

## RESEARCH ARTICLE

### Perceived teaching effectiveness of elementary school teachers at Parang District, Ministry of Basic, Higher and Technical Education in Sulu

Ferwina Tammang Laja<sup>1\*</sup>, Masnona L. Sabdani-Asiri<sup>1</sup>

<sup>1</sup> Sulu State College Graduate School, Capitol Site, Jolo, Sulu

\*Corresponding author: [winatammanglaja@gmail.com](mailto:winatammanglaja@gmail.com)

**Abstract.** This descriptive-correlational study assessed extent of teaching effectiveness of elementary school teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu in the contexts of Pedagogical Approach and Teaching Effectiveness, Teacher Professional Development, and Classroom Management and Behavior Management during the School Year 2023-2024. With 100 samples taken through non-probability sampling method via purposive sampling, and with the use of weighted mean, standard deviation, t-test for independent samples, One-way ANOVA, and Pearson's  $r$ , this study reveals the following findings: 1) Majority of the teachers are female, married, within the age ranges of 31 years old & below, mostly have bachelor's degree, and with 5 years & below and 6-10 years of teaching experience; 2) On the average, teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu high extent of teaching effectiveness; 3) Generally, variables age, gender, civil status, educational attainment, and length of service do not significantly mediate in ways how teachers assessed the extent of teaching effectiveness of Elementary School Teachers; 4) Generally, the group of teacher-respondents who assessed the extent of teaching effectiveness of Elementary School Teachers in terms of Pedagogical Approach and Teaching Effectiveness and Teacher Professional Development as "Agree" or High Extent is probably the same group of teacher-respondents who assessed the Teacher Professional Development; and Classroom Management and Behavior Management as a "Agree" or with High Extent, respectively; and 5) This study seems to support of Sanders (1998) and Sanders and Rivers (1996) model which claimed that the single most important factor affecting the teaching process is the effectiveness of teachers. Further, they contend that the students shall benefit from increases in teaching effectiveness. Thus, quality teachers are a critical determinant of their effectiveness.

*Keywords: Teaching effectiveness, elementary schools, teachers, perception*

#### ARTICLE DETAILS

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#### Introduction

Teachers hold a crucial position in shaping the minds of students, making it essential for them to possess the necessary skills and competencies for their roles. A key factor that teachers should consider is their teaching strategy, which refers to the methods used to promote effective and quality learning in schools (Burroughs, Gardner, & Schmidt, et al., 2019).

Unfortunately, not everyone involved in elementary education prioritizes quality teaching, or even understands what it entails. Institutions also play a significant role in promoting quality teaching. However, national regulations seldom encourage academics to improve their pedagogical skills throughout their careers.

In many countries, the focus on research performance for both institutions and individual academics often overshadows teaching and learning (Pakarinen, Lerkhanen, Poikkeus, Sidkkinen, & Nuirmi, 2010). Some decision-making bodies within institutions might view teaching as secondary to their mission or fail to recognize how their policies might convey this message to their faculty. Academics, understandably, highly value research due to its significant role in shaping their career paths.

Institutions are facing increasing public pressure to prove that they are preparing students to demonstrate the value they receive for their education costs. Many institutional leaders are reevaluating how to balance their teaching and research missions and improve the quality of teaching and learning they provide (Parker, 2013). However, top-down initiatives may face resistance from faculty members who see it as an infringement on academic freedom, requiring a careful balance between institutional leadership and managerial intrusion. Despite this resistance, significant progress has been made.

Teachers are increasingly aiming to enhance the relevance of their programs to societal and economic needs and are more open to redefining their roles to bolster student learning and future employability. Many are exploring alternative teaching methods or adapting student support to cater to diverse student profiles (Chavez, 2020; Murro, Lobo, Inso, Chavez 2023).

Adaptive Strategies under Learning Constraints. *Journal of Multidisciplinary in Social Sciences*. 16(3): 74-81. Across different countries, institutions are adopting more strategic approaches to their development. Many institutions have set clear strategic objectives that focus their mission, streamline their activities, and guide their operational planning. These objectives can also signal an institutional commitment to quality teaching and provide a foundation for developing a consistent set of initiatives at various levels and monitoring progress towards better outcomes.

However, it has been observed that some teachers are ineffective, and students find them boring or lacking in subject matter expertise, leading to questions about teaching effectiveness (Tijdschrift voor Onderwijsresearch. 1994). Some teachers are also reluctant to pursue continuing education, not realizing its importance for professional growth and development. Therefore, a study has been conducted to identify the factors affecting teaching effectiveness as perceived by the teachers themselves at Jolo-I District, Division of Sulu.

### **Research Questions**

The study aimed to determine the teaching effectiveness of elementary school teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu. The findings served as basis for proposed measures for enhancement.

