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Desirable Factors and Teachers' Performance in Polanco I and II Districts, Schools Division of Zamboanga Del Norte

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ABSTRACT: This study aimed to determine the desirable factors and their relationship with teachers' performance in Polanco I and II Districts, Schools Division of Zamboanga del Norte, during School Year 2022–2023. The study employed a descriptive-correlational research design and involved 132 teacher-respondents from the identified districts. Weighted mean, standard deviation, and Spearman rank-order correlation coefficient were used as statistical tools, with jamovi as the statistical software. Findings revealed that the level of desirable factors was high, while the level of teachers' performance was very satisfactory. Moreover, the study found no significant relationship between desirable factors and teachers' performance. Based on the findings, it is recommended that DepEd officials, through the Schools Governance and Operations Division and the Curriculum Implementation Division, use the results as a basis for crafting training proposals that may further strengthen desirable factors and sustain teachers' performance. School heads may also utilize the findings as a basis for providing technical assistance to teachers. Likewise, teachers may use the results for reflective practice and continuous improvement of their professional performance.

KEYWORDS: desirable factors, teachers' performance, descriptive-correlational research, public secondary school teachers, IPCRF

INTRODUCTION

Teachers' professional performance is influenced by various desirable factors that shape how effectively they perform their instructional, classroom management, assessment, and professional responsibilities. These desirable factors refer to the personal, school-related, student-related, and community-related conditions that support and enhance teachers' ability to deliver quality education. Since teachers play a significant role in improving students' academic achievement, examining the factors that contribute to their professional performance is an important area of educational research. Canales and Maldonado (2018) emphasized that desirable factors affecting teachers' professional performance are worth investigating because of their significant connection to student achievement. Similarly, Paz (2021) explained that desirable factors include beneficial characteristics, conditions, and elements that contribute to improved teacher performance. Therefore, understanding these factors provides meaningful insights into how teachers can be better supported to improve their performance and contribute to the overall quality of education.

Teacher performance is a central concern in the field of education because teachers serve as the primary agents in shaping learners' knowledge, values, skills, and overall development. In the broader educational context, teachers are not only responsible for classroom instruction but also for contributing to the improvement of human resources and national development. Afriansyah (2020) emphasized that teachers play an important role in guiding students toward better learning and personal growth. Similarly, Faudiah et al. (2023) stated that teachers serve as the spearhead of a nation because their performance contributes to building quality human resources and strengthening the dignity and future of society. Thus, the higher the level of teacher performance, the greater the possibility of improving the quality of education and producing competent learners.

In the classroom setting, teacher performance is a vital part of the educational process because it reflects how teachers apply their knowledge, skills, abilities, and professional competencies to support student learning and achievement. It is considered an essential element in education because the quality of teachers' performance directly influences educational outcomes. Ardiansyah (2019) explained that teachers frequently interact with learners during the teaching-learning process; therefore, their performance greatly determines the effectiveness of instruction and the quality of learning results. This shows that attention to teacher performance is necessary in developing quality teachers who can respond effectively to classroom demands and contribute meaningfully to educational improvement.

Teachers are considered among the most significant persons in schools because they perform numerous and crucial tasks in shaping learners to become productive members of the community. In the teaching-learning process, teachers have the greatest influence on students' education because they directly guide instruction, classroom interaction, learning engagement, and values formation. Pama (2023) emphasized

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that teachers are important persons in the teaching-learning process because of their direct impact on students' learning. Similarly, Abarro (2016) noted that teachers are vital elements of the educational process because they carry out essential responsibilities that help transform learners into productive individuals. Thus, determining teachers' performance is necessary in assessing the extent to which they effectively fulfill their professional duties in the school setting.

