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Teaching Performance of Teachers in the State University Sattelite Campuses

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ABSTRACT

State Universities and Colleges (SUCs) in the Philippines are essential in providing quality education and fostering national development. This study aimed to evaluate the teaching performance of faculty members at Bukidnon State University (BukSU) Satellite Campuses for the school year 2023–2024. Specifically, it sought to examine the respondents' profile such as sex, age, civil status, family monthly income, educational attainment, teaching status, position, and teaching experience; assess their performance in lesson presentation, management of learning, innovativeness and creativity, mastery of subject matter, and assessment of learning; and determine the relationship between their profile and performance. The respondents were 100 teachers from BukSU's 15 satellite campuses in Misamis Oriental and Bukidnon, selected using purposive sampling. A descriptive-correlational research method was employed, utilizing a survey questionnaire adapted and enhanced from the Hybrid-Flexible (Hyflex) Teaching Performance Evaluation Form. Statistical tools such as mean, standard deviation, frequency, and Pearson Product Moment Correlation (r) were used to analyze the data. The study revealed that sex, age, civil status, family monthly income, highest educational attainment, teaching status, position, and teaching experience were not significant predictors that influenced teaching performance. Teachers' overall performance was rated as very satisfactory, with the highest mean in assessment of learning and the lowest in innovativeness and creativity. This study underscores the importance of professional development in enhancing creativity and fostering innovative teaching practices, recommending tailored support for underrepresented groups, promotion of diversity, and mentorship opportunities to advance teaching excellence and inclusivity.

INTRODUCTION

State Universities and Colleges (SUCs) are vital institutions in the Philippine higher education system, offering affordable and quality education to disadvantaged students. They also contribute to regional and national development through teaching, research, and community engagement. However, despite the expansion of public higher education institutions, access to quality education remains unequal. Disadvantaged students struggle due to strict admission policies and inadequate learning resources. Governance issues such as bureaucratic inefficiencies, resource constraints, and bureaucratic red tape further hinder the effectiveness of SUCs (PIDS, 2023).

Ceredo (2023) highlights that most Philippine public higher education institutions are classified as SUCs, with one hundred twelve (112) institutions spread across different regions. These institutions aim to provide affordable and excellent education, ensuring equal opportunities for higher education while contributing to national progress. Through teaching, research, and outreach activities, SUCs work to alleviate poverty, foster innovation, and enhance community productivity.

Evaluating the performance of SUCs is crucial due to ongoing challenges affecting the country's higher education system. Issues such as unequal funding, lack of a structured vision, restricted access to education, and an overabundance of low-quality programs contribute to inefficiencies. Bayudan-Dacuycuy *et al.* (2023) noted that only a few Philippine universities rank among the top 100 globally, underscoring the need for improved quality measures.

CHED data (2009–2018) indicate the average passing rate in pre-board examinations was below 40 percent. Additionally, only 50% of faculty members hold graduate degrees, and less than 20% possess doctorates. Accreditation rates among Higher Education Institutions also remain low. These factors highlight disparities between faculty credentials and program requirements, affecting instruction quality. Villanueva *et al.* (2022) identified key issues affecting SUC faculty effectiveness, including insufficient qualifications, limited professional development opportunities, and constrained research capacity due to inadequate funding. These factors hinder faculty engagement in scholarly work and diminish teaching quality.

SUCs remain essential to Philippine education, yet challenges in ensuring high-quality teaching persist. Despite structured recruitment processes, gaps remain, particularly in satellite campuses where faculty qualifications do not always align with program requirements. This study evaluates the effectiveness of instructors at Bukidnon State University, considering these challenges and exploring ways to enhance faculty development and teaching quality.

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LITERATURE REVIEW

Respondents' Profile and Teaching Performance

The demographic profile of educators—including sex, age, civil status, family income, highest educational attainment, teaching status, teaching position, and experience—significantly affects their teaching performance. Alija (2022) found that demographic factors such as rank, age, qualifications, and experience influence job satisfaction and organizational commitment among university professors. Demography, the study of population characteristics, provides essential insights into these dynamics. In a related study, Zalsos and Corpuz (2021) explored the connection between faculty characteristics and their performance in academic management and instructional practices. Interestingly, their findings revealed that variables such as educational attainment, position, and training attendance did not show significant correlation with how faculty members were assessed in these areas.

Sex and Gender Roles

Gender equality in teaching plays a crucial role in employment equity and sustainable development. Cualian (2020) found that although female teachers allocate more time to gender roles, their academic performance remains commendable. Male instructors often use home time for recuperation, potentially enhancing performance. Despite gender-based differences in task allocation, Batuigas *et al.* (2022) reported no significant effect of sex on teaching effectiveness. Feng (2023) similarly concluded that student achievement does not significantly differ based on the gender of their teacher.

Age

Age is a double-edged factor. While senior teachers possess more experience and content mastery (Farid, 2021; Odanga & Aloka, 2024), their adaptability to new technologies can decline. Yunus *et al.* (2020) highlighted generational shifts in teaching priorities. While younger teachers focus on building rapport and research, senior teachers emphasize curriculum design. Janaban (2021) found that middle-aged teachers were rated highest in performance, although younger and older teachers had comparable results overall.

Civil Status

Civil status impacts teachers' job commitment and satisfaction. While single teachers are perceived to invest more time in self-improvement and students (Dela Rosa & Vargas, 2021), married teachers report higher satisfaction. Basañes and Dagol (2021) found both single and married teachers show high engagement across all performance domains. Alonge and Osagiobare (2020) noted that single-parent teachers may need additional institutional support.

Family Monthly Income

Compensation significantly impacts job motivation and satisfaction. Rosmanida *et al.* (2022) asserted that sufficient income improves teacher morale and performance. However, Khan (2023) and OECD-PISA studies contradict this, finding no significant correlation between income and teaching effectiveness. Jalal *et al.* (2023) observed that socioeconomic status affects access to professional development, indirectly influencing performance.

Highest Educational Attainment

Higher academic qualifications correlate with improved student performance. Teachers with postgraduate degrees exhibit enhanced mastery of subject matter and pedagogy (Patrick, 2022; Yan, 2022; Ulla *et al.*, 2021). Balanquit *et al.* (2023) supported the link between higher degrees and student achievement. These qualifications enable better lesson planning, content delivery, and assessment practices. Contreras (2025) found that having doctoral units is a significant predictor of pedagogical competencies and professional development among teachers. Furthermore, there is a noted linear association between highest educational attainment (particularly doctoral units) and marital status, with both being single and married statuses showing significant relationships with professional growth.

Teaching Status

Full-time faculty are perceived as more prepared and effective (Tashchian *et al.*, 2022). However, part-time instructors offer real-world applicability and faster grading. Cabello *et al.* (2022) emphasized the need for equitable treatment and clearer pathways to permanency. Zhu (2021) demonstrated improved student outcomes under full-time instructors, not due to inherent quality, but favorable working conditions.

Teaching Experience

Experience enhances instructional routine and student engagement (Amalu, 2020). However, effectiveness plateaus or declines without professional growth (Kini & Podolsky, 2020). Candor and intellectual openness improve student engagement (Camino, 2021). Teaching success is not solely experience-based; subject mastery and adaptability remain critical (Oguta, 2022).

Teaching Position

Higher academic ranks reflect advanced qualifications and improved performance (Dela Rosa & Vargas, 2022). Assistant Professors are required to publish and maintain strong evaluations. The 2024 Deloitte Report emphasizes student outcomes as the modern metric for educational quality. Recognizing instructors' educational attainment and commitment enhances institutional success.

Teaching Performance: Key Dimensions

Teaching performance includes lesson presentation, learning management, creativity, subject mastery, and assessment. Gonzales (2022) linked performance to

pedagogical effectiveness, while Mendez *et al.* (2024) highlighted the role of teacher well-being.

Lesson presentation involves clear communication, subject mastery, and thorough preparation, which are essential for effective delivery (Mallik, 2023; Ebo *et al.*, 2023). Management of learning emphasizes the importance of teacher-student interaction in influencing student engagement and academic achievement (Hanaysha *et al.*, 2023; Ismayilova & Laksov, 2022). Creativity and innovation in teaching encourage problem-solving, adaptability, and dynamic classroom engagement. These qualities are increasingly vital in contemporary education and correlate with improved learning outcomes (Ball & McDiarmid, 2022; Rosy, 2024; Setiamurti & Kurniawati, 2024). Subject mastery refers to deep content knowledge, which supports pedagogical efficacy and enhances student comprehension and achievement (Duru *et al.*, 2020; Shuaibu, 2022). Finally, assessment of learning involves the use of formative and summative methods to guide instruction, evaluate student progress, and inform educational decisions (Yohana, 2021; Othman & Osman, 2024).

Statement of the Problem

This study attempted to determine the level of teaching performance of teachers in the Bukidnon State University Satellite Campuses for the School Year 2023 – 2024.