Specifically, it sought to answer the following inquiries:

1. What is the extent of perceived teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu in the context of:
  - 1.1 Pedagogical Approach and Teaching Effectiveness;
  - 1.2 Teacher Professional Development; and
  - 1.3 Classroom Management and Behavior Management?

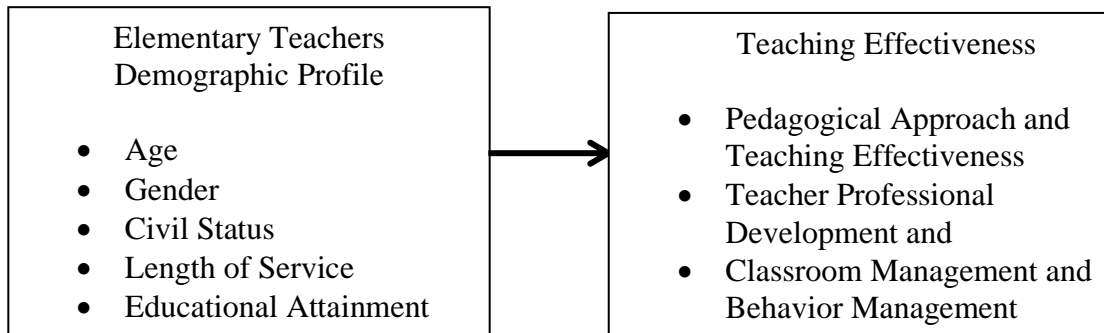
2. Is there a significant difference in the teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of Age, Gender, Civil Status, Length of Service, and Educational Attainment?
3. Is there a significant correlation among the sub-categories subsumed under the teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu in terms of Pedagogical Approach and Teaching Effectiveness, Teacher Professional Development; and Classroom Management and Behavior Management?

*Conceptual framework*

Fig.1 shows the relationship of the different variables under study. The independent variable is the demographic profile of elementary school teachers in terms of age, gender, civil status, length of service, and educational attainment. The dependent variables are the teaching effectiveness in terms of pedagogical approach and teaching effectiveness, teacher professional development, and classroom management and behavior management.

*Independent Variables*

*Dependent Variables*



*Figure 1. The conceptual model of the study*

**Literature**

The study conducted by Akareem and Hossain (2016) revealed that factors such as students' scholarship status, involvement in extracurricular activities, parents' education, age, previous academic performance, and the university they attend significantly influence their perception of the quality of higher education. Ghonji et al (2015) found that agricultural higher education institutions play a significant role in the development of the agriculture sector, and the effectiveness of higher education depends on the quality of teaching provided by faculty members.

Damirchili (2011) conducted a study that identified several important elements that students believe contribute to the improvement of educational quality. These include teachers' familiarity with different teaching methods, maintaining a balance between content and students' abilities, creating a respectful and confident atmosphere, following the syllabus, encouraging classroom discussions, providing access to the internet, incorporating research and teaching experiences, and attending to students' welfare services.

Henard and Rosevearea (2012) conducted a study on fostering quality teaching in higher education and found that it is a multi-level endeavor influenced by various factors. They also noted that the importance of quality teaching has gained prominence in higher education policies.

Andrade and Rocha (2011) conducted a study that revealed several findings: class size negatively affects student evaluations of teaching, instructors with more experience receive better evaluations but this effect diminishes over time, participating in training programs designed to improve teaching quality does not increase student evaluations, and instructors can marginally improve their evaluations by inflating students' grades.

Ahmed (2012) conducted research on the factor of subject mastery in teachers' professional performance and found that it was at a high level. However, teachers should continue to improve their command of the content through self-study and attending refresher courses.

Magno and Sembrano (2012) used Structural Equations Modeling (SEM) to test two models on the interaction of teacher variables. The first model examined the effect of teachers' personality characteristics and teaching efficacy on their performance and effective teaching. The second model explored the effects of learner-centered practices on teachers' performance, effective teaching, and teaching efficacy.

Raymundo (2014) concluded from their study that effective teaching is not solely contingent on a single factor or heuristic. Instead, it is a combination of various dispositions, traits, knowledge, and skill sets.

Senajon (1999) found that teachers often struggle with interpretative skills in chemistry, particularly in analyzing and interpreting concepts involving graphs and tables. They also tend to rely heavily on textbooks and fail to explore other possibilities to make chemistry concepts more interesting to students.

Sanders (1998) and Sanders and Rivers (1996) argue that teachers are the most important factor affecting student achievement, and the effects of teachers on student achievement are both additive and cumulative. They emphasize the need for reforming teacher preparation to improve public education.

