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TEACHING PERFORMANCE OF TEACHERS IN ENGLISH: TECHNIQUES AND APPROACHES IN CURRICULUM DEVELOPMENT

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ABSTRACT

Knowledge and education are the basis for all things that can be accomplished in life. Teachers provide the power of education to today's youth, thereby giving them the possibility for a better future. Teachers simplify the complex, and make abstract concepts accessible to students. Teachers also expose children to ideas and topics that they might otherwise not have come into contact with. They can expand on interests and push their students to do better. Teachers don't accept failure, and therefore, students are more likely to succeed. Teachers know when to push students, when to give a gentle nudge in the right direction, and when to let students figure it out on their own. But they won't let a student give up. Teachers can act as a support system that is lacking elsewhere in students' lives. They can be a role model and an inspiration to go further and to dream bigger. They hold students accountable for their successes and failures and good teachers won't let their talented students get away with not living up to their full potential. In conducting qualitative case study research, the sample is usually purposeful and small, and the researcher spends a considerable amount of time with the participants in the setting (Merriam, 2009). With this in mind, utilizing a smaller participant case study provides adequate opportunity for the researcher to, "identify themes of the cases as well as conduct cross-case theme analysis" (Creswell, 2018).

KEYWORDS: *Teaching, performance, teachers, English, technique, approach, curriculum, development*

INTRODUCTION

For several decades, the importance of teaching techniques and approaches (Edelson, Gordin, & Pea, 2019; Johnson & Johnson, 2019; Thomas, 2020) and their many advantages in the teaching and learning processes. Accordingly, Education Ministries around the world, as well as in Israel, recommend the use of teaching methods such as project-based learning, exploratory learning, collaborative learning, and the integration of technologies into. Despite the increasing awareness of the importance of implementing alternative teaching methods in school, the official encouragement of Education Ministries around the world and in Israel, and the repeated attempts to increase implementation of alternative teaching methods in schools, in practice, the usage rate of alternative teaching methods remains low in Israel and throughout the world.

The purpose of this study is to help understand the causes of the low usage rate of teaching technique and approach in English in order to find out why the actual usage rate remains low despite the high awareness of the advantages of teaching methods, and despite the many attempts to apply them in schools. For this purpose, the study focuses on the teachers‟ attitudes toward teaching methods, the teachers' attitudes toward frontal (traditional) teaching, and the extent of experience with alternative teaching methods during the teacher training.

The study uses qualitative means and seeks to identify the factors that influence the extent to which teaching methods are applied by teachers, as well as the hierarchy of importance among these factors, i.e., which of the factors more significantly influence the implementation of alternative teaching methods. This question is of great importance

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because identifying the factors that have greater influence on implementation of teaching methods by teachers can greatly assist in increasing the usage rate of teaching methods by teachers.

The overwhelming feedback from teachers in the Philippines requires an update in teaching methods and more importantly a change in teacher mindsets. To make students and schools ready for the future, teachers need to become lifelong learners themselves (Macha, W., et. al., 2018). Opportunities that can inspire teachers' own education journeys, empowering their autonomy to test and apply unique perspectives in the classroom, also acknowledge the importance of dedicated support systems. And teacher networks in promoting peer learning, and discussed the role that school leadership needs to play in fostering those systems, teachers attending training that they need better tools to create a positive change in the education system.

The main strength of the school program is its design. It provides education to individuals who otherwise would not have access to it. The flexible nature of allows it to serve a diverse set of learners: some just want to know basic literacy, others want to gain a high school certificate, while the rest want to learn skills, they can use to make a living. The program also benefits from being part of the largest bureaucracy in the country. While mobile teachers usually teach alone in various locations, they have the support of organizational structures from the district, division, region and up to the national levels. In many places, public schools are highly supportive of and open their doors to the teachers and learners.