Specifically, this study aimed to answer the following questions:

1. How are the respondents distributed in terms of sex, age, civil status, family monthly income, highest educational attainment, teaching status, position, and teaching experience?
2. To what level is the respondents' teaching performance as to lesson presentation, management of learning, innovativeness and creativity, mastery of subject matter and assessment of learning?
3. Is there a significant relationship between the respondent's teaching performance and each of their profiles?

Theoretical Framework

This study is anchored on Constructivist Learning Theory, primarily advanced by Jean Piaget, Lev Vygotsky, and Jerome Bruner. Constructivism posits that learners actively construct their own knowledge and understanding through meaningful experiences and reflective practices rather than passively absorbing information (Allen, 2022). Piaget emphasized that knowledge is built through active participation, exploration, and interaction with the environment. Vygotsky further highlighted the social dimensions of learning, suggesting that cognitive development is greatly enhanced through social interactions and collaborative experiences. Bruner advocated discovery-based learning, emphasizing the role of teachers in facilitating environments where learners engage deeply with the subject matter through inquiry, critical thinking, and problem-solving.

In the context of this study, Constructivist Learning Theory provides a relevant framework for examining teaching performance as it emphasizes teaching practices that foster active learner engagement, innovation, creativity, and meaningful assessment. Teaching performance indicators evaluated in this research, such as lesson presentation, management of learning, innovativeness and creativity, mastery of subject matter, and assessment of learning, align directly with constructivist practices. Teachers applying constructivist principles effectively facilitate classrooms where learners actively participate in knowledge construction, critically reflect upon their understanding, and apply learning in authentic, real-world contexts.

Scope and Limitations

This study specifically examined the teaching performance of teachers in BukSU Satellite Campuses throughout the Academic Year 2023-2024. The study only included 100 Full-time and Part-time educators in BukSU Satellite Campuses as respondents. The dependent variables are restricted solely to the teaching performance as assessed by the Hybrid-Flexible (Hyflex) Teaching Performance Evaluation Form of BukSU. The teacher's performance is evaluated based on five indicators: lesson presentation, learning management, innovativeness and creativity, mastery of the subject, and learning assessment of learning.

In addition, the independent variables consisted solely of the respondent's profile, specifically their sex, age, civil status, family monthly income, highest educational attainment, teaching status, position, and teaching experience.

MATERIALS AND METHODS

Research Design

In this study, the researcher employed the descriptive-correlational research method. This method was preferred because the researcher prioritized defining the link between the variables rather than discovering a coincidental connection. A survey questionnaire was used to gather data pertinent to the study. The study aims to establish the profile and examine the link between several relevant aspects.

According to Canonizado (2020), the purpose of the descriptive-correlational method was to comprehend and evaluate the statistical association between two variables without interference from external factors. Canonizado stated that descriptive-correlational studies are useful for establishing a link or influence of one variable on another. Similarly, Mustieles (2020) cited that a descriptive correlational study focuses on characterizing correlations between variables rather than establishing a cause-and-effect connection.

This study also involved gathering quantitative data in numerical form, allowing for tabulation along a continuum. The researchers collected, analyzed, and interpreted data to achieve the study's purpose. The

dataset aimed to determine the extent to which different conditions could be observed among the subjects. The purpose of this study was to evaluate the performance of teachers at the Bukidnon State University (BukSU) Satellite Campuses.

Study Setting

This study was conducted in the satellite campuses of Bukidnon State University (BukSU) situated in two provinces, namely Misamis Oriental and Bukidnon. The fifteen (15) satellite campuses were placed in these two provinces. Misamis Oriental was home to three satellite campuses: Medina Campus, Talisayan Campus, and Alubijid Campus. The province of Bukidnon had twelve (12) satellite campuses, specifically the Baungon Campus, Cabanglasan Campus, Damulog Campus, Kadingilan Campus, Kalilangan Campus, Kitaotao Campus, Libona Campus, Malitbog Campus, Talakag Campus, Impasugong Campus, San Fernando Campus, and Quezon Campus. Bukidnon was a landlocked province located in the Northern Mindanao region of the Philippines. The city of Malaybalay functioned as the capital of the region. The province bordered Misamis Oriental, Agusan del Sur, Davao del Norte, Cotabato, Lanao del Sur, and Lanao del Norte, in a clockwise order starting from the north. According to the 2020 census statistics, the province's population stood at 1,541,308 individuals. The province comprised two component cities and twenty municipalities. It was the third-largest province in the country based on its total jurisdictional area, with Palawan and Isabela being larger.

Research Respondents

The respondents in this study consisted of teachers from the Bukidnon State University (BukSU) Satellite Campuses. These teachers were from the fifteen (15) satellite campuses located in both Misamis Oriental and Bukidnon provinces. The respondents were deemed suitable, as outlined in Chapter One because they possessed specific attributes relevant to the research. Each respondent, employed during the Academic Year 2023-2024, had the appropriate qualifications to provide the necessary information to address the research question of this study.

Table 1: Distribution of Respondents

BukSU Satellite Campuses	Respondents
Medina	5
Talisayan	10
Alubijid	6
Baungon	7
Cabanglasan	5
Damulog	6
Kadingilan	6
Kalilangan	8
Kitaotao	6
Libona	4
Malitbog	6
Talakag	11
Impasugong	9
San Fernando	5
Quezon	6
Total	**100**

Research Instrument

The research instrument used in this investigation was adapted from the document code OVPAA-F-INS-065, with revision number 01 and issue number 01. This document, referred to as the Hybrid-Flexible (Hyflex) Teaching Performance Evaluation Form, was issued on November 13, 2023. To meet the study's requirements, the researcher enhanced the questionnaire by adding sections to gather information about the respondents' profiles. Consequently, the instrument consists of two components. Part one of the questionnaire elicits the respondents' profiles in terms of sex, age, civil status, family monthly income, highest educational attainment, teaching status, position, and teaching experience. Part two focuses on the performance of teachers at the BukSU Satellite Campuses, based on five indicators: lesson presentation, management of learning, innovativeness and creativity, mastery of the subject matter, and assessment of learning.

The questionnaire on teaching performance had been previously validated and used with the same set of respondents at Bukidnon State University (BukSU) Satellite Campuses. Given the consistency in the study context and respondent population, pilot testing was deemed unnecessary. Ethical approval was obtained, and informed consent was secured from participants for the use of their evaluation responses in this research.

Statistical Treatment of Data

The research employed descriptive statistics to provide a summary of the profile of the respondents, including but not limited to their sex, age, civil status, family monthly income, highest educational attainment, teaching status, position, and teaching experience. To fully assess the respondents' performance in various domains, including lesson presentation, management of learning, innovativeness and creativity, mastery of the subject matter, and assessment of learning, the research utilized statistical measures, including frequency, percentage, mean, and standard deviation. Moreover, to determine the significance of the relationships between the respondents' profile and their teaching performance, the researcher employed Pearson Product Moment Correlation (r) to ascertain whether the variables were significantly correlated.

Ethical Considerations

The researcher acknowledged the significance of safeguarding data privacy and, as a result, incorporated

ethical considerations into the study's execution. All participants were afforded the utmost regard for their privacy and the confidentiality of any information they provided. Furthermore, putting the well-being of the research participants first took precedence over all else. The researcher was obligated to maintain the confidentiality of the participants and prevent any direct disclosure of information.

A proportionate allocation of risks and benefits was extended to the participants, who were selected at random throughout the course of the study. The procedures and methods that were implemented to carry out the research were disclosed to the participants in an explicit and transparent manner. Plagiarism was rigorously avoided in relation to the information presented in the research. Knowledge regarding the study's flow and progress was restricted to the researcher, research adviser, and referred experts. This was to ensure that any potential issues that arose did not constitute misconduct.

RESULTS AND DISCUSSIONS

Problem 1. How are the Respondents Distributed in Terms of Sex, Age, Civil Status, Family Monthly Income, Highest Educational Attainment, Teaching Status, Position, and Teaching Experience?

Table 2: Distribution of the Respondents' Profile in terms of Sex

Category	Frequency	Percent
Male	21	21
Female	79	79.0
Total	**100**	**100.0**

Table 2 provides the respondents' profiles in terms of sex. The result of the composition of the 100 surveyed respondents presented a clear overview of the distribution between female and male teachers. It illustrates that the higher frequency of 79 (79.0 %) are female teachers. The results indicate a notable dominance of female teachers, which suggests a gender disparity and reveals that women make up most of the teaching profession in this sample. This discrepancy should serve as a catalyst for more male involvement in the teaching profession to promote diversity and equilibrium within the workforce. Additionally, the prevalence of female teachers requires programs that should promote work-life balance.

According to the findings of Cauilan (2020), the slight disparity in performance between male and female teachers highlights the exceptional efforts made by female teachers, who can maintain a high level of performance despite the challenges imposed by traditional gender roles. Female teachers dedicate more time per week to fulfilling gender roles compared to male respondents. This leaves them with less time to attend to teaching-related responsibilities. However, despite this, they were still able to achieve a very satisfactory performance in their schooling.

