

## Teaching Effectiveness and Work Performance of General Education Instructors in a Higher Education Institution in the Philippines

### *Keberkesanan Pengajaran Prestasi Kerja Pengajar Pendidikan am di Institusi Pengajian Tinggi di Filipina*

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#### ABSTRACT

*Nowadays, many people can be a teacher, but the question, if many people can be an effective teacher. As such, this study was conducted to assess the general education instructors' teaching effectiveness and work performance in a higher education institution of Zamboanga del Sur, Mindanao, Philippines. Thirty-two part-time instructors and 194 students were selected as participants of the study. Descriptive survey was used with the questionnaire-checklist as data collection tool. The results of the study revealed that similarities existed on instructors and students' assessments on the instructors' teaching effectiveness in terms of commitment and work performance along with accomplishment of work, courtesy, and readiness for service. Differences also occurred on instructors and students' assessments on instructors' teaching effectiveness as to knowledge of the subject, teaching for independent learning, and management of learning, and on work performance as to cleanliness and orderliness of work area, and grooming and appearance. Furthermore, the results imply that instructors' teaching effectiveness and work performance can be effectively enhanced by revisiting teacher and general education curricula to make them responsive to changing demands of the society, re-evaluating hiring and selection processes of instructors to highlight the competencies required for the work, conducting trainings and seminars regularly for instructors' professional growth and advancement, and continuous monitoring to obtain comprehensive view of instructors' teaching effectiveness and work performance.*

*Keywords: Teaching effectiveness; work performance; general education instructors; higher education institution; Philippines*

#### ABSTRAK

*Zaman sekarang ramai boleh jadi cikgu, tapi persoalannya, kalau ramai boleh jadi cikgu berkesan. Oleh yang demikian, kajian ini dijalankan untuk menilai keberkesanan pengajaran dan prestasi kerja pengajar pendidikan am di sebuah institusi pengajian tinggi Zamboanga del Sur, Mindanao, Filipina. Tiga puluh dua pengajar sambilan dan 194 pelajar telah dipilih sebagai peserta kajian. Tinjauan deskriptif digunakan dengan senarai semak soal selidik sebagai alat pengumpulan data. Hasil kajian menunjukkan persamaan wujud pada penilaian pengajar dan pelajar terhadap keberkesanan pengajaran pengajar dari segi komitmen dan prestasi kerja serta pencapaian kerja, budi bahasa dan kesediaan untuk perkhidmatan. Perbezaan juga berlaku pada penilaian pengajar dan pelajar terhadap keberkesanan pengajaran pengajar tentang pengetahuan subjek, pengajaran untuk pembelajaran sendiri, dan pengurusan pembelajaran, dan prestasi kerja tentang kebersihan dan keteraturan kawasan kerja, dan dandanan dan penampilan. Tambahan pula, keputusan menunjukkan bahawa keberkesanan pengajaran dan prestasi kerja pengajar boleh dipertingkatkan dengan berkesan dengan menyemak semula kurikulum guru dan pendidikan am untuk menjadikan mereka responsif kepada perubahan permintaan masyarakat, menilai semula proses pengambilan dan pemilihan pengajar untuk menyerlahkan kecekapan yang diperlukan untuk kerja, menjalankan latihan dan seminar secara berkala untuk pertumbuhan dan kemajuan profesional pengajar, dan pemantauan berterusan untuk mendapatkan pandangan menyeluruh tentang keberkesanan pengajaran dan prestasi kerja pengajar.*

*Kata kunci: Keberkesanan pengajaran; prestasi kerja; pengajar pendidikan am; institusi pengajian tinggi; Filipina*

## INTRODUCTION

Quality education requires quality teachers. Good teachers create a shining light into the learning environment. They become ideal companions of learners. With the advances in communication technology, good teachers need to sort out information from the data that surround the learners and also to sort out the knowledge from data. Still, even more critical, excellent teachers are needed to sort wisdom from experience. Institutions are as good as their teachers. Hence, the right individuals who need to be recruited are those with excellent and relevant preparations (Salandanan 2005).

