



EVALUATION OF QUALITY TEACHING IN MAYPANGDAN NATIONAL HIGH SCHOOL: RESPONSE TO GLOBALIZATION

Mercy Marina T. Gallego^{1*}

¹Master of Arts in Education Major in Educational Management, Eastern Samar State University, Borongan City, Eastern Samar, Philippines

*Master Teacher III, Maypangdan National High School, Borongan City, Eastern Samar, Philippines

Article DOI: <https://doi.org/10.36713/epra14403>

DOI No: 10.36713/epra14403

ABSTRACT

Quality of teaching in Secondary Schools in Borongan City Division: Response to Globalization SY 2022-2023 on performance status of the Secondary Public Schools as input to Teaching Development Program. Out of 57 respondents were distributed into two groups namely one (1) administrator principal/school head and fifty-six (56) teachers of the quality of teaching in Maypangdan National High School, Division of Borongan City. Descriptive research was used to conduct a survey investigation, description will be used for frequencies, averages, and other statistical calculations. The respondents are very satisfactory as to how seriously important the job performance appraisals prefer more autonomy in their work instead of being closely supervised, and job-focused rather than family-focused, they want their job to be challenging. The correlation of -0.19 shows a very weak negative correlation between the two, since -0.19, is very close to zero, it is safe to say that there is almost no correlation between the two, there is no significant relationship. The results show that whatever generation the respondents are in, they agree with the Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization, leadership program by coaching teacher-trainees, accountability, communication, and change management. The finding shows a deep level of respect the teachers regardless of their length of tenure and years of teaching experience. Teachers are the assets of the school and they should be given enough leeway and freedom to do their jobs for more creativity, innovation, and respect for each other work.

KEYWORDS: *Quality teachings, Globalization, Learning Environment, Professional Development*

I. INTRODUCTION

Global education is a complex idea that is taught to enhance one's meaning of the world. Global Education is typically taught within the curriculum. Teachers of Global Education will integrate multiple dimensions, perspectives, and citizenships into everyday lessons. Students learning to be global citizens through global education will be able to learn more about international communities, social justice issues, global events, and international ideas in their typical classroom setting. Global Education will shape the way people view the world to help better shape the world. It will foster service learning initiatives and activism within the community and around the world.

Globalization in education opens people's eyes and minds to the realities of the globalized world and awakens them to bring about a world of greater justice, equity, and human rights for all. Global education is understood to encompass development education, human rights education, education for sustainable development, education for peace and conflict prevention, and intercultural education; being the global dimension of education for citizenship.

On a worldwide scale, according to O'Sullivan and Pashby (2008), there is a desire for schooling to equip students with an

awareness of global connectedness and thus encourage young people to develop a consciousness of themselves as citizens of the world. This development is a key part of many education systems worldwide. The Northern Ireland Curriculum (CCEA, 2007), for instance, aims to empower young people to develop their potential and to make informed and responsible choices and decisions throughout their lives, by developing them as individuals, contributors to society and as contributors to the economy and environment. Likewise, the New Zealand Curriculum (Ministry of Education, 2008) states that during primary school, children will be encouraged to value diversity and to recognize that they are part of a large, diverse world. In a growingly diverse classroom, and indeed in more ethnically and culturally diverse society, the need for a teacher to provide the children in their care with a strong and valuable global or cultural education, which reflects understanding and respect for children's differences, has been highlighted by many educationalists in recent years. Manning and Baruth (2004) define multicultural education as both a concept and a deliberate process designed to teach learners to recognize, accept, and appreciate differences in culture, ethnicity, social class, sexual orientation, religion, special needs, and gender, as well as to instill in learners, during their crucial developmental years, a sense of responsibility and a



commitment to work toward the democratic ideas of justice, equality, and democracy (Banks, 2008 and Pan, 2011).

Continuing quality education is still the primordial target of the education department. The Department of Education which governs both public and private education at all levels, stated that its mission is “to provide quality basic education for lifelong learning and service for the common good.” The department also stipulated its vision to “develop a highly competent, civic spirited, life-skilled, and God-loving Filipino youth who actively participate in and contribute towards the building of humane, healthy, and productive society.” All these ambitions were embodied in the development strategy called “Philippines 2000” (Thornburg, David P. “Technology in K-12 education: Envisioning a Future”). The Congressional Commission on Education (1991. xii), on the other hand, however, expressed concern about the decline of educational standards in the country as a whole, when it bluntly stated: “Our elementary and high schools are failing to teach the competence the average citizen needs to become responsible, productive and self-fulfilling”. To address the problem, and due to the COVID-19 pandemic, DepEd issued its latest directive on the learning competencies expected for each year level. Secondary Learning Competencies, which were formerly known as Curriculum Guide (CG), are now called Most Essential Learning Competencies (MELC).

Objectives of the study

The study aims to determine the quality of teaching in Maypangdan National High School in Response to Globalization on the performance status of the teachers respectively as input to a Teaching Development Program. Specifically, it seeks to answer the following:

1. What is the level of performance of the quality of teaching in Maypangdan National High School: Response to Globalization along the following indicators:

1.1 administrators’ management functions in School Governance

- a. planning;
- b. leading;
- c. organizing; and
- d. controlling?

1.2 quality teachers’

- a. capability in teaching;
- b. designing of strategies;
- c. use of ICT;
- d. quality of instructional materials; and
- e. related teaching skills in pedagogy?

1.3 quality students graduate

- a. results of general exams;
- b. extra-curricular activities; and
- c. awards/achievements?

2. What is the status of the learning environment atmosphere on the level of performance of the quality of teaching in Maypangdan National High School development program in Borongan City Division?

3. What is the relationship of the status of the learning environment atmosphere between the development program on the level of performance of the quality of teaching in Maypangdan National High School?

4. What development program could be proposed on the level of performance of the quality of teaching in Maypangdan National High School?

Significance of the Study

Education is a basic factor in economic development. At the microeconomic level education has an important role in social mobility, equity, public health, and better opportunities for employment which presuppose good leadership management, academic status quo, and students’ perception of providing quality education and academic excellence. Thus, the researcher hopes that the outcomes of this study will help the attainment of the Department of Education In the 21st century learning, we are charged with educating students to be successful in a complex, interconnected world. This responsibility requires schools to prepare students for technological, cultural, economic, informational, and demographic changes through quality education.

For years, teachers in New York were rated either S (“Satisfactory”) or U (“Unsatisfactory”) based on occasional observation by their principal. But in that system, teachers often worried that principals based their rating on subjective preferences. And such a simplistic up-or-down evaluation is of little use in identifying good teaching or in helping teachers develop their skills. Now, new evaluation systems are being implemented in New York and across the country. Some states, in New York, are creating what they hope are more objective rubrics for evaluating teachers in the classroom, ones that will use commonly agreed standards of good practice and will actually help teachers grow (ASCD Position Statement 2008).

Curriculum, teacher expertise, leadership management, and assessment have all been weak links in past education reform efforts—a fact that should sober today’s skills proponents as they survey the task of dramatically improving all three (Rotherham 2010). Efforts to create more formalized common standards would help address some of the challenges by focusing efforts in a common direction. But common standards will not, by themselves, be enough.

The past few decades have seen great progress in education reform in the United States—progress that has especially benefited less-advantaged students. Today’s reformers can build on that progress only if they pay keen attention to the challenges associated with genuinely improving teaching and learning. If we ignore these challenges, the 21st-century skills movement risks becoming another fad that ultimately changes little—or even worse, sets back the cause of creating dramatically more powerful schools, especially those who are underserved today.



Delimitation of the Study

The study is delimited to Maypangdan National High School in the Borongan City Division. The respondents of this study are composed of two (2) sets (1) School Principals/ School Heads/Department Heads and (2) Secondary Teachers. They will be considered as respondents in view of their awareness and observation as regards the subject matter of the research. A total enumeration was utilized for the gray of School heads and random sampling for teachers' grays. The research will be conducted during the SY 2022-2023. The Questionnaires will be administered to the respondents on March 2023. As stated earlier, this study will be helpful to secondary teachers because the findings in this study will be used, adapted, and functional to the present K-12 curriculum of the Philippine educational system. Hopefully, the result of this study will contribute to the field of knowledge on educational practices, educational leadership of public secondary teachers, and other grade level teachers that are curriculum and cultural-based to the students in Maypangdan National High School.

For the researcher, the study will strengthen her interpersonal behavior, classroom practices, and communication skills. Since the study consists of several processes like gathering data, reading related materials, and studies that require library visits, meeting respondents who are her colleagues in the teaching profession also improved her understanding of what behaviors and leadership styles make people work enthusiastically and productively.