Teachers are passionate about their jobs, but they only have one body and seven days in a week. Assuming each teacher serves 75 learners, the maximum number of learners that 10,000 teachers can reach is only 750,000 per year. If there are 6.6 million potential beneficiaries (as discussed earlier), it will take the same number of teachers 9 years to reach all of them. It is clear that the Philippines cannot afford another decade wherein millions of its youth do not even have high school education. In response to this, DepEd will systematically increase the number of teachers in the system, up to an optimal size proportional to the remaining target beneficiaries. To add flexibility to this supply versus demand problem, an improved service contracting scheme will also be reintroduced.

Having an abundant and increasing number of facilities comes with various challenges being faced in their workplaces daily. Working in setting can either have an affirmative or negative impact on the learners depending on their adaptation to it. Such benefits in working in setting include: encouraging their students to have a clear perspective about the importance of education vision, can motivate their students with new curriculum and encourage success by implementing new teaching strategies, their teaching quality improves, and they can tutor diverse groups more successfully and their classroom management will be much better.

However, disadvantages and oppressions are inevitable. Economic differences between schools are perceptible resulting in unequal life opportunities with the learner’s place of origin and racial identity (Kirk, 2020). Educators have diversified challenges in the performance of their teaching job. The challenges are brought about by the premise that teaching is a complex human activity.

Acero, et al. (2018) stated that teaching involves a wide range of human interactions and organizational arrangements that converge in the teaching-learning process. Additionally, Garcia (2020) stated that an educator's role is a system of actions varied in form and content but directed toward learning. These actions and interactions are personal, but they are also logical in that they have a certain structure, a certain order, such that no matter where in the world teaching takes place, it is in accordance with operations that reflect the very nature of teaching-learning situation.

Educators are guided by the spirit of service. Service pertains to the performance of a task for the benefit of others given voluntarily, by request, or by fulfilling a social need. People look at it as the beginning and end of the teaching profession (Gregorio, 2018). This principle indicates that the ultimate goal of the teaching profession is service, domestically or globally. It is important to note that the Philippine government implements policies based on the geographical-inspected needs of school-age children who are either inside the country’s jurisdiction or those who live temporarily overseas (Sapungan, 2018).

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In the context of educational practices, Kirk (2010) emphasizes that there is a need to examine the movement of education systems and practices, along with those who work and study in schools and universities, is driven by a globalized education sector that, in turn, places education in the realm of a commodity, something to be exchanged and valued or devalued (Kirk, 2020). This presents difficulties, particularly for school administrators and teachers in all Philippine schools abroad.

Through this, they may structure events, programs, and activities not only to meet Philippine and international standards, but may strongly encourage young learners to cross the threshold of a commitment to learning along with the new reform. Hence, the globalization trend in education has had a profound impact on social, cultural, and economic functioning in ways that were not readily identified or predicted (Suarez-Orozco, 2017). Considering the rapid and continued growth in technology and the rise of global business, it is no surprise that the field of education has also been swept up in the current tide of globalization.

METHODOLOGY

Research Design

A case study was selected for this research because it provided, "direct observation of the events being studied and interviews of the persons involved in the event" (Yin, 2019). When researchers conduct case studies, one challenge they face is determining how many participants to use because the more participants the researcher studies, the less depth the study will have (Creswell, 2007). The most important conception of qualitative research understands the phenomenon of interests and experiences from the participants' points of view (Merriam, 2009).

In conducting a qualitative case study, the researcher "listens to hear the meaning of what the interviewees are telling them" (Rubin & Rubin, 2019, p.13). A major benefit in conducting a qualitative study is, "that researchers try to get as close as possible to the participants being studied" (Creswell, 2007, p. 18). The participants for this case study were able to provide first hand experiences because they were directly involved with the parents at the research site.

I purposefully selected eight certified junior high school teachers from selected public schools in Davao City to participate in this case study research. For this qualitative case study, I conducted a onetime focus group interview with three participants, which included semi-structured questions. The next step involved individual virtual in-depth interviews with five participants. The virtual interviews also consisted of semi-structured questions, which allowed the participants to explain their personal perspectives on the issues as stated in the research questions. The semi-structured questions were developed by me and were modified based on the focus group and virtual responses.

The participants received follow-up questions electronically that centered primarily on specific solutions that addressed the problem of teacher's performance. This process was conducted within the three-week data collection period, after the interview process. Participants were asked to respond to the email within a 2-days period.