It is beyond arguments that the teacher is the critical “thread that ties” the learners to the lifelong search for knowledge (Bilbao, Corpuz, Llagas, & Salandanan, 2006). She lays the groundwork by establishing a conducive learning environment, selects the appropriate subject matter, and matches it with a well-designed plan to achieve the desired goal. She possesses the essential teaching skills and is infused with a deep commitment to investing timeless effort in fostering a continued sharpening and maturing children’s minds. How she performs depends to no small extent on who she is, what she can do to the best of her ability, and how she can tactfully smother children with genuine love and care.

The importance of teacher’s attributes and their roles in the teaching-learning process cannot be underestimated. The teacher becomes an integral part of an instructional activity (Salandanan, 2012). Her skills in utilizing varied teaching methodologies are of paramount importance in ensuring mutually beneficial and positive responses and interactions. Her most significant concern is to build a conducive classroom atmosphere that could promote students’ self-directed learning and autonomous decision-making. Productive knowledge is then attained through a manifestation of desirable teacher’s attributes along with a composite of organized methodological teaching.

Reeve (2006) states that a teacher’s teaching effectiveness is equated with the teaching skills and cognitive ability of the teacher to translate these skills into classroom tasks, carrying out instructional activities into achieving effective performance and under trying circumstances. He also emphasizes that teachers, through their beliefs and convictions, influence to a certain degree how their students learn, especially those considered as trying to learn or less motivated to learn.

Salandanan (2012) further stresses that for teachers to teach effectively, they must possess solid background knowledge of a particular subject area that is included in the child’s curriculum, equipped with competence in deciding and implementing appropriate teaching methodologies and capped with a compassionate and winsome nature. Teaching is “building relationships.” It depends on a complete understanding of oneself and how she can relate to others – young children, peers, parents, and administrators. As such, it stresses the urgent need to effectively know the interests, abilities, and past experiences of growing children. In doing so, the values of empathy and a sincere desire to help emerge. A strong bond between them must also be established.

Sharma (2011) posits that teacher’s knowledge of the subject matter dramatically contributes to quality teaching and learning. Knowing one’s subject matter means that one has the command of one’s discipline and the capability to make use of available resources. However, what makes teaching effective? As a teacher, one should be more willing to participate in rigorous self-examination of his or her teaching philosophy, methodology, and effectiveness (Agsalud, 2017). Bulger (2014) enumerates the consolidated ways of thinking about how the “process” of teaching influences the “product” (student learning). These include the following:

1. Outcomes: enable students to focus their attention on clear learning goals;
2. Clarity: involves clear instructions and explanations concerning course content and organization;
3. Engagement: suggests that students learn by doing; and
4. Enthusiasm: in which more effective teachers demonstrate a high level of excitement, which reflects their professional competence and confidence.

Consequently, the most crucial component in promoting classroom enthusiasm is student success. Kalande (2006) emphasizes that teachers’ content, pedagogical, and curricular knowledge are vital elements for teachers to become fully prepared in teaching their students and to be more successful in ensuring student learning in their classrooms (Darling-Hammond as cited in Sakib & Obra 2019).

Work performance has also been recognized as an essential key for organizations to achieve a competitive advantage and superior productivity. Even though the competitive advantage is more

relevant in the private sector, it can be extended in the public sector as its main objective is to serve the public. Vermeeran, Kuipers, and Steijn (2013) stress that work performance could help public organizations to enhance their delivery of services. Considering its paramount importance, public organizations must pay attention to work performance relative to the formulation of policies and improvement of the delivery of services. Furthermore, Campbell and Wiernik (2014) describe the phrase “work performance” as “an individual-level variable, or something that a single person performs.”

Teachers’ teaching effectiveness and work performance as constructs in this study are mainly based on the Performance Management Theory of Action (PMTA) which stresses the importance of teachers’ educational background like class ranking and board examination scores as well as performance characteristics such as value-added contributions to student achievement and evaluation histories to characterize teacher effectiveness and performance. Moreover, performance management perspective seems to largely consider effective teaching as an individual effort and hence seeks effective solutions that are focused on improving the identification and distribution of effective teachers in schools (Core Education 2011).

The great importance of instructors’ teaching effectiveness and work performance in their respective responsibilities as architects of teaching and learning cannot be overemphasized. It is, therefore, imperative that an evaluation of their teaching effectiveness and work performance be conducted so that feedback could help administrators and education specialists determine policies that would help contribute to the quality of education.