Conceptual Framework of the Study

This study is anchored on the Human Capital Theory (Maendardus, 2013) which states that the economic development of a nation is a function of the quality of its education. In other words: the more and better educated a people, the greater the chances of economic development. The modern world in which we live is often termed a "knowledge society"; education and information have become production factors potentially more valuable than labor and capital. Thus, in a globalized setting, investment in human capital has become a condition for international competitiveness. In Brain drain Theory, apart from the much-debated political, social, and psychological aspects, this ongoing mass emigration constitutes an unparalleled brain drain with serious economic implications. Arguably, the phenomenon also has an educational dimension, as the Philippine society is footing the bill for the education of millions of people, who then spend the better part of their productive years abroad. In effect, the poor Philippine educational system is indirectly subsidizing the affluent economies hosting the OFWs. With 95 percent of all elementary students attending public schools, the educational crisis in the Philippines is basically a crisis of public education. The wealthy can easily send their offspring to private schools, many of which offer first-class education to the privileged class of pupils.

In Social divide Theory, the distinct social cleavage regarding educational opportunities remains problematic for more than one reason. Historically, in most modern societies, education has had an equalizing effect. In Germany, for instance, the educational system has helped overcome the gender gap and later the social divide. Today, the major challenge confronting the educational system in the country is the integration of millions of mostly non-European, in most cases Muslim immigrants. Importantly, this levelling context of schooling has not occurred in this part of the world. Education has become part of the institutional mechanism that divides the poor and the rich.

Advocates of 21st-century skills favor student-centered methods—for example, problem-based learning and project-based learning—that allow students to collaborate, work on authentic problems, and engage with the community. These approaches are widely acclaimed and can be found in any pedagogical methods textbook; teachers know about them and believe they're effective. And yet, teachers don't use them. Recent data from the National Statistics of Child Health and Human Development Early Child Care Research Network (2005) shows that most instructional time is composed of seatwork and whole-class instruction led by the teacher.

Silva (2008) noted in a recent report for the Education Sector, that potential exists today to produce assessments that measure thinking skills and are also reliable and comparable between students and schools—elements integral to efforts to ensure accountability and equity. But efforts to assess these skills are still in their infancy; education faces enormous challenges in developing the ability to deliver these assessments at scale.

To ensure quality education, under the Code of Ethics for Professional Teachers, Article IV, Section 2 *"Every teacher shall uphold the highest possible standards of quality education, shall make the best preparation for the career of teaching, and shall be at his best at all times in the practice of his profession."*

On the other hand, BP 232 (Education Act of 1982), Section 16 (2) provides—*"The teacher shall xxx be accountable for efficient and effective attainment of specified learning objectives xxx."* Code of Ethics further mandates that—*"Every teacher shall participate in the continuing professional education (CPE) program of the PRC, and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtue, and productivity in order to be nationally and internationally competitive."*

In Evelyn Pena vs. NLRC, the Supreme Court said *"x x x schools can set high standards of efficiency for its teachers since quality education is a mandate of the Constitution x x x security of tenure x x x cannot be used to shield incompetence."*

Thus, a teacher is expected to be efficient and competent in the performance of his academic duties at all times. Under Article XIV, Section 1 of the 1987 Constitution which states *"The State*



shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.” This provision of the law enshrines the principle of quality education both in basic education and higher educational institutions in providing the accessibility and opportunity to have the right to education in all levels of learning.

According to Bernas (2013), making sure that basic education is really solid, because if it is not solid, it affects the quality of secondary education. If secondary education is poor, then the person goes to college unprepared for college work. And if he is allowed to graduate again with a poor-quality college education, he goes to university professional education even more unprepared.

In short, a school, before promoting or graduating a student, must be sure that he/she (the student) is functionally literate to go through the next higher level. Thus, a student is expected to be globally competitive in all aspects of learning but this will depend much on the school in view of its standards in the pursuit of quality education.

Anchoring from the above concepts and facts the researcher assessed the level of secondary public schools’ performance in

the Division of Borongan City to enhance and improve the existing programs within the locality. The paradigm of this study is presented in Figure I.

As shown in Figure I, the Input consists on the level of performance of the quality of teaching in the Secondary DepEd schools in the Division of Borongan City along the following, namely: Administrators’ Planning, Leading, Organizing, and Controlling; Teachers’ capability in Teaching, Designing Strategies, Quality of Instructional Materials and Related Teaching Skills; Students’ Learning Competencies, Results of General Exams, Extra Curricular Activities and awards Received and the Learning Environment. The Process consists of the analysis and interpretation level of performance the following, namely: Administrators, Teachers, and Students; Analysis of the learning environment of the secondary public schools in the Division of Borongan City; and Formulation of the Secondary Public-School Teaching Learning Enhancement. The Output is an enhancement program to improve the performance level on the quality of teaching in Maypangdan National High School in the division of Borongan City to pave the way for having quality education and high standards of the school in a globally competitive and innovative way.

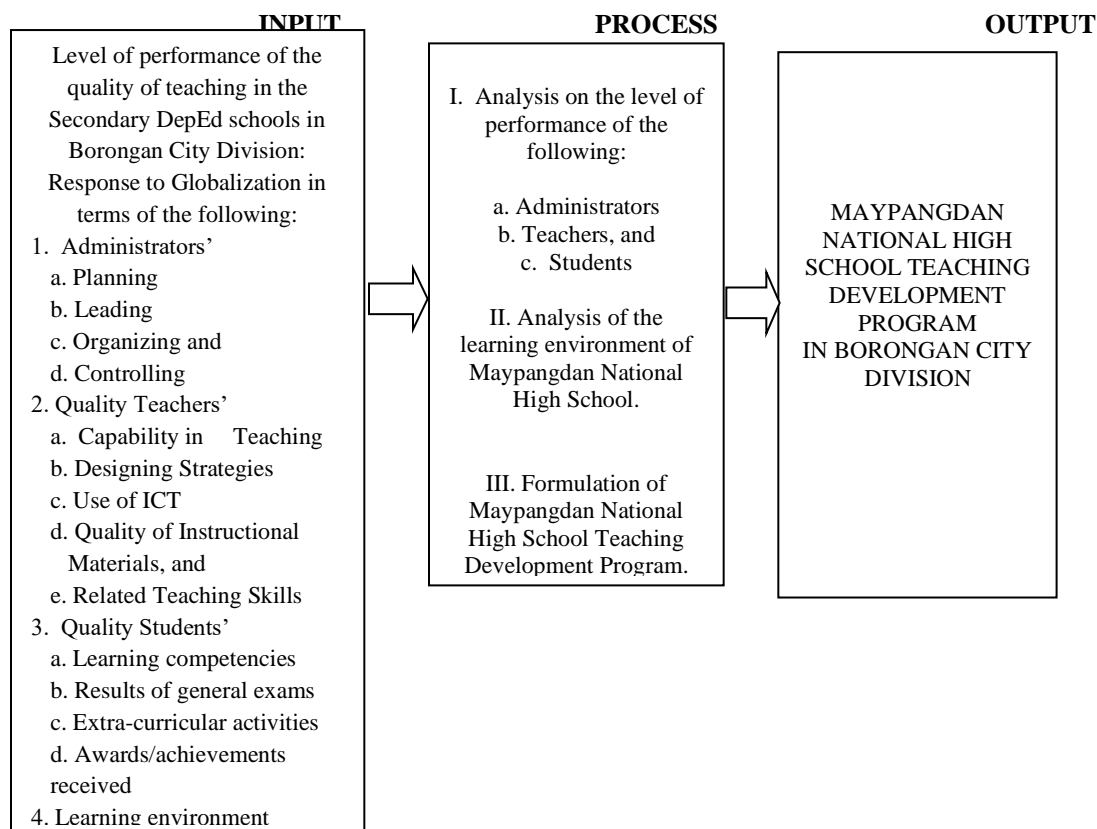


Figure I. Paradigm of the study on the level of performance of the quality teaching in the Secondary DepEd schools in the Division of Borongan City



II. MATERIAL AND METHODS

Research Design

The descriptive study was used in this study. A descriptive research states that the focus of the study is the present condition. The purpose is to find new truth. The truth may have many different forms such as increased quantity of knowledge, a new generalization or new law, increased insights into factors which are operating, the discovery of new casual relationship, a more accurate formulation of the problem to be solved and many others (Fraenkel and Wallen, 2006).

It is descriptive in the sense that it looked into the prevailing managerial practices on the quality of teaching in the Secondary DepEd schools in the Division of Borongan City: Response to Globalization for School Year 2022-2023 on the performance status of Maypangdan National High School as input to a Teaching Development Program. This method was utilized to obtain rare and vital facts as well as information relative to the quality of teaching on the performance status of the as input to a development Program. Descriptive research was used to describe the characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question. The characteristics used to describe the situation or population are usually some kind of categorical scheme also known as descriptive categories. The description will be used for frequencies, averages, and other statistical calculations. Often the best approach, prior to writing descriptive research, is to conduct a survey investigation. Qualitative research often has the aim of description and researchers may follow up with examinations of why the observations exist and what the implications of the findings are (Shields, 2013).