Wilson, Floden, and Ferrini-Mundy (2001) conducted a review of research on teacher preparation and found that empirical studies use various methodological approaches and measures of teacher effectiveness to examine the relationship between teacher attributes and performance.

Newstrom and Davis (1993) noted that as workers grow older, they tend to be slightly more satisfied with their jobs. Age can affect an individual's performance and ability to work jointly with others.

De Villa (2007) found that older employees, such as teacher-in-charge, are often considered inflexible, resistant to change, less creative, and unable to deal with crisis situations.

Napiza (2003) discovered that successful women in male-dominated professions tend to be married and have children, challenging the conventional belief that marriage and children hinder women's careers.

The study by Famisan (1994) cited by Ojerio (1991) highlighted that single individuals are often recognized for their dedication to their jobs but may neglect their own personal lives and future.

EDCOM (1991) emphasized the need to increase the salaries of public-school teachers and improve the quality of teachers through higher salaries, career paths, and academic qualifications (Chavez, 2023).

Franco (1991) referred to Maslow's Hierarchy of Needs and argued that after basic physiological needs are met, individuals seek assurance of safety and security in their jobs.

Gregorio (1953) stressed the importance of providing teachers with guarantees of security and welfare to ensure the quality of service they provide. Smith (2012) emphasized the need for a systematic approach to ensure consistency between departmental policies and the institution's objective of quality teaching. Chavez, Adalia, and Alberto (2023) and Brown and Melentyre (2013) emphasized the importance of teachers motivating their students and designing teaching and learning activities that are suitable for the educational context.

Doyle (2010) viewed classrooms as busy and dynamic environments where teachers need professional competencies to manage various tasks and events.

Hightower et al (2011) defined a quality teacher as someone who positively impacts student learning and development through content mastery, pedagogic skills, and interpersonal skills.

**Method**

Methodology is an abstraction that serves as a blueprint of the research in the whole course of scientific inquiry (Janea 1985). As such, it enables the researcher to report his findings to the academic community with accuracy and great candor (Harris 1979, Scaff 1982). It includes the procedures in gathering empirical data needed by the study.

*Research Design*

Owing that there is a hypothesis, it was validated in this study, the research was designed for a descriptive-exploratory study describing and analyzing the factors affecting the teaching effectiveness of the Elementary School Teachers at Parang District

As aptly defined by by Venson (2004): Descriptive research design interprets and reveals condition that exists or do not exist and explanatory supplies the needed knowledge and experiences that will aid in setting a more detailed study.

*Respondents of the study*

The respondents of the study were the one hundred Elementary teachers of Parang District composed of ten (10) public elementary schools.

Of the one hundred five (100) Elementary Teachers of Parang District, ten (10) teachers were drawn from each school as representative samples. Table-I below shows the distribution of respondents according to school.

*Distribution of respondents according to school*

| Parang District Elementary Schools | Number Of Teacher-Respondents |
|------------------------------------|-------------------------------|
| School A                           | 10                            |
| School B                           | 10                            |
| School C                           | 10                            |
| School D                           | 10                            |
| School E                           | 10                            |
| School F                           | 10                            |
| School G                           | 10                            |
| School H                           | 10                            |
| School I                           | 10                            |

|          |     |
|----------|-----|
| School J | 10  |
| Total    | 100 |

*Sampling Design*

The sampling technique that was used in this particular study was purposive random sampling technique in drawing the one hundred (100) Elementary teacher-respondents of the study. The researcher purposely choose them and ensure equal representation by choosing fifteen subjects from each of the ten (10) public elementary schools that comprise Parang District, Division of Sulu, as representative samples. The time frame for this study was covered School Year 2023-2024

*Data Gathering Procedure*

A formal letter of permission to launch the study from the Office of the Dean of the Graduate Studies was addressed to the Schools Division Superintendent and District Supervisor will be sought. Once permission was granted, letters of requests to the ten (10) School principals of each of the ten (10) schools that comprise Parang District was then be forwarded.

The researcher personally launched and retrieved the questionnaire checklist among the respondents in the aforesaid district. The researcher conducted the survey herself. Data and responses obtained and gathered were coded accordingly and was subjected to the expertise of a statistician for appropriate statistical treatment and analysis.

*Research Instrument*

The main instrument that was used in the study is adapted from the study of Goe, et. Al., (2009). which consists of two parts. The first part deals with the profile of the respondents in terms of age, gender, civil status, length of service and educational attainment.

The second part of the study deals with extent of teaching effectiveness which is a modified standardized questionnaire taken from scrib.com and from the study of Goe, et. Al., (2009) which is a 30 item statements, 10 item statements for Pedagogical Approach and Teaching effectiveness, 10 item statements for Teacher Professional development and 10 item statements for Classroom Management and Behavior Management.