Given the previous scenario, this descriptive research assessed the teaching effectiveness and work performance of General Education instructors of Josefina H. Cerilles State College-Extension Campuses in the First Congressional District of Zamboanga del Sur, Philippines. Specifically, it aimed to determine the instructors’ teaching effectiveness in terms of (a) Commitment, (b) Knowledge of the Subject, (c) Teaching for Independent Learning, and (d) Management of Learning. Moreover, it endeavored to ascertain the instructors’ work performance as to (a) Accomplishment of Work, (b) Courtesy, (c) Readiness for Service, (d) Cleanliness and Orderliness of Work Area, and (e) Grooming and Appearance.

## METHODOLOGY

This study employed the quantitative method of research, particularly descriptive survey, in collecting the assessment data of instructors and students on the teaching effectiveness and work performance of general education instructors.

A total of 32 part-time general education instructors and 194 college students from the municipalities of Mahayag, Josefina, Ramon Magsaysay, Aurora, Sominot, Midsalip, Tambulig, and Tukuran, in the province of Zamboanga del Sur, were identified as participants of the study. The purposive sampling method was employed in determining the instructors and students involved. In selecting the instructors, only those with more than five years of teaching experience and were teaching general education subjects such as English, Filipino, Mathematics, and Science were chosen. The students, meanwhile, were selected based on the classes where these particular subjects were taught.

Pertinent communications were first secured by the researcher to allow him to undertake the study in the selected extension campuses. Informed consent was duly accomplished by the participants to ensure compliance with existing ethical standards in research. Furthermore, the researcher assigned specific codes to all the participants to establish their anonymity, as well as assured them that their responses would be treated with the utmost confidentiality and would solely be used for research.

The researcher used a questionnaire-checklist in the collection of the data from the participants of the study. It consisted of two sections. The first section contained the National Budget Circular – Employee’s Performance Evaluation System that was used to assess the teaching effectiveness of the instructors in terms of (a) Commitment; (b) Knowledge of the Subject; (c) Teaching for Independent Learning; and (d) Management of Learning. Furthermore, a five-point Likert scale (1 – poor, 2 – unsatisfactory, 3 – satisfactory, 4 – very satisfactory, and 5 – outstanding) was used to assess the instructors’ teaching effectiveness along with the five indicators.

The second section contained the Client Rater Form (CRF) of the Agency Performance Evaluation System (AGENCY PES) to appraise the instructors’ work performance as to Performance (actual and quasi-teaching, lesson preparation and evaluation, submission of documents, and attending social and academic functions); and Critical Factors (Courtesy, Readiness for Service, Cleanliness and Orderliness

of Work Area, Grooming and Appearance). A ten-point Likert scale (2 – poor, 4 – unsatisfactory, 6 – satisfactory, 8 – very satisfactory, and 10 – outstanding) was followed in order to appraise the instructors' work performance along with the said indicators.

The researcher used descriptive statistics such as the Weighted Average Mean (WAM) to obtain accurate analysis and interpretation of the assessment data on the teaching effectiveness and work performance of general education instructors.

## RESULTS AND DISCUSSION

### GENERAL EDUCATION INSTRUCTORS' TEACHING EFFECTIVENESS IN TERMS OF COMMITMENT

Table 1 presents the teaching effectiveness level of general education instructors in terms of

Commitment. The result reveals that the instructors assess their commitment as "Very Satisfactory" as reflected by the average mean of 4.12; having item 5 (*Keeps accurate records of students' performance and prompt submission of the same*) earning the highest weighted mean of 4.63 which is interpreted as "Outstanding" while item 1 (*Demonstrates sensitivity to students' ability to attend and absorb content information*) obtains the lowest weighted mean of 3.75, interpreted as "Very Satisfactory." As for students' responses, the result shows that they also assess their instructors' commitment as "Very Satisfactory" as clearly evidenced by the average mean of 3.85; having item 2 (*Integrates sensitively his/her learning objectives with those of the students in a collaborative process*) yielding the highest weighted mean of 4.05, and item 4 (*Regularly comes to class on time, well-groomed, and well-prepared to complete assigned responsibilities*) with the lowest weighted mean of 3.46, both interpreted as "Very Satisfactory."

