

# Professional Practices of Elementary Teachers in an Educational Environment in the Philippines

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**Abstract:** *This study aimed at investigating the professional practices of elementary teachers in an educational environment in the Philippines. To attain this aim, the researcher used a sample of ninety-five (95) elementary teachers in District One (1) SDO-Malolos during the academic year 2019-2020. A documentary analysis was done in order to obtain data using the Individual Performance Commitment and Review Form of teachers. Results revealed that teachers got a “Very Satisfactory” ratings as evidenced by the overall mean percentage score of 4.45. Teachers may further improve their very satisfactory ratings to outstanding ratings by honing themselves in professional activities such as participating in doing action researches, and attending graduate school classes. They may also strengthen their rapport with their raters in order for them to seek for exemplary performance and be inspired in their excellence in doing their instructional and administrative tasks.*

**Keywords**—Professional Practices, Elementary Teachers, Educational Environment, Philippines, Descriptive Study

## 1. INTRODUCTION

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. For teachers to maintain excellent professional performance under these conditions, they must assume a personal responsibility for their own performance, growth, and development [1].

The IPCRF is based on the Civil Service Commission Memorandum Circular No. 06, series of 2012 that sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies. There were five performance levels among proficient and highly proficient teachers. Outstanding means that performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all areas of responsibility. Employee achievement and contributions to the organizations are of marked excellence. Very satisfactory means that the performance exceeded expectations. All goals, objectives and target were achieved above the established standards. Satisfactory means that the performance met expectations in terms of quality of work, efficiency and timeliness. The most critical annual goals were met. Unsatisfactory means that performance failed to meet expectations, and/or one or more of the most goals were not met. Last is poor which means to say that the performance was consistently below expectations, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.

## 2. RELATED WORKS

A study mentioned that Lack of Infrastructure: Infrastructure contains all those necessary elements and factors that are useful to provide a favorable environment for an activity. It may contains building, furniture, equipment, fixtures, stationary etc. that helps in an activity to perform well [2]. In Pakistan the number of primary institutions is about 154000. But the number of staff members and teachers is too much low. Almost 42000 teachers are there in all city and village areas. In most schools there are just three to four rooms in each school that is not enough to deal with the demands of students and other requirements [3]. This kind of lacked infrastructure causes reduction in both management expertise and educational worth. Schools and institutions even do not contain white boards, files, stationary, washrooms, furniture for teachers due to poor or any proper check and accountability.

Poor infrastructures create poor quality of education in schools. Training provides a full know how to deal with related matter in accordance. Present and potential proficiency and efficiency can be possible by trained persons in relevant field. Up to date information about the current affairs and educational theories and knowledge about latest research of field study must be known by teachers [4]. But in current situation they are unable to deal with their professional and social matters to teach their students. The administration of teacher training in Pakistan is a provincial responsibility. But only few are interested to get training for the purpose of better quality of skills. There is need to establish these institutions that regulate schools and performance of staff. So here we can say that: Higher training to the staff will lead to better output of staff members. 2.3. Lack of Experience and Skills: Skills and experience to perform is necessary because if the person does not have relevant skills, he would be unable to perform his responsibilities. In our country there is absence of these skills and abilities of teachers. If we talk about govt institutions, such trend in drastically high even they do not have books, library or many other resources to create learning

environment for both staff and students as well [5] Lower technical staff is more intensive to grow that cause reduces experience of skills and practices. Techniques for learning is old and traditional that only help to pass the exam but do not carried for the developments. Many people come to this profession only for the purpose of earning. Here teacher's skills to teach, control and coordinate with students plays vital role to enhance efficiency of performance. Lower technical experience and skills causes reduced performance.

A study determined how general education teachers in a Midwestern school district perceived their personal skill level in working collaboratively and focusing on academic results while working in a Professional Learning Community (PLC) [6]. The overarching question for the research was: Do educator perceptions of their personal skill level in working collaboratively and focusing on academic results while implementing a Professional Learning Community have an effect on student achievement? The study looked at teacher perceptions within the three themes of PLCs: (a) assuring students learn at high levels, (b) creating a culture of collaboration, and (c) focusing on academic results. Student achievement data, reported through Criterion Referenced Test scores (CRTs) and linked to individual teacher survey responses, were studied to determine if a relationship existed between teacher perceptions and student learning.

A study entitled, "A Comparative Study of Primary Teachers' Competences Belonging to DPEP and Non DPEP District of Karnataka" [7]. This study concluded that (i) Non-DPEP teachers were possessing teaching competences than the teachers of DPEP districts (ii) Male teachers were found to be more competent than female teachers and (iii) Teachers competency is not influenced by length of experiences, locality and type of management of school. Another study entitled "Self Efficacy Beliefs of Novice Teachers and their Performance in the Classroom" revealed that those teachers whose self-efficacy beliefs were high used different strategies of teaching such as "Verbal reprimands" 'reinforcement towards pupil achievement', 'interactive teaching methods', 'concrete exemplification', 'establishing classroom rules' and routine jointly with students," 'multiple intelligence activities and usually supported extra activities [8].

Despite the importance often assigned to participation in classroom, it has been repeatedly reported that most students remain passive in class [9]. It aimed at documenting influencing factors that shape undergraduate students' participation in Malaysian classrooms. Interviews and observations were carried out. 85 students from two communication classes were observed over the period of two semesters (28 weeks). Most of the participants fell between the age of 18-19 years old (65.8%) and 66.7% of the participants were female while 33.3% were male. 25 students from the two classes were interviewed. The results strongly endorse that lecturer traits and classmate traits play significant roles in promoting student participation. Recommendations are offered to educators in formulating future teaching strategies that promote students' participation in the context of higher

learning (Interdepartmental Program in Natural Sciences, 2011).

