



# INSTRUCTIONAL EFFECTIVENESS OF THE GRADE 10 ARLING PANLIPUNAN TEACHERS: BASIS FOR INTERVENTION MEASURES

**MICHELLE ANN D. LACHICA**

Program : Master of Arts in Education  
Major in School Administration

Institution : Institute of Graduate and Professional Studies  
Lyceum-Northwestern University  
Dagupan City

**Abstract :** The study used descriptive method of research. Likewise, documentary analysis was done to gather some data. This method enabled the researcher to assess the instructional effectiveness of the Grade 10 Araling Panlipunan teachers of the public secondary schools of San Jacinto District as basis for intervention measures during the school year 2023-2024. It employed descriptive method of research and questionnaire in dealing with its research problems. It used frequencies, percentages and average weighted mean to answer its research problems. The study found out that most of the Grade 10 Araling Panlipunan teachers are educationally qualified, aligned with area of concentration, with minimum number of teaching experience, Teachers III, and with adequate attendance in training and seminars. Grade 10 Araling Panlipunan teachers are effective in terms of lesson planning and delivery, learning environment, diversity of learners, and curriculum. Grade 10 Araling Panlipunan teachers met serious problems in terms of instructional effectiveness. The researcher recommended that school officials should continuously encourage teachers to pursue higher education and attend seminars and training to keep themselves updated with the demands, trends, and changes so that as facilitator of learning, they can effectively assist and guide the students and respond to its clientele in school, home and community. The conduct of research should be taken seriously by the teachers, since it is included as a criterion in determining their performance rating. Considering the effectiveness of the Araling Panlipunan teachers, they have to continuously strive to maintain their effectiveness along the four areas of instruction. The school administrator should assist and guide teachers in the performance of their tasks to attain quality education.

**Keywords:** documentary analysis, instructional effectiveness, Grade 10 Araling Panlipunan teachers

## INTRODUCTION

Educational system has an important role in the development of a society; and, in the same vein, qualified teachers play an important role in the functioning of the educational system. No matter how well the objectives are set in education and teaching, how functionally the course content is selected and organized, achieving the expected goals is impossible unless it is conducted by good teachers. A well-qualified teacher not only is able to make an educational system successful but also contributes to the functioning of the system in a healthy way.

The purpose of education is to foster the development of each individual so that he may achieve the most satisfying life of which he is capable and contribute effectively to the attainment of national goals. The progress of any nation depends first and foremost upon the progress of its people.

It is surprising that even teachers seek for professional development. The professionalization of the teaching profession redounds to the improvement of the quality of the product of the schools-the students. The students eventually take over the helm of government and if they are more competent and productive than their predecessors, they will be able to upgrade the quality of life of the people.

Student achievement has always been regarded as resulting from the amount of effort exerted by a teacher in the teaching-learning process and now facilitating of the learning process (Macaraeg, 2000).

The role of teacher, therefore, is held paramount as seen in studies done here and abroad on teacher effectiveness; correlates of student achievement, etc. It thus follows that the kind and quality of teaching performance, which is equated with teacher competence, can only be gauged using student achievement as seen in performance on division tests, national achievement tests, board exams both here and abroad, and employability of the graduates of any given course.

What the country needs are teachers who could be effective agents, intelligent, informed, possessing the needed skills and competencies and devoted to the teaching profession. Innovations have been introduced by the Department of Education (DepEd) to secure the system's improvement and adjustment with the end view of raising the over all quality and efficiency of the educational system.

To improve student learning, you do not change the structure. You change the instructional practices of teachers. The schools that seem to do best are those that have a clear idea of what kind of instructional practice they wish to produce, and then design a structure to go with it." —Richard Elmore

We are living today in an age unprecedented changes. So rapid in this pace of changes that people are most often confronted with the issue of coping or else face the reality of becoming obsolete. This phenomenon holds through in the realm of education. At no other time in the history of education are educators called to respond to the sweeping changes that are permeating our lives in society. As we move towards the 21<sup>st</sup> century, the need for global competitiveness becomes so pronounced. In fact even our very own Department of Education, had time and again reiterated the challenge for schools to do its share in preparing the youth for the brave new world, which is information and technology driven and shall be functioning as a global village.

The term "teaching effectiveness" had its heyday in the 80s and early 90s during that period when so much work on student ratings was being done. Its connection to evaluation activities remains and even end-of-course ratings are often thought of as measures of teaching effectiveness. Given its continuing importance, it is a term we should regularly revisit (Halloway, 1996).

In another study, researchers compared the words and phrases students used to describe effective and ineffective teachers. The top three words used to characterize teachers with the highest ratings were: interesting, approachable, and clarity. The definition extracted from descriptions of teachers nominated for teaching awards used these words: approachable, presents material well, makes subject interesting, helpful, and knowledgeable. In 1988, Kenneth Feldman did a meta-analysis of 31 studies in which teachers and students identified characteristics they associated with good teaching and effective instruction. He found that students emphasized the importance of teachers being interesting, having good elocutionary skills, being available, and helpful. Faculty placed more importance on being intellectually challenging, motivating students, setting high standards, and encouraging self-initiated learning (Feldman, 1988).