The results from this qualitative case study research contributed to the body of knowledge needed to identify what teachers perceived as challenge that affected teacher's teaching performance in Davao City and provided suggestions of viable solutions to improve teacher's performance. The benefits of this study enlightened the participants' awareness on the impact of their views to teacher's teaching performance. Qualitative research was best suited for this study because I learned about a selected topic and gathered input from the perspectives of the participants (Rubin & Rubin, 2019).

The qualitative research design of interviewing serves as a catalyst that enables participants to share personal experiences and make connections (Hatch, 2002). I initially conducted a onetime focus group interview to build relationships, which allowed participants an opportunity to become familiar and comfortable with me and the research process. The paradigm outlined for this case study was a semi-structured interview design (Merriam, 2019). This design allowed for specific information to be obtained from the participants as guided by a list of semi-structured questions that had been developed be me for the study and focused on particular issues of parental involvement. The data collected from the onetime focus group interview and in-depth interviews was combined and used for this case study.

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The data collected from the interviews allowed the opportunity to collect firsthand and personal experiences from the participants as it related to the participants' perceptions of challenges that affect teacher's performance and answered the research questions (Rubin & Rubin, 2005). Research designs that used categories with closed-ended questions, forced choices, or survey Likert-scales would not have been effective in helping me to gain insight into the participants' personal and first-hand experiences with parents or allowed participants an openness of exchange (Rubin & Rubin, 2019).

The interview transcripts from focus group, individual virtual and follow-up interviews identified relationships within the school community and subculture, which allowed me an opportunity to look for major categories from the data. I analyzed the interview transcripts to look for key words, major themes, indexes of behavior and beliefs, and compiled a list of major and minor categories from the data (Janesick, 2019).

Participants and Sampling

In conducting qualitative case study research, the sample is usually purposeful and small, and the researcher spends a considerable amount of time with the participants in the setting (Merriam, 2019). With this in mind, utilizing a smaller participant case study provides adequate opportunity for the researcher to, "identify themes of the cases as well as conduct cross-case theme analysis" (Creswell, 2007, p. 128).

The criteria for selecting participants were specified and appropriate for this case study. The primary population for this case study originated from the junior high school teachers in selected public schools in Davao City. The participants for this study were purposefully selected because, "selecting the right participants and building working relationships with them can make or break a qualitative study" (Hatch, 2002, p. 52).

The major eligible criterion for participants in this case study was participants had to be certified or licensed junior high school teachers currently teaching in selected schools in Davao City and are teaching in the JHS school. There were eight teachers purposefully selected to participate because a case study should not include, "more than 4 or 5 studies in a single study" (Creswell, 2007, p. 128). There were no income requirements to participate. Teachers were informed that their participation was voluntarily and that their identity and responses would be kept confidential.

I used a focus group interview and virtual in-depth interviews for this case study and did not use a pilot study for this purpose. I had direct access to the information and analyzed the data collected from the focus group interview, individual virtual in-depth interviews, and follow-up interviews with certified teachers teaching in Davao City as participants. The classification of certified teachers did not include support, auxiliary, or administrative staff at the school. Creswell (2007) stated the primary advantage in using focus groups permits the interviewees to supply the best information to the questions, and the virtual face-to-face allows participants to respond willing, to speak freely, candidly, and honestly during the process; and follow-up via email were used to clarify, or extend participant responses.

The participants were appropriate for this study because they work at the school, and therefore have firsthand knowledge and experience in dealing with their performance in teaching. In addition, the participants provided input that identified their perceived challenges to teaching performance and gave suggestion of viable solutions for these perceived challenges.

I balanced the justification for the number of participants who were certified teachers that were currently teaching as teachers by purposefully selecting eight teachers from the staff roster and obtaining their permission to participate and be audio taped during the interviews. The participants voluntarily answered semi structured questions developed by the researcher that focused more on the teaching performance of teachers in Davao City and how their teaching styles influenced by the teaching methods and strategies they used in teaching. More likely, teacher's teaching performance are significant factor to consider in order to deliver the best learning opportunity for students. Below are the inclusion criteria of the participants.