Locale of the Study

The study entitled Evaluation of Quality Teaching in Maypangdan National High School: Response to Globalization, A public secondary school operated since the year 2001 with approximately 150 students, with five (5) teachers that year. The school is seven (7) kilometers away from the heart of the City of Borongan and can be reached through motorcycles, vans, tricycles, and private vehicles since the school is a carline situated. With more than 1,150 students and 57 teaching and non-teaching personnel, the school is known to be the second biggest secondary school in the entire division of Borongan City next to Eastern Samar National Comprehensive High School (ESNCHS).

Mrs. Cynthia Palada-Arceno-Principal II in the year 2015-2019, who supervises Junior and Senior High School Departments. With her strong determination and commitment, the school received various awards, such as Best Solid Waste Management Implementer year 2018 by the Local Government Unit (LGU) Borongan City, Outstanding Master Teacher in entire Region 8 by the Department of Education (DepEd) Region 8, and among others. The school is led by a newly promoted School Principal-II Mr. Renato D. Catuday who also leads to its greater heights in the division which the school had won in the Regional level on

Science Process and Practices (SPpot) and Direk ko, Ganap Mo and well represented by the National Level Competitions.

The School Profile

The closure of Eastern Samar State University Laboratory High School paved the way for the opening of Maypangdan Municipal High School in 2001. As an annex of Sta. Fe National High School, its operation started on a one-hectare site with three (3) temporary classrooms constructed by the Federated Parents Teachers Association (FPTA) to accommodate two (2) sections of the First year and one (1) section of the Second Year.

Due to the strategic location, yearly enrolment consistently increased with students coming from Maypangdan and its feeder barangays Libuton, in the south, Tabunan in the north, Ando Island in the east, Bayobay in the west and San Pablo in the northwest, and farther Barangays Bugas and Punta Maria, prompting the school to create additional sections thus completing the four-year public secondary education under the 2002 revised Secondary Education Curriculum.

In July 2005, the school was separated as an annex with its conversion of Maypangdan National High School by Regional Memorandum No. 115 s. 2005. With the un-comprising support of the local government and national government, school and DepEd officials, parents, and other stakeholders, temporary rooms were replaced with permanent classrooms. Teachers also passed resolutions, and instructional facilities were granted to the school through donations from other internal stakeholders. Now in eighteenth (18th) year of operation, the school ranks second in enrollment among secondary schools in Borongan City. The school-going age population ranges from 12 to 20 and above, often noting over-aged children from the first to fourth-year levels.

The school's performance in the National Achievement Test (NAT) has been comparable to that of other secondary schools in the division. In the 2011 National Achievement Test (NAT), the school obtained an average Mean Percentage Score (MPS) of 77.40%, which is 2.4% higher than the national passing standard. As for academic content, the school copped first place in the Division Level National Quiz Bee for Science in School Year 2010- 2011, besting other secondary schools in the division. In terms of co-curricular achievement, the school made history when it won a Grand Slam victory as champion in the "Padul-on Festival 2010" and received all the special awards – Best in Municipality, Best in Choreography, and Best in Costume.

Maypangdan National High School caters to Senior High School grades 11 and 12. General Academic Track and Technical Vocational with General Academic (GA), Home Economics – Cookery, Information, Communication, and Technology (ICT), and Shielded Metal Arc Welding (SMAW). An increasing number of senior high schools came from feather barangays and even other towns like Nena, San Julian, because learners preferred strand/track to enroll.



Respondents of the Study

The study aims to determine the extent of performance of the quality of teaching in the Maypangdan National High School - Division of Borongan City: Response to Globalization SY 2022-2023 on the performance status of the Secondary Public Schools as input to a Teaching Development Program.

Specifically, the study focuses on the achievements of the administrator principals in their management functions; teachers in their capability in teaching, designing strategies, and quality of

instruction. Materials, and related teaching skills; and students' learning competencies, results of general exams, extra-curricular activities, and awards received. In addition, the learning environment will be assessed.

Data will be gathered from 57 respondents and will be distributed into two groups namely (1) administrator principal/school head and (56) teachers of the quality of teaching in Maypangdan National High School, Division of Borongan City.

Table: 1. Shows the distribution of the respondents per category.

PRINCIPAL School Heads/ Principals			TEACHERS Teacher 1,2,3			TOTAL		
N	N	%	N	N	%	N	N	%
1	1		56	56		1	56	
1			56			57		

Instrumentation and Data Collection

The primordial instrument used in gathering data were the two-part guide questionnaire. Part I of the questionnaire-checklist consisted of the demographic profile of the A. Principal, School Heads and Teachers like, age, civil status, educational attainment, gender, and position Part II management practices in the management functions like planning, leading, organizing, coordinating, and staffing. The researcher adopts sets of questionnaires which are already set to be the standard. hence there's no need to determine their validity and reliability. The researcher questionnaire is presented to the Borongan City Division Research Committee as well as to the members of the panel for evaluation and validation. It will be revised and enriched based on the comments and suggestions of the panel. Their comments and suggestions were gathered on an integrated questionnaire. The validated questionnaire will be tested for reliability through a pilot test to be conducted in the public secondary schools in the Division of Borongan City. To establish the reliability, it will be pre-tested to twenty-five (25) respondents, particularly Five (5) public school principals, school heads, and twenty (20) teachers within the Division of Borongan City districts who are not respondents of the study. The Kuder-Richarson Formula 21 was employed to attain the reliability coefficient.

Analysis of Data

To establish validity, a formal letter will be requested and approved to the Division Schools Superintendent with its district monitoring supervisor of public secondary schools in the Division of Borongan City to conduct a study on the managerial practices of the principal, department heads, and teachers. The questionnaire will be referred to the following authorities for checking of its organization, content, relevance, and appropriateness will be incorporated for the improvement and refinement of the instrument. Finally, the instrument will be pre-tested in some selected public secondary schools in the Division

of Borongan City with 1 principal/school head and twenty (56) teachers as respondents. The data gathered will be classified, categorized, and presented in tabular forms and subject to descriptive and inferential statistics. The descriptive measures used are frequent count, percentage, ranking, and average weighted means. A two-part questionnaire was used in the cause of the study. Part I will gather data on the performance of administrator principals and teachers. The questions for the 1st part will be adopted from the Department of Education (DepEd) questionnaire, which has been in use by the CHED for some time. Part II will elicit data on the learning environment. This was adopted Educational leadership, K-12 curriculum, and managerial practices questionnaire.

This is the formula used:

$$P = (f/N) \times 100$$

The weighted mean was obtained by multiplying the frequencies by a given arbitrary weighted value. The total weighted values per item in the checklist will be added and the sum will be divided by the number of responses in every item. Weighted means will determine the extent of degree of manifestation of the managerial practices by the principals, school heads, and department heads. This formula was used:

$$WM = TWM / n$$

Where: WM = weighted mean

$$TWW = \text{total weighted value}$$

$$n = \text{total number of respondents.}$$

The data collected from the questionnaire was subjected to the following treatments:

The problem relative to the demographic profile was treated using the frequency count and percentage.

To determine the extent of management practices along the four (4) areas: planning, leading, organizing, controlling, and staffing of the (a) principals, school heads, department heads, and teachers of the Maypangdan National High School in the Division



of Borongan City, the F-test, through analysis of Variance (ANOVA) will be used, with the formula:

$$F = \frac{SS_B}{SS_W}$$

Where:

$$SS_B = G - [(EX_T)^2 / N_T] / K$$

$$SS_W = EX_T^2 - G / N_T - K$$

K = no. of columns

N = no. of rows

N_T = no. of columns x no. of rows

The data will be collected is tallied and computed for the average weighted mean using the Likert scale on the mean values and description as follows:

Performance of Maypangdan National High School Division of Borongan City

3.28 – 4.00	Excellent
2.52 – 3.27	Very Satisfactory
1.76 – 2.51	Satisfactory
1.00 – 1.75	Not Satisfactory

Learning Environment of the Secondary Public School in the Division of Borongan City

3.28 – 4.00	Excellently pleasant
2.52 – 3.27	Very pleasant

1.76 – 2.51	Pleasant
1.00 – 1.75	Unpleasant

Ethical Considerations

Ethical aspects were given topmost consideration. Full consent is obtained from the participants prior to the distribution of the questionnaire and protection of the privacy of research respondents was ensured since two parts of the questionnaire were used, the result of the study particularly on the Quality of Teaching results was held confidential. Hence no name was revealed, instead the respondents' school address was utilized. Confidentiality and anonymity were also stressed to the participants so that they would not be hesitant and honest to be the best they could answer the survey questionnaire. After taking all the necessary considerations and complying with all the suggestions, the researcher asks permission through communication from the School Principals/ School Heads before conducting the study.