*Scale Used*

| Point | Scale Value | Interpretation    |
|-------|-------------|-------------------|
| 5     | 4.50 – 5.00 | Strongly Agree    |
| 4     | 3.50 – 4.49 | Agree             |
| 3     | 2.50 – 3.49 | Fairly Agree      |
| 2     | 1.50 – 2.49 | Disagree          |
| 1     | 1.00 – 1.49 | Strongly Disagree |

*Validity And Reliability*

The instrument used in this research was patterned and adapted from the study of Goe, et. Al., 2009 entitled “Approaches to Evaluating Teacher Effectiveness: A Research Synthesis”. To ensure its validity and reliability, the research instrument will be subjected to perusal among the two (2) Panel of Experts from the School of Graduate Studies. This was done to warrant the appropriateness of the research instrument to the study and to ensure clarity, readability and understand ability of the statements.

**Results**

*1. What is the extent of perceived teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu in the context of: 1.1*

*Pedagogical Approach and Teaching Effectiveness; 1.2 Teacher Professional Development; and 1.3 Classroom Management and Behavior Management?*

*1.1 In the context of Pedagogical Approach and Teaching Effectiveness*

Table 1.1 shows the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu in the context of Pedagogical Approach and Teaching Effectiveness. As revealed in this table, this sub-category obtained a total weighted mean score of 4.2790 with standard deviation of .4342 which is rated as “Agree” or with “High Extent”. Teacher-respondents expressed agreement that teachers at Parang District, MBHTE-Sulu have effective methods and styles which involves the strategies, techniques, and philosophies employed to impart knowledge and facilitate learning in a classroom setting. That is, teachers are reported to have effective teaching methods and strategies towards learning and achievement among learners.

Explicitly, teacher-respondents rated as Agree the following items: “Incorporating active learning strategies, such as group discussions and problem-solving activities, enhances teaching effectiveness”, “Adopting a student-centered approach, where students have more control over their learning, improves teaching effectiveness”, “Utilizing multimedia and visual aids in teaching enhances the effectiveness of instruction”, “Providing regular and constructive feedback to students is crucial for effective teaching.

Customizing teaching methods to cater to diverse learning styles improves teaching effectiveness”, “Incorporating technology, such as online platforms and simulations, positively impacts teaching effectiveness”, and “Creating an inclusive and respectful classroom environment is essential for effective teaching”.

*Table 1.1 Extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu in the context of Pedagogical Approach and Teaching Effectiveness*

|    | Pedagogical Approach and Teaching Effectiveness  | Mean   | Rating |
|----|--|--------|--------|
| 1  | Incorporating active learning strategies, such as group discussions and problem-solving activities, enhances teaching effectiveness? | 4.4600 | Agree  |
| 2  | Adopting a student-centered approach, where students have more control over their learning, improves teaching effectiveness.         | 4.4000 | Agree  |
| 3  | Utilizing multimedia and visual aids in teaching enhances the effectiveness of instruction?  | 4.2900 | Agree  |
| 4  | Providing regular and constructive feedback to students is crucial for effective teaching.   | 4.3100 | Agree  |
| 5  | Customizing teaching methods to cater to diverse learning styles improves teaching effectiveness?                                    | 4.1200 | Agree  |
| 6  | Incorporating technology, such as online platforms and simulations, positively impacts teaching effectiveness?                       | 4.2600 | Agree  |
| 7  | Creating an inclusive and respectful classroom environment is essential for effective teaching.                                      | 4.2200 | Agree  |
| 8  | Real-world applications of course material enhance the relevance and effectiveness of teaching?                                      | 4.2600 | Agree  |
| 9  | Collaborative and group-based learning activities contribute to improved teaching effectiveness?                                     | 4.1700 | Agree  |
| 10 | Continuous professional development for educators is essential for maintaining teaching effectiveness.                               | 4.3000 | Agree  |

|                     |        |       |
|---------------------|--------|-------|
| Total Weighted Mean | 4.2790 | Agree |
|---------------------|--------|-------|

Legend: (5) 4.50-5.0=Strongly Agree (SA); (4) 3.50 – 4.49=Agree (A); (3) 2.50 – 3.49=Moderately Agree (MA); (2) 1.50 – 2.49=Disagree (D); (1) 1.00 – 1.49=Strongly Disagree (SD)

### 1.2 In the context of Teacher Professional Development

Table 1.2 shows the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu in the context of Teacher Professional Development. As revealed in this table, this sub-category obtained a total weighted mean score of 4.2720 with standard deviation of .54496 which is rated as “Agree” or with “High Extent”. Teacher-respondents expressed agreement that teachers at Parang District, MBHTE-Sulu have high extent of professional development such that they participate effectively in activities and programs that enhance their skills, knowledge and teaching practices”, “