Participant 1 is a teacher assigned in a public Junior High School. She got her license in 2017. Currently, she is teaching grade ten secondary learners. Participant 2 is a licensed professional teacher working as mobile teachers

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assigned in Barangay 5-A, 6-A and 7-A in Davao City. Her area of responsibility includes all subjects and remedial reading programs in English. Participant 3 is a licensed professional teacher in one of the public schools in Davao City. She is a teacher for almost 9 years. Participant 4 is a licensed professional teacher. She experienced teaching under JHS curriculum for almost 4 years. She handled general academic subjects in the JHS program od Sta. Ana National High School. Participant 5 is a licensed teacher teaching in a public school and taught English subjects for 4 years in Grade 10. She also taught remedial classes of alternative learning system at People's Park. Participant 6 is a licensed teacher. She taught grade 10 students in a public school with more than 200 Grade 10 learners. She is also working as a part time mobile teacher for six years. Participant 7 is also a licensed teacher. He is teaching in a public school for almost 6 years. As an English teacher, he is assigned in teaching reading to grade 10 students. Participant 8 is a licensed teacher in one of the public schools in Davao City. Currently, he is the language teacher under junior high school curriculum for almost 10 years.

Data Analysis

Data collection and data analysis should occur simultaneously in a qualitative study during the research process (Creswell, 2007; Merriam, 2009; Rubin & Rubin, 2005). In conducting qualitative case study research, the following procedures suggested by Merriam (2009) are essential for data analysis: organizing, editing, interpreting, and presenting. The data analysis for this study involved using the following strategies: open coding, axial coding, and selective coding (Merriam, 2009). The process of open coding consisted of, "assigning codes to pieces of data" (Merriam, 2009, p. 179), axial coding consisted of "grouping the open codes" , and selective coding involved developing a "core category.

I immediately transcribed the interviews and provided transcript reviews for the participants to member-check to ensure validity and accuracy for interpretation of the data. Once the transcript reviews were member checked by the participants, "to determine whether these participants feel that they are accurate" (Creswell, 2003, p.196), I used open coding, axial coding, and selective coding to identify, classify themes, and patterns.

This process permitted me to promptly locate themes or concepts within the transcript reviews, insert definitions where needed, place labels and codes next to the data units to match themes or concepts, and record the findings to answer the research questions. Each individual transcript was coded using this procedure and compared to each other. I reported the data with a qualitative narrative, "using the wording from participants" (Creswell, 2003, p. 197), which permitted the reader to interpret the participants' responses. The summation of the data was reported in a qualitative narrative detailing each participant's responses.

The final step in the data analysis involved using a methodological triangulation approach (Denzin, 2006). The methodological triangulation approach consisted of analyzing multiple data sources from the focus group interview, face-to-face interviews, follow-up interviews, and unobtrusive data to combine the collected data sources from several different participants and the school in order to address the research questions. I examined the evidence from these sources to identify a logical theme, patterns, or relationships.

The photographs were used as evidence to substantiate teachers gathering and also provided a visual of teachers interacting with hands on activities and with staff. As Merriam (2019) found, "Photos alone can tell the story of what the photographer thought was important to capture, what cultural values might be conveyed by the particular photos, and so on". The photographs were taken by the participants because, "Participant generated photos can then be analyzed by the researcher or used by the researcher with participants in the photo elicitation method" (Merriam, 2009); to be used as spoken data. The photographs, sign-in sheets, brochures, and bulletin board were analyzed as spoken data.

RESULTS AND DISCUSSION

The results of my study are hereby presented in this chapter which are followed by the discussions which could be explanations on the phenomenological data taken from the experiential confessions of the participants. Further, the very purpose of this study is clearly validated in light of recent education system in our country. Teachers in the junior high school must be aware on the different techniques and approaches as a reflection of their teaching performance in teaching junior high school students in selected public schools in Davao City.