III. RESULTS AND DISCUSSION

Profile of the Respondents

A total of 119 respondents participated in the study. Table 1 below shows the breakdown in terms of the teaching position of the respondents.

Table 1. Breakdown of Teaching Positions of Respondents

Position	Number of Respondents	Percentage
Teacher 1	57	48%
Teacher 2	26	22%
Teacher 3	29	24%
Master Teacher 1-2	7	6%
Total	119	100%

Almost half of the respondents or 48% occupies the Teacher 1 position. Moreover, 47% of the respondents had either Teacher 2 or Teacher 3 positions. Only 6% of the respondents were Master Teachers.

Table 2. Length of Service per Teaching Positions of Respondents

Position	Length of Service
Teacher 1	9.32 years
Teacher 2	13.58 years
Teacher 3	27.86 years
Master Teacher 1-2	17.48 years
Total	12.69 years

In terms of length of service, the Teacher 3 respondents had the longest year of service at 27.86 years, followed by the Master Teacher 1-2 respondents with 17.48 years of service, the Teacher 2 respondents had 13.58 years length of service, and the Teacher 1 respondents had 9.32 years length of service. This breakdown is quite feasible because Teacher 3 would have served their schools the longest as compared to the teachers in the Teacher 1

position whose length of service is just one-third of that of Teacher 3. It is also understandable why the longer a Teacher stays in teaching positions, their length of service also increases.

In terms of educational attainment, Table 3, shows the breakdown among the respondents per teaching position.

**Table 3. Educational Attainment of the Respondents**

Educational Attainment	T1	T2	T3	P	Frequency	Percentage
BSED	42	13	10	0	65	54.62
BSED/BEED with units	9	7	8	0	24	20.34
BSED/BEED CAR	2	3	4	1	10	8.47
MAED	3	2	4	2	11	9.32
EdD	0	0	0	3	3	2.54
With educ units w/ MA units	0	0	1	0	1	0.85

Table 3 shows that there were (65) or 54.62 percent of the respondents either finished a BSED degree. An additional (24) or 20.16 respondents are taking the BEED and BSED degree with units, BSEED/BEED CAR 10 or 8.40 percent, (11) or 9.24 percent have obtained MAED, (3) or 2.52 percent respondents have obtained a Doctoral Degree 6 or 5.04 percent who have obtained MAT, EdD with Units, MASE, Master of Arts in Psychology respectively.

Table 4 below shows how the respondents answered each of the statements that showed **Planning** on the Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization.

3.28 – 4.00	Excellent
2.52 – 3.27	Very Satisfactory
1.76 – 2.51	Satisfactory
1.00 – 1.75	Not Satisfactory

The table below contains statements on the Planning under Principal Governance of Quality Teachings in the Secondary Schools in Borongan City Division as a response to Globalization.

Table 4. Planning. Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization.

PRINCIPAL GOVERNANCE PLANNING	AVERAGE	DESCRIPTION
Provides Clear Goals.	3.4	Excellent
Think through our goals and actions in advance	3.1	Very Satisfactory
Chooses tasks that must be performed to attain organizational goals.	3.7	Excellent
Enumerates steps how the tasks must be performed.	3.6	Excellent
Indicates when the tasks should be performed	3.1	Very Satisfactory

Table 5 below shows how the respondents answered each of the statements that showed **Leading** on the Quality of Teaching in the

3.28 – 4.00	Excellent
2.52 – 3.27	Very Satisfactory
1.76 – 2.51	Satisfactory
1.00 – 1.75	Not Satisfactory

The following table describes how the respondents on the principal governance on Planning of the secondary teacher respondents. Sees colleagues enforce regulations consistently has

The first principal governance leader is planning. In the instrument, it corresponds to statements #1, 3, 4, and 25. The respondents excellent to four of these five statements: Provides clear goals.; Chooses tasks that must be performed to attain organizational goals; Enumerates steps on how the tasks must be performed and Indicates when the tasks should be performed. Statement no. 4 is very satisfactory which has an average mean of 3.1. For example, the respondents can sometimes work with teachers through proper planning. The respondents may also be working with teachers from different groups, which could mean those whose culture is different from theirs. Finally, the leaders must be sensitive to the leadership needs of the communities they are serving. There are many different leadership styles and they suit certain situations in the community. The respondents expect their leaders to have the ability to apply the appropriate leadership style to what the community needs. Planning is the best preparation.

Secondary Schools in Borongan City Division: Response to Globalization.

a weighted mean of 3.4 means excellent; Sees staff apply discipline consistently has a weighted mean of 3.3 means excellent; Feels in-service sessions are received positively has a



weighted mean of 3.7 means excellent; Sees staff explains clearly what's expected has a weighted mean of 3.3 means excellent; Sees staff set a good example has a weighted mean of 3.5 means excellent; Encourages positive change has a weighted mean of 3.8 means excellent; Sees staff works well together has a weighted mean of 3.7 which means excellent. Statements number 1, 2, 3, and 4 have the same description means very satisfactory like: Influence decisions affecting my work; Encourages democratic decision-making; Encourages student responsibility and addresses staff underachievement.

In this instrument, the principal governance of Leading, was part of the instrument given to the employees. These attitudes include attitude towards work; loyalty towards the employer, attitudes regarding respect and authority, training styles and needs, desire for work/ in life balance, and attitude towards supervision.

In terms of leading, the respondents graded seven statements are Excellent. agreed to one of them and agreed to the other five. In the instrument, they are #'s 1, 2, 3, and 4. The respondents are very satisfactory as to how seriously important job performance appraisals are for them. This is especially important for the

respondents since the job appraisals determine whether they get salary increases and if their level as a teacher increases next year. The respondents said agreed with the other statements. One of them involved close supervision of their work. The agreed score shows that the respondents prefer more autonomy in their work instead of being closely supervised. The respondents also gave a relatively low score on the statement that said they were more job-focused than family-focused. Knowing Filipino workers, their family is the focus of their work, and without it, there is not much they are working for, so the agreed status of being work-focused rather than family-focused reflects the idea that the respondents saw that one's job is important but the respondents also put equal if not more importance to their families. They also agreed with the statement that they want their job to be challenging. They did not score this high because teaching already challenging as it is so any more challenges to it might be too much for them. The respondents also support leading principal governance in meetings. Surprisingly, even time off from work was not something the respondents looked forward to since they only agreed to the statement. This may be due to the teachers' inherent loyalty to their jobs.

Table 5. Leading. Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization.

LEADING	AVERAGE	DESCRIPTION
Influence decisions affecting my work.	3.2	Very Satisfactory
Encourages democratic decision-making.	3.2	Very Satisfactory
Encourages student responsibility.	3.2	Very Satisfactory
Addresses staffs under achievement.	3.2	Very Satisfactory
Sees colleagues enforce regulations consistently.	3.4	Very Satisfactory
Sees staff apply discipline consistently.	3.3	Excellent
Feels in-service sessions are received positively.	3.7	Excellent
Sees staff explains clearly what's expected	3.6	Excellent
Sees staff set a good example.	3.5	Excellent
Encourages positive change.	3.8	Excellent
Sees staff works well together.	3.7	Excellent

Table 6 below shows how the respondents answered each of the statements that showed *Organizing* on the Quality of Teaching in

3.28 – 4.00	Excellent
2.52 – 3.27	Very Satisfactory
1.76 – 2.51	Satisfactory
1.00 – 1.75	Not Satisfactory

Table 4 shows the current situation of Organizing principal governance of Secondary School teachers in Borongan City Division: Sees colleagues encourage student responsibility has a weighted mean of 3.5 which means excellent; Shows all the authority in the job with a weighted mean of 3.4 means excellent; Sees staff plan and execute changes with expertise with a weighted mean of 3.6 means excellent; Displays management skills with a weighted mean of 3.7 which means excellent; Sees colleagues share information willingly with a weighted mean of

the Secondary Schools in Borongan City Division: Response to Globalization.

3.8 which means excellent; Sees staff communicates effectively and Gives people genuine responsibility with same a weighted mean of 3.8 which means excellent; lastly, Feels like a professional at work and Links with community with a weighted mean of 3.9 which means excellent. In Leading principal governance, it shows that the respondents are willing to follow their leaders and are not prone to rocking the boat whenever issues crop up.