Pedagogical factors like the course, topic, lecturer and teaching style could influence students' participation. Signs of impatience by lecturers or classmates were reported to be discouraging some students from participating. When the lecturer or classmates do not want to wait for their answers, these students just stop talking [10]. Lastly, a study carried out a research on "Evolving competency based curriculum in science education for in-service primary school teachers". It was found out 136 content related and 152 transactions related specific competences for teaching sciences at primary level. In-service teachers were lacking many of these competencies and he suggested adequate training programme for development of required competencies among teachers [11].

### 3. STATEMENT OF THE PROBLEM

The primordial objective of this study was to determine the level of professional practices of Public Elementary Schools in DepEd Schools Division of Malolos during school year 2019-2020. Specifically, the study sought to answer the following question:

1. How may the professional practices of teachers be described using their IPCRF ratings?

### 4. METHODOLOGY

This study utilized the descriptive method of research since this method is concerned with the description of a particular variable. Specifically, this study aimed to determine the level of professional practices of elementary teachers.

The researcher used the universal sampling technique in determining the sample size of the study. Specifically, the study involved four (4) public elementary schools in District One (1) of the Schools Division Office City of Malolos.

For confidentiality purposes, the researcher chose not to indicate the name of the elementary schools in the Schools Division Office City of Malolos. School A consisted 68 total number of teachers. School B consisted of 10 teachers. School C included 9 population. School D has 8 teachers, and School E has 29 teachers. To get the overall impact of this research, the researcher got the total population of the respondents as the sample size of the study.

The respondents were composed of ninety-five (95) teachers consisting of three (3) Master Teacher II, eight (8) Master Teacher I, thirty-one (31) Teacher III, nine (9) Teacher II, forty-four (44) Teacher I in District One (1) of the Schools Division Office City of Malolos.

To gather the necessary data in this study, the researcher adopted a locally validated instrument of Dizon, (2018) in determining the level of implementation of RPMS-PPST. The implementation of the RPMS-PPST was assessed in terms of performance planning and ommitment, performance monitoring and coaching, performance review and evaluation; and performance rewards and development planning. This questionnaire is highly reliable as evidenced by Cronbach's alpha 0.86.

The mode of the gathering was a questionnaire method. In gathering the data, the researcher followed the following procedures:

1. A letter was sent to the Schools Division Superintendent of SDO-City of Malolos, and to the school principals to ask permission to conduct the study.

2. With the approval of the Schools Division Superintendent of SDO-City of Malolos, and the school principals, the researcher then got informed consent form and explicitly explain the purpose, benefits, procedure, potential benefits, and confidentiality in the study.

3. After the informed consent forms were already signed by the respondents. The researcher sent the questionnaires through google link form to the respondents in their preferred personal accounts.

4. The researcher collected the questionnaires from the respondents and checked whether all questions were answered completely and correctly.

Lastly, in order to receive the ethical clearance from La Consolacion University Philippines Ethics Review Committee, the researcher submitted the revised manuscripts based on the proposal defense.

Upon approval to conduct the study, the researcher informed all the participants about the purpose of the study and significance of its findings. It was clearly stated through an informed written consent and assent form that participation will be completely voluntary. Likewise, the researcher assured confidentiality and voluntary withdrawal from the study without the necessity of providing an explanation or of any prejudice at any point during the conduct of the study.

**Informed Consent.** Before the data gathering, the participants were oriented about the study. They were asked to sign a written consent on their own will, right mind and free from coercion that they are going to participate.

**Assent Form.** Before the data gathering, the principals received a permission letter for all the details of the interview.

**Privacy.** During the data gathering, questions which were too private to be answered by the participant and when they wished to seclude information, their requests were granted and respected.

**Confidentiality.** All the data that were gathered from the informants and were treated with high confidentiality.

**Anonymity.** The researcher ensured the protection of the participants' identities.

#### 4. RESULTS AND DISCUSSION

##### Professional Practices of Elementary Teachers

**Table 1. Level of Elementary Teachers' Professional Practices**

Position	Frequency	Numerical Rating	Adjectival Rating
Teacher I	44	4.42	Very Satisfactory
Teacher II	9	4.49	Very Satisfactory

Teacher III	31	4.48	Very Satisfactory
Master Teacher I	8	4.46	Very Satisfactory
Master Teacher II	3	4.56	Outstanding
<b>Total</b>	<b>95</b>	<b>4.45</b>	<b>Very Satisfactory</b>

The table 1 shows the attained Individual Performance Commitment and Review Form from the designation of Teacher I who achieved the rating of 4.42 equivalent to Very Satisfactory, Teacher II with 4.49 equivalent to Very Satisfactory, Teacher III with 4.48 equivalent to Very Satisfactory, Master Teacher I with 4.456 equivalent to Very Satisfactory, and Master Teacher II attained 4.56 equivalent to Outstanding. Therefore, the whole teaching force were able to achieve 4.45 equivalent to Very Satisfactory.

#### 5. CONCLUSIONS

The Individual Performance Commitment and Review Form of teachers got a "Very Satisfactory" ratings as evidenced by the overall mean percentage score of 4.45.

#### 6. RECOMMENDATIONS

Teachers may further improve their very satisfactory ratings to outstanding ratings by honing themselves in professional activities such as participating in doing action researches, and attending graduate school classes. They may also strengthen their rapport with their raters in order for them to seek for exemplary performance and be inspired in their excellence in doing their instructional and administrative tasks.

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