

# The Performance of Teachers of Indigenous Pupils

**DOMINGO C. EDAÑO**

<http://orcid.org/0000-0002-1688-976X>

[domscedano88@yahoo.com](mailto:domscedano88@yahoo.com)

President Ramon Magsaysay State University  
Iba, Zambales, Philippines

Originality: 100% • Grammar Check: 99% • Plagiarism: 0%



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

---

## ABSTRACT

The study aimed to determine the factors affecting the teaching performance of school teachers handling indigenous students in public elementary schools in Botolan District, Division of Zamblaes, during S.Y 2017-2018. The study revealed that the teacher-respondents perceived “often” on psychological and educational factors while “sometimes” on sociological, supervisory assistance and economical as factors affecting teaching performance. The teacher-respondents were rated “very satisfactory” in their teaching work performance. There are no significant differences in the perception towards psychological, sociological, educational, supervisory assistance and economical as factors affecting teaching performance; and no relationship between the work performance and factors affecting work performance as psychological, sociological, educational, supervisory assistance and economic factors, respectively. Teachers are encouraged to explore multiple intelligences in order to improve a variety of traits and abilities for better teaching and learning process; the school should foster more the harmonious relationship and create a healthy working environment; to revisit curriculum for possible modification in order to meet the varying levels of IP’s abilities; to conduct seminars on human relation for better understanding on

social duties, interpersonal traits and relations with other people; and since there is no relationship between the teaching performance and the factors affecting the teaching performance; therefore, other studies along this line should be conducted using other variables.

**Keywords** — indigenous pupils, indigenous people school teachers, teacher performance, teacher efficacy, descriptive method, Philippines

## INTRODUCTION

Every indigenous people aim to reach the highest level of development. But before they can achieve this level of development, he must first be educated. Education is one of the chief means of acquiring essential knowledge and skills and personal development. It becomes the instrument of the individual to survive, to progress, and to attain human success. More than two decades of experience in development and emergency response have shown how education can make a lasting difference in children's lives. But education is not just good for children; it is good for the nation. Investing in education isn't just the right thing to do its smart economics.

Education can put people on a path towards good health, empowerment and employment. It can help to build more peaceful societies. And the benefits of girls' education extends to their children who are often healthier and more educated because their mothers went to school.

That is the reason why Department of Education strengthen and adopted the Indigenous Peoples Education Curriculum Framework (DepEd Order No. 32, s. 2015) which aims to provide guidance to schools and other education programs as they engage with indigenous communities in contextualizing the K to 12 Curriculum based on their respective educational and social contexts ([www.deped.gov.ph](http://www.deped.gov.ph)). As we can see the Indigenous community is at stake through the training of the youth. The nation's vast educational system is one total implicit pathway to train and empower the young minds of today's generation. In this transformation process, the teacher has a very important role in executing. Many factors contribute to I.P pupils' academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student performance, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership

([www.rand.org](http://www.rand.org)). The success of the teaching-learning process depends to a large extent on the attitude of the teacher towards the teaching profession. Coupled with a favorable attitude towards the profession is another factor that determines the efficiency of one's exercise and performance roles. The execution of roles, duties and function necessitates the ability to interact with others and the competence to face distressing situations that may hamper the effective delivery of instruction. The teacher needs to possess the personality, attitudes, training, and communication skills to carry on the tasks effectively and efficiently (Coe, Aloisi, Higgins & Major, 2014).

The teacher is the bridge between the learning process and the pupils. Teacher efficacy is grounded in Bandura's social cognitive theory (1997; 1986; 1997), which roots human agency in the sense of self-efficacy. According to Bandura (1997), self-efficacy beliefs motivate people toward specific actions in all aspects of their lives and therefore have predictive value. Bandura identified two dimensions of self-efficacy: personal self-efficacy and outcome expectancy. Personal efficacy is the "belief in one's capabilities to organize and execute expectancy is a judgment of the likely consequence such performances would produce." Effective teachers are primary fulcrum for student success. As with other professionals, teachers must acquire the confidence and belief (self-efficacy) that they can undertake a set of work-related tasks that encompass their field of endeavor—education. A strong sense of efficacy influences one's choices, effort, perseverance, and resilience and is a well-documented aspect of effective teachers. The tasks of creating engaging learning environments that promote cognitive growth "rests heavily on the talents and self-efficacy of teachers."

