that the degree of effect of undesirable factors affecting the performance level of public secondary school teachers was 4.21 or very much effect as revealed by the total average weighted mean and its descriptive equivalent.

The findings indicated that the teachers' performance was very much affected by various forces such as person-related, school-related, student-related, and community-related factors. Based on the table, student-related factors affected very much the level of performance of teachers. This means that students' performance level was the reflection of how teachers had accomplished their educational tasks. If students failed, the teachers also failed. However, if the students succeed, the teachers succeed, too. Since students had been the direct absorbers of knowledge imparted by the teachers and they were directly influenced by the methods and techniques of teachers, they really affected the condition of teachers' teaching objectives. Thus, student-related factors should be given more importance in the teaching and learning atmosphere of education. Teachers through their full commitment and patience as well as through the assistance of school administrators including the cooperation of parents, the community and the government in helping the students would surely create an effective and successful impact to teaching and learning.

The table showed that the perceptions of the two groups of respondents were different. Teachers perceived that the undesirable factors had much effect to the performance level of Public Secondary School Teachers, whereas the administrators perceived that the undesirable factors had very much effect to the teachers' performance.

**Table 3 Comparison of Perceptions between Teachers and Administrators on the Degree of Effect of Undesirable Factors Affecting the Performance Level of Public Secondary School Teachers in the Cordillera Administrative Region N=850  
N=150 Administrators  
1000 Respondents**

Undesirable Factors	Degree of Effect					
	Teachers		Administrators		Combined	
	WM	DE	WM	DE	WM	DE
<b>A. Person-Related Factors</b>	<b>4.05</b>	<b>ME</b>	<b>4.15</b>	<b>ME</b>	<b>4.07</b>	<b>ME</b>
1.Poor intellectual and scholastic qualities	4.15	ME	4.32	VME	4.18	ME
2.Poor preparation to Teacher Education	4.17	ME	4.33	VME	4.19	ME
3.Uncompetitive salary/Low income level	4.17	ME	4.27	VME	4.19	ME
4.Irrelevant educational qualification	4.16	ME	4.21	VME	4.17	ME
5. Ineffective philosophical method/methodology	4.08	ME	3.95	ME	4.06	ME
6.Unfavorable home life	3.98	ME	4.27	VME	4.02	ME
7. Poor health, poor professional and personal character, and poor family background	4.17	ME	4.10	ME	4.16	ME
8. Job instability/Job dissatisfaction	4.11	ME	4.07	ME	4.10	ME
9. Inadequate length of years in service	3.54	ME	3.85	ME	3.59	ME
10. Inadequate and irrelevant trainings	3.97	ME	4.12	ME	3.99	ME
<b>B. School-Related Factors</b>	<b>4.16</b>	<b>ME</b>	<b>4.24</b>	<b>VME</b>	<b>4.18</b>	<b>ME</b>
1.Unsuitable educational curriculum	4.21	VME	4.23	VME	4.21	VME
2.School environment not conducive to teaching-learning	4.20	ME	4.27	VME	4.21	VME
3.Irrelevant school system and ineffective managerial skills of the administrator	4.16	ME	4.25	VME	4.17	ME
4.Unsuccessful and insufficient administration of in-service trainings	4.09	ME	4.24	VME	4.11	ME
5.Inadequate and unsuitable school equipment/facilities	4.23	VME	4.25	VME	4.23	VME
6.Lack of faculty coordination	4.09	ME	4.21	VME	4.11	ME
<b>C. Student-Related Factors</b>	<b>4.28</b>	<b>VME</b>	<b>4.30</b>	<b>VME</b>	<b>4.28</b>	<b>VME</b>
1.Overcrowded classes	4.37	VME	4.40	VME	4.37	VME
2.Passive involvement of students in academic, co-curricular and extra-curricular activities	4.23	VME	4.23	VME	4.23	VME
3.Unhealthy, irresponsible and dull learners	4.26	VME	4.26	VME	4.26	VME
4.Poor educational foundation of students	4.25	VME	4.29	VME	4.26	VME
<b>D. Community-Related Factors</b>	<b>4.12</b>	<b>ME</b>	<b>4.25</b>	<b>VME</b>	<b>4.14</b>	<b>ME</b>
1.Lack of cooperation and support of parents, religious organizations and community	4.22	VME	4.27	VME	4.23	VME
2.Lack of responsible community leaders	4.12	ME	4.20	VME	4.13	ME
3.unfavorable community environment	4.01	ME	4.28	VME	4.05	ME
<b>Total Average Weighted Mean</b>	<b>4.13</b>	<b>ME</b>	<b>4.21</b>	<b>VME</b>	<b>4.14</b>	<b>ME</b>