Explicitly, teacher-respondents rated as Agree the following items: “Participation in ongoing professional development programs positively impacts teaching effectiveness”, “Access to relevant and up-to-date professional development resources enhances teaching effectiveness”, “Collaborative professional development opportunities, such as peer mentoring or teacher communities, contribute to improved teaching effectiveness”, “Effective professional development includes opportunities for teachers to reflect on their teaching practices”, “Alignment of professional development with specific teaching challenges and goals is essential for enhancing teaching effectiveness”, “Supportive administrative leadership fosters a culture of continuous teacher professional development, leading to improved teaching effectiveness”, and “Teacher autonomy in selecting professional development opportunities positively impacts their teaching effectiveness”.

*Table 1.2 Extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu in the context of Teacher Professional Development*

| Teacher Professional Development  | Mean   | Rating         |
|---|--------|----------------|
| 1 Participation in ongoing professional development programs positively impacts teaching effectiveness?   | 4.5700 | Strongly Agree |
| 2 Access to relevant and up-to-date professional development resources enhances teaching effectiveness.   | 4.4200 | Agree          |
| 3 Collaborative professional development opportunities, such as peer mentoring or teacher communities, contribute to improved teaching effectiveness? | 4.2500 | Agree          |
| 4 Effective professional development includes opportunities for teachers to reflect on their teaching practices.                                      | 4.3100 | Agree          |
| 5 Alignment of professional development with specific teaching challenges and goals is essential for enhancing teaching effectiveness?                | 4.0100 | Agree          |
| 6 Supportive administrative leadership fosters a culture of continuous teacher professional   | 4.3100 | Agree          |

|    |   |        |       |
|----|---|--------|-------|
|    | development, leading to improved teaching effectiveness.  |        |       |
| 7  | Teacher autonomy in selecting professional development opportunities positively impacts their teaching effectiveness.                             | 4.2400 | Agree |
| 8  | Mentoring and coaching as part of professional development programs contribute significantly to teaching effectiveness?                           | 4.2200 | Agree |
| 9  | Effective professional development addresses the diverse needs of teachers, taking into account their experience levels and subject areas.        | 4.3300 | Agree |
| 10 | Sustained, long-term professional development initiatives have a more significant impact on teaching effectiveness than short-term interventions. | 4.0600 | Agree |
|    | Total Weighted Mean   | 4.2720 | Agree |

Legend: (5) 4.50-5.0=Strongly Agree (SA); (4) 3.50 – 4.49=Agree (A); (3) 2.50 – 3.49=Moderately Agree (MA); (2) 1.50 – 2.49=Disagree (D); (1) 1.00 – 1.49=Strongly Disagree (SD)

### 1.3 In the context of Classroom Management and Behavior Management

Table 1.3 shows the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu in the context of Classroom Management and Behavior Management. As revealed in this table, this sub-category obtained a total weighted mean score of 4.3370 with standard deviation of .55535 which is rated as “Agree” or with “High Extent”. Teacher-respondents expressed agreement that teachers at Parang District, MBHTE-Sulu are perceived to have high extent of classroom management and behavior management in such a way they have effective strategies and techniques to create an environment conducive to learning.

Explicitly, teacher-respondents rated as Agree the following items: “Positive teacher-student relationships are a critical component of successful classroom management and, by extension, teaching effectiveness”, “Proactive behavior management strategies, such as preventive interventions, contribute to improved teaching effectiveness”, “Cultural competence in classroom management is essential for addressing diverse student needs and enhancing teaching effectiveness”, “Effective classroom management includes strategies for addressing disruptive behavior and maintaining a positive learning environment”, “Inclusive classroom management practices that accommodate students with special needs are crucial for teaching effectiveness”, “Teacher flexibility and adaptability in managing unexpected situations positively affect teaching effectiveness”, and “Behavior management strategies should be aligned with student development stages for optimal teaching effectiveness”.

*Table 1.3 Extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu in the context of Classroom Management and Behavior Management*

|   | Classroom Management and Behavior Management                                 | Mean   | Rating         |
|---|--|--------|----------------|
| 1 | Effective classroom management positively influences teaching effectiveness? | 4.6100 | Strongly Agree |