On the other hand, the lower frequency of 21 (21.0%) are male teachers. The low representation of male teachers in teaching suggests that there is an imbalance of gender diversity. Male teachers are underrepresented, which may lead to discouragement in entering the academic profession. However, the outnumbering of females over male teachers is not new in the field of education. As a common observation, the teaching profession is usually dominated by females rather than males, which is apparent in the division where the study was conducted.

Interestingly, the average time per week that male respondents spend executing gender roles does not have an impact on them (Cauilan, 2020). The male teachers often bring work home or use their time at home to recover from the job stress, which contributes to the high level of teaching effectiveness. Furthermore, the average weekly time spent by male and female teachers in studying reproductive, productive, and community management tasks differs dramatically. Male teachers dedicate a greater amount of time to performing productive tasks compared to their female counterparts. In contrast, female teachers allocate a greater amount of time to fulfilling reproductive and community management responsibilities.

Table 3:nDistribution of the Respondents' Profile in terms of Age

Category	Frequency	Percent
55 years old and above	6	6.0
45–54 years old	15	15.0
35-44 years old	25	25.0
26-34 years old	29	29.0
25 years old and below	25	25.0
Total	**100**	**100**

Table 3 presents the distribution of the respondents' profile in terms of age. A breakdown of the 100 surveyed respondents categorized by age groups reveals the distribution of teachers at different stages in their careers. Out of the 100 respondents, the age bracket with the highest frequency of 29 (29.0%) belonged to 26 to 34 years old. As observed, a significant proportion of 29% of the respondents falls into the middle-age category. This indicates that a significant portion of the teaching workforce is relatively young but likely has several years of experience. Individuals in this stage tend to be more active and show a greater level of curiosity towards their job as a teachers. It suggests that teachers in this age group, due to their eager engagement and curiosity, may be more receptive to teaching methods and educational tactics that align with the requirements of the 21st century and contemporary educational trends.

The level of competence of persons generally correlates positively with the length of their employment, in contrast to those who have recently joined the workforce. Nevertheless, the proficiency of these individuals will decline as they grow older. Aging is an intrinsic

phenomenon that naturally occurs in people over time. As people grow older, their abilities, resilience, and capacity to remember information steadily decrease. Without access to self-development chances such as training, education, and exposure to varied situations, their competence level will not be enhanced (Farid, 2021).

In contrast, the age bracket of 55 years old and above has the lowest frequency of 6 (6.0%). Respondents of this age range exhibited lower levels of participation in the study. This indicates that a very small number of teachers are in the latter stage of their careers. This group represents the retiring age from the teaching profession, with less possibility for further growth and development. Nonetheless, they must have already attained a good number of years of training and experience. Considering the number of years that these schools involved in the study have existed, many of their pioneering or senior teachers must have already reached retirement age. Consequently, younger teachers have been taken in as replacements. In addition, the school enrollment has been increasing year after year, thus requiring new faculty members.

In comparison to their senior counterparts, junior teachers typically possess less experience. The expertise of individuals tends to increase proportionally with their duration of employment in comparison to those who have recently entered the workforce (Farid, 2021). However, the performance of these individuals will diminish as their age advances. The process of aging is an inherent occurrence in human beings. As individuals age, their capacities, resilience, and ability to retain information gradually diminish. In the absence of self-development opportunities such as training, education, and exposure to diverse experiences, their level of proficiency will not improve.

Additionally, Yunus *et al.* (2020) explore the perceptions of teaching effectiveness between senior and junior academics, with junior academics focusing on building supportive student relationships and engaging in research and professional activities. In contrast, senior academics emphasize designing and planning learning activities, advocating for increased student participation through a student-centered approach. These findings reveal a transition in focus from personal and professional development in younger academics to enhancing teaching effectiveness in senior academics.

Table 4: Distribution of the Respondents' Profile in terms of Civil Status

Category	Frequency	Percent
Single	50	50.0
Married	47	47.0
Widow/ed	0	0
Single Parent	3	3.0
Separated	0	0
Total	**100**	**100**

Table 4 presents respondents' profile in terms of civil status. The data demonstrates that the highest frequency of 50 (50.0 %) of the respondents are single. The table suggests an almost equal distribution between single and married individuals among the respondents. The data can be attributed to respondents' profiles according to age, as presented in Table 2, where the majority of the respondents have already reached the age range of 30 years old and above. Only very few are still at a very young age and are presumably unmarried. As regards their performance, the data indicates the need for policies and support systems that address the unique needs and challenges of both groups. Also, it is important to develop work-life balance initiatives that cater to both single and married individuals. This could include offering flexible working hours, remote work options, and wellness programs to accommodate diverse lifestyle needs.

According to Janaban (2021), single teachers gave more time to students and were more eager to learn more knowledge, improve their level of practice, and enhance teaching performance. It was posited that single teachers who do not have any family issues are more dedicated and committed to their jobs. Conversely, married teachers were found to have higher job satisfaction compared to single teachers and those in the others group (separated and divorced).

Conversely, the group with the lowest frequency is 3 (3.0%), consists of single parents. This shows that single parents represent a small portion of the respondents. Their unique challenges should not be overlooked. Institutions could consider providing targeted support, such as childcare assistance or flexible scheduling, to help balance work and family responsibilities. The presence of single parents, although small, highlights the need for diversity and inclusion efforts within the organization or community.

Research has shown that single-parent teachers tend to have lower job productivity, even though their work-life balance is relatively less stressful. However, there was no significant correlation found between work-life balance and job productivity among single-parent teachers. Based on these findings, it is recommended that school leadership should pay greater attention to the personal and family needs of single-parent teachers. They should consider innovative approaches by integrating modern pedagogical tools into teaching and learning. Additionally, principals should enhance their instructional supervision and show greater commitment to improving the welfare and working conditions of all staff members, particularly single-parent teachers, to boost job productivity (Alonge & Osagiobare, 2020).

Table 5: Distribution of the Respondents' Profile in terms of Family Monthly Income

Category	Frequency	Percent
P 50,000 and above	16	16.0
P 40,000 – P 49,999	0	0
P 30,000 – P 39,999	45	45.0
P 20,000 – P 29,999	37	37.0
P 19,999 and below	2	2.0
Total	**100**	**100**

Table 5 presents the respondents' profile in terms of family monthly income, showing the highest frequency of 45 (45%) with a salary range of P 30,000 – P 39,999. This means that a significant portion of the surveyed population earns a mid-level salary. The concentration of salaries within this range suggests that this income level might be the standard or average for the majority of respondents, potentially reflecting the cost of living or economic conditions in the area. Moreover, the prevalence of mid-range salaries suggests a level of economic stability among the respondents, which could translate to consistent purchasing power and financial security for a significant portion of the group. The relationship between teachers' SES and compensation underscores the importance of adequate remuneration to improve job satisfaction, motivation, and overall teaching performance.

Studies show that teachers' socioeconomic status (SES) significantly impacts teaching quality. Higher SES provides better access to resources, professional development, and support systems, enhancing teaching effectiveness. Conversely, lower SES may limit resources and growth opportunities, negatively affecting teaching quality. This is supported by research that indicates teachers with higher SES perform better due to financial stability, which allows them to focus on their teaching responsibilities. Conversely, teachers with lower SES experience stress and instability, negatively impacting their performance (Jalal *et al.*, 2023).

On the other hand, the lowest frequency is 2 (2%), with a salary range of P 19,999 and lower. The low frequency of respondents suggests a small segment of the population who earns a very low income. This highlights a disparity between most of the respondents and those earning at the lower end of the scale. In addition, the teaching effectiveness of individuals in the lowest income range group may be impacted by insufficient financial sustainability. Understandably, though, the data implies that only two of the respondents have joined the school most recently, which means that their salary is still at the entry-level.

Compensation, particularly in the form of tangible remuneration such as income and pay, holds enormous significance for teachers on a personal level. This is because the quantity of compensation serves as a reflection or gauge of the value attributed to the teacher's own efforts. In contrast, the limited remuneration might impact the teacher's job performance, motivation, and job satisfaction. Providing appropriate and accurate compensation will result in increased job satisfaction and motivation among teachers, leading to the attainment of organizational objectives. Nevertheless, if the remuneration offered is insufficient or unsuitable, the teacher's job performance, drive, and job contentment will diminish (Rosmanida *et al.*, 2022).

Table 6 presents the respondents' profile in terms of highest educational attainment. The data indicates that the doctorate degree has the highest frequency,

Table 6: Distribution of the Respondents' Profile in terms of Highest Educational Attainment

Category	Frequency	Percent
Doctorate Degree	28	28.0
with Doctorate Degree units	25	25.0
Master's Degree	27	27.0
with Master's Degree units	15	15.0
Bachelor's Degree	5	5.0

accounting for 28 (28.0%) of the total respondents. This suggests that the surveyed population is highly educated, which is expected since they come from state colleges and universities. Moreover, the high level of educational attainment among the respondents suggests the potential for leadership roles and contributions to research and innovation within their fields. Organizations and institutions can benefit from leveraging this expertise for strategic growth and development. The data highlights that the majority have pursued education beyond the undergraduate level. Advanced degrees typically provide more specialized knowledge and research experience, which can be crucial for teaching higher-level courses.

