



Sustainability of Performance of Teacher-awardees' Instructional Competence and Teaching Effectiveness

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ABSTRACT

The study focused on finding good strategies to be applicable and timely in the new normal condition. We investigated whether the teacher-awardees sustained their performances in instructional competence and teaching effectiveness. This study is beneficial since its focus is on determining the extent of the level of sustainability of performance in instructional competence and teaching effectiveness which need to be taken into consideration by utilizing the analytical tool provided by the researcher and by providing seminars and training targeting how to give importance on their performances in instructional competence and teaching effectiveness which will be beneficial to their teaching profession and well-being.

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ARTICLE INFO

Article History:

Submitted/Received 01 Dec 2023

First Revised 10 Jan 2023

Accepted 03 Mar 2024

First Available online 04 Mar 2024

Publication Date 01 Dec 2024

Keyword:

Instructional competence,
Teaching effectiveness,
Sustainability of performance,
Teacher-awardees.

1. INTRODUCTION

In the frequency and percentage distribution of teacher-awardees in terms of their plantilla position, the majority of the teachers are teachers in 1 position. On the other hand, the master teacher position is composed of the lowest frequencies together with the SPED teachers. On the monthly salary of teacher-awardees, the majority of the teacher awardees in terms of monthly family income is found in the range of 23,382 - 46,761 pesos. In the extent of sustainability of performance of teacher-awardees concerning performance rating, the majority is sustained when verbally interpreted. On the extent of instructional materials produced, the teacher-awardees did not sustain instructional materials produced within the consecutive years and the importance of instructional materials must be pushed through by the awardees since the importance of producing instructional material leads to higher performance of the learners who are struggling in their study and each year even in the future years can never tell that all learners can be individually well-knowledge.

In the research output produced by the teacher-awardees, awardees in the sustainability performance in producing research showed no sustainability in their performance in producing research. It could imply that not all the teacher-awardees were involved in producing research whether it is sole, co-authorship, or group authorship. When it comes to membership, teacher-awardees did not get the highest sustainability in engaging membership to organizations within the international down to district/municipality level. Many factors could be the reason for not reaching the highest possible sustainability. It could be a relative number of organizations that suit the purpose, geographical location, industry, activity, interest, mission, or profession. There are also underlying factors why teachers do not participate in other organizations since membership in organizations is voluntary and is not supported by their organizations.

Honoring and celebrating outstanding individuals are widely recognized as crucial to the development and expansion of a field like education. To add value to their work, awardees are taking an active role in projects and assisting their coworkers with technical matters. Prime awardees help everyone in the organization become familiar with all the systems and policies the department is implementing because they are being recognized for their achievements in the field of education. As competition around the world heats up and spreads, those who receive awards deserve to be game-changers for the sake of their peers. As the world changes and more advanced systems are implemented, businesses can benefit from adopting international best practices and implementing them locally to streamline operations and boost long-term success. Awardees in the field of education have demonstrated excellence across a variety of academic disciplines to earn recognition from both public and private awarding bodies. The length of time that awardees remain in their positions is a good indicator of the quality of management that an institution provides its teachers with and the usefulness of the courses that teachers present to their students. The term "performance" is used to describe the methods by which an individual's efficiency and skill in their chosen field are evaluated. Many factors influence performance, including the individual's natural talent and effort, the availability of tools and information, the structure of the work environment, and more. There is a lot to think about if you want to get a handle on it and make some improvements. The term "performance" encompasses a wide range of concepts and indicators, including the amount of work that can be accomplished in a given time frame with the help of available tools and materials.

The more efficiently he uses resources, the more productive his team will be, and the further he will go in his career as an administrator. Academics have been increasingly vocal

about the need for performance transparency leading to calls for new approaches to problem solving. Teachers at Mariano C. San Juan Elementary has been recognized with awards. Unfortunately, no research on the long-term effectiveness of awardee educators is provided. This is why the study's investigators want to know if teachers who win awards maintain their high levels of performance over time. Through this research, the researcher will create questionnaire tools to help other schools evaluate the long-term success of their teachers' Instructional Competence and Teaching Effectiveness.

2. METHOD

The subject respondents of the study were the 59 teacher-awardees in Mariano C. San Juan Elementary School. They were subjected to answer the developed questionnaire – a checklist to determine the level of sustainability of their performance in Instructional Competence and Teaching Effectiveness. This study takes the form of descriptive research design and qualitative research design. Descriptive research is used to determine the sustainability of the performance of teacher-awardees in Mariano C. San Juan Elementary School. while qualitative research design will be used in gathering results during the interviews with the teacher-awardees.