Along with various measures of teacher knowledge and skills, one component of teacher professional development (TPD) program evaluation is assessing teacher self-efficacy. Mitzel (2002), states that each performance is the behavior of the teacher and she does in and out of the school classroom to promote student learning. It is a set of knowledge, abilities and beliefs that she/he possesses and brings to the self efficacy. According to Bandura (1997), self-efficacy beliefs in profession. It resembles a teacher's effectiveness and is a product of the interaction between certain teacher's characteristics and teaching situations. In such contents, teachers allow the learners to maneuver their learning by allowing them to experiment, make decisions, evaluate, criticize and analyze concepts, ideas, problems and experiences. They must suite a passion for the subjects that they taught and genuine care for the I.P pupils with whom they worked. Schools function as the vehicle in the transmission of knowledge, and

of all that transpires in the learning process. A great deal of work and activities in school is directly related to the development of attitudes. Generally, teachers want their pupils to learn a reasonable attitude toward their fellowmen, pupil and composite of his milieu. Nowadays, Indigenous People education has been the object of numerous in-service training activities. The discussion centered on the approaches, strategies, or techniques that would enable the students to learn and acquire the needed skills while at the same time develop interest and love to their culture. Hopefully, the effort would change the perception of others regarding the I.P pupils to cope up with other pupils in the lowland. Indigenous people teacher may face a lot of adjustments to their culture and beliefs they must cope up and embrace them. This is the only way to enhance their learning and when they are fully educated, it would change the way they think to live.

## **OBJECTIVES OF THE STUDY**

This study aimed to determine the factors affecting the teaching performance of Indigenous People school teachers in Public Elementary Schools in Botolan District, Division of Zambales, during S.Y 2017-2018. Specifically, this study sought to describe how the following factors affect the performance of Indigenous People school teachers as perceived by the respondents as to Psychological, Sociological Factors, Educational Factors, Supervision and Assistance and Economic Factors; determine the level of teaching the performance of the teachers. Social Cognitive Theory of Bandura (1997) affirms that self- efficacy ground teacher evaluation. Self-efficacy is a future-oriented belief about the level of competence a person expects to display in a given situation. When applied to teaching, this self-efficacy factor is generally known as Personal Teaching Efficacy (PTE). Teachers with a high level of PTE have confidence that they have adequate training or experience to develop strategies for overcoming obstacles to student learning. Such teachers would expand great effort to reach goals, would persists longer in the face of adversity, and rebound from temporary setbacks to greater degree than teachers with low PTE. And in outcome expectancy is when such teachers would expand great effort to reach goals in developing their students.

## **METHODOLOGY**

### **Research Design**

The researcher employed survey research using descriptive statistics. Summary Statistics reduce large amounts of information to a single figure, thereby allowing

comparisons between two or more sets of data. The survey is used to describe characteristics of a population or phenomenon being studied. This method is the best because the nature of the research is documentary analysis, where facts, figures and data were already existing information. (Shields, & Rangarajan, 2013). Further, this research design would be appropriate to use in this study since the factors that may affect the teaching performance of IP teachers need to be determined.

### **Research Site**

The study was conducted in Botolan Zambales. It is a first class municipality in the province of Zambales, Philippines. Botolan is the largest municipality in terms of land area in the province, located just as south of the provincial capital, Iba. It is also known for its large Aeta population, wherein most of them lived in the mountainous area including the location of eighteen IP school in Botolan District.

### **Participants**

One hundred fourteen (114) Indigenous People school teachers in all grade levels of all schools in Botolan District was considered as respondents of the study. The researcher utilized the purposive sampling technique in choosing only those teachers teaching the IP's as the respondents of the study.