**Table 6. ORGANIZING. Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization.**

ORGANIZING	AVERAGE	DESCRIPTION
Sees colleagues encourage student responsibility.	3.5	Excellent
Shows all the authority in the job.	3.4	Excellent
Sees staff plan and execute changes with expertise.	3.6	Excellent
Displays management skills.	3.7	Excellent
Sees colleagues share information willingly.	3.8	Excellent
Sees staff communicates effectively.	3.8	Excellent
Gives people genuine responsibility.	3.8	Excellent
Feels like a professional at work.	3.9	Excellent
Links with community	3.9	Excellent

The table 7 below shows how the respondents answered each of the statements that showed **Controlling** on the Quality of

3.28 – 4.00	Excellent
2.52 – 3.27	Very Satisfactory
1.76 – 2.51	Satisfactory
1.00 – 1.75	Not Satisfactory

As can be gleaned from Table 7 below on the Controlling Principal Governance that: Has recognition from colleagues with a weighted mean of 3,8 which means 3.8; Shows performance at its peak with a weighted mean of 3.4 which means excellent; Results to control the quality of my work with a weighted mean of 3.5 which means excellent; Work is appraised professionally with a weighted mean of 3.6 means excellent; Shows flexibility enough for needed changes with a weighted mean of 3.7 means excellent; Shows work as a sense of accomplishment with a weighted mean of 3.8 means excellent; Reviews performance professionally with a weighted mean of 3.9 means excellent;

Teaching in the Secondary Schools in Borongan City Division: Response to Globalization

Encourages innovation with a weighted mean of 3.7 which means excellent. The other variables on controlling are all very satisfactory: Gains recognition from higher-ups; Feels mistakes as a chance to learn; Addresses students' underachievement and Gives feedback on performance. This is consistent with their preference for teamwork rather than individual work and their willingness to work with colleagues who have a different culture than they do, as seen in their respect for diversity in the workplace.

Table 7. CONTROLLING. Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization.

CONTROLLING	AVERAGE	DESCRIPTION
Has recognition from colleagues.	3.8	Excellent
Shows performance at its peak.	3.4	Excellent
Results to control the quality of my work.	3.5	Excellent
Work is appraised professionally.	3.6	Excellent
Shows flexibility enough for needed changes.	3.7	Excellent
Shows work as a sense of accomplishment.	3.8	Excellent
Reviews performance professionally.	3.9	Excellent
Encourages innovation.	3.7	Very Satisfactory
Gains recognition from higher ups.	3.2	Very Satisfactory
Feels mistakes as a chance to learn.	3.1	Very Satisfactory
Addresses students' underachievement.	3.1	Very Satisfactory
Gives feedback on performance.	3,1	Very Satisfactory

B. QUALITY TEACHER.

Table 8. Teacher's capability in teaching. Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization.

3.28 – 4.00	Excellent
2.52 – 3.27	Very Satisfactory
1.76 – 2.51	Satisfactory
1.00 – 1.75	Not Satisfactory



As can be gleaned from table 8 on the quality of teachers: Teacher's capability of teaching with excellent rating from the respondents are: Familiarizes learner's background knowledge and experiences; Demonstrate concern for the holistic development of learners and Demonstrate mastery of the subject.

For very satisfactory rating from the respondents on teacher's capability are: Can develop myself professionally; Can provide pride in the work of colleagues; Shows her/his expertise developing and Provides information needed.

QUALITY TEACHER	AVERAGE	DESCRIPTION
Teacher's Capability in Teaching		
1. Teacher's Capability in Teaching	3.1	Very Satisfactory
2. Can develop myself professionally.	3.2	Very Satisfactory
3. Can provide pride in the work of colleagues	3.0	Very Satisfactory
4. Shows her/his expertise in developing	3.1	Very Satisfactory
5. Provide information needed.	3.4	Excellent
6. Familiarize learner's background knowledge and experience.	3.6	Excellent
7. Demonstrate concern for holistic development of learners	3.4	Excellent
8. Demonstrate mastery of the subject matter.		
Teacher's designing strategies		
	AVERAGE	DESCRIPTION
1. Create a feeling in helping students to achieve.	3.1	Very Satisfactory
2. Uses staff ideas.	3.2	Very Satisfactory
3. Conduct situation analysis in school to identify strength and awareness.	3.1	Very Satisfactory
4. Scan the environment outside the school to find out threats and opportunities.	3.1	Very Satisfactory
5. Set plan of actions and formulate policies.	3.6	Excellent
6. Implement program and projects.	3.6	Excellent
7. Evaluate results of activities.	3.5	Excellent
Teacher's Instructional materials		
	AVERAGE	DESCRIPTION
1. Facilitating learning.	4.0	Excellent
2. Align with lesson objective appropriate for learners.	4.0	Excellent
3. Are materials which fit the learners learning styles, goals and culture.	3.8	Excellent
4. Provide a meaningful learning experience for students	3.8	Excellent
Teacher's related teaching skills (instructional leadership)		
	AVERAGE	DESCRIPTION
1. Maintain discipline in a consistent way.	3.5	Excellent
2. Display trust in administration.	3.6	Excellent
3. Makes easy access to school information	3.7	Excellent
4. Commitment to the school.	3.7	Excellent
5. Exhibit support of colleagues.	3.1	Excellent
6. Create a feeling of importance in the school.	3.1	Excellent
7. Allow colleagues speak their minds fearlessly.	3.5	Excellent
8. Make colleagues welcome new staff	3.4	Excellent
9. Encourage climate conducive to learning.	3.4	Excellent
10. Creates workplace with positive ethics.	3.7	Excellent
11. Accommodate relaxed, open and understanding staff.	3.9	Excellent
12. Provide colleagues setting good example to students.	3.5	Excellent
13. Measure my effectiveness.	3.5	Excellent
14. Openly maintain colleagues seeking help from each other.	3.6	Excellent
15. Prioritize students' needs.	3.5	EXCELLENT
OVERALL WEIGHTED MEAN		

As to the quality of teachers in instructional materials: Facilitate learning and Align with lesson objectives appropriate for learners. with a weighted mean of 4.0 which means excellent; Are materials that fit the learners' learning styles, goals, and culture, and Provide a meaningful learning experience for students with a weighted mean of 3.8 which means excellent.

way; Display trust in administration; Make easy access to school information; Commitment to this school; Exhibit support of colleagues; Make colleagues welcome new staff; Encourage climate conducive to learning; Make colleagues; welcome new staff; Prioritize students' needs; Openly maintain colleagues seeking help from each other; Measure my effectiveness; Provide colleagues setting good ex. to students.

As to the quality of teachers in Teacher's related teaching skills (instructional leadership): Maintain discipline in a consistent



As to the quality of teachers in Teacher's designing strategies, these are the qualities which are excellent: Create a feeling in helping students to achieve with a weighted mean of 3.1 which means very satisfactory; Uses staff ideas with a weighted mean of 3.2 which means very satisfactory; Conduct situation analysis in school to identify strength and awareness and Scan the environment outside the school to find out threats and opportunities has a weighted mean of 3.1 which means unsatisfactory. The variables in teachers' designing strategies with excellent ratings from the respondents are: Set plan of action and formulate policies and Implement programs and projects with a weighted mean of 3.6 which means excellent and Evaluate results of activities with a weighted mean of which means excellent; Provide colleagues setting good ex. to students; Make colleagues welcome new staff; Make colleagues welcome new staff. The qualities satisfactory from the respondents on the qualities of Teachers are: Creating a feeling of importance in the school and Allowing colleagues to speak their minds fearlessly. The total overall weighted mean is 3.5 which means excellent.

Correlation

Table 9. H₀: There is no significant relationship between the Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization of the teachers in basic education schools.

Variables	Weighted Means
21st-century leadership zones	3.57
Generational attitudes in the teachers' work	3.48
Correlation	-0.19

There is no significant relationship between the Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization of the teachers in basic education schools.

The correlation of -0.19 shows a very weak negative correlation between the two, and since -0.19, is very close to zero, it is safe to say that there is almost no correlation between the two, and therefore, no significant relationship.

This shows that whatever the generation the respondents are in, they agree with the Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization and how they can be applied in today's organizations. The leadership zones are relevant to the respondents regardless of what generation they belong to.

Issues and Challenges Experienced by the Teachers

The teachers believe that today's Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization is empowered at different levels and in all areas of concern. However, they believe that such empowerment needs a high level of sophisticated accountability. Teachers have the leeway to implement innovative changes in the workplace but these should be monitored closely to see if it is not a waste of time and money. The teachers also pointed out that they are open to

This is another aspect their leader should take note of and allow teachers to advance in their chosen career paths. Interestingly, the respondents only agreed to the three other statements, which means they put lesser importance on these as compared to the others. Job security is less of a concern for them since their tenures are already protected by government labor laws. Bonus pay is also not much of a motivator for them, only getting an agreed rating. This shows a deep dedication among the respondents to the teaching vocation and that they chose this work not because of financial gain but because of the other rewards they get from it. Time off from work is also not an incentive for them, again, consistent with the respondents' deep dedication to their work, as shown in their attitudes towards monetary incentives in their work. They were also willing to attend impromptu meetings which may encroach on their rest time as teachers – all this showing their willingness to work over and above their call of duty. This is something their leaders should know about them and harness this dedication for the greater good of Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization.

any quality teachings, being Filipinos, they are sensitive to how the leaders give and accept the opinions of their constituents, and most importantly, deal fairly with all the staff.