|                     |   |        |                |
|---------------------|---|--------|----------------|
| 2                   | Clear and consistent rules and expectations in the classroom are essential for maintaining teaching effectiveness.                            | 4.4600 | Strongly Agree |
| 3                   | Positive teacher-student relationships are a critical component of successful classroom management and, by extension, teaching effectiveness. | 4.4000 | Agree          |
| 4                   | Proactive behavior management strategies, such as preventive interventions, contribute to improved teaching effectiveness.                    | 4.2200 | Agree          |
| 5                   | Cultural competence in classroom management is essential for addressing diverse student needs and enhancing teaching effectiveness?           | 4.0900 | Agree          |
| 6                   | Effective classroom management includes strategies for addressing disruptive behavior and maintaining a positive learning environment.        | 4.4300 | Agree          |
| 7                   | Inclusive classroom management practices that accommodate students with special needs are crucial for teaching effectiveness.                 | 4.2600 | Agree          |
| 8                   | Teacher flexibility and adaptability in managing unexpected situations positively affect teaching effectiveness?                              | 4.3200 | Agree          |
| 9                   | Behavior management strategies should be aligned with student development stages for optimal teaching effectiveness.                          | 4.2400 | Agree          |
| 10                  | Professional development in behavior management is essential for enhancing teaching effectiveness.  | 4.3400 | Agree          |
| Total Weighted Mean |   | 4.3370 | Agree          |

Legend: (5) 4.50-5.0=Strongly Agree (SA); (4) 3.50 – 4.49=Agree (A); (3) 2.50 – 3.49=Moderately Agree (MA); (2) 1.50 – 2.49=Disagree (D); (1) 1.00 – 1.49=Strongly Disagree (SD)

*2. Is there a significant difference in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of: 2.1 Age; 2.2 Gender; 2.3 Civil Status; 2.4 Educational Attainment; and 2.5 Length of Service?*

*2.1 According to Age*

Table 2.1 presents the differences in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of age. It can be gleaned from this table that value of F-ratios and P-values of all other sub-categories subsumed under the extent of teaching effectiveness are not significant at alpha .05. This means that, although teacher-respondents vary in age range, yet they do not differ in their assessment towards the extent of teaching effectiveness (Chavez & Lamorinas, 2023). This result implies that being older or within 31 years old & above may not probably put a teacher-respondent in a vantage point towards assessing the extent of teaching effectiveness than those who are within 25 years old & below, and 26-30 years old, or vice versa.

Nonetheless, it is safe to say that variable age has no significant mediation in ways how teacher-respondents assessed the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu. Therefore, the hypothesis which states that “There is no significant difference in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of age” is accepted.

*Table 2.1 Differences in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of age*

| SOURCES OF VARIATION                            |                | Sum of Squares | df | Mean Square | F     | Sig. | Description     |
|---|----------------|----------------|----|-------------|-------|------|-----------------|
| Pedagogical Approach and Teaching Effectiveness | Between Groups | .212           | 2  | .106        | .558  | .574 | Not Significant |
|   | Within Groups  | 18.454         | 97 | .190        |       |      |                 |
|   | Total          | 18.666         | 99 |             |       |      |                 |
| Teacher Professional Development                | Between Groups | .618           | 2  | .309        | 1.041 | .357 | Not Significant |
|   | Within Groups  | 28.784         | 97 | .297        |       |      |                 |
|   | Total          | 29.402         | 99 |             |       |      |                 |
| Classroom Management and Behavior Management    | Between Groups | .636           | 2  | .318        | 1.031 | .361 | Not Significant |
|   | Within Groups  | 29.898         | 97 | .308        |       |      |                 |
|   | Total          | 30.533         | 99 |             |       |      |                 |

\*Significant alpha .05

## 2.2 According to Gender

Table 2.2 shows the differences in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of gender. It can be gleaned from this table that the value of mean differences of all the sub-categories subsumed under the extent of teaching effectiveness of Elementary School Teachers are not significant at alpha .05. This means that male and female teacher-respondents do not differ in their assessment towards the extent of teaching effectiveness of Elementary School Teachers. This finding implies that being a male teacher-respondent may not necessarily put him in a vantage point towards assessing the extent of teaching effectiveness of Elementary School Teachers than his female counterpart, or vice versa.

Consequently, it is safe to say that variable gender has no significant influence in the ways how teacher-respondents assessed the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu. Therefore, the hypothesis which states that “There is no significant difference in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of gender” is accepted.

*Table 2.2 Differences in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of gender*

| VARIABLES                                       | Grouping | Mean   |        | Mean Difference | t     | Sig. | Description     |
|---|----------|--------|--------|-----------------|-------|------|-----------------|
|   |          | Mean   | S. D.  |                 |       |      |                 |
| Pedagogical Approach and Teaching Effectiveness | Male     | 4.3600 | .42999 | .09000          | .620  | .537 | Not Significant |
|   | Female   | 4.2700 | .43613 |                 |       |      |                 |
| Teacher Professional Development                | Male     | 4.4900 | .48408 | .24222          | 1.339 | .184 | Not Significant |
|   | Female   | 4.2478 | .54838 |                 |       |      |                 |
| Classroom Management and Behavior Management    | Male     | 4.4600 | .43767 | .13667          | .737  | .463 | Not Significant |
|   | Female   | 4.3233 | .56728 |                 |       |      |                 |