Teachers with PhD degrees are expected to demonstrate proficiency and mastery in their teaching abilities, owing to their advanced knowledge and skills, which can significantly benefit their institutions. They believe that through teaching, they can enhance their students' abilities and knowledge and improve the school's overall rating. These educators argue that teaching should not be overlooked and must be conducted with skill and proficiency (Ulla *et al.*, 2021). Supporting this view, Balanquit, Ladia, and Nool (2023) found that faculty members with master's or doctoral degrees tend to promote higher student achievement compared to those with only bachelor's degrees. These findings align with earlier studies, which also showed that teachers with advanced education contribute to greater student success.

On the other hand, the lowest frequency of 5 (5.0%) has earned a bachelor's degree, which implies that the universities are hiring fresh graduates. However, it is not conclusive that these teachers have their bachelor's degree as a mere consideration of their qualifications. As observed, colleges and universities hire their own graduates who have promising credentials on top of their bachelor's degrees. In most cases, these teachers have been hired because they have earned academic awards, such as graduating with distinct honors or being on top of the LET takers of their batch. It can be noted that these teachers may have also been hired because they have already proven themselves to have excellent performance based on their accomplishments and achievements in college. Moreover, their pre-service teaching exposure as well as their popularity for academic excellence in the school they come from, may also take a lot of credit in the hiring process.

The perceived qualities of a good university teacher are closely linked to not only to their expertise but

also to their knowledge and competence. An effective university educator is seen as both a pedagogical expert and a facilitator of learning. They are enthusiastic about teaching, possess deep knowledge in their discipline, and employ a variety of effective teaching methods to support student learning. The core mission of higher education institutions is to deliver high-quality teaching. Furthermore, a teacher's impact on student learning is associated with their teaching experience, qualifications, social status, educational level, and other observable traits (Yan, 2022).

Table 7: Distribution of the Respondents' Profile in terms of Teaching Status

Category	Frequency	Percent
Full-Time	89	89.0
Part-Time	11	11.0
Total	**100**	**100.0**

Table 7 shows the respondents' profile in terms of teaching status, where the higher frequency of 89 (89.0%) is full-time. This means that most of the respondents are employed full-time, demonstrating a strong preference for or necessity for stable, continuous employment among the surveyed group. The high percentage of full-time teachers implies a greater workload and commitment to the institution, which may enhance continuity and consistency in teaching and learning. Full-time teachers are likely to be more involved in institutional activities, curriculum development, and student mentorship. The data revealed that the majority of the respondents are tenured, which implies that they are financially and professionally secure. This could also mean that most of them are committed to their jobs.

The findings from Tashchian, Hedden, and Forrester (2022) reveal that students perceive full-time faculty as more knowledgeable, enthusiastic, and better prepared for class than part-time faculty. Full-timers are also better able to communicate the subject matter and develop assignments focused on student learning than part-timers. In contrast, students perceive part-time faculty as better able to relate the course material to the real world, develop exam questions that reflect lectures and assignments, and return graded material more quickly than full-time faculty. Compared with part-time faculty, students perceive full-time faculty as being more rigorous and tougher in terms of grading. Given the differences regarding instructor knowledge, pedagogical skill, rigor, and grading, the discussion of the findings rests on how faculty status affects the overall quality of higher education.

Conversely, the frequency of 11 (11.0%) are part-time, which suggests that part-time teaching positions are less common or less preferred in this context. This implies that part-time teachers often face less job security compared to their full-time counterparts. Their contracts are usually temporary and may be subject to renewal each semester, leading to financial instability and uncertainty about long-term employment. The reliance on part-time faculty can affect student experience if part-time teachers are less available for mentoring, advising, or extracurricular activities.

The findings by Tashchian, Hedden, and Forrester (2022) further suggest contract instructors often experience less job satisfaction compared to their full-time colleagues. This is largely because contract instructors may have lower pay and fewer benefits, impacting their overall satisfaction. Regardless of whether a teacher's position is permanent or temporary, salary and benefits are significant motivators. Teachers who feel that their compensation is comparable to other professions tend to be happier. Adjunct educators may find teaching on short-term contracts stressful. It is hypothesized that part-time instructors would be more satisfied if they had clearer pathways to full-time employment through longer-term contracts. Both tenured and temporary educators could benefit from participating in professional development programs, as continuous learning opportunities increase job satisfaction.

Table 8: Distribution of the Respondents' Profile in terms of Position

Category	Frequency	Percent
Instructor I	65	65.0
Instructor II	1	1.0
Instructor III	31	31.0
Assistant Professor I	3	3.0
Total	**100**	**100.0**

Table 8 displays the respondents' profile in terms of position, where the highest frequency of 65 (65.0%) is Instructor I. This means that the institution has a significant proportion of junior faculty members. This also points to the fact that relatively few individuals have progressed to higher academic ranks within the surveyed group. While Instructor I faculty members bring fresh perspectives and enthusiasm, their lack of experience might affect the overall teaching quality, especially in advanced courses. The data reveals that most of the respondents are still at the entry-level rank because most of them have not applied for rank adjustment. As observed, teachers refuse to apply for rank adjustments because the requirements are so rigid. Teachers need to earn points in such aspects as advanced studies, publication of research, the introduction of some innovations, trainings attended, and others.

According to Dela Rosa and Vargas (2022), the academic rank of teachers shows a positive correlation with teaching performance. This implies that when you are a graduate or hold a higher degree, promotion to higher academic ranks follows. Once teachers have higher ranks, it is embedded in them that they possess higher educational qualifications that lead them to mastery of the subject matter, high commitment, and effective

classroom management that leads to better learning. They are also expected to have an adequate understanding of the learning assessment and the individuals' unique learning process. All these are presumed to be possessed by those teachers with high academic ranks.

On the contrary, the lowest frequency 1 (1.0%) is Instructor II. The small number of Instructor II suggests limited opportunities for advancement from lower faculty ranks, which may indicate barriers in the promotion process or a lack of available positions at higher ranks. This points to the fact that a small number of Instructor II could result in a lack of diversity in experience and expertise among faculty, potentially impacting the quality and depth of academic programs.

A teacher's higher education is reliably associated with students' higher academic records. It is indicated that when teachers have advanced education in the subject they are teaching, it is reflected in their students' higher achievements. This is because no curriculum teaches itself; teachers must possess appropriate content knowledge, subject matter expertise, and pedagogical skills to teach effectively in their classrooms. These qualifications enable teachers to make appropriate pedagogical decisions, such as selecting suitable materials, presenting content effectively, and sequencing lessons in a way that anticipates and addresses learners' misconceptions. Additional assessments have concluded that teachers with higher education in their area of specialization are positively associated with improved student achievement (Patrick, 2022).

Table 9: Distribution of the Respondents' Profile in terms of Teaching Experience

Category	Frequency	Percent
24 years and above	3	3.0
14-23 years	6	6.0
4-13 years	53	53
3 years and below	38	38
Total	**100**	**100.0**

Table 9 provides the respondents' profile in terms of teaching experience. It is observed that the highest frequency of 53 (53.0%) have been teaching from 4 to 13 years. It is evident that most teachers are in the early to mid-career period, during which they have ample opportunity for professional development programs. This means that novice teachers may be more receptive to incorporating and assimilating 21st-century abilities into their instructional methods. The observable attributes of instructors, such as their educational attainment and the experiences they accumulate beyond the early years, do not exhibit a correlation with the improvement of their productivity.

Throughout an individual's educational career, the effectiveness of educators is not only determined by their level of experience. Less experienced educators are not always ineffective, and conversely, more experienced educators are not always effective (Kini & Podolsky *et al.*, 2020).

Nevertheless, the lowest frequency of 3 (3.0%) of the respondents have been engaged in teaching for 24 years and above. It has been observed that teachers who have a lot of teaching experience may show less enthusiasm in taking part in research studies, but their expertise as educators is highly valuable. This means that the duration of a teacher's experience is a significant factor in determining the different levels of professional expertise. The result implies that only few have been in the service for very long years. This further implies that a number may have already retired from the service. It must be noted that although the respondents come from satellite campuses, most of the teachers have been in the service for several years on the main campuses of colleges and universities.

Further, the number of years a teacher has been in the service significantly impacts student performance, with effectiveness increasing substantially during the first ten years of teaching. Studies have shown a positive relationship between a teacher's years of experience and students' academic performance, indicating that inexperienced teachers tend to be less effective than their more experienced counterparts. However, contrary to this view, some argue that teaching is primarily based on experience rather than training. They emphasize that content knowledge is essential for successful teaching and conclude that there is no correlation between academic performance and effective teaching resulting from teacher experience. This suggests that while experience contributes to teaching effectiveness, the depth of content knowledge and how it is applied in the classroom are equally important (Oguta, 2022).

Problem 2. To What Level is the Respondents' Teaching Performance as to Lesson Presentation, Management of Learning, Innovativeness and Creativity, Mastery of Subject Matter and Assessment of Learning?