To examine this further, let's start with two basic questions. (1) What do these various aspects and characteristics of teaching effectiveness have to do with learning? (2) Why don't we just define effective teaching as teaching that results in learning? Too many intervening variables, the researchers tell us. Say you teach a course students do not want to take (developmental reading or remedial math might be examples), and you do all these things associated with effective teaching, your students still may not learn. They may not have the prerequisite background knowledge, they think they cannot learn the content, or it just may not be the time of their lives to be learning what you're teaching. On the other hand, you may be an ineffective teacher but if your students are motivated to learn the content, they will do so in spite of you. Students are the ultimate "deciders" when it comes to whether or not they learn.

The following are some of the key qualities of effective teachers: Have formal teacher preparation training, hold certification of some kind (standard, alternative, or provisional) and are certified within their fields, have taught for at least three years, are caring, fair, and respectful, hold high expectations for themselves and their students, dedicate extra time to instructional preparation and reflection, maximize instructional time via effective classroom management and organization, enhance instruction by varying instructional strategies, activities, and assignments, present content to students in a meaningful way that fosters understanding, monitor students' learning by utilizing pre- and post assessments, providing timely and informative feedback, and re-teaching material to students who did not achieve mastery and demonstrate effectiveness with the full range of student abilities in their classrooms, regardless of the academic diversity of the students.

Not only does a reasonable consensus exist on what effective teachers do to enhance student learning, but also meta-analyses by researchers such as Marzano, Pickering, and Pollock (2001) have begun to quantify the average effects of specific instructional strategies. When properly implemented, instructional strategies such as identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition can result in percentile gains of 29–45 points in student achievement. Such an increase would mean that the score of an average student at the 50th percentile might rise to the 79th or even the 95th percentile with the effective use of selected instructional strategies. While teaching undeniably will remain an art, there is also a science to it that we are only beginning to aggressively apply to practice. As observed by Schmoker (2009), author of *Results: The Key to Continuous School Improvement*, "when we begin to more systematically close the gap between what we know and what we do, we will be on the cusp of one of the most exciting epochs in the history of education." With state standards and federal legislation, such as No Child Left Behind, more explicitly defining accountability, the time has arrived for a systematic application of our research-based knowledge.

Further analysis of the Tennessee data indicated that the effects on achievement of both strong and weak teachers persisted over three years: subsequent achievement was enhanced or limited by the experiences in the classrooms of strong or weak teachers, respectively. In other words, learning gains realized by students during a year in the classroom of an effective teacher were sustained over later years and were compounded by additional years with effective teachers. Conversely, depressed achievement results resisted improvement even after a student was placed with an effective teacher, and the negative impact was discernible statistically for approximately three subsequent years. Given results like these, it's no wonder that the researchers found that "a major conclusion is that teachers make a difference."

In a comparable study by researchers in Dallas, Texas, similar results were found in both math and reading during the early grades. When 1st grade students were fortunate enough to be placed with three high-performing teachers in a row, their average performance on the math section of the Iowa Tests of Basic Skills increased from the 63rd percentile to the 87th, in contrast to their



peers with similar scores whose performance decreased from the 58th percentile to the 40th, a percentile difference of 42 points. A similar analysis in reading found a percentile difference of 44 percentile points. The studies in Tennessee and Texas produced strikingly similar findings: Highly effective teachers are able to produce much greater gains in student achievement than their less effective counterparts.

Based on the findings from the Dallas Public Schools' Accountability System, the negative effects of a poor-performing teacher on student achievement persist through three years of high-performing teachers. The good news is that if students have a high-performing teacher one year, they will enjoy the advantage of that good teaching in future years. Conversely, if students have a low-performing teacher, they simply will not outgrow the negative effects of lost learning opportunities for years to come. Further exacerbating the negative effects of poor-performing teachers, the Dallas research shows that “lower-achieving students are more likely to be put with lower effectiveness teachers . . . . Thus, the negative effects of less effective teachers are being visited on students who probably need the most help.”

Summarizing the findings from studies of the Dallas and Tennessee Value-Added Assessment Systems, Mendro (1998) states:

Given the growing body of knowledge about the impact of effective teachers on children, it seems that educational policy is beginning to acknowledge the importance of classroom teachers in addition to curriculum standards and assessments. A case in point is the federal No Child Left Behind Act of 2001, which has introduced both the concepts of “adequate yearly progress,” based on annual testing, and “highly qualified teacher,” based on teacher credentials, as strategies to improve U.S. education. According to the legislation, “highly qualified” teachers are defined as those who hold at least a bachelor's degree, are fully licensed or certified by the state in the subjects they teach, and can demonstrate competence in the subjects they teach.