This testimony comes from one of the respondents basing it on her personal experience. She reiterated that she was under a leader whose qualities were worth emulating. She inspired the teacher to do better at her job despite the existence of setbacks and challenges. This quality of hers was also shown to her older colleagues. Through this, their teachers all led them and the school to a better performance that school year. For this respondent, quality teachings can affect their performance.

The teachers pointed out that quality teachers face many challenges and these include being a good role model, having the ability to inspire others, having the capability to establish an effective organization, and which tasks to delegate to one's constituents. These are the main qualities the respondents said they are looking for in globalization. They all align with strategies for quality teachers as a response to globalization. The teachers also emphasized that for leaders to come up with a reasonable outcome, they should be aware of the needs, behavior, and feedback of the people in their organization. They also pointed out that leaders should keep their eyes and heart open to one's soul and they expect fairness to be executed at all times. The



teachers have also acknowledged how challenging today's workplace has been due to the COVID-19 pandemic. Their teachers have had to learn new skills and develop new modules for the blended learning and the online learning being pushed by the DepEd and the government. The reactions and attitudes of the teachers, newbies or veterans, to these difficulties depend largely on their ability to accept changes in the workplace such as changes and updates in classroom and school policies, issues involving varying workloads, dealing with the parents of their pupils, the never-ending demands for their work reports, and for the veteran teachers, the adjustments they have had to do the use of technology in teaching their students. These challenges are new for the principals so they have had to adjust on how to deal with them. The principals pointed out that the quality of teachings as a response to globalization plays a vital role on how to keep work-life balance among their teachers.

Quality Teachings Ability

A teacher should also be capable of building an operational organization composed of the learners, the teachers' and the community because as the respondents indicated, they cannot work alone and they need the help of other teachers. Everybody needs company to share with. This collaborative culture that is created in the school will definitely affect the quality of the instructional performance of the teachers. As one respondent puts it, a good leader can give her teachers exemplary supervision. The quality of the teachings of their teachers is the main force that will definitely affect their workplace and the people working in it. The respondents have also emphasized that an effective leader must first be a good follower.

Paperwork

One of the common complaints of teachers is the huge amount of paperwork and forms they have to fill up every quarter of every school year. For them, it is one of the most time-wasting responsibilities they have to fulfill, time which could be better used for teaching and preparing their lessons. This is one area principals have to look into and find out which paperwork works are redundant and can be abolished. A consensus needs to be reached between the DepEd, the principals, and the teachers themselves so that the latter is not overburdened by unnecessary paperwork.

Fair and Decisive Decision-Making

When it comes to decision-making, the respondents said to accept and respect everyone's decisions since that can maintain camaraderie in the organization. Being open-minded to the ideas of one's colleagues could foster good relationships among people who have diverse backgrounds. However, they want a leader that leads from the heart and comes out with fair decisions. During contentious debate, the leader's main role is to get the consensus of the team and be firm in decision-making. The respondents have observed that the younger the leader, the more aggressive and eager they are in decision-making, in contrast to the more

reflective and careful way older leaders make important decisions.

Teachers' decisions and strategies are critically important to institutional performance, scheduling, recruitment, faculty evaluation, attendance and discipline, Curriculum design, and student outcomes.

Managing Quality Teachings Generational Differences

Interestingly, when it comes to generational attitudes regarding generational gaps between the teachers, the respondents said that managing different generations of teachers needs a certain leadership style if the leader wants to achieve organizational success. One respondent puts a positive spin on it saying "Generational difference has a big impact on organization because their new ideas and knowledge can contribute much to the success of the organization." Furthermore, the researcher believes that understanding each other's views and values will allow different generations to increase their appreciation of one another. This, in turn, will lead to better communication and collaboration because people are now talking with a sense of appreciation and acknowledgment.

If everyone in the team accepts and embraces other people's differences and uniqueness, the respondents believe they will be in a successful team. It is a given that individual differences will come up so it would be better to work out their differences and meet halfway. An astute leader would know the characteristics of the different generations to be able to understand and work with them harmoniously.

Proposed Institutional Instructional Development Program Through Quality Teachings as Response to Globalization

The findings of this study showed how important the quality of teachings as response to globalization to the respondents. Leadership skills that encompass the ability to reflect and take action after it; recognizing the role and importance of the school in the society at large and the surrounding community at least; respecting and harnessing the diversity of one's team; finding ingenious solutions to new problems; having the ability to organize activities that pushes the learning community forward; and the ability to inspire one's teammates and colleagues to give their best in their work – all these traits are what the respondents expect from a 21st-century leader. Furthermore, a quality teaching response to globalization can also bridge any generation gap between the respondents, since the likelihood of a generation of older teachers working with fairly out-of-college newbie teachers is very likely. Ensuring that there is mutual respect among peers is an important ingredient to ensure that no issues regarding generational attitudes hamper the operations of the school.

Transformative Leadership Program through Quality Teaching as Response to Globalization

With these high expectations, the researcher proposes an institution instructional development program called it "Transformative Leadership Development Program" whose goal



is to find potential leaders among the teachers and train them on quality teachings as a response to globalization leadership skills. These potential leaders should not be discriminated against by age, gender, race, social status, educational background, or misplaced loyalties among the staff. The researcher proposes that it is the job of the present crop of principals and school leaders to look for potential new leaders in their team every school year and encourage them to attend the instructional development program “Transformative Leadership Development Program”. The most crucial step in this process is picking the right persons and the current crop of principals can observe for characteristics among one’s team – characteristics that show that this person has the capability to absorb the lessons in the six zones of the 21st century leadership skills and the ability to apply those skills in real life, as a real-life leader-educator.

The Leadership Training Program as Part of Teacher Professional Development through Quality Teachings as Response to Globalization

This institution’s instructional development program can be integrated into the professional development plan of the teachers. The respondents have emphasized how important professional development is for them as it is their opportunity to grow and be more productive. Professional development is important for the respondents because as teachers working in the field of education where change is constant, for them to cope with these changes that are happening in the educational system, they have to equip themselves with new knowledge, strategies, and skills that will help them to be effective in all various aspects of their work. It also opens up wide opportunities for them and helps them grow and develop. Professional development is part of their continuous education as teachers. It can help in their promotion and achieve their career dreams. The “Transformative Leadership Development Program” will definitely give them the skills and the knowledge in terms of becoming a competitive and global quality teacher. They pointed out that this program can help them become more effective and efficient channels of learning and education and help them grow and be better educators. Furthermore, leadership programs like these are important to teaching success and can help the respondents figure out why they make certain decisions and can help them personally examine the way they think and deal with certain situations.

Skills Needed to be Included in Leadership Program through Quality Teachings as Response to Globalization

Aside from the globally competitive quality teachings that will form the core of this leadership program, the researcher would also like to add the following skills that will strengthen the program as they serve to strengthen the leadership qualities of the chosen teacher-trainees. This leadership program should also be able to teach the following skills. The first is coaching. The principal herself can do it in the school setting as coachable moments can happen in the school setting every day, and a leader with strong coaching skills can seize these moments and turn them into valuable learning experiences for her teacher-trainees. Coaching

is one of the best ways the principal can leverage to unleash the full potential of their teacher-trainees, and they can immediately give feedback, which can be valuable to the teacher-trainee.

The second important skill to be taught in this leadership program is accountability. The most successful leaders know that their success hinges more on their team’s performance than their own. Leaders today are held accountable for their own results and actions, including their own, and are accountable for the outcome of the team’s performance whether they be good or bad. Through this training program, the teacher-trainee will realize the importance of accountability and honoring commitments.

The third skill and probably the most important and relevant to the training program right now changes management. This is illustrated by how the COVID-19 pandemic has turned the world upside down and how it has greatly affected the process of education. By training through change management, the future teacher-trainees can harness the power of vision, provide strong leadership under any type of stress or season (just like this COVID-19 pandemic happening right now), and capitalize on transitional times to improve performance.

The fourth skill is communication. In a leadership role in a school setting, communication happens at all hours of the day through large presentations, one-on-one conversations, Viber messages, FB Messenger messages, Zoom conferencing, and even through Facetime. A teacher is already expected to be an expert communicator due to the nature of the work, yet their communication skills are one that needs to be optimized in order to be fully relevant and useful to the members of the team they are handling.

The fifth skill is influence and negotiation. In today’s teaching landscape, the image of a leader who wields his or her authority using fear and intimidation will surely feel out of place as today’s teachers expect their leaders to inspire them, persuade them, and encourage them to participate in achieving the common goals of the school. Today’s school leaders need to be strong influencers and fair negotiators, and the idea of them flouting how much power they have, may not be the best method in influencing their co-teachers to work towards achieving results for the school. Today’s principals must be able to use these subtle skills of influence and negotiation to build relationships among the teachers and across the school community, align priorities especially since the school works on a tight budget, and find a win-win solution that ultimately leads to completed projects for the activities of the teachers and delivered performance results for the school.