Table 10: Distribution of the Respondents' Level of Teaching Performance as to Lesson Presentation

Indicator	Mean	SD	Description
As a teacher, I clearly explain the institutional, program, and learning outcomes.	3.70	0.46	Most of the Time
I clearly and distinctly explain main points and other relevant ideas concepts in classes, forums, and consultations using hyflex learning modalities.	3.72	0.45	Most of the Time
I recognize students' opinions and ideas during consultations.	3.75	0.43	Most of the Time
I relate in the printed and digitized module/course file the students' prior knowledge to the topic at hand.	3.66	0.51	Most of the Time

I utilize fun and engaging activities in the printed and digitized module/course file.	3.57	0.49	Most of the Time
I motivate students to do independent study during consultations.	3.82	0.48	Most of the Time
I integrate the vision, mission, quality policy, institutional outcomes and core values in the printed and digitized module/course file.	3.72	0.49	Most of the Time
Overall	**3.70**	**0.47**	**Most of the Time**

Legend:
4.20 – 5.00 At All Times / Outstanding
2.60 – 3.39 Seldom / Satisfactory
3.40 – 4.19 Most of the Time / Very Satisfactory
1.80 – 2.59 Never / Unsatisfactory
1.00 – 1.79 Not Applicable / Very Poor

Table 10 presents the respondents' level of teaching performance as to lesson presentation with an overall mean of 3.70 (SD=0.47) with the description of Most of the Time and interpreted as Very Satisfactory. The consistent performance across indicators reflects teachers' effective use of diverse learning modalities, including hyflex learning. This adaptability enables teachers to cater to different learning preferences and enhance student engagement. The majority of the respondents have been in the service for several years, as shown in Table 8; hence, they must have gained mastery in lesson presentation at a very satisfactory level. The data reveal that there is still a need for some teachers to improve in this aspect since their performance level has not been outstanding.

Ebo *et al.* (2023) defined lesson presentation as a formal method of conveying subject matter to learners or pupils. This procedure is applicable to both novice teachers during their teaching practice and experienced teachers in actual classrooms. Lesson presentation refers to the transmission of educational content to students. It is an instructional method that requires the presenter to engage with the audience, necessitating the development of effective communication skills. The effectiveness of the lesson is contingent upon the pre-service teacher's proficiency in the subject matter, articulate delivery of the topic, excitement, adept communication skills, presentation abilities, discipline, and motivation. Relevant skills for giving a lesson encompass planning, questioning, assessment, utilization of teaching resources, control of learners' misbehavior, application of teaching materials, and maintaining a good attitude towards the profession throughout the teaching process. An organized and logical presentation contributes to an effective lesson delivery.

The indicator As a teacher, I motivate students to do independent study during consultations got the highest mean rating of 3.82 (SD=0.48), described as Most of the Time and interpreted as Very Satisfactory. This means that the respondents have a very satisfactory performance in motivating students during consultation hours. The data suggests that the teachers are motivating students to become more independent learners to help them not only maintain their scholarships but also to help them earn high grades. The result proves that the teachers are committed to helping students succeed in their academic endeavors. It must be noted that these students need a support system such as that of their teachers' motivation. According to Malik (2023), students exhibit greater levels of classroom engagement and attain superior academic performance since they experience nurturing, appreciation, assistance, and admiration; successful goal attainment facilitated by their educators; clear communication of teachers' expectations; and a sense of security within the classroom setting.

In contrast, the indicator As a teacher, I utilize fun and engaging activities in the printed and digitized module/course file got the lowest mean rating of 3.57 (SD=0.49), described as Most of the Time and interpreted as Very Satisfactory. The result implies that the respondents have a very satisfactory level of implementation of this indicator. It may be the lowest mean score, but it does not imply that the respondents are poorly imposing the indicator since the qualitative interpretation has almost reached the highest level. However, when this area is improved and utilized proficiently, various instructional methodologies can facilitate learners in acquiring a more profound comprehension of the subject matter and foster critical thinking skills beyond mere memorization and superficial understanding.

Pre-service educators can derive advantages from employing diverse instructional approaches during class presentations to assess the effectiveness of their lectures and monitor the progress of each learner in comprehending various concepts (Ebo *et al.*, 2023).

Table 11: Distribution of the Respondents' Level of Teaching Performance as to Management of Learning

Indicator	Mean	SD	Description
As a teacher, I value diversity among learners as well as their learning styles as manifested in the various activities utilized in the subject module/course file.	3.85	0.35	Most of the Time
I address student problems related to the new learning situations as resources allow.	3.70	0.42	Most of the Time
I conduct class consultations to monitor students' engagement.	3.53	0.55	Most of the Time
I implement appropriate action when students do not achieve course outcomes.	3.59	0.53	Most of the Time
I demonstrate systematic classroom management as manifested in the organized course work found in the printed and digitized module.	3.61	0.52	Most of the Time

I conduct the class in an appropriate and hyflex learning environment in consideration of students' needs and resources, i.e., use of SMS, email, online chat and other means whichever is convenient, appropriate, and available as supplement for face-to-face learning platform.	3.63	0.54	Most of the Time
I allow flexibility in students' participation in class, reaching out to students as necessary, in consideration of the students' needs.	3.63	0.54	Most of the Time
I allow reasonable flexibility in the submission of students' outputs.	3.67	0.53	Most of the Time
I implement guidelines in the appropriate use of social media and other hyflex learning modalities.	3.73	0.54	Most of the Time
Overall	**3.67**	**0.51**	**Most of the Time**

Legend:
4.20 – 5.00 At All Times / Outstanding
2.60 – 3.39 Seldom / Satisfactory
3.40 – 4.19 Most of the Time / Very Satisfactory
1.80 – 2.59 Never / Unsatisfactory
1.00 – 1.79 Not Applicable / Very Poor

Table 11 presents the respondents' level of teaching performance as to the management of learning with an overall mean of 3.67 (SD=0.51), described as Most of the Time and interpreted as Very Satisfactory. This means that respondents have a very satisfactory level of teaching performance in the management of learning. The mean score suggests that teachers are effectively adapting their teaching strategies to accommodate a variety of student needs and learning styles. This ability to manage learning environments flexibly indicates that educators are using differentiated instruction techniques and inclusive practices to reach students with different backgrounds and abilities.

According to Puranik (2020), recognizing that innovation and creativity are fundamental to learning, teachers are increasingly eager to embrace novel instructional methods. Multiple studies have determined that the use of new teaching and learning methods has had a considerable positive impact on student performance. Additionally, several institutions have observed an improvement in classroom attendance. The feedback on novel teaching approaches from both students and teachers is really encouraging. Continuous innovation is being pursued by faculty members to improve the quality of education, foster creativity, empower individuals, and ultimately raise the human development index of our country.

The indicator As a teacher, I value diversity among learners as well as their learning styles as manifested in the various activities utilized in the subject module/course file obtained the highest mean rating of 3.85 (SD=0.35), described as Most of the Time and interpreted as Very satisfactory. The focus on diversity highlights a fundamental element of innovative instruction as recognized in higher education. The high score suggests that the teachers got a satisfactory level in successfully adopting innovative instructional strategies that cater to different learning styles. By incorporating diverse activities in their course modules, teachers can engage students more effectively and enhance the learning experience.

According to Ismayilova and Laksov (2022), one of the five distinct ideas of creative teaching is classified as a product-focused experience, where the emphasis is on creating something that is original. This discovery aligns with the observation regarding creative teaching, which involves the introduction of fresh or inventive methods that result in a unique outcome. Instructors consider being introspective, innovative, and displaying a capacity for problem-solving to be essential qualities of creative educators.

In contrast, the indicator As a teacher, I conduct class consultations to monitor students' engagement, obtaining the lowest mean rating of 3.53 (SD=0.55), which is described as Most of the Time and interpreted as Very Satisfactory. This means that consultations are not happening frequently enough or may not be as effective as other engagement methods. The lower score may reflect challenges such as time constraints, large class sizes, or a lack of resources to conduct effective consultations. These factors can limit teachers' ability to engage with each student individually and provide personalized feedback. However, students in colleges and universities are usually responsible and fast learners, which implies that they need minimal monitoring.

Thornberg *et al.* (2022) conducted a study resulting to significant practical implications for educational institutions, instructors, and teacher educators. The main emphasis is placed on the crucial correlation between teacher-student relationships and student involvement. This emphasizes the need of schools, teachers, and teacher educators to give priority to fostering teacher-student relationships to effectively improve student engagement.

Additionally, Hanaysha *et al.* (2023) examine the impact of the student-teacher interaction on academic achievement. The competence of teachers has a significant impact on academic success, both directly and indirectly, by affecting student engagement. Students' perceptions of their professors' quality and effectiveness can serve as a metric for assessing their degree of engagement. Hence, there is a direct relationship between students' judgments of their professors and their views of teachers' personalities.