### **Instrumentation**

The questionnaire was the main instrument used in gathering the needed data. The survey instrument was adopted from the study of Mr. Jesus Umipig entitled "Factors affecting the Teaching Performance of Mathematics Teachers in Zone II, Division of Zambales". To ensure content reliability of the instrument, the questionnaire was validated by ten (10) experts with expertise on the field. Computed reliability score was 4.62 interpreted as "Highly reliable". The questionnaire consisted of two parts, part I elicits personal information about the teacher-respondents on areas as age, sex civil status, highest educational attainment, length of service, teaching position and eligibility; and part II gathers data to determine and describe the factors affecting the teaching performance of the teacher-respondents.

The researcher had asked the permission for approval from the Office of Division Superintendent of Division of Zambales, Dr. Zenia Mostoles before distribution of the questionnaire to the teacher respondents. A letter was likewise prepared for as to the manner of distribution and retrieval of the instrument.

## Data Analysis

To interpret the data effectively, the researcher had employed statistical treatment: percentage, mean and Pearson chi-square to test significant differences on the perception towards factors affecting the performance of Indigenous People School teacher and test significant relationship between the factors affecting the teaching performance and the level of teaching performance of indigenous people school teachers in Botolan District

## RESULTS AND DISCUSSION

The frequency and percentage distribution on the respondent's profile of age, sex, highest educational attainment, length of service and ethnicity is shown in Table 1.

Out of one hundred fourteen (114) teacher-respondents, there were 53 or equivalent to 46.50% are from age group of 21-30 years old; 33 or 28.90%, 31-40 years old; 22 or 19.30%, 41-50 years old; 5 or 4.40%, 51-60 years old and only 1 or 0.90% from 61 years old and above. The computed mean age of the teacher-respondents was 33.35 years. The respondents are considered relatively young in their early adulthood stage. This observation is similar to the study of Cruzado (2017) where respondents were on the same age groupings. There were 21 or equivalent to 18.40% are males and 93 or 81.60% are females. Thus, majority of the teacher-respondents are females. This finding is similar to the study of Lingat (2017) on supervisory practices in Botolan District where females dominates in the study. There were 39 or equivalent 34.20% are graduates of Bachelor in Elementary Education; 7 or 6.10%, Bachelor in Secondary Education; 12 or 10.50%, Bachelor in Secondary Education with 18 units in Elementary Education; 44 or 38.60%, Bachelor in Elementary Education with Masteral units; 9 or 7.90%, Bachelor in Secondary Education with masteral units; and 3 or 2.60% others like graduates of Computer Education. Richards and Farrell (2005) also emphasize the significance of ongoing teacher development for in-service practitioners to become acquainted with the most recent resources and methodologies. There were 58 or equivalent 50.90% had already serve in the teaching profession for 5-10 years; 21 or 18.40%, 11-15 years; 9 or 7.90%, 16-20 years; 16 or 14.00%, 21-25 years ; 4 or 3.50%, 26-30 years and 6 or 5.30% had served teaching the indigenous people for 31 years and above. The computed mean years in teaching service was 13.83 years. The dominance of the teachers who served for 1-5 years is similar to the study of Pascua (2017) On Out of Filed

Teaching in Relation to the Teachers’ Work Performance in Zone 4, Division of Zambales. There were 75 or equivalent 65.80% belong to indigenous ethnic group while 39 or 34.20% are non-indigenous people. Demonstrate on the table that majority in the study are indigenous people teaching the indigenous pupils. According to them, they have blood line of being “aeta” and they loved to serve their own people. They better understand the culture and have more compassion to them.