3. RESULTS AND DISCUSSION

3.1. Findings

Table 1 shows the frequency and percentage distribution of teacher-awardees in terms of their Plantilla position. Of the teacher-awardees out of 59 teachers, there are a total of 31 teachers in grade I, 11 teachers in grade II, 9 teachers in grade III, 2 sped teachers, 1 sped teacher, 4 master teacher I, and 1 master teacher II which gained an overall total of 59 teacher-awardees. This implies that the majority of the teachers are teacher 1 position. Which is composed of 31 teachers. On the other hand, the Master Teacher position is composed of the lowest frequencies together with the sped teachers. The many occupations and all professions offer their recruits the opportunity to pursue a career, in the sense that individuals can be promoted through a delineated promotions hierarchy.

Table 1. Frequency and percentage distribution of teacher-awardees in terms of their Plantilla position.

Plantilla Position	Male	Female	Frequency	Percentage
Teacher I	6	25	31	52.54
Teacher II	3	8	11	18.64
Teacher III	1	8	9	15.25
SPET I	1	1	2	3.39
SPET II	0	1	1	1.69
SPET III	0	0	0	0.00
Master Teacher I	0	4	4	6.78
Master Teacher II	0	1	1	1.69
Total	11	48	59	100

Table 2 shows teacher-awardees in terms of monthly family income. In the elementary and secondary teachers in terms of family income out of 59 teachers, 1 has a monthly family income of 46,762 - 81,832. Meanwhile, there is a total of 58 teachers with a monthly family income of 23,382 - 46, 761 pesos. This implies that the majority of the teacher-awardees in terms of monthly family income is found in the range of 23,382 - 46, 761. This supports the study of [Bowen et al. \(2017\)](#) that according to value-added measures, a one-standard-

deviation increase in teacher quality for one academic year could potentially increase an individual's cumulative lifetime earnings, which are related to the monthly family income of teacher-awardees. The monthly family income, which is very important for survival, was included in lifetime earnings.

Table 2. Teacher-awardees in terms of monthly family income.

Monthly Family Income	Frequency	Percentage
23,382 - 46, 761	58	98.31
46,762 - 81,832	1	1.69
Total	59	100

Table 3 shows the extent of sustainability of the performance of teacher awardees concerning performance rating. The teacher-awardees have reflected increasing performance in their IPCRF found in the year 2021. Teacher-awardees' overall performance was found in the range of 3.500 – 4.499 which is interpreted as Very Satisfactory. This implies that in the extent of sustainability of performance of teacher-awardees concerning performance rating, the majority is Sustained when verbally interpreted. This supports the study of [Pope \(2019\)](#) that exploiting the release of ratings found that high-rated teachers saw increases in their student’s math and English test scores. These differential responses from low- and high-rated teachers suggest possible test score gains from the release of teacher ratings. There is evidence that the release of the ratings affected classroom composition or teachers.

Table 3. The extent of sustainability of performance of teacher awardees concerning performance rating.

	Performance Rating			Average	Level of Sustainability
	2019	2020	2021		
	3.318	3.580	3.874	3.582	Sustained

As observed in **Table 4**, there are differences found in the instructional materials produced each year. Wherein 1 each year of instructional materials produced in the given years for sole authorship that made it equivalent to sustained as the level of sustainability. In the same given years, there were no instructional materials produced in the year 2019 that made the level of sustainability not sustained. when it comes to group authorship, there were no instructional materials produced in the 3 consecutive years that made its level of sustainability not sustained. This implies that the teacher-awardees did not sustain instructional materials produced within the consecutive years and that the importance of instructional materials must be pushed through by the awardees since the importance of producing instructional material leads to higher performance of the learners who are struggling in their study and each year even in the future years can never tell that all learners can be individually well – knowledge.

This supports the study of [Ahillon \(2018\)](#) which described that the instructional material he produced as a developed video presentation in teaching Mathematics to kindergarten pupils is highly acceptable by the respondents. Furthermore, based on his study, there is a significant difference in the level of performance of kindergarten pupils in the control group as revealed by the pretest and posttest results in terms of size and height since the computed p-value of 0.048 and 0.008 respectively are less than 0.05 level of significance. Also, there is a significant difference in the level of performance of kindergarten pupils in the experimental group as revealed by pretest and posttest results since the computed p-values of 0.0000 and

0.001 respectively are less than 0.05 level of significance. However, there is no significant difference in the level of performance of kindergarten pupils in control and experimental groups as revealed by the posttest result in terms of size since the computed p-value is 0.095 which is greater than 0.05 level of significance.