While licensure or certification is a significant indicator of teacher quality, these factors alone are insufficient for teacher effectiveness. As discussed earlier, teacher effectiveness is characterized by a far more complex set of qualities than one's professional preparation. It includes dispositions and an array of planning, organizational, instructional, and assessment skills. Effective teachers are able to envision instructional goals for their students, then draw upon their knowledge and training to help students achieve success. A “highly qualified” teacher is certainly a good starting point, but most of us would want our child to have a highly effective teacher whose teaching effort yields high rates of student learning.

How do we support and cultivate effective teachers for all our schools and all our children? It is our belief that teachers want and need feedback, not only on the act of teaching, but also on the results of teaching. Timely, informative feedback is vital to any improvement effort. For instance, consider the role of a track coach, fitness trainer, or weight counselor. These individuals provide guidance on how to perform better, but the evidence of their effectiveness as professionals manifests in tangible results: improved running time, weight lifted, or pounds lost. It is evident that “people work more effectively, efficiently, and persistently . . . while gauging their efforts against results.”

Teacher evaluation systems are often intended to serve the purpose of providing feedback and guidance for improving professional practice. In fact, most authors identify the fundamental purposes of teacher evaluation as improving performance and documenting accountability. The performance improvement function relates to the personal growth dimension and involves helping teachers learn about, reflect on, and improve their practice. The improvement function generally is considered formative in nature and suggests the need for continuous professional growth and development. The accountability function, on the other hand, reflects a commitment to the important professional goals of competence and quality performance. Accountability is typically viewed as summative and relates to judging the effectiveness of educational services.

Most educators would agree that they are responsible for student learning, but the profession as a whole has avoided evaluations based on measures of student learning, sometimes with good reason, given the unfair approaches that have been proposed. The solution, however, is not to continue with traditional strategies simply because they are benign and comfortable, but rather to develop fair and reasonable means of assessing teacher success with students. A number of school systems and educational programs, to be discussed later in this book, have explored innovative ways of capturing valid and reliable data on student learning to inform the teacher evaluation process. Developing fair approaches for the assessment of teacher effectiveness requires an unflinching look at both the legitimate concerns that have driven the avoidance of a results orientation in the past, and the promising possibilities that make it more attractive in today's climate of greater accountability for student learning outcomes.

Ultimately, learning is a phenomenon that occurs as a result of the interactions between a teacher and student. Teachers cannot be solely responsible for student learning because it is an internally controlled activity. However, teachers are expected to optimize the conditions for learning. It is what they were hired to do and it is their professional obligation. As Schalock (1998) notes, “educator accountability for student progress in learning goes hand-in-hand with the social contract that assigns responsibility for education to schools.”

Two primary purposes of teacher evaluation, as noted earlier, are professional growth and accountability. The use of data on student learning in the teacher evaluation process offers a potential tool for both improvement and for refocusing teacher evaluation on the accomplishments of teachers versus stylistic issues or their political standing. Too often, personal opinions or biases contaminate the evaluation process and undermine the credibility and trust necessary for meaningful dialogue about instruction. Reliable and valid information on student learning helps to align the evaluation process with the fundamental concerns of schooling. There are numerous advantages to this approach.

The evidence from schools that have been successful in increasing the achievement level of students, particularly those serving high-poverty and high-minority populations, has been that better use of data is a key ingredient in their success. Data analysis has been used as a means of monitoring success and ensuring accountability for the identified goals of schools and school systems. In a recent study of 32 schools in the San Francisco Bay area, the frequency with which teachers collected, interpreted, and analyzed data for instructional improvement was found to differ among schools that were closing the achievement gap versus those that were not. “Two-thirds of the teachers surveyed in the gap-closing schools said they used test and other data at least several times a month to understand their students' skills gaps, and sometimes several times a week.” Instructional responsiveness to student assessments is a powerful tool for increased student achievement.

Guskey (2008) assessed the influence of positive change in instructional effectiveness on several affective characteristics of teachers. Data were gathered from 117 intermediate and high school teachers, 52 of whom participated in an in-service workshop

on Mastery Learning. Comparisons made through MANOVA procedures showed that those teachers who experienced positive change in the learning outcomes of their students expressed increased personal responsibility for both positive and negative student outcomes, increased affect toward teaching, but decreased confidence in their teaching abilities. Implications regarding the alterability of these teacher characteristics are discussed.

Espino (2009) determine the correlation of the instructional skills ratings of selected high school teachers of SMCL with the academic achievement of their respective students for school year 2008-2009. The study made use of the normative survey descriptive method of research utilizing the correlational procedures. The instrument used to gather data was Instructional Skills Inventory adapted from Luna (2000). The teachers were rated satisfactory on lesson planning, very satisfactory on preparatory activities, satisfactory on developmental activities, and satisfactory on physical environment and routines. In general, the students average grades were satisfactory ranging from 86 to 90. The relationship between the teachers instructional skills and the students academic achievement was positive, moderate and substantial.