Table 12 shows the response level of teaching performance as to innovativeness and creativity with an overall mean of 3.57 (SD=0.54) with the description of Most of the Time and interpreted as Very Satisfactory. This proves that teachers are frequently utilizing creative approaches and innovative tools to enhance the

Table 12: Distribution of the Respondents' Level of Teaching Performance as to Innovativeness and Creativity

Indicator	Mean	SD	Description
As a teacher, I utilize appropriate varied materials beyond the modules, i.e., use of BukSULearn, Google Classroom and the like.	3.43	0.55	Most of the Time
I use varied techniques and strategies as necessary or applicable for different modalities.	3.62	0.52	Most of the Time
I establish evidence of preparation and planning as manifested in the printed and digitized modules/course files.	3.59	0.55	Most of the Time
I integrate thought-provoking questions effectively.	3.61	0.60	Most of the Time
I connect theories with practical independent learning activities as shown in the modules/course files.	3.63	0.52	Most of the Time
Overall	**3.57**	**0.54**	**Most of the Time**

Legend:
4.20 – 5.00 At All Times / Outstanding
2.60 – 3.39 Seldom / Satisfactory
3.40 – 4.19 Most of the Time / Very Satisfactory
1.80 – 2.59 Never / Unsatisfactory
1.00 – 1.79 Not Applicable / Very Poor

learning experience. Moreover, this implies that while the performance in innovativeness and creativity is very satisfactory, ongoing professional development can help teachers reach an outstanding level. Trainings focused on advanced technology integration and creative instructional strategies can enhance their teaching practices.

Creative teaching, as defined by Ball and McDiarmid (2022), refers to the capacity to effectively include students in the learning process, address complex teaching scenarios, and provide originality and innovation in instructional methods. Regarding the perceptions of creative teaching, teachers view it as a method that focuses on problem-solving and a readiness to experiment when suitable. During instructional scenarios, students can actively participate and interact with both the teacher and their peers. Moreover, the students' attitudes towards learning can enhance innovative teaching. Students' unfavorable attitudes hinder innovative instruction, whereas favorable ones facilitate it. Teachers' motivation and enthusiasm to utilize innovative strategies and procedures in the classroom increase when they observe their students' motivation and interest. This realization may also foster a more robust collaboration with students, seeing them as valuable contributors to the development of innovative and creative teaching methods.

Moreover, the indicator As a teacher, I connect theories with practical independent learning activities as shown in the modules/course files got the highest mean rating of 3.63 (SD=0.52), described as Most of the Time interpreted as Very Satisfactory. This suggests that teachers are effectively helping students bridge the gap between theoretical concepts and practical applications. This approach enhances student understanding and retention by making learning more relevant and applicable to real-world situations. Practical application in class activities proves the students' comprehension of the theories taken in class. Besides, the lesson's objectives stipulate that students must be able to apply the theories or concepts they have learned. The data revealed that the respondents are able to practice the indicator but not to the highest level.

Furthermore, innovation in teaching practices, such as integrating real-world projects, allows educators to cater to students' diverse learning styles and preferences, ensuring that each student can learn in the most effective way. By introducing innovative methods, educators can inspire students to think creatively, explore new concepts, and develop problem-solving abilities that are beneficial both inside and outside the classroom. Such innovative practices improve student outcomes, including higher academic achievement, increased retention rates, and enhanced overall learning experiences. By connecting theory with practice through innovative teaching, educators create a dynamic and effective learning environment that prepares students for future challenges (Rosy, 2024).

On the other hand, the indicator As a teacher, I utilize appropriate varied materials beyond the modules, i.e., use of BukSULearn, Google Classroom, and the like obtained the lowest mean rating of 3.43 (SD=0.55), described as Most of the Time and interpreted as Very Satisfactory. This means that teachers are not fully integrating digital platforms into their teaching practices. This may be due to the barriers preventing teachers from using these platforms, such as inadequate access to technology, insufficient training on how to use these tools, or a lack of support from the administration in terms of resources and encouragement to a lack of familiarity, training, or confidence in using these tools effectively.

Furthermore, the impact of instructor engagement in asynchronous online conversations on student performance is determined by multiple factors, including the instructors themselves, the course content, and the students. This variety of interactions poses a challenge for teachers to extract relevant insights and implement effective engagement tactics. The extent and manner of instructors' involvement in asynchronous online discussions should be determined based on elements such as course content, learning objectives, class size, learner characteristics, and other relevant considerations (Xie & Correia, 2023).

By introducing innovative methods, educators can inspire students to think creatively, explore new

concepts, and develop problem-solving abilities that are beneficial both inside and outside the classroom. Such innovative practices lead to improved student outcomes, including higher academic achievement, increased retention rates, and enhanced overall learning experiences (Rosy, 2024).

Table 13: Distribution of the Respondents' Level of Teaching Performance as to Mastery of Subject Matter

Indicator	Mean	SD	Description
As a teacher, I demonstrate mastery of subject matter as shown in the construction of the module/course file.	3.50	0.43	Most of the Time
I organize lessons logically and sequentially.	3.71	0.45	Most of the Time
I utilize realistic examples to simplify the complex and difficult lessons.	3.88	0.52	Most of the Time
I establish relationships among topics discussed in the lesson.	3.80	0.40	Most of the Time
I relate the mission, vision, core values and quality policy of the university to the topic.	3.69	0.50	Most of the Time
I use the language in the module/course file and during classes, forums, and consultations for the subject effectively.	3.69	0.46	Most of the Time
Overall	**3.71**	**0.46**	**Most of the Time**

Legend:
4.20 – 5.00 At All Times / Outstanding
2.60 – 3.39 Seldom / Satisfactory
3.40 – 4.19 Most of the Time / Very Satisfactory
1.80 – 2.59 Never / Unsatisfactory
1.00 – 1.79 Not Applicable / Very Poor

Table 13 shows the respondents' level of teaching performance as to mastery of subject matter with an overall mean of 3.71 (SD=0.46) with the description of Most of the Time and interpreted as Very Satisfactory. This shows that the respondents have a very satisfactory level of teaching performance in the mastery of the subject matter. This suggests that teachers possess a strong understanding of their subjects, which is crucial for effective teaching. This demonstrates that mastery of the subject matter contributes to teacher confidence, which positively affects classroom dynamics. Confident teachers are more likely to engage students, create a positive learning environment, and inspire enthusiasm for the subject.

According to Shuaibu (2022), teachers who possess a high level of expertise in the subject area are more inclined to guarantee excellent academic performance, whilst those lacking subject matter mastery are prone to fostering subpar academic performance. The mastery, abilities, and attitude of teachers play a crucial role in generating the necessary conditions for learners. Once the instructor has achieved a high level of expertise in the subject topic, it should directly correspond to their proficiency in assessing student learning.

Furthermore, this indicates that the professors' perceptions regarding understanding of the subject matter were discovered to have a substantial impact on students' performance in social studies. Teachers who possess a high level of expertise in the subject area are more inclined to guarantee excellent academic performance, whilst those lacking subject matter mastery are prone to fostering subpar academic performance. Teachers' mastery, abilities, and attitude play a crucial role in generating the necessary conditions for learners. Once the instructor has achieved a high level of expertise in the subject topic, it should directly correspond to their proficiency in assessing student learning.

Further, the indicator As a teacher, I utilize realistic examples to simplify the complex and difficult lessons obtained the highest mean rating of 3.88 (SD=0.52), described as Most of the Time and interpreted as Very Satisfactory. This reveals that the teachers have a very satisfactory level of teaching performance in using practical examples to make challenging concepts more understandable. This approach helps students relate theoretical knowledge to real-world scenarios, enhancing their comprehension and retention. By using realistic examples, teachers can support students with different learning styles and abilities, ensuring that all students can succeed. This approach can be particularly beneficial for students who may struggle with abstract concepts, providing them with a tangible way to connect with the material.

Duru *et al.* (2020) emphasized that subject mastery encompasses both a comprehensive comprehension of the subject matter and the ability to effectively teach the subject. A comprehensive understanding of the topic matter enables the teacher to effectively instruct the learners. Proficiency in the subject matter is a crucial element of being a teacher. Having a deep understanding of the subject allows the instructor to present ideas in a way that is easily comprehensible to the learners. Teachers possess a high level of expertise in their respective subject areas to enable the successful transmission of knowledge in the classroom. One can achieve this by utilizing diverse resource materials pertaining to a specific topic to obtain a range of information and understand the connections between concepts and their application.

In contrast, the indicator As a teacher, I demonstrate mastery of subject matter as shown in the construction of the module/course file got the lowest mean rating of 3.50 (SD=0.43), described as Most of The Time

and interpreted as Very Satisfactory. This denotes that while teachers generally perform well, there may be room for improvement in developing and presenting their course materials. It may indicate challenges in effectively translating their subject matter expertise into comprehensive and well-organized course content. This score also suggests potential gaps in instructional design skills. Teachers might benefit from additional support in developing modules that clearly and effectively convey complex concepts and are structured to facilitate student learning.

In furtherance, to improve the quality of teaching, teachers should allocate sufficient time to meticulously organize and prepare their teachings prior to entering the classroom. This will enable them to successfully address any challenges that may occur throughout the course of the session. School administrators should implement strategies to detect and address deficiencies in teachers' topic expertise. This can be achieved by collaborating with partner schools, inviting highly qualified teachers or experts, and regularly organizing professional development programs for instructors (Duru *et al.*, 2020).