TABLE 1. Instructors and students' assessment of general education instructors' teaching effectiveness in terms of commitment

Items	Instructors		Students	
	WM	VI	WM	VI
1. Demonstrates sensitivity to students' ability to attend and absorb content information.	3.75	VS	3.75	VS
2. Integrates sensitively his/her learning objectives with those of the students in a collaborative process.	3.87	VS	4.05	VS
3. It makes oneself available to students beyond official time.	4.16	VS	4.02	VS
4. Regularly comes to class on time, well-groomed, and well-prepared to complete assigned responsibilities.	4.21	O	3.46	VS
5. Keeps accurate records of students' performance and prompt submission of the same.	4.63	O	3.96	VS
Average Mean	4.12	VS	3.85	VS

The preliminary results indicate that both the instructors and students have similar assessments on the general education instructors' commitment. These results further suggest that the instructors possess a high level of willingness to invest their resources in the teaching tasks as well as in the teaching profession. They also have strong personal beliefs and acceptance of the school's goals and values, and a willingness to exert considerable effort on school's behalf, and a desire to maintain one's membership in school (Alseiwe & Agil, 2014). As Park (2005) strongly argues, commitment is a critical concern in the educational systems all over the world because of its great impact on student outcomes and general school effectiveness. As a multidimensional

construct, commitment is vividly reflected in four dimensions, namely: (1) commitment to students, (2) commitment to teaching, (3) dedication to school, and (4) commitment to the teaching profession (Thien, Razak, & Ramayah 2014).

### GENERAL EDUCATION INSTRUCTORS' TEACHING EFFECTIVENESS IN TERMS OF KNOWLEDGE OF THE SUBJECT

Table 2 displays the teaching effectiveness level of the general education instructors as to Knowledge of the Subject. The results reveal that the instructors assess their knowledge of the subject as "Outstanding" as supported by the average mean of 4.29; having item 2 (*Draws and shares information on the art of*



*theory and practice in his/her discipline*) garnering the highest weighted mean of 4.57, interpreted as “Outstanding”; and item 3 (*Integrates subject to practical circumstances and learning intents/purposes of students*) with the lowest weighted mean of 4.09, interpreted as “Very Satisfactory.” In terms of students’ responses, the data show that they assess their instructors’ knowledge of the subject as “Very Satisfactory” as exemplified by the average

mean of 3.85; having item 2 (*Draws and shares information on the art of theory and practice in his/her discipline*) obtaining the highest WAM of 4.09; and item 4 (*Explains the relevance of contemporary topics to the previous lessons and relates the subject matter to the relevant current issues and/or daily life activities*) with the lowest weighted mean of 3.54, interpreted as “Very Satisfactory.”

TABLE 2. Instructors and students’ assessment of general education instructors’ teaching effectiveness in terms of knowledge of the subject

Items	Instructors		Students	
	WM	VI	WM	VI
1. Demonstrates mastery of the subject matter.	4.19	VS	3.85	VS
2. Draws and shares information on the art of theory and practice in his/her discipline.	4.57	O	4.09	VS
3. Integrates subject to practical circumstances and learning intents/purposes of students.	4.09	VS	3.85	VS
4. Explains the relevance of contemporary topics to the previous lessons and relates the subject matter to the relevant current issues and daily life activities.	4.17	VS	3.54	VS
5. Demonstrates up-to-date knowledge and/or awareness of current trends and issues of the subject.	4.39	O	3.91	VS
Average Mean	4.29	O	3.85	VS

The preliminary results imply that there is a difference between the assessments of the instructors and students on the general education instructors’ knowledge of the subject. Although the evaluations vary, the results further indicate that knowledge of the subject is essential as instructors are required to master the subjects that they have to teach and learn how to teach them so that students effectively understand the lessons. Instructors who have not mastered their subject well do not have the knowledge needed to help their students learn the contents (Chen, Sonnert, Sadler, & Sunbury, 2015). Moreover, Manufi (2016) stresses that instructors with more content knowledge expertise are found to have connections between the subject matter knowledge and the real world, and creating links to the real world, in turn, is found to improve student learning significantly.

#### GENERAL EDUCATION INSTRUCTORS’ TEACHING EFFECTIVENESS IN TERMS OF TEACHING FOR INDEPENDENT LEARNING

Table 3 shows the teaching effectiveness level of general education instructors as regards Teaching for Independent Learning. The result shows that the

instructors appraise their teaching skills in ensuring independent student learning as “Outstanding” as reflected by the average mean of 4.35; having item 2 (*Provides exercises which develop analytical thinking among the students*) earning the highest weighted mean of 4.66 which is interpreted as “Outstanding” while item 3 (*Enhances student self-esteem through the proper recognition of their abilities*) receives the lowest weighted mean of 3.92, interpreted as “Very Satisfactory.”