Table 4. The extent of sustainability of performance of teacher awardees concerning instructional materials produced.

Authorship	Instructional Materials Produced				Level of Sustainability
	2019	2020	2021	Total	
Sole Authorship	1	1	1	3	Sustained
Co-Authorship	0	1	1	2	Not Sustained
Group Authorship	0	0	0	0	Not Sustained
Sub-Total	1	2	2	5	Not Sustained

Table 5 shows the extent of sustainability of the performance of teacher awardees concerning research output. In the given consecutive years, the frequency of 3 as sole authorship of research made its level of sustainability not sustained. while in co-authorship there was reported an overall total of 2 which has a level of sustainability of not sustained. when it comes to group authorship, it reflected an overall total of zero which made it not sustained. In the extent of sustainability in the research output, the overall level of sustainability is not sustained which describes that the teacher-awardees are not exposing themselves to research such as action research and basic research. This implies that in the research output produced by the teacher-awardees, awardees in the sustainability performance in producing research showed no sustainability in their performance in producing research. It could imply that not all the teacher-awardees were involved in producing research whether it is sole, co-authorship, or group authorship. This supports the study of [Sweeting et al. \(1999\)](#) which explained that teachers as researchers are rare in Hong Kong, and the reasons for this can be traced back to a combination of macro-and micro-level issues. The traditional functions and responsibilities of teachers, which do not include research, as well as teachers' ideas of "research" as something sophisticated that can only be done by academics at universities, are examples of macro variables. Teachers' participation in research is further discouraged by micro factors such as a restricted emphasis on research skills in professional teacher training and time constraints induced by the stress of a rigorous curriculum schedule. Teachers' workload is increased as a result of the generally accepted local examination-oriented education system, with more time and effort being devoted to examination preparation rather than other efforts such as classroom research.

Table 5. The extent of sustainability of performance of teacher awardees concerning research output.

Authorship	Research Output				Level of Sustainability
	2019	2020	2021	Total	
Sole Authorship	1	1	1	3	Not Sustained
Co-Authorship	1	1	0	2	Not Sustained
Group Authorship	0	0	0	0	Not Sustained
Sub-Total	2	2	1	5	Not Sustained

Table 6 presents the Teacher-awardees, who engage themselves in national membership as it got 48 members in both 2019 and 2021 and 3 at the international level which was found to be not sustained. when it comes to the overall total, there were 51 teacher-awardees who

joined as members in the different levels which is considered as not sustained. This implies that the teacher-awardees did not get the highest sustainability in engaging membership to organizations within the international down to district/municipality level. Many factors could be the reason for not reaching the highest possible sustainability. It could be a relative number of organizations that suit the purpose, geographical location, industry, activity, interest, mission, or profession. There are also underlying factors why teachers do not participate in other organizations since membership in organizations is voluntary and is not supported by their organizations. The belief that people join organizations to find a variety of incentives and benefits, not all of which are monetary. People join corporations to find friendship and affiliation, for example. People choose jobs to meet social, recognition, growth, and achievement demands (a job that lets them exercise their talents).

Table 6. The extent of sustainability of performance of teacher awardees concerning membership.

Membership	Membership				Level of Sustainability
	2019	2020	2021	Total	
International	1	1	1	3	Not Sustained
National	30	18	0	48	Not Sustained
Regional	0	0	0	0	Not Sustained
Division	0	0	0	0	Not Sustained
District/Municipal	0	0	0	0	Not Sustained
Sub-Total	31	19	1	51	Not Sustained

The Extent of Sustainability of Performance of Teacher Awardees concerning Awards Received got an overall score of 26 which when transmuted using the provided scales got a level of sustainability of not sustained (see **Table 7**). This implies that there was no indication of sustainability in the performance demonstrated by the teacher-awardees. There could be a variety of factors contributing to their inability to maintain their effectiveness. It could be a lack of motivation that prevents people from performing, or it could be the limited number of well-known and certified organizations that are currently available to reward outstanding individuals. A variety of elements could be taken into consideration; nonetheless, an individual's desire to succeed should not be a hindrance to achieving beneficial results and successes. The employee recognition is becoming more popular as a means of motivating employees to achieve high levels of performance and productivity. It has been proven that human resource professionals who understand the psychology of employee recognition and use employee recognition concepts are more effective at recognizing employees.

Table 7. The extent of sustainability of performance of teacher awardees concerning awards received.