t comp= 4.575

t, 0.05 44df=2.017

Result: Significant

Decision: Reject Null Hypothesis

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

Undesirable Factors	Degree of Effect			
	Teachers	Administrators	D	D <sup>2</sup>
<b>A. Person-Related Factors</b>				
1.Poor intellectual and scholastic qualities	4.15	4.32	-0.17	0.0289
2.Poor preparation to Teacher Education	4.17	4.33	-0.16	0.0256
3.Uncompetitive salary/Low income level	4.17	4.27	-0.10	0.0100
4.Irrelevant educational qualification	4.16	4.21	-0.05	0.0025
5. Ineffective philosophical method/methodology	4.08	3.95	0.13	0.0169
6.Unfavorable home life	3.98	4.27	-0.29	0.0841
7. Poor health, poor professional and personal character, and poor family background	4.17	4.10	0.07	0.0049
8. Job instability/Job dissatisfaction	4.11	4.07	0.04	0.0016
9. Inadequate length of years in service	3.54	3.85	-0.31	0.0961
10. Inadequate and irrelevant trainings	3.97	4.12	-0.15	0.0225
<b>B. School-Related Factors</b>				
1.Unsuitable educational curriculum	4.21	4.23	-0.02	0.0004
2.School environment not conducive to teaching-learning	4.20	4.27	-0.07	0.0049
3.Irrelevant school system and ineffective managerial skills of the administrator	4.16	4.25	-0.09	0.0081
4.Unsuccessful and insufficient administration of in-service trainings	4.09	4.24	-0.15	0.0225
5.Inadequate and unsuitable school equipment/facilities	4.23	4.25	-0.02	0.0004
6.Lack of faculty coordination	4.09	4.21	-0.12	0.0144
<b>C. Student-Related Factors</b>				
1.Overcrowded classes	4.37	4.40	-0.03	0.0009
2.Passive involvement of students in academic, co-curricular and extra-curricular activities	4.23	4.23	0.00	0.0000
3.Unhealthy, irresponsible and dull learners	4.26	4.26	0.00	0.0000
4.Poor educational foundation of students	4.25	4.29	-0.04	0.0016
<b>D. Community-Related Factors</b>				
1.Lack of cooperation and support of parents, religious organizations and community	4.22	4.27	-0.05	0.0025
2.Lack of responsible community leaders	4.12	4.20	-0.08	0.0064
3.unfavorable community environment	4.01	4.28	-0.27	0.0729
<b>Total Average Weighted Mean</b>	<b>4.13</b>	<b>4.21</b>		
<b>Summation</b>			<b>-1.93</b>	<b>0.43</b>

t comp =  $\frac{4.13-4.21}{\sqrt{0.551991304 + 0.332730435}}$

$\frac{23 \pm 23 - 2 \left(\frac{1}{23} + \frac{1}{23}\right)}{\sqrt{0.551991304 + 0.332730435}} = 4.575$

$\frac{23 \pm 23 - 2 \left(\frac{1}{23} + \frac{1}{23}\right)}{\sqrt{0.551991304 + 0.332730435}}$

(0.05, 44df)= 2.017 Result: Significant Decision: Reject Ho

This was due to the fact that they had different nature of their concentration brought about by the kind of tasks they adhered to. To determine whether there was a significant difference on the perceptions of the two groups of respondents, this was subjected to the t-test. As a result, the computation conceded a value of 4.575 which was greater than the tabular t value of 2.017 at 0.05 level of confidence with 44 degrees of freedom (df) as shown in Table 3a. This implied that there was a significant difference between the perceptions of teachers and administrators on the degree of effect of the undesirable factors affecting the performance level of Public Secondary School Teachers in the Cordillera Administrative Region; hence, the null hypothesis was rejected.

The findings signified that the undesirable factors really had affected much the performance level of Public Secondary School Teachers. This implied that teachers had been bothered or disturbed by those identified and enumerated factors resulting to their inefficiency and ineffectiveness in doing their functions. Therefore, the said factors should be minimized or even eradicated through the cooperation, coordination and strong collaboration of the stakeholders concerned much as the teachers themselves, the faculty in the school setting, the education supervisors, the students, the parents, and the community as a whole. If these factors would be minimized or even eliminated, chances are, the country's manpower would become globally competitive and quality education would be sustained leading to progress and productivity.

## **CONCLUSION**

The teachers and the school administrators have different perceptions on the degree of effect of the undesirable factors affecting the performance level of Public Secondary School Teachers in the Cordillera Administrative Region (CAR), in Northern Luzon, Philippines. The teachers perceived that the undesirable factors

affected much the performance level of Public Secondary School Teachers in CAR as it was supported by the total average weighted mean of 4.13. On the other hand, the school administrators perceived that the undesirable factors affected very much the performance of Public Secondary School Teachers as indicated by the total average weighted mean of 4.22. Thus, there was a significant difference between the perceptions of teachers and administrators on the performance level of Public Secondary School Teachers as manifested by the computed t value of 4.575 which is greater than the tabular value of 2.017 at 0.05 level of significance for 44 degrees of freedom. Therefore, the null hypothesis stating that, "There is no significant difference between the perception of teachers and administrators on the factors affecting the performance level of Public Secondary School Teachers," had been rejected.

Hence, it is hereby suggested that the different undesirable factors affecting the performance level of teachers may be minimized or eliminated by motivating teachers to get rid of the undesirable factors that can affect their level of performance. They need to strengthen their disposition for self-improvement, attendance to seminars and trainings, enrolling in postgraduate education and even on-line study. School administrators in collaboration with the stakeholders may devise some programs or intervention measures to support teachers to combat the undesirable forces that can affect their level of performance. The Department of Education needs to continue aligning the educational system to the needs and demands of the 21<sup>st</sup> Century learners and the industrial revolution on its fourth phase. Likewise, it is suggested that further studies may be conducted not only focusing on the factors affecting the performance of teachers but also on hindrances encountered by them which can be established in the form of a qualitative research or using both the quantitative and qualitative methods so as to have in-depth analysis on the lived

experiences of teachers in the region and throughout the county.

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How to cite this article: Haramain JGT. Undesirable factors affecting the performance level of public secondary school teachers in Northern Luzon, Philippines. *International Journal of Research and Review.* 2019; 6(2):219-230.

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