Espelita (2006) revealed on his study about "The Role of Elementary School Teachers in Quality Education..." that majority of the teachers were middle ages (30-40) group which is about 41% out of 100 respondents.

It can be observed that majority of the respondents are married. Such an observation is similar to the observation made by Aldea (1992), that majority of the teachers in the Division of Laguna are married.

Generally, the married teachers tend to be more competent in improving their lot simply because they have families who depend on them. If these teachers get promoted, naturally their salaries increase and their families are the immediate beneficiaries.

Camba (2007) stressed that teachers need to grow professionally. To be a good teacher and effective one, he must be interested to grow professionally and keep with the current trends of education. This is by attending training, seminars and other activities of the school and community.

With the unending needs of man to solve problems and facilitate the solution to the problems, computer and internet come into the fore. The Internet is a valuable alley, for both finding and disseminating information. It gives fact, data and answer to make Araling Panlipunan more enjoyable and productive to the learners. To improve the performance and quality of education, Internet has become an important part of the teaching and learning process. Learning has moves beyond the elementary classroom walls, beyond campus boundaries, as technology allow pupils and faculty to participate in worldwide intellectual conversations. Information technology is the main driving force in the country's bid become major player in the global market.

Places, dates people or events are the usual information that comes into the pupil's mind when they hear the world history. But what is history? According to Webster, history is a chronological record of significant events often with an explanation of their causes. These significant become the subject matter in Araling Panlipunan.

So as teacher teaching the subject, it is her primary role to uplift and change the perception of the students towards the subject. It is therefore understood that the teachers play a major role in inculcation in the minds of the country's young citizen and value of Makabayan or love of country. Consequently, it is expected of he teacher to be knowledgeable enough and have an adequate understanding of the subject and find some tools or strategies to increase the performance of the students in Araling Panlipunan.

Admittedly, there are great numbers of variables that affect the performance of students. The educational content, the curriculum and the training needs of the teachers, who will implement the curriculum, and the prescribed instructional materials and facilities, are actually needed for the successful implementation. These are traits of teachers that greatly affect instructional effectiveness. These are the reasons why this study is conducted.

## Statement of the Problem

This study assessed the instructional effectiveness of the Grade 10 Araling Panlipunan teachers of San Jacinto District, Pangasinan Division II as basis for intervention measures during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the professional profile of the Grade 10 teachers in Araling Panlipunan in terms of the following:
  - a. highest educational attainment
  - b. field of specialization
  - c. no. of years of teaching Araling Panlipunan
  - d. teaching position
  - e. relevant in-service trainings in Araling Panlipunan attended?
2. What is the level of instructional effectiveness in the teaching of Araling Panlipunan by the Grade 10 teachers as perceived by themselves in terms of the following indicators:
  - a. lesson planning and delivery
  - b. learning environment
  - c. diversity of learners
  - d. curriculum?
3. What are the problems being met by the Grade 10 Araling Panlipunan teachers and how serious are these?
4. Based on the findings, what recommendations can be proposed to address the needs of the Grade 10 Araling Panlipunan teachers to enhance their Instructional effectiveness?

## METHODOLOGY

### Research Design

The study used descriptive method of research. Likewise, documentary analysis was done to gather some data. The researcher used descriptive method of research because she believes that it is the best method of research that suits the purpose of the study. This method enabled the researcher to assess the instructional effectiveness of the Grade 10 Araling Panlipunan teachers of public secondary schools of San Jacinto District as basis for recommendations during the school year 2023-2024. It looked into the professional profile of the Grade 10 Araling Panlipunan teachers with reference to highest educational attainment,

field of specialization, no. of years of teaching Araling Panlipunan, teaching position, and relevant in-service training attended; the level of instructional effectiveness in the teaching of Araling Panlipunan by the Grade 10 teachers as perceived by themselves, their peers and their department heads in terms of lesson planning and delivery, learning environment, diversity of learners, and curriculum; the problems being met by the Grade 10 Araling Panlipunan teachers; and the significant relationship between the professional profile of the Araling Panlipunan teachers and the level of their instructional effectiveness as perceived by themselves.

### Sources of Data

The respondents of this study were the Grade 10 Araling Panlipunan teachers from of public secondary schools of San Jacinto District.

### Instrumentation and Data Collection

In pursuing the problems raised, the study made use of the questionnaire-checklist as an instrument in gathering data. The questionnaire was based on the researcher's readings of related studies for the purpose of the study. In like manner, analysis of documents possessed by teachers like tests and test results were considered by the writer in order to have real picture of the practices traditionally done by teachers.

The first part of the questionnaire focused on the professional profile of the Araling Panlipunan 10 teachers with reference to highest educational attainment, field of specialization, no. of years of teaching Araling Panlipunan, teaching position, and relevant in-service training attended.