However, teacher performance may be affected by several desirable factors that either support or hinder teachers' effectiveness in performing their instructional and professional responsibilities. Sumanga et al. (2022) stated that effective classrooms are associated with better student results and development, while Limos-Galay et al. (2023) explained that teacher effectiveness is an outcome of better teacher performance and other related aspects. Despite these claims, there remains limited empirical evidence on teachers' performance in relation to desirable factors after the pandemic, especially in the Philippine context, where schools experienced prolonged disruptions before the full resumption of in-person classes. This gap indicates the need to examine how teachers continue to perform personally and professionally under changing school conditions.

In the Schools Division of Zamboanga del Norte, particularly in Polanco District, limited local data are available regarding the desirable factors that may influence the performance of public secondary school teachers. This lack of contextualized evidence makes it difficult to determine which factors support or challenge teachers' performance in the post-pandemic school environment. Moreover, the researcher, who is currently teaching in the district, observed that feedback from students and teachers regarding teaching performance was not entirely positive. These observations strengthened the need to conduct the present study. Hence, this research seeks to fill the identified gap by determining the desirable factors and their influence on teachers' performance. The study is also aligned with the MATATAG Agenda, particularly its emphasis on promoting learner well-being, inclusive education, and a positive learning environment.

The present study is worth conducting because it provides theoretical and practical justification for understanding how desirable factors influence teachers' professional performance. It is anchored on the Theory of Performance developed by Elger (2011), which explains that performance is the act of producing valued results and may be demonstrated by individuals or groups working toward meaningful outcomes. In the context of education, teachers' performance is a valued result because it directly affects the quality of instruction, learner development, and overall school effectiveness. Thus, using the Theory of Performance as the theoretical foundation provides a clear basis for examining the conditions that may improve or weaken teachers' performance.

Elger's Theory of Performance identifies six major components that influence performance: context, level of knowledge, level of skills, level of identity, personal factors, and fixed factors. These components are relevant to the present study because teachers' performance does not depend only on individual competence but also on the environment, available support, learner characteristics, community involvement, and conditions beyond teachers' control. Context may be linked to school-related and community-related factors; knowledge and skills may be associated with teachers' professional competence; identity and personal factors may relate to motivation, commitment, attitude, and self-perception; while fixed factors may include external limitations and institutional constraints. Therefore, the Theory of Performance offers a comprehensive lens for analyzing the desirable factors that affect teachers' performance.

This study is also important because it can generate localized and evidence-based information that may guide school leaders, teachers, and education stakeholders in improving teacher performance. By examining person-related, school-related, student-related, and community-related factors, the study may identify which areas need strengthening to support teachers more effectively. The findings may serve as a basis for developing strategies, intervention programs, professional development activities, and school-based support mechanisms that promote a positive mindset, an enriching work environment, and reflective teaching practices. Hence, this research is worth conducting because it contributes to the development of practical actions and theoretical understanding that can help improve the professional performance of teachers.

METHODS

The study employed a quantitative descriptive-correlational research design using the survey method to determine the desirable factors affecting teachers' performance in teaching. The quantitative approach was appropriate because the study aimed to gather numerical data, measure the level of desirable factors and teachers' performance, and examine the relationship between desirable factors and teachers' performance. Since the objectives required statistical analysis, the use of quantitative methods allowed the researcher to analyze the data through descriptive and inferential statistics.

The descriptive method was used because the study sought to describe the existing conditions of desirable factors and teachers' performance at the time of the investigation. According to Taherdoost (2022), descriptive research aims to describe the nature of a situation as it exists and to explain the characteristics of a particular phenomenon. In this study, the descriptive component was used to determine the level of desirable factors and teachers' work performance. Meanwhile, the correlational component was used because the study aimed to determine whether a significant relationship exists between desirable factors and teachers' performance.

The survey research design was also appropriate because data were gathered directly from a group of respondents through the use of a structured questionnaire. Siedlecki (2020) emphasized that survey research is useful in studying groups of individuals and describing how their responses are distributed across one or more variables or characteristics. Thus, the questionnaire served as the main data-gathering instrument for obtaining measurable responses from teachers in Polanco I and Polanco II Districts, Schools Division of Zamboanga del Norte.