Level of Awards	Awards				Level of Sustainability
	2017	2018	2019	Total	
International	0	0	0	0	Not Sustained
National	0	0	1	1	Not Sustained
Regional	0	2	0	2	Not Sustained
Division	3	3	5	11	Not Sustained
District/Municipal	0	0	12	12	Not Sustained
Sub-Total	3	5	18	26	Not Sustained

Table 8 shows the extent of sustainability of the performance of teacher awardees concerning scholarship. Teacher-awardees did not earn scholarships from non-DepEd scholarship programs and DepEd scholarship programs, totaling 0 points in the given consecutive years which both gained a level of sustainability of not sustained.

This implies that the teacher-awardees have a very limited number of scholarships received that could be given to public-school teachers like the awardees. It could have something on the support from the organizations, financial aid that could be given and enjoyed by the teachers, qualifications of being a grantee, or motivational factors perhaps. In the results shown in the table, it could be generalized that most of the awardees do not engage in scholarship grants.

This supports the study of [Olitsky et al. \(2020\)](#) that in recent years, there have been programs aimed at increasing the number of science and math teachers in high-need areas by offering scholarships to candidates in exchange for their agreement to teach in a high-need school for some time. However, there has been concern that recipients might fulfill the terms of their agreement, and then leave for other jobs.

Table 8. The extent of sustainability of performance of teacher awardees concerning scholarship.

Type of Scholarship	Scholarship				Level of Sustainability
	2017	2018	2019	Total	
Dep Ed	0	0	0	0	Not Sustained
Non-Dep Ed	0	0	0	0	Not Sustained
Sub-Total	0	0	0	0	Not Sustained

Table 9 shows a summary of the level of sustainability of performance of teacher-awardees. Teacher-awardees earned 45.51 points in 2019, 49.00 points in 2020, and 47.94 points in 2021, for an average total point of 47.48 which has an overall total level of sustainability of moderately sustained. This implies that there can be factors why an awardee does not reach its highest level of sustainability. It could be the forte or mastery of an awardee perhaps, connections and linkages, and skills either. However, as an awardee, the overall performance of himself/herself should be looked into. The abilities, responsibilities, and accomplishments will always be the basis of various criteria in any awarding. The skills and abilities of an awardee should be developed and continuous rather than being stagnant and stationary. This supports the study of [Shirley et al. \(2020\)](#) that according to research on educator well-being, teachers may be willing to sacrifice good feelings in the near term for long-term satisfaction. Teachers kept improving to keep up their high standards.

Table 9. Level of sustainability of performance of teacher-awardees.

	Earned Points				Level of Sustainability
	2019	2020	2021	Average	
Teacher-awardees	45.51	49.00	47.94	47.48	Moderately Sustained

3.2. Challenges of Teacher-Awardees in the Production of Instructional Materials

3.2.1. Theme 1: Unavailability of time

The interview transcript shows below that the teacher-awardees are evident with the unavailability of time, and these are:

“...I’m capable of watching my children at home and I have no time for doing it” T1.

"...Parents are the ones who guide their children since I only see them after work, so I am exerting time for them" T7.

"...As a parent, I'm capable of having time for my child's assignment at home" T9.

"...As a wife my role in the family as soon as I get home, is to take care of my children" T13.

"...Parents are capable of taking care of their children after work. No time" T11.

"...Parents have different responsibilities at home "I'm a mother" T3.

3.2.2. Theme 2: Insufficient training and seminar in manipulating computers

The interview transcript shown below that the teacher-awardees are aware that insufficient training and seminars in Information Communication and Technologies (ICT) have caused them to not produce instructional materials. The insufficiency of training and seminars in ICT based on the answers of teacher-awardees through transcription of their answers developed this theme. The interview transcript shows below that the teacher-awardees are evident:

"...I attended trainings about computers, but they are very limited since sometimes a year or never done again so I forgot the knowledge supposed to be acquired" T16.

"...Computers are very limited in my school's computer room" T10.

"Training is very limited, so I forgot how to manipulate computer" T12.

3.3. Challenges of Teacher-Awardees on Research Output

During the interview with the teacher-awardees according to their answers, the interview transcript shown below that the teacher-awardees are evident with additional workload, lack of time, and inadequate understanding of how to do action research.

3.3.1. Theme 1: Additional workload

The additional workload on the teacher's side as one of the key themes captured in the study is that the teacher-awardees are having trouble doing action research since it adds to their workload. Teachers, in particular, are suffering from workload issues since this is a hard duty with overlapping tasks, which will result in restless nights and, finally, stress. Some of their statements are as follows:

"...For me, I know how important action research is in the classroom. However, sometimes, doing action research is a burden on my part because you know our workload in high school. We need to satisfy many requirements not only in the classroom but also in other things. Hence, we do not have any time to do action research." T4.