The second part was on the level of instructional effectiveness in the teaching of Araling Panlipunan 10 teachers as perceived by themselves, their peers and their department heads in terms of lesson planning and delivery, learning environment, diversity of learners, and curriculum; and problems being met by the Grade 10 Araling Panlipunan teachers.

The items in the questionnaire was formulated by the researcher and was validated by the members of the Research Committee. Suggestions were incorporated in the final draft of the questionnaire.

A formal written permission to conduct the study and to float the questionnaire was secured from the Schools Division Superintendent of Pangasinan I Division.

The researcher personally administered the questionnaire and retrieved at once the said questionnaire.

### Tools for Data Analysis

In this study, the researcher used the following statistical measures to analyze the data for the problems.

To answer sub-problem 1, the professional profile of the Araling Panlipunan 10 teachers was answered using frequency counts and percentages.

To answer sub- problem 2, the weighted arithmetic mean or average weighted mean was used to determine the level of instructional effectiveness of the Araling Panlipunan 10 teachers. Each category has its own descriptive equivalent and corresponding arbitrary weight as indicated below:

Point Value	Limits	Descriptive Equivalent
5	4.21 - 5.00	Very Effective (VE)
4	3.41 - 4.20	Effective (E)
3	2.61 - 3.40	Moderately Effective (ME)
2	1.81 - 2.60	Slightly Effective (SE)
1	1.00 - 1.80	Not Effective (NE)

To answer sub-problem 3, weighted arithmetic mean or average weighted mean was used to determine the problems being met by the Grade 10 Araling Panlipunan teachers.

Point Value	Limits	Descriptive Equivalent
5	4.21 - 5.00	Very Serious (VE)
4	3.41 - 4.20	Serious (S)
3	2.61 - 3.40	Moderately Serious (MS)
2	1.81 - 2.60	Slightly Serious (SS)
1	1.00 - 1.80	Not Serious (NS)



## RESULTS AND DISCUSSION

### I. Professional Profile of the Araling Panlipunan Teachers

**Table 1**

**Frequency and Percentage Distribution of Araling Panlipunan 10 Teachers in Terms of Highest Educational Attainment (N=19)**

Highest Educational Attainment	Frequency	Percentage
MAEd/Med	5	26.32
With MA Units	12	53.16
Bachelor's Degree	2	10.52
<b>Total</b>	<b>19</b>	<b>100</b>

It can be seen in Table 1 that most of the Grade 10 Araling Panlipunan teachers in San Jacinto District have MA units with 12 or 53.16%. Some 5 or 26.32% are MAEd or MED graduates. It is also reflected in the table that 2 or 10.52% are bachelor's degree holder.

It could be observed from the data that there are more Grade 10 Araling Panlipunan teachers who are pursuing graduate studies because of the increase in salary that goes alongside with the promotion as teachers, a good number of them subscribe to the importance of professional growth.

It can also be noted that some of them are graduates of masteral degree because they are aiming for higher position like being school heads or Master Teachers.

**Table 2**

**Frequency and Percentage Distribution of Araling Panlipunan 10 Teachers in Terms of Field of Specialization (N=19)**

Field of Specialization	Frequency	Percentage
Araling Panlipunan	19	100
<b>Total</b>	<b>19</b>	<b>100</b>

It can be seen in Table 2 that all Grade 10 Araling Panlipunan teachers are Araling Panlipunan major also. This shows that they are aligned with their specialization.

**Table 3**

**Frequency and Percentage Distribution of Araling Panlipunan 10 Teachers in Terms of No. of Years of Teaching Araling Panlipunan (N=19)**

Length of Teaching Experience	Frequency	Percentage
0-5 years	4	21.05
6-10 years	5	26.32
11-15 years	5	26.32
16-20 years	2	10.53
21-25 years	3	15.78
<b>Total</b>	<b>19</b>	<b>100</b>

It is reflected in Table 3 that most of the Araling Panlipunan teachers have been teaching Araling Panlipunan for 6-10 years and 11-15 years with both 26.32%. For 0-5 years, there are 4 or 21.05%; 21-25 years with 3 or 15.78%; and 16-20 years with 2 or 10.53%.

**Table 4**

**Frequency and Percentage Distribution of Araling Panlipunan 10 Teachers in Lingayen in Terms of Teaching Position (N=19)**

Teaching Position	Frequency	Percentage
Teacher I	5	26.32
Teacher II	4	21.05
Teacher III	8	42.10
Master Teacher I	2	10.53
<b>Total</b>	<b>19</b>	<b>100</b>

It is reflected in Table 4 that there are 8 or 42.10% Grade 10 Araling Panlipunan teachers who hold Teacher III position. Five (5) or 26.32% of them are Teacher I, 4 or 21.05 are Teacher II, and 2 or 10.52 are Master Teacher I.