The population of the study consisted of 150 regular permanent public secondary school teachers from six public national secondary high schools located in Polanco I and Polanco II Districts, Schools Division of Zamboanga del Norte. The respondents were teachers who held regular permanent status during the conduct of the study. Teachers who were not regular permanent employees, those assigned outside the identified schools, and those who were unavailable or unwilling to participate were excluded from the study. Out of the total population, 132 teachers participated in the study. The study used total enumeration as the sampling technique because all qualified teachers from the identified schools were considered possible respondents. However, only 132 teachers were able to participate and provide usable responses.

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The data gathered were treated and analyzed using weighted mean, standard deviation, and Spearman rank-order correlation coefficient. The weighted mean was used to determine the respondents' ratings on the desirable factors and teachers' work performance. Standard deviation was used to determine the homogeneity or heterogeneity of the respondents' ratings. A standard deviation of 3 or below indicates homogeneity, while a standard deviation greater than 3 indicates heterogeneity, as supported by Aiken and Susane (2001) and Refugio et al. (2019). Spearman rank-order correlation coefficient was used to determine the significant relationship between desirable factors and teachers' performance. Overall, the research approach, design, population, sampling procedure, and statistical tools were aligned with the objectives of the study.

RESULTS AND DISCUSSION

Results

Table 1: Perceived Level of Desirable Person-Related Factors

Person-Related Factors	Mean	SD	Description	Interpretation
High intellectual and scholastic qualities	3.99	0.64	Agree	High
Good preparation for teacher education	4.12	0.72	Agree	High
Competitive salary/good income level	3.70	0.94	Agree	High
Relevant educational qualification	4.17	0.70	Agree	High
Effective philosophical method/methodology	4.04	0.68	Agree	High
Favorable home life	4.04	0.78	Agree	High
Good health, professional and personal character, and family background	4.26	0.77	Strongly Agree	Very High
Job stability/job contentment	4.12	0.70	Agree	High
Long years in service	4.08	0.68	Agree	High
Adequate and relevant training	3.95	0.73	Agree	High
Overall	3.97	0.57	Agree	High

Table 1 presents the perceived level of desirable person-related factors. The data reveal that the respondents strongly agreed that good health, professional and personal character, and family background are very highly desirable factors for teachers. The respondents also agreed that high intellectual and scholastic qualities, good preparation for teacher education, competitive salary or good income level, relevant educational qualifications, effective philosophical method or methodology, favorable home life, job stability or job contentment, long years in service, and adequate and relevant training are highly desirable for teachers. Overall, the level of desirable person-related factors was high, with a mean of 3.97 and a standard deviation of 0.57. This means that the secondary school teachers of Polanco I and II Districts agreed that person-related factors are highly desirable in supporting teachers' professional performance. This finding is important because Tseng (2016) indicated that in today's information society, human capital has become more significant than economic capital. The finding is further supported by Haramain (2018), who stated that person-related factors contributing to teachers' performance include intellectual level, income level, and scholastic qualities. In addition, the salary received by teachers from their employer serves as a significant motivating factor that helps them perform their duties efficiently and effectively.

Table 2: Perceived Level of Desirable School-Related Factors

School-Related Factors	Mean	SD	Description	Interpretation
Suitable educational curriculum	4.03	0.73	Agree	High
School environment conducive to teaching and learning	4.06	0.73	Agree	High
Relevant school system and effective managerial skills of the administrator	4.12	0.75	Agree	High
Successful and sufficient administration of in-service training	4.17	0.70	Agree	High
Adequate and suitable school equipment/facilities	4.02	0.74	Agree	High
Strong faculty coordination	4.05	0.70	Agree	High
Overall	4.04	0.64	Agree	High

Table 2 presents the perceived level of desirable school-related factors. As shown in the table, the respondents agreed that a suitable educational curriculum, a school environment conducive to teaching and learning, a relevant school system, effective managerial skills of the administrator, successful and sufficient administration of in-service training, adequate and suitable school equipment and facilities, and strong faculty coordination are highly desirable factors for teachers. This finding implies that the level of desirable school-related factors in Polanco I and II Districts is high. Padillo et al. (2021) stated that curriculum alignment and standards-based assessment under the K to 12 Program were perceived to be very beneficial to teachers. Kwa (2017) noted that creating a favorable educational environment is just as important as the content being taught and shared. Likewise, the World Health Organization (WHO, 2020) emphasized that the school environment is a critical setting for implementing effective control measures.