In terms of students’ responses, the result reveals that the students appraise their instructors’ teaching skills as “Very Satisfactory” as evidenced by the average mean of 3.95; having item 5 (*Allows students to make decisions and be accountable to their performance*) bearing the highest weighted mean of 4.47, interpreted as “Outstanding,” while item 3 (*Enhances student self-esteem through the proper recognition of their abilities*) garnering the lowest weighted mean of 3.48, interpreted as “Very Satisfactory.”

The previous results suggest that instructors and students have varied assessments on the general instructors’ teaching skills to ensure independent student learning in their classrooms. Even though their estimates differ, the results further indicate

TABLE 3. Instructors and students' assessment of general education instructors' teaching effectiveness in terms of teaching for independent learning

Items	Instructors		Students	
	WM	VI	WM	VI
1. Creates teaching strategies that allow students to practice using concepts they need to understand.	4.19	VS	3.93	VS
2. It provides exercises that develop analytical thinking among the students.	4.66	O	4.21	O
3. Enhances student self-esteem through the proper recognition of their abilities.	3.92	VS	3.48	VS
4. Allows students to create their course with the use of well-defined objectives and realistic student-professor rules.	4.65	O	3.64	VS
5. It allows students to make decisions and be accountable for their performance.	4.33	O	4.47	O
Average Mean	4.35	O	3.95	VS

that the instructors' teaching skills and their use of specific strategies are essential to help their students learn independently. Raya (2009) emphasizes that learners must assume increasing responsibility for planning as well as regulating their learning. It is difficult for them to become more independent when learning is wholly scheduled and monitored by someone else. Lamb (2009) adds that learners must be encouraged to be more conscious of their education while instructors may maintain their control over learning content or their position through assuming the role of "strategy trainer." Moreover, Thangaiah, Jenal, and Yahaya (2020) disclosed that teachers must employ varied teaching skills and allow students to collaborate for more effective learning.

#### GENERAL EDUCATION INSTRUCTORS' TEACHING EFFECTIVENESS IN TERMS OF MANAGEMENT OF LEARNING

Table 4 discloses the teaching effectiveness level of the general education instructors in terms of Management of Learning. The data show that the instructors assess their management of

learning skills as "Outstanding" as supported by the average mean of 4.24 which is interpreted as "Outstanding"; having item 2 (*Assumes roles as facilitator, resource, coach, inquisitor, integrator, and referee in drawing students to contribute to knowledge and understanding of the concepts at hand*) receiving the highest weighted mean of 4.58 that is interpreted as "Outstanding" while item 3 (*Designs and implements learning conditions and experiences that promote healthy exchange and/or confrontations*) yielding the lowest weighted mean of 3.89, interpreted as "Very Satisfactory." As to students' responses, the data reveal that the students appraise their instructors' management of learning skills as "Very Satisfactory" as evidenced by the average mean of 3.83 that is interpreted as "Very Satisfactory"; having item 5 (*Stimulates students' desire and interest to learn more about the subject matter*) receiving the highest weighted mean of 4.35, interpreted as "Outstanding" while item 3 (*Designs and implements learning conditions and experiences that promote healthy exchange and/or confrontations*) earning the lowest weighted mean of 3.32, interpreted as "Satisfactory."

TABLE 4. Instructors and students' assessment of general education instructors' teaching effectiveness in terms of management of learning

Items	Instructors		Students	
	WM	VI	WM	VI
1. Creates opportunities for extensive contributions to students.	4.08	VS	3.96	VS
2. Assumes roles as facilitator, resource, coach, inquisitor, integrator, and referee in drawing students to contribute to knowledge and understanding of the concepts at hand.	4.58	O	4.05	VS
3. Designs and implements learning conditions and experiences that promote healthy exchange and/or confrontations.	3.89	VS	3.32	S
4. Structures/re-structures learning and teaching-learning context to enhance the attainment of collective learning objectives.	4.35	O	3.44	VS
5. Stimulates students' desire and interest to learn more about the subject matter.	4.30	O	4.35	O
Average Mean	4.24	O	3.83	VS