**Table 5**

**Frequency and Percentage Distribution of Araling Panlipunan 10 Teachers in Terms of Relevant In-service Trainings Attended (N=19)**

Teaching Position	Frequency	Percentage
National	8	42.11
Regional	19	100
Division	19	100
<b>Total</b>	<b>19</b>	<b>100</b>

It can be seen in Table 5 that all Grade 10 Araling Panlipunan teachers had attended regional and division level seminars like the K o 12 Curriculum. On the other hand, 8 out of 19 or 42.11% had attended seminars in the national level.

**II. Level of Instructional Effectiveness of the Araling Panlipunan 10 Teachers**

**Table 6**

**Level of Instructional Effectiveness of the Araling Panlipunan 10 Teachers in Terms of Lesson Planning and Delivery (N=19)**

Indicators	WM	DE
1. Formulates/adopts smart objectives of the lesson.	4.11	E
2. Relates new lesson with previous knowledge or skills.	3.78	E
3. Presents and develop lessons properly.	3.80	E
4. Conveys ideas clearly.	3.88	E
5. Shows mastery of the subject matter.	4.06	E
<b>AWM</b>	<b>3.93</b>	<b>E</b>

Legend:

Point Value	Limits	Descriptive Equivalents
5	4.21 - 5.00	Very Effective (VE)
4	3.41 - 4.20	Effective (E)
3	2.61 - 3.40	Moderately Effective (ME)
2	1.81 - 2.60	Slightly Effective (SE)
1	1.00 - 1.80	Not Effective (NE)

Table 6 shows that Grade 10 Araling Panlipunan teachers are effective in terms of lesson planning and delivery with 3.93 mean. It is also indicated in the table that teachers are effective in all indicators of lesson planning and delivery. Formulating/adopting smart objectives of the lesson got the highest mean of 4.11. This is followed by showing mastery of the subject matter with 4.06. Conveying ideas clearly got 3.88 mean, presenting and developing lessons properly with 3.80, and relating new lesson with previous knowledge or skills got 3.78 mean.

**Table 7**

**Level of Instructional Effectiveness of the Araling Panlipunan 10 Teachers in Terms of Learning Environment (N=19)**

Indicators	WM	DE
1. Maintains a learning environment that promotes courtesy and respect for all learners regardless of their culture, family background and gender.	3.69	E
2. Provides gender-fair learning opportunities.	3.67	E
3. Provides learning activities that allow learners to reach their full potential.	3.57	E
4. Maintains a safe, clean and orderly classroom free from distractions.	3.68	E
5. Gets involved in advocacy activities that contribute to a stress-free learning environment.	3.57	E
6. Balances the use of individual and cooperative learning activities.	3.54	E
7. Engages learners with variety of experiences that enhance learning.	3.63	E
8. Provides opportunities for learners to ask and answer questions.	3.55	E
<b>AWM</b>	<b>3.61</b>	<b>E</b>

Legend:

Point Value	Limits	Descriptive Equivalents
-------------	--------	-------------------------

5	4.21 - 5.00	Very Effective (VE)
4	3.41 - 4.20	Effective (E)
3	2.61 - 3.40	Moderately Effective (ME)
2	1.81 - 2.60	Slightly Effective (SE)
1	1.00 - 1.80	Not Effective (NE)

It is reflected in Table 7 that Grade 10 Araling Panlipunan teachers are effective in terms of learning environment as shown in the average weighted mean of 3.61. The highest mean rating was given to their effectiveness in maintaining a learning environment that promotes courtesy and respect for all learners regardless of their culture, family background and gender with 3.69. This is followed by maintaining a safe, clean and orderly classroom free from distractions with 3.68 mean.

**Table 8**

**Level of Instructional Effectiveness of the Araling Panlipunan 10 Teachers in Terms of Diversity of Learners  
(N=19)**

Indicators	WM	DE
1. Utilizes varied designs of activities for the different types of learners.	3.61	E
2. Provides appropriate intervention activities for learners-at-risk in my class.	3.38	ME
3. Uses appropriate teaching-learning strategies for learners with special needs.	3.43	E
4. Shows fairness and consideration to all learners regardless of their socio-economic status.	3.51	E
5. Uses techniques to motivate learners of the lower socio-economic status.	3.35	ME
6. Assists learners in setting learning goals appropriate for themselves.	3.42	E
7. Uses varied activities to meet expected learning goals of learners.	3.60	E
8. Moves from one part of the lesson to the next according to learner's needs and difficulties.	3.70	E
<b>AWM</b>	<b>3.50</b>	<b>E</b>

Legend:

Point Value	Limits	Descriptive Equivalents
5	4.21 - 5.00	Very Effective (VE)
4	3.41 - 4.20	Effective (E)
3	2.61 - 3.40	Moderately Effective (ME)
2	1.81 - 2.60	Slightly Effective (SE)
1	1.00 - 1.80	Not Effective (NE)

It can be gleaned in Table 8 that Grade 10 Araling Panlipunan teachers are effective in terms of diversity of learners as shown in the average weighted mean of 3.50. The highest mean was given to moving from one part of the lesson to the next according to learner's needs and difficulties with a mean of 3.70. Using techniques to motivate learners of the lower socio-economic status got the lowest mean of 3.35.