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Table 3: Perceived Level of Desirable Student-Related Factors

Student-Related Factors	Mean	SD	Description	Interpretation
Moderate number of students in the classroom	3.80	0.85	Agree	High
Active involvement of students in academic, co-curricular, and extracurricular activities	3.83	0.80	Agree	High
Healthy, responsible, and bright learners	3.51	0.82	Agree	High
Strong educational foundation of students	3.65	0.85	Agree	High
Overall	3.73	0.75	Agree	High

Table 3 presents the perceived level of desirable student-related factors. As shown in the table, the respondents agreed that a moderate number of students in the classroom, active involvement of students in academic, co-curricular, and extracurricular activities, healthy, responsible, and bright learners, and a strong educational foundation among students are highly desirable. This finding suggests that the level of desirable student-related factors is high. Haramain (2018) stated that student-related factors also play a significant role in teachers' performance. The total number of students in a class may affect how well teachers perform their duties. Generally, teachers find it more manageable to handle a moderate number of students than a larger class size. In addition, Thagurathi (2022) asserted that student behavior and involvement, including entry behavior, motivation level, attitude toward the subject, and family-related factors such as parental education, financial status, and family size, are significant factors to consider.

Table 4: Perceived Level of Desirable Community-Related Factors

Community-Related Factors	Mean	SD	Description	Interpretation
Strong cooperation and support from parents, religious organizations, and the community in school affairs	3.88	0.76	Agree	High
Responsible community leaders	3.98	0.73	Agree	High
Favorable community environment	4.02	0.71	Agree	High
Overall	3.95	0.69	Agree	High

Table 4 presents the perceived level of desirable community-related factors. The data reveal that the respondents agreed that strong cooperation and support from parents, religious organizations, and the community in school affairs, responsible community leaders, and a favorable community environment are highly desirable factors. This finding indicates that the level of desirable community-related factors is high. The Philippine Education Act of 1982, as cited by Haramain (2018), emphasizes the importance of fostering a spirit of shared purpose and cooperation among members of the educational community, including parents, teachers, school personnel, and the school itself. Kok et al. (2015) stated that when the community actively participates and provides support to teachers, it creates a positive environment that promotes effective teaching and learning. In addition, Hasbay and Altındağ (2018) attested that effective community management considers relationships among people and recognizes the presence of multiple factors that influence community dynamics.

Table 5: Summary of the Perceived Level of Desirable Factors

Desirable Factors	Mean	SD	Description	Interpretation
Person-related factors	3.97	0.57	Agree	High
School-related factors	4.04	0.64	Agree	High
Student-related factors	3.73	0.75	Agree	High
Community-related factors	3.95	0.69	Agree	High
Overall	4.01	0.56	Agree	High

Table 5 presents the summary of the perceived level of desirable factors. The results show that the respondents agreed that person-related factors, school-related factors, student-related factors, and community-related factors are highly desirable. This finding indicates that the overall level of desirable factors is high. This is important because Canales and Maldonado (2018) emphasized that desirable factors and their impact on the quality of teachers' professional performance are important topics to investigate, considering their significant role in student achievement. This finding is further supported by Kanya et al. (2021), who revealed that desirable factors are necessary for teachers to succeed and enhance their performance. Moreover, teachers' competence increases as students' learning progress improves.