Table 1. Frequency and Percentage Distribution on Respondents Profile Variables

| Profile Variables                     |                        | Frequency | Percentage |
|---------------------------------------|------------------------|-----------|------------|
| Age<br>Mean=33.35 years old           | 21-30                  | 53        | 46.50      |
|                                       | 31-40                  | 33        | 28.90      |
|                                       | 41-50                  | 22        | 19.30      |
|                                       | 51-60                  | 5         | 4.40       |
|                                       | 61 Above               | 1         | .90        |
| Sex                                   | Male                   | 21        | 18.40      |
|                                       | Female                 | 93        | 81.60      |
| Highest Educational Attainment        | BEED                   | 39        | 34.20      |
|                                       | BSE                    | 7         | 6.10       |
|                                       | BSE + 18 Units in BEED | 12        | 10.50      |
|                                       | BEEd + Masteral Units  | 44        | 38.60      |
|                                       | BSE + Masteral Units   | 9         | 7.90       |
| Length of Service<br>Mean=13.83 years | Others                 | 3         | 2.60       |
|                                       | 5-10                   | 58        | 50.90      |
|                                       | 11-15                  | 21        | 18.40      |
|                                       | 16-20                  | 9         | 7.90       |
|                                       | 21-25                  | 16        | 14.00      |
| Ethnicity                             | 26-30                  | 4         | 3.50       |
|                                       | 31 Above               | 6         | 5.30       |
|                                       | Indigenous Person      | 75        | 65.80      |
|                                       | Non-Indigenous         | 39        | 34.20      |
|                                       | Total                  | 114       | 100.00     |

Table 2. Responses of the Respondents towards Factors Affecting Teaching Performance of Indigenous People School Teachers

|   | Factors Affecting Teaching Performance    | OWM  | Interpretation |
|---|---|------|----------------|
| 1 | Psychological Factor                      |      |                |
|   | Teaching Related Situations               | 3.42 | Sometimes      |
|   | Meeting the Demand of Teaching Profession | 3.98 | Often          |
|   | Emotional Maturity                        | 3.32 | Sometimes      |
|   | OWM                                       | 3.57 | Often          |
| 2 | Sociological Factors                      |      |                |
|   | Social Maturity                           | 3.41 | Sometimes      |
|   | Feeling About Others                      | 3.28 | Sometimes      |
|   | OWM                                       | 3.35 | Sometimes      |
| 3 | Educational Factors                       |      |                |
|   | Instructional Method/Strategies           | 3.61 | Often          |
|   | Use of Instructional Materials            | 3.87 | Often          |
|   | OWM                                       | 3.74 | Often          |
| 4 | Supervisory Assistance Factor             | 3.38 | Sometimes      |
| 5 | Economic Factor                           | 2.99 | Sometimes      |
|   | Overall Grand Weighted Mean               | 3.41 | Sometimes      |

For psychological factors, the respondents perceived “often” with weighted mean of 3.57. The teacher’s attitude towards his/her pupils has a great impact towards the learning process. Attitudes can be formed based on beliefs; both attitudes and beliefs influence behavior. A person could have better understanding. Börü (2018) explained the association among belief, attitude, and behavior in the following example: “An elementary teacher judges his/her ability to be lacking in teaching (belief) and consequently develops a dislike for teaching (attitude) Börü (2018).

For sociological factors, 3.35 interpreted as “sometimes”. Effective teaching and learning is affected by a number of factors including admission points, social economic status and school background. Geiser and Santelices (2007), Acato (2006), and Swart (1999) all argue that admission points which the reflection of the previous performance influence future are teaching ability of the teachers. Sociocultural approaches to the process of learning are increasingly being applied by educationalist which is very helpful in the teaching-learning atmosphere. Sociocultural theorists argue that individuals cannot be considered in isolation

from their social and historical context and therefore it is necessary to look at the society and the developments occurring at a given time. Two principal agencies, the family and the school powerfully shape children's learning experiences. The influence of these two agencies is constrained by the wider social and cultural systems into which they are embedded. There is great diversity in cultural backgrounds, social conditions, family arrangements and school organization. These two factors have been going through constant modifications.

For educational factors, "often" with mean of 3.74. Indigenous knowledge is particularly important to modern environmental management in today's world, Hall, SefaDeo, & Rosenberg (2000) environmental and land management strategies traditionally used by indigenous peoples have continued relevance. Indigenous cultures usually live in a particular bioregion for many generations and have learned how to live there sustainably.

For supervisory assistance factors, 3.38 interpreted as "sometimes". Supervisors or middle managers are bound to help, guide and assist the teachers to improve craftsmanship in teaching. Instructional supervision is considerably influenced by educational context and leaders' characteristics (Neumerski, 2013). The context is linked to how principals perceive and practice instructional leadership daily (Mitchell & Castle, 2005; Spillane, Diamond, & Jita, 2003; Spillane, Halverson, & Diamond 2001). Furthermore, instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results (Sule, Ameh&Egbai, 2015). It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Iloabuchi, Abraham, & Afangideh, 2016).