**Table 9**

**Level of Instructional Effectiveness of the Araling Panlipunan 10 Teachers in Terms of Curriculum  
(N=19)**

Indicators	WM	DE
1. Applies updated content and appropriate strategies in my teaching.	3.60	E
2. Uses multi-disciplinary integrative modes and techniques of teaching the subject area.	3.47	E
3. Explains clearly and accurately the learning goals, concept and process to learners.	3.61	E
4. Engages learners in activities that develop higher order thinking skills.	3.70	E
5. Uses assessment results in setting learning objectives for specific learning activities.	3.55	E
6. Links the present subject matter content with past and future lessons.	3.50	E
7. Uses relevant activities and materials suited to the learning styles, goals, and culture of the learners.	3.57	E



8.Integrates contents of subject area with other disciplines.	3.40	E
<b>AWM</b>	<b>3.55</b>	<b>E</b>

Legend:

Point Value	Limits	Descriptive Equivalents
5	4.21 - 5.00	Very Effective (VE)
4	3.41 - 4.20	Effective (E)
3	2.61 - 3.40	Moderately Effective (ME)
2	1.81 - 2.60	Slightly Effective (SE)
1	1.00 - 1.80	Not Effective (NE)

Table 9 shows that Grade 10 Araling Panlipunan teachers are effective in terms of curriculum as shown in the average weighted mean of 3.55. The highest mean rating was given to engaging learners in activities that develop higher order thinking skills with 3.70 mean. The lowest on the other hand is integrating contents of subject area with other disciplines with 3.55 mean.

Table 10

**Summary of the Level of Instructional Effectiveness of the Araling Panlipunan 10 Teachers  
in Terms of Curriculum  
(N=19)**

Indicators	WM	DE
1.Lesson Planning and Delivery	3.93	E
2. Learning Environment	3.61	E
3.Diversity of Learners	3.50	E
4.Curriculum	3.55	E
<b>Overall Average Weighted Mean</b>	<b>3.65</b>	<b>E</b>

It is reflected in Table 10 that Grade 10 Araling Panlipunan teachers are effective in terms of instruction along lesson planning and delivery with 3.93, learning environment with 3.61, diversity of learners with 3.50, and curriculum with 3.55. Overall, it has 3.65 mean.

### III. Problems Being Met by the Grade 10 Araling Panlipunan Teachers

Table 11

**Problems Being Met by the Grade 10 Araling Panlipunan Teachers  
(N=19)**

Indicators	WM	DE
1. Lack of instructional materials.	3.66	S
2. Lack of school facilities.	3.47	S
3. Limited skills to conduct research	3.41	S
4. Limited knowledge on the development of instructional materials.	3.39	MS
5. Too many extra and co-curricular teaching related activities.	3.33	MS
6. Limited opportunity for seminars/trainings to enhance teachers' skills.	3.28	MS
7. Limited ability to meet the minimum learning competency.	3.14	MS
<b>AWM</b>	<b>3.38</b>	<b>MS</b>

Legend:

Point Value	Limits	Descriptive Equivalents
5	4.21 - 5.00	Very Serious (VS)
4	3.41 - 4.20	Serious (S)
3	2.61 - 3.40	Moderately Serious (MS)
2	1.81 - 2.60	Slightly Serious (SS)
1	1.00 - 1.80	Not Serious (NS)

The data shows that the number 1 problem of the teachers is lack of instructional materials with 3.66 mean which is described as serious. This is followed by lack of school facilities with 3.47 mean. Then, limited skills to conduct research with 3.41 mean. In the academe, one of the basic functions of a teacher is to conduct researches in the field, either for educational development or for one's status upliftment. Despite such basic function, however, the respondents find no time to launch or initiate a study.

## Recommendations

On the basis of the findings of this study and the conclusions drawn, the following are hereby recommended:

1. The school officials should continuously encourage teachers to pursue higher education and attend seminars and training to keep themselves updated with the demands, trends, and changes so that as facilitator of learning, they can effectively assist and guide the students and respond to its clientele in school, home and community.
2. The conduct of research should be taken seriously by the teachers, since it is included as a criterion in determining their performance rating.
3. Considering the effectiveness of the Araling Panlipunan teachers, they have to continuously strive to maintain their effectiveness along the four areas of instruction.
4. The school administrator should assist and guide teachers in the performance of their tasks to attain quality education.