"...Doing action research is stressful because I only do this when I have a vacant time and sometimes this is my least priority because many activities sometimes overlap". T7.

3.3.2. Theme 2: Lack of time

The majority of respondents emphasized that their main concern and obstacle in doing action research is lack of time. As a result, teacher-awardees do not have the time to perform action research. Some of their statements are as follows:

"...I do not have any time in doing action research. When I'm done with my school requirements, I need also to take care of my children and my family." T12.

"...I hope the school will also consider our time because 24 hours is not enough to finish all the requirements needed by the school. During weekends, I do not also have time to do action research because I am also busy with my master's degree." T47.

"...Lots of paper works to accomplish and important to meet the deadlines" T39.

3.3.3. Theme 3: Inadequate understanding of how to do action research

The last topic captured in the comments of teacher-awardees discussing their difficulties and obstacles in doing action research is that they have insufficient understanding of conducting action research. The findings also indicate that teachers struggle with data collection as well as the process of producing the full action research. The following are some of their words:

"...I do not know how to write a research paper, especially action research. I was not oriented since then on the ways in writing action research." T42.

"...I do not exactly understand it" T49.

"...Lack of training and seminar for me to be able to understand the research matters" T51.

3.4. Challenges of Teacher-Awardees in Involvement with Organizations as Member: Theme 1: Non - Obligation

The teacher-awardees have various obligations that should be played. These obligations and /or responsibilities do not reflect their urgency, and membership is not a responsibility or obligation for teachers. Since it can be only upon the willingness of the teachers themselves to join in organizations.

The following were the themes extracted from the answers of teacher-awardees from the interview conducted, teachers are not considering themselves joining as members of organizations as their answers are shown based on the interviews done by the researcher. Answers are collected and presented below:

"...I can still teach and earn even without joining organizations" T55.

"...Non – compulsory that is why I never involved in organizations" T42.

"...It cannot be necessary in my teaching career as a profession" T17.

"...I cannot see the urgency, why I shall join organizations" T5.

3.5. Challenges of Teacher-awardees in Awards Received: Theme 1: Additional Work in Completing Pertinent Document

The teacher-awardees have difficulties in completing pertinent documents for the awards. As can be seen in their answers upon the interview by the teacher-researcher their answers were extracted and come up to the theme "Additional Workload in Completing Pertinent Document". The conducted interview responses can be seen:

"...I am not after receiving awards since I do not have time completing papers for the awards" T24.

"...Completing pertinent papers for awards is not easy and I have a lot of work to do as a master teacher" T55.

"...Pertinent papers for the awards are difficult to do especially since I have a lot of deadlines to meet as a master teacher" T46.

3.6. Challenges of Teacher-awardees in Scholarship: Theme 1: Graduated Masters and Doctoral Degree

The Teacher-awardees based on their profile about educational attainment, already master's and doctoral degrees, holding Master of Arts in Educational Management, Doctor of Philosophy major in Educational Management, and Doctor of Education major in Educational Management. The responses and answers from the respondents were gathered and the theme was extracted. Based on the interview it found out that they have all stepped into graduate studies. The collected answers can be seen:

- "...I graduated doctoral degree major in Educational Management" T1.
"I already graduated doctoral degree. Why not allow others" T2.
"...I graduated master's degree majoring in Educational Management" T53.
"...I took master's and doctoral degree for my professional growth" T4.
"...I was enrolled and graduated with a degree in master's and doctoral major in educational management" T55.
"...Already took graduate studies" T46.
"...I am already in my ACAD in doctoral studies" T27.
"...I want to give a chance to others since I already took graduate studies" T9.
"...I took MaEd during my first 3 years in service and I already graduated PhD" T10.
"...As soon as I got my promotion as Master Teacher, I took doctorate" T31.

4. CONCLUSION

The study was found to be applicable and timely in the new normal setup that the researcher investigated if the teacher-awardees sustained their performances in instructional competence and teaching effectiveness. This study is beneficial since its focus is to determine the extent of the level of sustainability of performance in instructional competence and teaching effectiveness which need to be taken into consideration by utilizing the analytical tool provided by the researcher and by providing seminars and training targeting how to give importance on their performances in instructional competence and teaching effectiveness which will be beneficial to their teaching profession and well – beings.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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