

## Teaching Performance Associated to V3SK Model of a 21<sup>st</sup> Century Teaching Professional

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**Abstract:** This study determined and evaluated the teaching performance associated to V3SK model of a 21st century teaching professional. Specifically, this study: Determined the teaching performance of the Don Mariano Marcos Memorial State University-South La Union Campus, College of Education faculty; Determined the relationship among the variables along with personal profile, teaching performance, and V1- Learner-centered values, V2- Teacher identity, V3- Service to the profession and community, Skills and Knowledge (V3SK model); and Determined if there is a significant correlation on the teaching performance as associated to V3SK model of a 21st century teaching professional. The respondents of this study was composed by the faculty members of the College of Education of Don Mariano Marcos Memorial State University-South La Union Campus (DMMMSU-SLUC), Agoo, La Union, Philippines Using SPSS, Correlation Analysis was used at  $\alpha = 0.05$  to determine and evaluate the correlation on the teaching performance as associated to V3SK model of a 21st century teaching professional. The study revealed a significant correlation of Educational Attainment to Teacher Identity (V2), Educational Attainment to Service to the Profession and Community (V3), Educational Attainment to Knowledge, Length in Service to Teacher Identity (V2), Employment Status to Teacher Identity (V2), Monthly Gross Income to Teacher Identity (V2), Monthly Gross Income to Skills.

**Key Words:** Teaching Performance; Teaching Professional; V3SK Model

### 1. INTRODUCTION

The high demand of workers nowadays, the fast-paced working environment and the business-oriented events of people around the world are concrete manifestations towards globalization and development. While we continue to improve our lives, we are also busy realizing our goals as part of the workforce in order to survive. Workers and employees whether from the academe or in business do not want to stagnate nor be left behind on these demands of modernization.

In the same manner, teaching as the noblest of all professions need to be at par with the challenges of 21st century teaching and learning. Young professionals are active in using technologies and applications just to observe the standards set by their respective departments. Whether for online or face-to-face modalities of classes, educational leaders still demand for the highest quality of teaching and learning outcomes in order to attain the objectives and goals of teaching. Professional standards are the guiding stars that will lead to a commendable teaching performance. Teachers must live to the learner-centered values including his or her identity in serving the students and to the adopted community. Combined by the teachers' skills and knowledge, thus, impossible goals will turn into reality. These skills are being developed with the continuous professional development skills trainings and practicum. Teachers are encouraged to conduct small group discussions, students' assessments or diagnosis and establishment of

study hubs in coming up with a strategic skills training that will improve their teaching performance.

The high demand of workforce in teaching is observed all over the world. Teachers' trainings, programs of professional organizations, scholarships and teaching fellowships of government and nongovernment organizations are openly offered to professionals. Teachers have choices for professional development. Education and teaching are given priorities also in terms of appropriations to cater the needs needed for quality teaching and learning.

Modern teachers nowadays have choices on the standards, models, theories and concepts relevant to their respective specializations. The value of integrating these buckets of knowledge will escalate the standard of education and eventually improve the lives of the students. Professionals whether in teaching, business and industry have their capabilities in organizing and planning. With the resources and support they have in their respective organizations, the end-effect and benefits will further motivate the subordinates and employees to work harder to attain the vision, mission, goals and objectives of the institution that they are serving.

This positive value of improving one's performance in working is considered a positive reinforcement to any organizations. All members within the organization, observing tall and flat organizational

structures must adhere to the call of improving the organizations' current status and further serve the community through its extension and community development programs.

For this cause, Higher Education Institutions (HEI's) in the Philippines are enhancing the development plans along with professional development to address the demands of 21st century learning. With the 21st century skills included, students and young professionals will be trained according to the tracks and strands that they have chosen. With that, the immersion programs of these education institutions must be evaluated by a recognized organization and authorities to evaluate the process in implementing such program or partnership.

Since education is one of the flagship programs of the university, V3SK Model practiced by international institutions must be integrated also. Educational planners from the university must lead in practicing and realizing the variables included under this model.

By associating the V3SK Model of a 21st Century Teaching Professional to the teaching performance of the faculty, the College of Education faculty members of Don Mariano Marcos State University-South La Union Campus, Agoo, La Union, Philippines will further propose and lead worthwhile projects like Soft-skills Trainings to mentor the faculty along with this model especially to the emerging needs of new instructors and workforce of the university as well.

Furthermore, the current status on the faculty performance will be the basis in recommending faculty members to advance in their professional career, thus, becoming an input to the Don Mariano Marcos Memorial State University, College of Education Faculty Development Program for the next five years.

## Objectives

This study determined and evaluated the teaching performance associated to V3SK model of a 21st century teaching professional.

Specifically, this study:

1. Determined the teaching performance of the Don Mariano Marcos Memorial State University-South La Union Campus, College of Education faculty;
2. Determined the relationship among the variables along with personal profile, teaching performance, and V1- Learner-centered values, V2- Teacher identity, V3- Service to the profession and

community, Skills and Knowledge (V3SK model); and

3. Determined if there is a significant correlation on the teaching performance as associated to V3SK model of a 21st century teaching professional.

## Review of Literature

In an academic institution, teachers are considered the most important instrument in education. As agents of change, teachers always aspire to improve his or her teaching performance in order to cater the needs of the students. Teachers are considered models in manifesting the highest standard set by the government as highly regarded professionals.

Little (2013) asserted that education faces the most sustained political attack since the formation of a state education system in 1870's. That much is plain. The academy and free schools privatization programme, attacks on education workers' pensions, regressive curriculum and qualification changes, and the dismantling of national pay are all part of a broad "reform" programme which seeks to dismantle the state education system and replace it with a fully-privatized education market, driven by profit.