## REFERENCES

- Aquino, Gaudencio V. (1997). *Educational Administration Theory and Practice*. Manila. Rex Printing Company, Inc.
- Halloway, Louise C. (1996). *Characteristics of Competent Teachers*, Boston World Book Co.
- Maslow, Abraham M. (1954). *Motivation and Personality*. New York: Harper and Row.
- Atienza, Segundo P. (2009). "Relative Effects of Incentives and Fringe Benefits on the Morale and Teaching Performance of Teachers from Selected Private Colleges in Laguna", Unpublished Master's Thesis, Saint Michael College of Laguna.
- Espino, Carmelita C. (2009). "Correlation of High School Teachers Instructional Skills with the Academic Achievement of Selected High School Students", Unpublished Master's Thesis, Saint Michael College of Laguna.
- Guskey, Thomas R. (2008). "The Influence of Change in Instructional Effectiveness upon the Affective Characteristics of Teachers", Unpublished Master's Thesis, Saint Michael College of Laguna.
- Pedrina, Porfiria T. (2010). "Teaching Competencies of Elementary and High School Teachers as Related to Personal and Professional Variables", Unpublished Master's Thesis, Saint Michael College of Laguna.
- Cawelti, G. (2009). *Portraits of six benchmark schools: Diverse approaches to improving student achievement*. Arlington, VA: Educational Research Service.
- Darling-Hammond, L. (2000). *Teacher quality and student achievement: A Review of State Policy Evidence*. Education Policy Analysis Archives.
- Duke, D. L. (2010). *Developing Teacher Evaluation Systems that Promote Professional Growth*. Journal of Personnel Evaluation in Education.
- Educational Research Service. (2008). *Teacher evaluation: Practices and procedures*. Arlington, VA: Author.
- Feldman, K. A. (2008). *Effective College Teaching from the Students' and Faculty's View: Matched or Mismatched Priorities? Research in Higher Education*.
- Howard, B. B., & McColskey, W. H. (2001). *Evaluating Experienced Teachers*. Educational Leadership.
- Iwanicki, E. F. (2010). *Teacher Evaluation for School Improvement*. In J. Millman and L. Darling-Hammond (Eds.), *The New Handbook of Teacher Evaluation: Assessing Elementary and Secondary School Teachers*. Newbury Park, CA: Sage.
- J. H. Stronge. (2005). *Evaluating Teaching: A Guide to current thinking and best Practice*. Thousand Oaks, CA: Corwin Press.
- Jordan, H., Mendro, R., & Weerasinghe, D. (2007). *Teacher effects on longitudinal student achievement*. Paper presented at the sixth National Evaluation Institute sponsored by CREATE, Indianapolis.
- Layne, L. (2012). *Defining Effective Teaching*. Journal on Excellence in College Teaching.
- Lortie, D. C. (2005). *School-teacher: A sociological study*. Chicago: University of Chicago Press.
- McLaughlin, M. W., & Pfeiffer, R. S. (2008). *Teacher Evaluation: Improvement, Accountability, and Effective Learning*. New York: Teachers College Press.
- Mendro, R. L. (2008). *Student Achievement and School and Teacher Accountability*. Journal of Personnel Evaluation in Education., The Dallas Public Schools Program.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McGahie, W. C. (1991). *Professional Competence Evaluation*. Educational Researcher.
- Medley, D. M., Coker, H., & Soar, R. S. (2004). *Measurement-based evaluation of teacher performance*. New York: Longman.
- National Commission on Teaching and America's Future. (2006). *What matters most: Teaching for America's future*. New York: Author.
- National Commission on Teaching and America's Future, 2006
- Stronge, J. H. (2002). *Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schmoker, M. (2009). *Results: The key to continuous school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Sanders, W. L., & Rivers, J. C. (2006). *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement (Research Progress Report)*. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.
- Stronge, J. H. (2007). *Improving Schools Through Teacher Evaluation*.
- Stronge, J. H., & Tucker, P. D. (2003). *Handbook on Teacher Evaluation: Assessing and Improving Performance*. Larchmont, NY: Eye on Education.

- Schalock, H. D. (2008). Student Progress in Learning: Teacher Responsibility, Accountability and Reality. *Journal of Personnel Evaluation in Education*.
- Schmoker, M. (2001). *The Results Handbook*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Skrla, L., Scheurich, J. J., & Johnson, J. F. (2000). *Equity-driven Achievement-focused School Districts*. Austin, TX: Charles A. Dana Center.
- Viadero, D. (2004). Achievement-gap Study Emphasizes Better Use of Data. *Education Week*.
- Wright, S. P., Horn, S. P., & Sanders, W. L. (2007). Teacher and Classroom Context Effects on Student Achievement: Implications for Teacher Evaluation. *Journal of Personnel Evaluation in Education*.
- OTHERS  
<http://www.ascd.org/publications/books/104136/chapters/The-Power-of-an-Effective-Teacher-and-Why-We-Should-Assess-It>.