\*Significant at alpha 0.05

### 2.3 According to Civil Status

Table 2.3 presents the differences in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of civil status. It can be gleaned from this table that the value of F-ratios and *P*-values of all the sub-categories subsumed under the extent of teaching effectiveness of Elementary School Teachers are not significant at alpha .05. This means that even though teacher-respondents vary in civil status, yet they do not differ in their perceptions towards the extent of teaching effectiveness of Elementary School Teachers. This result implies that, being a married teacher-respondent may not probably put him/her in a vantage point towards assessing the extent of teaching effectiveness of Elementary School Teachers than those who are single, widowed, and separated, or vice versa.

Nonetheless, it is safe to say that variable civil status has no significant mediation in ways how employee-respondents assessed the extent of teaching effectiveness of Elementary School Teachers. Therefore, the hypothesis which states that “There is no significant difference in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of civil status” is accepted.

*Table 2.3 Differences in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of civil status*

| SOURCES OF VARIATION                            |                | Sum of  | Mean   | F     | Sig. | Description     |
|---|----------------|---------|--------|-------|------|-----------------|
|   |                | Squares | Square |       |      |                 |
| Pedagogical Approach and Teaching Effectiveness | Between Groups | .445    | .222   | 1.183 | .311 | Not Significant |
|   | Within Groups  | 18.221  | .188   |       |      |                 |
|   | Total          | 18.666  | 99     |       |      |                 |
| Teacher Professional                            | Between Groups | .425    | .213   | .712  | .493 | Not Significant |
|   | Within Groups  | 28.976  | .299   |       |      |                 |

|                                   |                |        |    |      |       |      |                 |
|-----------------------------------|----------------|--------|----|------|-------|------|-----------------|
| Development                       | Total          | 29.402 | 99 |      |       |      |                 |
| Classroom Management and Behavior | Between Groups | .728   | 2  | .364 | 1.185 | .310 | Not Significant |
|                                   | Within Groups  | 29.805 | 97 | .307 |       |      |                 |
| Management                        | Total          | 30.533 | 99 |      |       |      |                 |

\*Significant alpha .05

#### 2.4 According to Educational Attainment

Table 2.4 presents the differences in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of educational attainment. It can be gleaned from this table that the value of F-ratios and P-values of all the sub-categories subsumed under the extent of teaching effectiveness of Elementary School Teachers are not significant at alpha .05. This means that, although teacher-respondents vary in their educational attainment, still they do not differ in their assessment towards the extent of teaching effectiveness of Elementary School Teachers. This result implies that for a teacher-respondent to have a doctorate degree may not necessarily put him/her in a vantage point towards assessing the extent of teaching effectiveness of Elementary School Teachers than those with bachelor's degree, with master's units, and master's degree, and master's with doctoral units, or vice versa.

Nonetheless, it is safe to say that variable educational attainment has no significant mediation in ways how teacher-respondents assessed the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu. Therefore, the hypothesis which states that "There is no significant difference in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of educational attainment" is accepted.

*Table 2.4 Differences in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of educational attainment*

| SOURCES OF VARIATION                            |                | Sum of Squares | df | Mean Square | F     | Sig. | Description     |
|---|----------------|----------------|----|-------------|-------|------|-----------------|
| Pedagogical Approach and Teaching Effectiveness | Between Groups | .172           | 3  | .057        | .298  | .827 | Not Significant |
|   | Within Groups  | 18.493         | 96 | .193        |       |      |                 |
|   | Total          | 18.666         | 99 |             |       |      |                 |
| Teacher Professional Development                | Between Groups | .413           | 3  | .138        | .456  | .714 | Not Significant |
|   | Within Groups  | 28.988         | 96 | .302        |       |      |                 |
|   | Total          | 29.402         | 99 |             |       |      |                 |
| Classroom Management and Behavior Management    | Between Groups | .995           | 3  | .332        | 1.078 | .362 | Not Significant |
|   | Within Groups  | 29.538         | 96 | .308        |       |      |                 |
|   | Total          | 30.533         | 99 |             |       |      |                 |

\*Significant alpha .05

#### 2.5 According to Length of Service

Table 2.5 presents the differences in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu

when data are grouped according to their demographic profile in terms of length of service. It can be gleaned from this table that the value of F-ratios and *P*-values of all the sub-categories subsumed under the extent of teaching effectiveness of Elementary School Teachers are not significant at alpha .05. This means that, although teacher-respondents vary in their length of service, still they do not differ in their assessment towards the extent of teaching effectiveness of Elementary School Teachers. This result implies that for a teacher-respondent to have been in teaching for 26 years & above may not probably put him/her in a vantage point towards assessing the extent of teaching effectiveness of Elementary School Teachers than those with 5 years & below, 6-10 years, 11-20 years, and 21-25 years, or vice versa.