Table 6: Level of Teachers' Performance in Terms of IPCRF

Scale	Range of Values	Description	f	%	Weighted Mean	Description
5	4.500–5.000	Outstanding	5	3.79	3.864	Very Satisfactory
4	3.500–4.499	Very Satisfactory	124	93.94		
3	2.500–3.499	Satisfactory	3	2.27		
2	1.500–2.499	Unsatisfactory	0	0.00		
1	Below 1.499	Poor	0	0.00		

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Table 6 shows the level of teachers' performance in terms of IPCRF. The results reveal that the majority of the respondents, or 93.94 percent, obtained a very satisfactory performance rating, while 3.79 percent obtained an outstanding rating and 2.27 percent obtained a satisfactory rating. Overall, the level of teachers' performance was very satisfactory. This finding implies that the teachers performed their duties and responsibilities in accordance with Section 2, Article IV of the Code of Ethics for Professional Teachers, which states that every teacher shall uphold the highest possible standards of quality education, make the best preparation for the career of teaching, and be at their best at all times in the practice of the profession. This finding is supported by Sumanga et al. (2022), who found that the average teaching performance of junior high school teachers was very satisfactory. This finding is also aligned with Bellino (2024), who revealed that the performance rating of teachers in Polanco I District was very satisfactory.

Table 7: Test of Relationship between Desirable Factors and Teachers' Performance

Variables	rho-value	p-value	Interpretation
Desirable factors versus teachers' performance	-0.07	0.42	Negligible/slight negative correlation; not significant

Table 7 presents the test of relationship between the level of desirable factors and teachers' performance. Using the Spearman rank-order correlation coefficient, the result yielded a p-value of 0.42, which is greater than the 0.05 level of significance. This means that there is no significant relationship between desirable factors and teachers' performance. Thus, the null hypothesis is not rejected. This finding indicates that teachers' performance is not significantly affected by the desirable factors considered in the study. This result may be attributed to the fact that, regardless of environmental factors within and outside the organization, teachers are expected to attain at least a very satisfactory performance rating to qualify for the performance-based bonus and other benefits granted to public school teachers. This further suggests that the respondents demonstrated similar levels of performance regardless of the desirable factors assessed. However, this finding contradicts Loose (2020), who stated that desirable factors significantly contribute to teachers' performance and overall effectiveness.

DISCUSSION

The findings of the study revealed that the respondents perceived the desirable factors affecting teachers' performance as high. Among the four dimensions, school-related factors obtained the highest mean of 4.04, followed by person-related factors with a mean of 3.97, community-related factors with a mean of 3.95, and student-related factors with a mean of 3.73. The overall mean of 4.01 indicates that the respondents agreed that these desirable factors are important in supporting teachers' work and professional performance. This suggests that teachers value not only their personal qualifications and characteristics but also the school environment, learner characteristics, and community support as important elements in the teaching-learning process.

The result on person-related factors shows that teachers considered good health, professional and personal character, family background, educational qualifications, training, job stability, and income level as highly desirable. This means that teachers recognize the importance of personal readiness, professional competence, and emotional stability in performing their duties effectively. The high rating implies that when teachers possess the necessary intellectual, personal, and professional qualities, they are more capable of meeting classroom demands and sustaining quality performance. This finding also indicates that teachers' competence and motivation are strengthened when they have adequate preparation, relevant training, and stable work conditions.

School-related factors obtained the highest mean among the four dimensions, which indicates that the school environment plays a major role in supporting teachers' performance. The respondents agreed that a suitable curriculum, conducive teaching-learning environment, relevant school system, effective school leadership, sufficient in-service training, adequate school facilities, and strong faculty coordination are highly desirable. This suggests that teachers perform better when the school provides clear instructional direction, supportive leadership, sufficient resources, and opportunities for professional growth. A well-managed school environment may help teachers become more organized, motivated, and effective in delivering instruction.