Proposed Outline for Leadership Program for Quality Teachings as a Response to Globalization

Here is the proposed outline of the “Transformative Leadership Development Program” that the researcher is proposing to address the issues and challenges facing today’s teachers.

1. Basics of Leadership
 - 1.1 Self-Assessment
 - 1.2 Leadership Models
 - 1.3 Human Behavior



- 1.4 Motivation
2. Leadership Philosophies
 - 2.1 Transformational Leadership
 - 2.2 Social Leadership
 - 2.3 Authentic Leadership and Social Influence
 - 2.4 Servant Leadership
3. 21st Century Leadership Zone Skills
 - 3.1 Reflection;
 - 3.2 Society;
 - 3.3 Diversity;
 - 3.4 Ingenuity;
 - 3.5 People and
 - 3.6 Organization;
4. Addressing Generational Attitudes and Issues in the Teaching Workplace Skills Training
 - 4.1 Coaching
 - 4.2 Accountability
 - 4.3 Influence and Negotiation
 - 4.4 Change Management
 - 4.5 Communication
5. Supporting Skill
 - 5.1 Time Management
 - 5.2 Meetings
 - 5.3 Communication
6. Survey Evaluation of Leadership Program

Aside from the globally competitive quality teaching skills and the part that addresses the generational attitudes and issues in the teaching workplace, which form the core of this research, the researcher has added other important leadership topics to give the teacher trainees a stronger foundation in the development of their leadership skills. This includes a personal self-assessment, a discussion on the basics of leadership, an overview of human behavior and motivation, as well as training on the current skills needed by leaders to oversee their organization. Further supporting skills have also been added as meetings and time management will definitely help teacher-trainees focus more on the important issues to be addressed.

This suggested outline is not written in stone and can be modified after the evaluation period, based on the reactions, feedback, and suggestions of the participants. This way, it makes this leadership program more dynamic and current. It is also important to get the testimonies of the participants to gauge which parts of the leadership program are the strongest, most popular, most memorable, and most helpful – and which parts may need more tweaking. Caution must be followed when changing topics so that the trainers don't lose sight of the main goal of having the leadership program in the first place.

Evaluation of the Leadership Program through Quality Teachings as Response to Globalization

An Evaluation Plan that considers the outcomes needs data and proper analyses in obtaining results are needed to align the evaluation objectives with the program objectives. The researcher will use Kirkpatrick's Evaluation Framework which has four levels: Level 1 and Level 2 which are collected at the end of the

program, conveys the participants' perception and the extent to which knowledge and skills were acquired respectively. Level 3 and Level 4 are collected several months after the program implementation, which helps participants utilize their new skills on the job. This helps in the transfer of learning from the program to the new workplace. Although the researcher hopes that participants find the program a positive experience and learn new thoughts and perspectives, the DepEd should also expect to find positive changes like the transfer of learning from the program to the actual workplace. These measures focus on output like productivity. They may also focus on more intangible measures such as customer satisfaction, job satisfaction, and work habits. Level 5 calculations are based on Level 4 measures interpreted in a way that accounts for the school's overall performance, which the researcher thinks is the main reason why this leadership program was instituted in the first place. Data that may not be converted to monetary value like improved teamwork and networking are still important to collect as they represent intangible value.

IV. DISCUSSION

The focus of this study was to determine the Quality of Teaching in the Secondary Schools in Borongan City Division as a Response to Globalization.

The descriptive method was used in this study. An interview questionnaire was used to significant data needed in the study that involves collecting, analyzing, and integrating. It was divided into four (4) parts. Profile of the respondents, Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization. Specifically, the study answered the following questions.

1. What is the level of performance of the quality of teaching in the Secondary Schools in Borongan City Division in the province of Samar: Response to Globalization along the following indicators:

1.1 administrators' management functions in School Governance

- a. planning;
- b. leading;
- c. organizing; and
- d. controlling?

1.2 quality teachers'

- a. capability in teaching;
- b. designing of strategies;
- c. use of ICT;
- d. quality of instructional materials; and
- e. related teaching skills in pedagogy?

1.3 quality students' graduates

- a. learning competencies;
- b. results of general exams;
- c. extra-curricular activities; and
- d. awards/achievements?

2. What is the status of the learning environment atmosphere on the level of performance of the quality of teaching in the



Secondary Schools in Borongan City Division development program in the province of Samar?

3. What is the relationship of the status of the learning environment atmosphere between the development program on the level of performance of the quality of teaching in the Secondary Schools in Borongan City Division?

4. What development program could be proposed on the level of performance for the quality of teaching in the Secondary Schools in Borongan City Division?

The respondents for this study were Teachers 1-3, Master Teachers 1-2, and principals. They had an average of at least 13 years of service showing the high experience level of the respondents.

The respondents made their perceptions known on the Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization and the respondents want their leader to be able to delegate work and assign it to the right person. This leader knows which outcomes have to turn out successfully and can also deal with failure without assigning blame. Furthermore, they see a leader who gives time for reflection, allowing them to process their actions and know how to proceed when dealing with thorny issues within the teaching community.

Society Involving Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization refers to the leader's ability to serve the public surrounding the teaching community. Obeying the law is not just the expectation but doing good for the community – whether the work is environmental or any type of community work. By doing so, the leader is also involving the teaching community to participate in socially responsible actions. This civic duty is then extended by the teaching community to the community itself and its stakeholders like its barangay leaders and civic-minded citizens. This united front of cooperation can benefit the community since they are the beneficiaries of these community projects. Finally, any unethical actions by the leader are frowned upon by the members of the teaching community. Unethical actions and decisions have no part in helping society at large and leaders who do these actions should be sanctioned or called out.

The Diversity on the Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization involves collaborating well with people different from themselves. Racially, Filipinos don't really differ much from each other and these differences may be linguistic at best and regionalistic at its most. Since the country has more than 7,107 islands, it is but natural that different temperaments abound in the many different geographical areas of the country. Since within the country, there is migration, it would not be surprising that the teaching community featured in this study will have teachers coming from all over the country. Many Filipino teachers speak a third language depending on where they were born and each geographical group may have cultural nuances which are unique to that group. The teachers are open to the idea of working with fellow teachers with backgrounds different from themselves. By

doing so, they get to learn about other people's cultures and temperaments.

The many challenges and problems that the teachers will face every school year will test their skill of ingenuity. The teachers expect their leader to possess ingenuity as well, since by having this trait, the leader can help move the organization forward, instead of it being stuck in a rut. This is especially true now in this pandemic where many of the usual practices of the teachers and students have been disallowed, opening up the notion of distance learning via the Internet – a system of learning where the teachers have to use the latest in classroom technology, but all via their laptops, phones or tablets. It is a demand which has brought out the ingenuity of the teaching community including the parents of the pupils and students. It is clear to the teachers that they have to adapt to these tectonic changes and they need the wholehearted support of their leaders. Leaders who are anti-innovation and anti-change will leave the organizations stuck in the past. The teachers also understand that for innovation to prosper, the organization has to have a shared vision of the future. Arming themselves with these new skills, they are able to solve real-world problems by thinking clearly and engaging with others who can shed light on the problem. These trying times demand innovation, flexibility, and creativity not only among the members of the teaching community but especially among the leaders themselves.

Quality of Teaching is the task of the leader to bring out the best of each and every member of the team, to motivate them to always give their best on the tasks assigned to them. To be able to do that, the leader has to be emotionally engaged with the teachers, inspiring their trust, and respecting their opinions even if those opinions contradict that of the leader. Sometimes teachers are not open to expressing their opinions on matters or voicing out their concerns because past leaders have the tendency of taking it out on them. So instead of fostering an atmosphere of openness, there is an atmosphere of retribution and punishment on those teachers who think differently or are espousing new ideas that can rock the boat, so to speak. The teachers have emphatically said that they do not want leaders who punish teachers for having a difference of opinions.

The Quality of Teaching goal of the leader is to keep the organization on the right track in terms of achieving the educational goals of the district, in terms of the academic performance of the students. The teachers have pointed out that there are many difficulties in meeting the learner needs of those belonging to other cultures, especially since the pandemic has given even more challenges to both teachers and students. In organization, the teacher should be able to work with a diverse group of students, as well as a diverse group of teachers. Therefore, the leader has to be sensitive to the leadership needs of the communities they are serving. They must be able to apply the correct leadership styles that would suit the teaching community they are assigned to.