Nonetheless, it is safe to say that variable length of service has no significant mediation in ways how teacher-respondents assessed the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu. Therefore, the hypothesis which states that “There is no significant difference in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of length of service” is accepted.

*Table 2.5 Differences in the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu when data are grouped according to their demographic profile in terms of length of service*

| SOURCES OF VARIATION                            |                | Sum of Squares | df | Mean Square | F    | Sig. | Description     |
|---|----------------|----------------|----|-------------|------|------|-----------------|
| Pedagogical Approach and Teaching Effectiveness | Between Groups | .117           | 4  | .029        | .150 | .963 | Not Significant |
|   | Within Groups  | 18.549         | 95 | .195        |      |      |                 |
|   | Total          | 18.666         | 99 |             |      |      |                 |
| Teacher Professional Development                | Between Groups | .587           | 4  | .147        | .484 | .747 | Not Significant |
|   | Within Groups  | 28.814         | 95 | .303        |      |      |                 |
|   | Total          | 29.402         | 99 |             |      |      |                 |
| Classroom Management and Behavior Management    | Between Groups | .537           | 4  | .134        | .425 | .790 | Not Significant |
|   | Within Groups  | 29.996         | 95 | .316        |      |      |                 |
|   | Total          | 30.533         | 99 |             |      |      |                 |

\*Significant alpha .05

3. *Is there a significant correlation among the sub-categories subsumed under the teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu in terms of Pedagogical Approach and Teaching Effectiveness, Teacher Professional Development; and Classroom Management and Behavior Management?*

Table 4.0 illustrates the correlation among the sub-categories subsumed under the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu in terms of Pedagogical Approach and Teaching Effectiveness, Teacher Professional Development; and Classroom Management and Behavior Management. It can be gleaned from this table that the computed Pearson Correlation Coefficients (Pearson *r*) among these variables are indeed significant at alpha .05.

Specifically, the degrees of correlations among the sub-categories subsumed under the extent of teaching effectiveness of Elementary School Teachers are as follows:

- 1) High positive correlation between Pedagogical Approach and Teaching Effectiveness and Teacher Professional Development; and
- 2) High positive correlation between Pedagogical Approach and Teaching Effectiveness and Classroom Management and Behavior Management.

These results indicate that the group of teacher-respondents who assessed the extent of teaching effectiveness of Elementary School Teachers in terms of Pedagogical Approach and Teaching Effectiveness and Teacher Professional Development as “Agree” or High Extent is probably the same group of teacher-respondents who assessed the Teacher Professional Development; and Classroom Management and Behavior Management as a “Agree” or with High Extent, respectively.

For the time being, it is safe to say that, generally the sub-categories subsumed under the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu is highly correlated.

Therefore, the hypothesis which states that, “There is no significant correlation among the sub-categories subsumed under the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu in terms of Pedagogical Approach and Teaching Effectiveness, Teacher Professional Development; and Classroom Management and Behavior Management” is rejected.

*Table 3.0 Correlation among the sub-categories subsumed under the extent of teaching effectiveness of Elementary School Teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu in terms of Pedagogical Approach and Teaching Effectiveness, Teacher Professional Development; and Classroom Management and Behavior Management*

| Variables                                       |  | Pearson<br><i>r</i> | Sig  | N   | Description |
|---|--|---------------------|------|-----|-------------|
| Dependent                                       | Independent                                  |                     |      |     |             |
| Pedagogical Approach and Teaching Effectiveness | Teacher Professional Development             | .565**              | .000 | 100 | High        |
|   | Classroom Management and Behavior Management | .508**              | .000 | 100 | High        |

\*Correlation Coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

### **Conclusion**

Teacher-respondents at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu are adequately represented in terms of age, gender, civil status, educational attainment, and length of service. On the average, teachers at Parang District, Ministry of Basic, Higher, and Technical Education-Sulu high extent of teaching effectiveness. Generally, variables age, gender, civil status, educational attainment, and length of service do not significantly mediate in ways how teachers assessed the extent of teaching effectiveness of Elementary School Teachers. Generally, the group of teacher-respondents who assessed the extent of teaching effectiveness of Elementary School Teachers in terms of Pedagogical Approach and Teaching Effectiveness and Teacher Professional Development as “Agree” or High Extent is probably the same group of teacher-respondents who assessed the Teacher Professional Development; and

Classroom Management and Behavior Management as a “Agree” or with High Extent, respectively.

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