The findings also revealed that student-related factors were perceived as high. The respondents agreed that a moderate number of students, active student involvement, responsible and healthy learners, and strong educational foundation are desirable conditions for teaching. This means that teachers are likely to perform more effectively when students are prepared, engaged, disciplined, and actively involved in academic and co-curricular activities. Although this dimension obtained the lowest mean among the four factors, it still falls under the high level. This implies that learner characteristics remain important in shaping classroom interaction and instructional effectiveness.

In terms of community-related factors, the respondents also gave a high rating. This means that support from parents, religious organizations, community leaders, and the broader community is considered important in strengthening teachers' performance. The result implies that teaching is not limited to classroom instruction alone but is also influenced by the support system surrounding the school. When the community actively participates in school affairs and provides a favorable environment, teachers may feel more supported in carrying out their duties and responsibilities.

Meanwhile, the level of teachers' performance in terms of IPCRF was found to be very satisfactory, with the majority of respondents, or 93.94 percent, obtaining a very satisfactory rating. This indicates that the teachers were able to meet the expected standards of performance in their work. The result suggests that the teachers generally fulfilled their instructional, professional, and school-related responsibilities effectively. This also reflects that the respondents were able to comply with the expected performance standards set for public school teachers.

However, the test of relationship between desirable factors and teachers' performance showed a rho-value of -0.07 and a p-value of 0.42, which is greater than the 0.05 level of significance. This indicates a negligible or slight negative correlation and a non-significant relationship

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between the two variables. Therefore, the null hypothesis was not rejected. This means that although desirable factors were perceived as high, they did not significantly relate to teachers' performance in this study.

This finding implies that teachers' performance may remain very satisfactory regardless of the level of desirable factors identified in the study. One possible explanation is that public school teachers are expected to comply with performance standards, duties, and responsibilities regardless of personal, school, student, or community-related conditions. Their performance may also be influenced by other factors not covered in the present study, such as administrative monitoring, professional accountability, teaching experience, commitment to public service, or compliance with IPCRF requirements.

Overall, the results suggest that while desirable factors are considered important and highly evident, they do not necessarily predict or significantly influence teachers' performance based on the data gathered. This means that teachers may continue to perform at a very satisfactory level even when differences exist in person-related, school-related, student-related, and community-related factors. Thus, future studies may consider including other variables that may have a stronger influence on teachers' performance, such as motivation, instructional leadership, workload, professional development, school climate, and teacher commitment.

CONCLUSIONS

Based on the findings of the study, it is concluded that the respondents perceived the desirable factors as highly evident and important in relation to teachers' professional work. Person-related factors, school-related factors, student-related factors, and community-related factors were all rated high, which means that teachers considered these factors as meaningful conditions that support the teaching-learning process. This implies that teachers value personal competence, professional preparation, health, character, educational qualifications, job stability, school support, learner readiness, and community involvement as important elements in the effective performance of their duties.

It is also concluded that among the desirable factors, school-related factors obtained the highest rating. This means that a suitable curriculum, conducive school environment, effective school system, strong administrative leadership, sufficient in-service training, adequate facilities, and strong faculty coordination are considered very important in supporting teachers' work. Meanwhile, student-related factors obtained the lowest mean, although still interpreted as high, which indicates that learner characteristics such as class size, participation, responsibility, health, and educational foundation remain relevant in the teaching-learning process.

Furthermore, the level of teachers' performance in terms of IPCRF was very satisfactory. This means that the majority of the public secondary school teachers in Polanco I and II Districts were able to meet the expected standards of performance. It further implies that the teachers generally performed their instructional, professional, and school-related duties effectively in accordance with the standards expected of public school teachers.

Finally, it is concluded that there was no significant relationship between desirable factors and teachers' performance. Although the desirable factors were rated high, they did not significantly affect the teachers' IPCRF performance ratings. Therefore, the null hypothesis was not rejected. This means that teachers' performance may remain very satisfactory regardless of the level of person-related, school-related, student-related, and community-related factors considered in the study. This further suggests that other factors not included in the study, such as professional commitment, administrative monitoring, workload, instructional leadership, motivation, or compliance with performance standards, may also influence teachers' performance.

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