For economic factors, 2.99 interpreted as "sometimes". Teaching the indigenous people is indeed a great sacrifice. According to many of the teacher-respondents, it has been always practice of spending their own money for the sake of giving what is due for their students. They spent their own money to buy paper, pencils, and even sometimes for food of the children who comes to school oftentimes without lunch.

The computed overall weighted mean on the perception towards factors affecting teaching performance of indigenous people school teachers was 3.41 with qualitative interpretation of "often".

Table 3 shows the level of work performance of teachers teaching the indigenous people.

Table 3. Indigenous People's Teacher Level of Work Performance

| Work Performance      | Frequency (f) | Percentage (%) |
|-----------------------|---------------|----------------|
| Satisfactory (1)      | 2             | 1.80           |
| Very Satisfactory (2) | 107           | 93.90          |
| Outstanding (3)       | 5             | 4.40           |
| Total                 | 114           | 100.00         |

Mean of Work Performance =2.02 Very Satisfactory

Out of one hundred fourteen (114) teacher-respondents there were 2 or equivalent to 1.80% who were rated “satisfactory”; 107 or 93.90 percent who obtain “very satisfactory” while 5 or equivalent to 4.40% who were rated “outstanding” performance. The computed mean for work performance was 2.02 interpreted as “very satisfactory. Majority of the teacher-respondents teaching the indigenous pupils were rated very satisfactory. This implies that the teacher met the teaching standards which includes in the preparation of lesson planning, formulation of test, assessment of pupils academic performance, attendance to meetings, seminars and conferences. This manifests that teachers were noted to be efficient, and effective in teaching and performing other assignments assigned to them. (Ozdemir & Yirci, 2015).

Table 4 shows the Analysis of Variance to test differences on the perception of the respondents towards factors affecting teaching performance of indigenous people school teachers.

Table 4. Analysis Of Variance to Test Differences on the Perception of the Respondents towards Factors Affecting Teaching Performance of Indigenous People School Teachers

| Source of Variation | SS       | df | MS       | F        | P-value  | F crit   |
|---------------------|----------|----|----------|----------|----------|----------|
| Between Groups      | 2.769125 | 4  | 0.692281 | 1.654807 | 0.177189 | 2.578739 |
| Within Groups       | 18.82555 | 45 | 0.418346 |          |          |          |
| Total               | 21.59468 | 49 |          |          |          |          |

The computed F value of 1.654807 which is less than <) F Critical Value of 2.578739 using 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant differences on the perception of the respondents towards factors affecting teaching performance of indigenous people

school teachers. The data implies that the respondents have equal perspective towards factors affecting their teaching performances. This further shows that psychological, sociological, educational, supervisory assistance and economic factors could be determinants to their teaching effectiveness and performance.

The computation on the Pearson product Moment Coefficient of Correlation to test relationship between the level of work performance and the factors affecting teaching performance of the respondents is shown in Table 5.

Table 5. Pearson Product Moment Coefficient Of Correlation to Test Relationship between the Level of Work Performance and the Factors Affecting Teaching Performance of the Respondents

| Sources of Correlations            |                     | Work Performance | Factors Affecting Work Performance |
|------------------------------------|---------------------|------------------|------------------------------------|
| Work Performance                   | Pearson Correlation | 1                | -.021                              |
|                                    | Sig. (2-tailed)     |                  | .821                               |
|                                    | N                   | 114              | 114                                |
| Factors Affecting Work Performance | Pearson Correlation | -.021            | 1                                  |
|                                    | Sig. (2-tailed)     | .821             |                                    |
|                                    | N                   | 114              | 114                                |

The computed Pearson r value of -0.021 which denotes negligible relationship between the work performance and factors affecting work performance. The t-test Significant Value of 0.821 which is greater than 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted, hence there is no significant difference. This further implies that the teaching work performance is not influence by the factors affecting work performance such as psychological, sociological, educational, supervisory assistance and economic factors. Stiles (1997) stated that to build up knowledge of pupils, teacher’s teaching capability with proper application of instructional materials plays big part. Pupils are said to be reliable with their teacher’s ability to understand, visualize or grasp the idea behind the printed reading materials.