On the Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization, principals have had to encourage their teachers to learn new skills and develop new modules for the blended learning and the online learning being pushed by the DepEd and the government. These tectonic changes in the teaching methods have been met by varied reactions by both the students and the parents, yet many teachers forge on and learn the technologies that would allow them to hold classes. The challenge has also extended to the students themselves as many of them cannot afford to buy laptops or tablets or even the Android cellular phones needed by their children. Another challenge is the fluctuating and inconsistent service provided by the local broadband internet providers, making classes through any online meeting software app, a bit of a challenge depending on the quality of wi-fi connection of different geographical areas. These challenges are new for the principals so they have had to adjust on how to deal with these new challenges. Moreover, even with these new teaching challenges, the leaders would want to instill in their teacher constituents to keep a work-life balance always so that they do not suffer from fatigue or burnout.

In terms of the Quality of Teaching in the Secondary Schools in Borongan City Division: In response to the Globalization of secondary teachers, there has been relative harmony between the teachers of different generations. Although there should be differences in the attitude towards work between generations, the study was not able to detect them. While younger teachers may enjoy the flexibility being afforded by the current way of teaching, this may pose a problem for older teachers, especially those reaching the age of retirement. However, none of these manifested in the study, as even the supposedly older teachers embraced the new challenges of teaching and did not back down when they learned they had to study new technologies like Zoom and Google Classroom. It is also expected that younger people may have less loyalty towards the teaching profession. However, the current pandemic has shown that the public-school teachers have been the luckier members of society, as the security of tenure of their jobs has assured them of continuous compensation all throughout all the GCQ and ECQ periods, something which their counterparts in the private sector have not enjoyed. Many teachers in private schools have lost their jobs and are now part of the new unemployed. In terms of attitudes regarding respect and authority, all the teachers expected to get praise from their bosses so that it would continue to motivate them. They also respect the chain of command regardless of the ages of the people above them. The fourth generational attitude is training styles and needs and here, the teachers demanded that they be allowed to express their creativity and that they prefer working as a team rather than individually. They also said that trophies and plaques do not really motivate them, so the leader can do away with those token items since they are just a waste of money. Attitude towards supervision is the fifth generational attitude and the teachers value good working relationships with their colleagues. They go for teamwork instead of individualized work. They also have deep respect for diversity in the workplace. They also feel high about

their security especially when they get old, and strongly agree with the statement that they have a company retirement fund. They also feel comfortable communicating using electronic media, which has become the norm nowadays. The desire for work-life balance Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization has been very emphatic about their need to have some form of work-life balance. This is something that their leader should take note of and prepare for. They also want to have comprehensive life insurance which is consistent with their request for a company retirement fund. Finally, they also valued company advancement on the Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization. This is another aspect their leader should take note of and allow teachers to advance in their chosen career paths.

V. CONCLUSION

Based on the findings and analysis of this study, the researcher has come up with the following conclusions. Today's teachers practice the Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization so as to develop a harmonious working relationship with everyone in the teaching community. Speaking frankly is one area of Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization has to be since the Filipino temperament is not used to being talked directly to. There must be tact and diplomacy when talking to the constituents. Today's teachers expect their leaders to spearhead community-based projects where they can be involved in and serve some persistent needs of their surrounding community. This notion of *bayanihan* among the members of the community depicts how the leadership zone of 'society' works for the teaching community. A Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization the ability to bring out the best from each and every member of his or her teaching team. These teachers are the assets of the school and they should be given enough leeway and freedom to do their jobs – allowing for more creativity, innovation, and respect for each other's work. There are four separate and distinct generations working together in today's teaching communities. They are the traditionalists, Baby Boomers, Generation Xers, and Generations Years. However, there have been no prevailing negative generational attitudes that have persisted that the study has unearthed. There is prevailing harmony among the different teachers regardless of their age range. This has been a very welcome finding as it shows the deep level of respect the teachers have for each other regardless of their length of tenure and years of teaching experience. One interesting thing the study has uncovered is that the teachers do not necessarily want to rock the boat. They are dedicated to this profession and do not want to cause any major upheavals or controversies if they can be avoided. This loyalty and dedication to the profession runs in all the generations and the teachers pointed out that they do not have to use their 'strong voice' in making a point. The teachers have shown that they are willing to follow their leaders and are not prone to rocking the boat



whenever issues crop up. The Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization in its far-reaching impact on the educational system has been the most major issue the teachers and the leaders have had to deal with. The pandemic totally changed how schooling is done and has been very stressful to the principals, the teachers, the students, and their parents. There have been no significant differences between the profile of the Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization in the workplace of teachers. This means that the discussed Quality of Teaching is relevant to all members of the teaching community regardless of what generation they grew up in.

VI. RECOMMENDATIONS

Based on the findings, analysis, and conclusions of this study, the researcher has formulated the following recommendations for future researchers as well as those who have done research in the field of quality teaching. Knowing already that the teachers want a leader that practices the Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization, the researcher wants future researchers to extend the study to identifying case studies where each of the Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization has been tested severely. These specific case studies can serve as guides and lessons to fellow teachers who may have undergone similar stresses in their daily work.

Coordinate with the barangay leaders and other stakeholders in the community in coming up with a project that will involve the cooperation of everyone and will greatly benefit the members of the community. This can be one project per semester. If the pupils and students can participate, so much the better.

Come up with an activity where the members of the teaching community can interact with each other and share the best practices and learnings they can offer from their own ethnic and geographical backgrounds. It can be in terms of culinary expertise, or sewing skills, or even something cultural like a song or a dance. It will allow the teachers to appreciate their own native skills and knowledge, they will also learn something new about their other co-teachers.

For future researchers, to find more stark differences between the generational attitudes of the members of the teaching community, it would be interesting to set up a study where different problems are presented and find out if there are differences, if any, in the approaches to the problem depending on the generation which the teacher comes from.

This study will foster a better understanding Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization on how teachers of different generations approach all the challenges and what learnings each generation can pick up from each other. Furthermore, the institutional

instructional development program is a continuing work of progress. The activities that are used for training should always be updated and should stay relevant to the times – whether in terms of technologies being used as well as a more open attitude to new learnings in terms of leadership. A yearly evaluation of the development program is highly recommended to ensure that it retains its highest effectivity and impact on the teachers being trained as leaders. There may be a template to follow and a general text but each district is given enough freedom to tweak activities that they feel may appeal more to their trainees. The implementation is not ironclad, what is important is that by the end of the training program, there is a new batch of teacher-leaders who have imbibed all the major learnings in the Quality of Teaching in the Secondary Schools in Borongan City Division: Response to Globalization have the ability to lead their teaching community in achieving their yearly educational goals.

REFERENCES

1. Ariola, Mariano M. 2000. "The Filipino Administrator Today: Her Role in Nation Building" *The Modern Administrator*.
2. Barrientos, Gloria P. 2013. *School Leadership* (Quezon City: Saint Bernadette Publications, Inc.)
3. Bautista, H.A. 1993. "Work Oriented Upper Elementary and Secondary Education Teachers". *Phil. Journal of Education*. September 1993. p. 28.
4. Boiser, Diosdado. 2000. *Management Styles*. (Manila: Rex Book Store, Inc.
5. Calmorin, Laurentina P. 2000 "My Idea of A Good Educational Teachers". *The Modern Administrator*. Vol. XLV, No. 4 December. Page 281.
6. Carlos, C.P. 1993. "The Work-Oriented Curriculum: Its' Application in the Classroom management." *PPSTA Herald*. Quezon City, Philippines. September-October page 4.
7. Gonzales, Ma. Minerva, et al. 2009. *Teaching Strategies*. Quezon City: Katha Publishing, Inc.
8. Lauron, Maria Theresa. 2007 *Educational Management*. (Manila: Ibon Philippines,)
9. Lussier, Robert. 2013. *Human Relations to Organization*. Illinois: Irvin Publications.
10. Nage, Lucila. 2017. "Science and Technology II Instruction". Thesis. Baguio Central University, Baguio City
11. Nollado, Jose N. 1995. *The Education Act of the Philippines: Annotated*. Metro Manila: National Bookstore.
12. Pagoso, Cristobal M. 1992. *Inferential Statistics for Graduate School Students*. Manila: Sinag-tala Publishers, Inc.
13. Raymundo, Felix G. 2018. "Work Values and Performance of Public Elementary School Administrators of Bimmaley I District S.Y. 2001-2002". Thesis. Don Mariano Marcos Memorial State University (DMMMSU- Graduate College), South La Union Campus, Agoo, La Union
15. Rera, Filomena. 2018. *Toward Effective Teaching*. Quezon City: National Bookstore, Inc.
16. Rotherham, A.J., & Willingham, D.T. (2009). *21st Century Skills: The Challenges Ahead*. *Educational Leadership*, 67, 16-21.
17. Sanches, Custodia. 2006. *Methods and Techniques of Research*. Manila: Rex Bookstore, Inc.