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Through coding, themes were formulated by the researcher for analysis and discussions. Below are the transcripts from the participants that would merit the generated themes such as "helping students succeed academically" which includes the sub-themes, encourage students to participate, be a flexible teacher, collaboration with parents and commitment of teachers. The second theme immersed was "use multiple strategies" with the sub-themes, use appropriate methods, used methods according to their needs, reveal passion in teaching and provoke commitment among learners. The last theme immersed was "assessment of teacher's performance" with the sub themes, be an approachable teacher, show love for teaching, knowledge of the subject matter and power of student feedback.

Three primary themes and four corresponding sub-themes emerged based on the perspectives of the participants. As educators support student's academic success, it is crucial that they encourage student participation in class discussions, exercise flexibility in the classroom, work in partnership with parents, and demonstrate a genuine love and commitment to their work.

Similarly, the participants thought that a teacher's employment of a variety of tactics is a wise decision for appropriate learning. Additionally, they held the view that teaching grade 10 junior high school students effectively requires the employment of proper approaches. Similarly, educators must adapt their teaching strategies to the demands of their students in order to meet their needs in a timely manner. In order to create a symbiotic relationship between them, teachers must be passionate about what they do and inspire students to be committed.

Since there is no such thing as a flawless teacher in the teaching profession, evaluation of teachers' performance is necessary. One of the most important factors in ensuring appropriate academic learning is a teacher's approachability. Instructors ought to be passionate about their work and possess a solid understanding of the subject. Finally, it is imperative to leverage the power of student feedback to help students realize the areas in which they need to develop.

Knowledge and education are the basis for all things that can be accomplished in life. Teachers provide the power of education to today's youth, thereby giving them the possibility for a better future.

Teachers simplify the complex, and make abstract concepts accessible to students. Teachers also expose children to ideas and topics that they might otherwise not have come into contact with. They can expand on interests and push their students to do better.

Teachers don't accept failure, and therefore, students are more likely to succeed. Teachers know when to push students, when to give a gentle nudge in the right direction, and when to let students figure it out on their own. But they won't let a student give up.
Teachers can act as a support system that is lacking elsewhere in students' lives. They can be a role model and an inspiration to go further and to dream bigger. They hold students accountable for their successes and failures and good teachers won't let their talented students get away with not living up to their full potential.
Teachers of all walks of life and subjects have the ability to shape opinions and help form ideas about society, life and personal goals. Teachers can also expand students' limits and push their creativity. Teaching is a tough job, but it is one where you can make the most impact in another person's life. If you're thinking of becoming a teacher, here are even more reasons why you should invest in a teaching career.

In light of the fact that learning is a process that involves investigating, formulating, reasoning and using appropriate strategies to solve problems, teachers should realize that it becomes more effective if the students are tasked to perform rather than just asked to remember some information. A typical learning environment with a presentation from the course teacher accompanied by a lecture neither promotes learners' participation nor build the required level of reasoning among students. Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities.

Recommendations

This study can be repeated at selected secondary schools using a quantitative study design with different questions. This method would employ using a survey to incorporate statistical data to complement the existing data. Using parents as participants, this case study can be repeated utilizing a qualitative design with focus group or face-to-face

interviews, with different questions. This information would provide the parents perspectives on parental involvement. This case study can be conducted using a quantitative survey design with more than one school in this area pyramid. The study could invite additional schools to participate and involve a much larger sample. With the increase in size, more staff and parents would become more accessible to validate the above findings of this study.

The results from this study can be a part of a joint effort to assist other schools in the school pyramid that may be experiencing the same or similar problem with parental involvement during online class of their children. Other schools can benefit by presenting the study's results at the administration is service for training staff on examining their own perceptions, aid in identifying how those perceptions potentially impact parental involvement during online class, and assist in planning viable solutions to improve parental involvement to increase student achievement. Additionally, the results from this study can be submitted to educational institutions of higher learning to provide collegiate preparation for preservice teachers in dealing with identifying teacher's perceptions and examining the impact of these perceptions on parental involvement during online class and student achievement. The importance of my contribution allows me to serve as an active agent in developing and implementing parental involvement programs to increase student achievement within public junior high schools in accordance with the Parent's Teacher's Association (PTA).

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