### CONCLUSIONS

The teacher-respondents teaching the indigenous people is a typical female, in her early adulthood, BEED with masteral units, had served teaching for more

than a decade and belong to IP ethnic group. The respondents perceived “often” on psychological and educational factors while “sometimes” on sociological, supervisory assistance and economical as factors affecting teaching performance. The teacher-respondents were rated “very satisfactory” in their teaching work performance based on their appraisal rating last school year as rated by their immediate superior. There is no significant differences on the perception towards psychological, sociological, educational, supervisory assistance and economical as factors affecting teaching performance. There is no relationship between the work performance and the factors affecting work performance as psychological, sociological, educational, supervisory assistance and economic factors, respectively.

Teachers are encouraged to explore personal multiple intelligences in relation to psychological, sociological, educational, supervisory, and economic factors which affect teaching performance in order to improve variety of traits and abilities for better teaching and learning process; the school should foster more the harmonious relationship and create a healthy working environment; to revisit curriculum for possible modification in order to meet the varying levels of IP’s abilities; to conduct seminars on human relation for better understanding on social duties, interpersonal traits and relations with other people; and since there is no relationship between the teaching performance and the factors affecting the teaching performance; therefore, other study along this line should be conducted using other variables.

## **TRANSLATIONAL RESEARCH**

The findings of the study could be translated to journal within the same scope for information dissemination. Indigenous materials such as social media, newspaper, magazine, journal, instructional materials, television and radio may be used in the information dissemination to remote areas.

## **LITERATURE CITED**

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. Macmillan. Retrieved from <http://bit.ly/33pOJhF>
- Börü, N. (2018). The Factors Affecting Teacher-Motivation. *International Journal of Instruction*, 11(4), 761-776. Retrieved from <http://bit.ly/2MfcmUI>

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching? Review of the underpinning research. Retrieved from <http://dro.dur.ac.uk/13747/>

Department of Education Memorandum no. 32, series of 2015. The Indigenous Peoples Education Curriculum Framework. Retrieved from <http://bit.ly/33w1fvQ>

Department of Education Memorandum no. 62, series of 2011. Retrieved from <http://bit.ly/2nMH5Pg>

Geiser and Santelices (2007). *Evaluating teaching effectiveness: A practical guide*. Beverly Hills, CA: Sage.

Hall, L.B., SefaDeo, G.J., & Rosenberg, D.G. (2000) Indigenous Knowledges in Global Contexts: Multiple Readings of Our World (Toronto: University of Toronto Press, 2000). Retrieved from <https://utorontopress.com/cal/indigenous-knowledges-in-global-contexts-3>

Iloabuchi, E. N., Abraham, N. M., & Afangideh, S. T. (2016). Management of teaching staff for quality education delivery in secondary schools in Abia State, Nigeria. *American Journal of Education Research*, 4(8), 617-623. Retrieved from doi: 10.12691/education-4-8-7

Neumerski, C. M. (2013). Rethinking instructional leadership, a review: What do we know about principal, teacher, and coach instructional leadership, and where should we go from here?. *Educational administration quarterly*, 49(2), 310-347. Retrieved from <https://doi.org/10.1177/0013161X12456700>

Ozdemir, T. Y., & Yirci, R. (2015). A situational analysis of educational supervision in the Turkish educational system. *Educational Process: International Journal*, 4(1), 5. Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=5286871>

Shields, P. M., & Rangarajan, N. (2013). *A playbook for research methods: Integrating conceptual frameworks and project management*. New Forums Press. Retrieved from <http://bit.ly/2peID51>

Stiles, D. B. (1997). Four Successful Indigenous Language Programs. Retrieved from <http://bit.ly/33wYn2a>

Sule, M. A., Eyiene, A., & Egbai, M. E. (2015). Instructional Supervisory Practices and Teachers' Role Effectiveness in Public Secondary Schools in Calabar South Local Government Area of Cross River State, Nigeria. *Journal of Education and Practice*, 6(23), 43-47. Retrieved from <http://bit.ly/35pANWC>