Table 14: Distribution of the Respondents' Level of Teaching Performance as to Assessment of Learning

Indicator	Mean	SD	Description
As a teacher, I assess students' readiness for instruction.	3.66	0.51	Most of the Time
I recognize indication of student understanding during the conduct of classes and consultations.	3.77	0.42	Most of the Time
I analyze and interpret students' performance in their assessment outputs.	3.66	0.47	Most of the Time
I employ alternative forms of assessment other than quizzes and long exams such as journal, portfolio, reflection/reaction papers, projects, reports, etc. rooted on the needs of the students.	3.80	0.40	Most of the Time
I administer enabling tasks and performance assessment tasks to determine whether lesson objectives are met.	3.73	0.44	Most of the Time
I provide assessment activities that are manageable in a hyflex learning environment.	3.67	0.56	Most of the Time
I use appropriate rubrics in rating alternative form of assessment.	3.80	0.40	Most of the Time
Overall	**3.72**	**0.46**	**Most of the Time**

Legend:
4.20 – 5.00 At All Times / Outstanding
2.60 – 3.39 Seldom / Satisfactory
3.40 – 4.19 Most of the Time / Very Satisfactory
1.80 – 2.59 Never / Unsatisfactory
1.00 – 1.79 Not Applicable / Very Poor

Table 14 displays the respondents' level of teaching performance as to assessment of learning with an overall mean value of 3.72 (SD=0.46) with the description of Most of the Time and interpreted as Very Satisfactory . This shows that the respondents have a very satisfactory level of teaching performance in the assessment of learning. This suggests that educators employ a range of assessment strategies to gauge student understanding and progress effectively. At the state universities, teachers adhere to the standards and policies in the teacher's performance. One of these is the teachers' method of conducting assessments of learning among students. As observed, teachers conduct all possible forms of learning assessment in their classes. That is, they prepare a plan for the students' activities and ways of determining whether learning has taken place. Basically, these assessments ensure quality education for all students.

According to Yohana (2021), assessment is the systematic gathering of information regarding students' comprehension, knowledge, and abilities in relation to the desired learning outcomes. The primary goal of assessment is not limited to assigning grades or evaluating pupils but rather to enhance and improve learning. It is also acknowledged as a powerful factor that can either enhance or hinder pupils' learning. It is customary in higher education institutions for students to be evaluated by their instructors or faculty members who taught the course being assessed.

The two indicators As a teacher, I employ alternative forms of assessment other than quizzes and long exams, such as journals, portfolios, reflection/reaction papers, projects, reports, etc. and I use appropriate rubrics in rating alternative forms of assessment both received the highest mean rating of 3.80 (SD=0.40), described as Most of the Time and interpreted as Very Satisfactory. Over time, various assessment methodologies have been created, with one gaining current prominence being authentic assessment. Proponents of this method emphasize the importance of seeking input from students to create evaluation instruments, as they are the primary beneficiaries in the era of globalization. The effectiveness of a lesson is contingent upon the pre-service teacher's proficiency in the subject matter, articulate delivery of the topic, excitement, adept communication skills, presentation abilities, discipline, and motivation.

According to Othman and Osman (2024), the significance of assessment in education encompasses several factors that enhance professionalism and teaching effectiveness in the classroom. Educators recognize the critical role assessment plays in student learning progress, using it to inform more purposeful teaching strategies. Additionally, assessment is closely linked to accountability and teacher

performance evaluations. Assessment reports provide evidence of student growth and achievement, which often influence evaluations, promotions, and the professional reputation of teachers. By effectively supporting student development and learning through assessment, teachers can elevate their professional standing and contribute to the overall quality of education.

On the other hand, the indicators As a teacher, I assess students' readiness for instruction obtained the lowest mean rating of 3.66 (SD=0.51) and I analyze and interpret students' performance in their assessment outputs also got the lowest mean rating of 3.66 (SD=0.47), both described as Most of The Time and interpreted as Very Satisfactory. These ratings highlight areas where teachers may need to focus on improving their assessment practices. While teachers perform these tasks satisfactorily, there is room for growth in assessing readiness and interpreting performance data. Assessing students' readiness for instruction is crucial for tailoring lessons to effectively meet student needs. Lower ratings in this area may suggest challenges in accurately gauging whether students are prepared to engage with new material, which could impact their learning outcomes. Similarly, the rating for analyzing and interpreting assessment outputs implies that teachers may encounter difficulties in using assessment data to inform their teaching strategies and support individual students' progress effectively.

Table 15: Summary Distribution of the Respondents' Level of Teaching Performance

Variable	Mean	SD
Lesson Presentation	3.70	0.47
Management of Learning	3.67	0.51
Innovativeness and Creativity	3.57	0.54
Mastery of the Subject Matter	3.71	0.46
Assessment of Learning	3.72	0.46
Overall	**3.68**	**0.49**

Legend:
4.20 – 5.00 At All Times / Outstanding
2.60 – 3.39 Seldom / Satisfactory
3.40 – 4.19 Most of the Time / Very Satisfactory
1.80 – 2.59 Never / Unsatisfactory
1.00 – 1.79 Not Applicable / Very Poor

Table 15 summarizes the respondents' level of teaching performance across five key areas: lesson presentation, management of learning, innovativeness and creativity, mastery of subject matter, and assessment of learning. The overall mean scores for each variable indicate that the teaching performance is consistently rated as Very Satisfactory across all variables, with an overall mean score of 3.68 (SD= 0.49). This consistency suggests that teachers are effectively meeting the expectations in these areas, demonstrating a high level of competency and adaptability in their teaching practices. However, it must be noted that the mean score has not reached to the highest range of performance which is described as Outstanding. The findings imply that the teachers involved in the study need to reflect on their overall teaching performance. They need to find ways to improve so that they can reach the highest standards of the university. According to Gonzales (2022), teaching performance is a fundamental aspect of professional practice, ensuring effective training and learning while aligning with societal expectations and current educational demands. Teacher performance standards serve as a benchmark for classroom activities, guiding knowledge delivery and continuous improvement in teaching practices. The findings of this study reinforce this perspective, highlighting the need for continuous professional growth to enhance teaching effectiveness. Without sufficient pedagogical support, assessing student progress and addressing learning gaps becomes challenging.

In particular, the variable assessment of learning obtained the highest mean score of 3.72 (SD=0.46) interpreted as Very Satisfactory. The result implies that the teachers have considered assessment of learning as most important and so they implement to the highest level the specific indicators of this variable. But then again, they have not reached the highest level of outstanding. It is possible, though, that some of these teachers have reached outstanding. However, based on the computed mean, the result indicates that the respondents have generally performed very satisfactorily only as far as this variable is concerned. According to Othman and Osman (2024), assessment in education plays a crucial role in enhancing professionalism and teaching effectiveness within the classroom. It serves as a key tool for monitoring student learning progress, enabling educators to refine and adopt more purposeful teaching strategies. Furthermore, assessment is integral to accountability and teacher performance evaluations, as the reports generated provide evidence of student growth and achievement. These reports often influence teacher evaluations, promotions, and professional reputation. By effectively utilizing assessment to support student development and learning, teachers can elevate their professional standing and contribute significantly to the overall quality of education.

On the other hand, the slightly lowest mean rating of 3.57 (SD=0.54) in the variable Innovations and Creativity which is interpreted as Very Satisfactory. This highlights a potential area for professional development. Focusing on creative and innovative teaching methods could

not only enhance this score but also stimulate more dynamic learning environments and improve student engagement. As observed, teachers are more focused on their responsibilities in the implementation of learning assessment. Consequently, they have less implementation of class activities that measure the students' innovativeness and creativity. However, the slight difference in the mean scores may imply that the respondents are not neglecting their need to implement this variable in their classes. The result shows that the teachers are allowing their students to innovate and create in order to make learning more interesting.

According to Setiamurti and Kurniawati (2024), educators and researchers widely agree on the importance of creativity as a crucial skill for successful learning in Higher Education Institutions (HEIs). Numerous studies have highlighted the necessity of fostering creativity among students in higher education. The goal of teaching in HE is to help students recognize and harness their creativity, enabling them to become more effective learners and better equipped to navigate uncertainty and complexity in their future careers. In response, HEIs have actively adopted creativity-nurturing programs designed to empower students to develop their creative abilities, leading to more purposeful and effective learning experiences.

In furtherance, regarding the perceptions of creative teaching, teachers view it as a method that focuses on problem-solving and a readiness to experiment when suitable. During instructional scenarios, students can actively participate and interact with both the teacher and their peers. In the context of higher education, there are five distinct ideas of creative teaching. One of these conceptions is known as product-focused experience, which emphasizes the creation of something original. This discovery aligns with the observation regarding creative teaching, which involves the introduction of fresh or inventive methods that result in a unique outcome. In higher education settings, however, creative teaching is defined as an activity evidenced through assessment and teaching practices that are surprising and multidisciplinary (Ball & McDiarmid (2022).

Problem 3. Is there a Significant Relationship between the Respondent's Teaching Performance and Each of Their Profile?