The preliminary results show that both instructors and students also have varied assessments on the general education instructors' management skills. Although these results vary, Bayani (as cited in Esmaeli, Mohamadrezai, & Mohamadrezai, 2015) suggests that instructors are indeed managers of their classrooms, and their class is an exceptional organization that achievement degree in managing it is related to the instructor's ability in various fields. Successful instructors are managers who ensure that their products are satisfying and delightful for themselves and their students. Instruction and classroom management is an integral part of education and is referred to as an educational activity that takes place with the instructor's presence in the classroom (Zahed Babelan, 2012). This instruction involves four facets: (1) instructor-student interaction, (2) activity based on predetermined objectives, (3) organized design with a view to situation and facilities, developing opportunities, and (4) facilitating learning.

#### GENERAL EDUCATION INSTRUCTORS' WORK PERFORMANCE

Table 5 presents the work performance level of the general education instructors along with the five indicators. As to the instructors' responses, the result shows that they appraise their work performance as "Very Satisfactory" as evidenced by the average mean of 8.36, having *Cleanliness and the Orderliness of Work Area* receiving the highest weighted mean of 9.00 that is interpreted as "Outstanding" while *Courtesy* yields the lowest weighted mean of 7.81, explained as "Very Satisfactory." In terms

of students' responses, the result reveals that the students assess their instructors' work performance as "Very Satisfactory" as reflected by the average mean of 7.79 which is interpreted as "Very Satisfactory," having *Courtesy* with the highest weighted mean of 8.23 that is interpreted as "Very Satisfactory" while *Cleanliness and Orderliness of Work Area* receiving the lowest weighted mean of 7.19, interpreted as "Very Satisfactory."

The previous results reveal that both instructors and students have similar assessments on the work performance of general education instructors. These results further indicate that the instructors perform very satisfactorily in both their teaching and non-teaching tasks. Effective and better performance of instructors would significantly result in instructors' effectiveness (Kane, Taylor, Tyler & Wooten 2010; Holley, Wo, & Avey 2019). Instructors often perform confidently and better when there is strong supervisor support (Horan et al. 2018; Caniels 2019). Thus, it is vital to recognize that it is a crucial component and an essential factor in producing effectiveness in any field (Chen, Li & Leung 2016). It should also be recognized that school management support is directly proportional to instructor's work performance as it raises instructor's standards to produce better results in terms of student progress (Kalidass & Bahron 2015). Hata and Mahmud (2020) affirm that teachers' readiness is significantly correlated with their competence in teaching students. Furthermore, Boset and Asmawi (2020) stress that professional performance is an indispensable factor which affects students' achievement and performance.

TABLE 5. Instructors and students' appraisal of general education instructors' work performance

Items	Instructors		Students	
	WM	VI	WM	VI
1. Accomplishment of Work	8.25	VS	8.18	VS
2. Courtesy	7.81	VS	8.23	VS
3. Readiness for Service	8.06	VS	8.09	VS
4. Cleanliness and Orderliness of Work Area	9.00	O	7.19	VS
5. Grooming and Appearance	8.69	O	7.28	VS
Average Mean	8.36	VS	7.79	VS

#### CONCLUSION

The results of this study explicate that general education instructors' overall teaching effectiveness and work performance often exceed the minimum requirements expected of them. Although there

have been similarities and differences on groups' assessments, these findings generally imply that much can still be done to enhance these teacher variables as they are essential ingredients for attaining quality teacher education. Firstly, existing teacher and general education curricula must be

revisited first to ensure their responsiveness to the changing demands of the society. Secondly, the selection and hiring processes of general education instructors among tertiary schools must also be re-evaluated, taking into consideration the competencies required for successful teaching and learning. Thirdly, trainings and seminars must be regularly conducted for instructors' professional growth and advancement. Lastly, continuous monitoring must be also undertaken to obtain a more comprehensive view of instructors' teaching effectiveness and work performance.

Given the study site is small, the findings of the study might not generally reflect the overall assessment of the general education instructors' teaching effectiveness and work performance. As such, it is recommended that another study covering a broader scope and with more participants involved be conducted to obtain a more comprehensive view of the instructors' teaching effectiveness and work performance. Furthermore, intensive parallel studies can be undertaken to obtain more generalized findings on instructors' teaching effectiveness and work performance through employing other data collection tools such as classroom observation, personal interview, and focus group discussion.

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