Table 16: Relationship between Respondents' Profile and Teaching Performance

Respondents Profile	**Teaching Performance**					
	Lesson Presentation	**Management of Learning**	**Innovativeness and Creativity**	**Mastery of the Subject Matter**	**Assessment of Learning**	**Overall**
Sex	(r: 0.21)	(r: 0.31)	(r: -0.04)	(r: 0.09)	(r: 0.23)	(r: 0.16)
	(p-value: 0.12)	(p-value: 0.02)	(p-value: 0.75)	(p-value: 0.49)	(p-value: 0.09)	(p-value: 0.29)
	NS	S	NS	NS	NS	NS
Age	(r: 0.08)	(r: -0.07)	(r: -0.08)	(r: -0.10)	(r: 0.01)	(r: -0.03)
	(p-value: 0.57)	(p-value: 0.59)	(p-value: 0.57)	(p-value: 0.44)	(p-value: 0.90)	(p-value: 0.61)
	NS	NS	NS	NS	NS	NS
Civil Status	(r: -0.04)	(r: 0.00)	(r: -0.02)	(r: 0.04)	(r: 0.00)	(r: -0.00)
	(p-value: 0.77)	(p-value: 0.95)	(p-value: 0.84)	(p-value: 0.74)	(p-value: 0.97)	(p-value: 0.85)
	NS	NS	NS	NS	NS	NS
Family Monthly Income	(r: -0.22)	(r: -0.07)	(r: -0.262)	(r: -0.33)	(r: -0.11)	(r: -0.20)
	(p-value: 0.11)	(p-value: 0.61)	(p-value: 0.06)	(p-value: 0.01)	(p-value: 0.40)	(p-value: 0.24)
	NS	NS	NS	S	NS	NS
Highest Educational Attainment	(r: -0.16)	(r: -0.15)	(r: -0.10)	(r: -0.23)	(r: -0.09)	(r: -0.15)
	(p-value: 0.24)	(p-value: 0.27)	(p-value: 0.45)	(p-value: 0.08)	(p-value: 0.50)	(p-value: 0.31)
	NS	NS	NS	NS	NS	NS
Teaching Status	(r: -0.07)	(r: -0.05)	(r: 0.19)	(r: -0.018)	(r: -0.00)	(r: 0.01)
	(p-value: 0.61)	(p-value: 0.69)	(p-value: 0.16)	(p-value: 0.89)	(p-value: 0.99)	(p-value: 0.67)
	NS	NS	NS	NS	NS	NS
Position	(r: 0.030)	(r: 0.08)	(r: 0.19)	(r: 0.198)	(r: -0.01)	(r: 0.09)
	(p-value: 0.05)	(p-value: 0.57)	(p-value: 0.1623)	(p-value: 0.15)	(p-value: 0.92)	(p-value: 0.53)
	NS	NS	NS	NS	NS	NS
Teaching Experience	(r: -0.14)	(r: -0.15)	(r: -0.11)	(r: -0.159)	(r: -0.12)	(r:0.14)
	(p-value: 0.29)	(p-value: 0.26)	(p-value: 0.41)	(p-value: 0.26)	(p-value: 0.36)	(p-value: 0.31)
	NS	NS	NS	NS	NS	NS

Legend:
*Significant if p-value < 0.05**
r (Pearson Correlation Coefficient)
S (Significant)
NS (Not Significant)

Table 16 illustrates the relationship between respondents' demographic profiles and their teaching performance. The results indicate that most demographic factors do not significantly affect teaching performance. Only two relationships were statistically significant: sex and management of learning ($r = 0.31$, $p = 0.02$) and family monthly income and mastery of the subject matter ($r = -0.33$, $p = 0.01$).

A statistically significant positive correlation between teachers' sex and their performance in the management of learning ($r = 0.31$, $p = 0.02$) suggests that gender may influence how teachers approach classroom management. This result aligns with the findings of Cualian (2020), who observed minor but notable differences in performance between male and female teachers. Specifically, female teachers often exhibit resilience by maintaining strong teaching performance despite challenges associated with traditional gender expectations and additional community or reproductive responsibilities. Such experiences might enhance their classroom management skills, leading to structured learning environments and effective student engagement.

On the other hand, male teachers, typically having fewer domestic responsibilities, may adopt different classroom management strategies. These gender-related variations could stem from differences in communication styles, attitudes toward authority, and cultural expectations, thereby shaping their effectiveness in managing learning environments. However, since the correlation observed is moderate, other factors such as pedagogical training, institutional support, and individual teaching methodologies likely play critical roles in determining overall teaching performance.

On the contrary, a statistically significant negative correlation was observed between family monthly income and teachers' mastery of the subject matter ($r = -0.33$, $p = 0.01$). This negative relationship suggests that teachers from households with higher monthly incomes may exhibit lower levels of subject matter mastery. One possible interpretation of this finding is that teachers with greater financial resources might divide their time and attention across multiple commitments, reducing the time dedicated to content mastery or instructional preparation. In contrast, teachers with lower income may compensate through stronger focus on their core teaching responsibilities, including deepening their subject expertise to enhance classroom performance.

Although existing literature generally posits that financial stability contributes positively to teaching effectiveness—by reducing stress and enabling professional growth (Rosmanida *et al.*, 2022; Jalal *et al.*, 2023). The results suggest that higher income may not necessarily correlate with better mastery of subject content. This supports findings from Khan (2023), who reported the minimal correlation between financial status and teaching effectiveness, thereby emphasizing that compensation alone may not predict classroom proficiency.

Therefore, the observed relationship between income and subject mastery highlights a potential nuance in teacher performance dynamics. Financially secure teachers might prioritize broader life goals or external engagements, whereas those with limited means may find stronger intrinsic motivation to excel within the teaching profession. Further research is needed to understand the contextual factors that mediate this complex relationship and to determine whether similar trends exist in other educational settings.

Moreover, the analysis revealed no statistically significant relationships between several demographic variables—specifically age, civil status, highest educational attainment, teaching status, position, and teaching experience—and teaching performance. The absence of a significant correlation suggests that these demographic characteristics alone do not substantially affect teachers' effectiveness in lesson presentation, innovativeness and creativity, mastery of subject matter, management of learning, and assessment of learning. Contrary to common assumptions, the results indicate that greater experience, advanced educational attainment, or higher institutional positions do not inherently lead to improved teaching quality. Instead, effective teaching appears to be influenced more by pedagogical competence, institutional support systems, continuous professional development, and individual motivation.

Consistent with these findings, analysis of the overall teaching performance column further confirms the limited impact of demographic characteristics on teaching effectiveness. Specifically, none of the demographic factors—sex, age, civil status, family monthly income, highest educational attainment, teaching status, position, or teaching experience—demonstrated significant relationships with overall teaching performance. This reinforces the interpretation that demographic attributes alone are insufficient predictors of a teacher's comprehensive performance. Thus, effective teaching practices likely depend more significantly on practical factors such as pedagogical skills, innovative teaching strategies, institutional resources, and ongoing professional development rather than on demographic background alone. These insights emphasize educational institutions need to foster a supportive professional environment that cultivates pedagogical expertise and encourages continuous improvement among teachers.

CONCLUSIONS

The study concludes that among the dimensions of teaching performance evaluated, teachers exhibited the highest effectiveness in the assessment of learning, reflecting their strength in evaluating student outcomes and providing constructive feedback. This highlights

teachers' ability to select suitable assessment methods and interpret student performance effectively, contributing positively to student learning and academic achievement. Conversely, respondents' profile, with few exceptions, did not substantially influence overall teaching performance, suggesting that excellence in teaching—particularly in assessing learning—depends primarily on teachers' pedagogical skills, professional preparation, and commitment rather than demographic attributes alone.

Recommendations

In accordance with the findings and conclusion of the study, the following recommendations are hereby presented:

1. Bukidnon State University's satellite campuses should implement comprehensive programs addressing the varied needs of the teaching workforce. These programs should offer equitable professional training, resources, and mentorship to both new and experienced educators. Initiatives must also encourage inclusive classroom management practices that leverage teachers' diverse experiences. Fair and adequate compensation should be ensured to maintain teachers' motivation and satisfaction. Addressing these factors will enhance teaching performance and foster a supportive institutional climate.

2. School administrators should offer targeted professional development focused specifically on enhancing teachers' innovativeness and creativity. Regular workshops should be provided on contemporary teaching methods, effective integration of technology, and innovative lesson design. Collaborative planning sessions can encourage the exchange of creative instructional strategies among educators. Administrators should foster a culture that values experimentation and creativity in lesson planning. These efforts will strengthen teachers' capacity to deliver engaging and effective classroom instruction.

3. The institution should prioritize practical factors affecting teacher effectiveness. Specifically, pedagogical training, instructional resources, and consistent professional support mechanisms should be emphasized. Teachers should regularly receive constructive feedback on their instructional practices to enhance continuous improvement. Providing robust institutional support ensures effective teaching regardless of demographic differences. These initiatives will promote sustained high-quality teaching across the institution.

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