The education for all effort guided by the United Nations Educational, Scientific and Cultural Organization (UNESCO) is directed toward meeting universal educational needs (Negrin, 2014). Education institutes states that teachers are required to "engage with the moral and social purposes of schooling...to value and sustain the intellect, to work collaboratively with other stakeholders in education, to be responsible and accountable and to be committed to lifelong learning and reflexivity".

Teachers have a special responsibility to the next generation, yet they have to work in a chaotic system that lives in fear that we might have too many educated people. The system is broke. Isn't it time to change? (Brown, 2013).

On top of this responsibility, Cai et al. (2017) reiterated that the incentives and accountability structures hold teachers and researchers responsible for improvements in student learning while affording similar professional rewards, both internal and external, to both researchers and teachers. In addition, Clemens and Sarama (2017) suggested discussion of technology need to distinguish technocentric perspectives from broader studies of policy and extract lessons learned from the full research copies to direct future research, policy, and practice involving educational technology. When what students learn

in school is divorced from what they see and experience at home, that home knowledge can come to seem less important or worth knowing (Hayes, 2017).

Moreover, Stephens et al. (2017) recommended the need of additional work to understand how teaching beliefs translate into classroom teaching practices. Researchers should address whether future faculty will implement active learning practices in a real classroom setting once they assume faculty position. Future work should focus on what type of mentoring instructors may need to retain more student-centered teaching beliefs or how much departmental culture and acceptance of active learning approaches might erode their beliefs.

### Theoretical Framework

The V3SK represents the underpinning philosophy of teacher education at National Institute of Education (NIE). It guides for the design, delivery, and enhancement of NIE's programmes and courses, to develop teachers who possess the positive attitudes, necessary skills, depth and breadth of content knowledge, (NIE, 2009).

These are the essential prerequisites in meeting the challenges of the 21st century classroom. The V3SK model focuses on three value paradigms: Learner-centered, Teacher Identity and Service to the Profession and Community. Learner-centered values puts the learner at the center of teachers' work by being aware of learner development and diversity, believing that all youths can learn, caring for the learner, striving for scholarship in content teaching, knowing how people learn best, and learning to design the best learning environment possible. Teacher identity values refer to having high standards and strong drive to learn in view of the rapid changes in the education milieu, to be responsive to student needs. The values of service to the profession and community focuses on teachers' commitment to their profession through active collaborations and striving to become better practitioners to benefit the teaching community. The V3SK model also underscores the requisite knowledge and skills that teachers must possess in light of the latest global trends, and to improve student outcomes, (NIE, 2009).

## 2. MATERIAL AND METHODS

### The Research Design

This study used the descriptive correlational study method of research deemed to determine and evaluate the teaching performance of the faculty

members of the College of Education of Don Mariano Marcos Memorial State University- South La Union Campus (DMMMSU-SLUC) as associated to V3SK model of a 21st century teaching professional.

### Population of the Study

The respondents of this study was composed by the faculty members of the College of Education of Don Mariano Marcos Memorial State University- South La Union Campus (DMMMSU-SLUC), Agoo, La Union, Philippines

### Data Instrumentation

The researcher employed a researcher-made self-survey form along with the V3SK Model as the main data gathering instrument which was be subjected for validity and reliability testing. Also, the teaching performance indicators for 21st century was included in the instrument to measure the teachers' performance.

### Data Analysis

Using SPSS, Correlation Analysis was used at  $\alpha = 0.05$  determine and evaluate the correlation on the teaching performance as associated to V3SK model of a 21st century teaching professional.

### Expected Output(s)

One published article in an indexed journal and university document for the Performance Profile of Don Mariano Marcos Memorial State University- South La Union Campus (DMMMSU-SLUC) College of Education faculty for the semester.

The results served as the basis of the DMMMSU's Soft-skills Trainings along with social awareness, motivational reinforcements, social skills, marketability, professional development and the like during summer and College of Education's Brigada Eskuwela or Summer In-service Trainings (INSET) and policy.

## 3. RESULTS AND DISCUSSION

### Teaching Performance Associated to V3SK Model of a 21st Century Teaching Professional

The personal profile of the respondents were considered in the study. As to the Educational Attainment, 26 (65.00%) were Bachelors degree holders, 9 (22.50%) were MA/MS unit earners, 4 (10.00%) were MAED/MA/MS holders, while 1 (2.50%) was an Ed.D/Ph.D holder. As to their Academic Rank, most of the respondents 39 (97.50%) were under Instructor/Teacher I-III, while 1 (2.50%) was an Assistant Professor/Master Teacher I-IV.

As to the respondents' Length in Service, 15 (37.50%) faculty members served the College for three years already, 13 (32.50%) for two years, 4 (10.00%), 3 (7.50%), 2 (5.00%), while 1 (2.50%) for six to ten years, 1(2.50%) for eleven to fifteen years, and 1 (2.50%) also for twenty one to twenty five years.

The Teaching Load of the faculty ranges from twenty one to twenty three units, 26 (72.22%). Other faculty members received eighteen to twenty units, 8 (22.22%), while 2 (5.55%) for twenty four to twenty six units.

As to their Employment Status, 16 (41.02%) faculty members were Permanent, 14 (35.89%) were Temporary, while 9 (23.07%) were under the Contractual status.

As to the respondents' Monthly Gross Income, 37 (92.50%) were receiving 20, 000-25,000 pesos, 2 (5.00%) receive 26,000-30,000, while 1 (2.50%) receives 31,000-35,000 pesos.

Relative to the personal profile of the respondents, race/ethnicity has mixed effects on dimensions of job satisfaction but the effects of race/ethnicity tend to be constant across discipline. Our findings hold important implications for those seeking to understand the experiences of college faculty from diverse demographic backgrounds, Seifert, Tricia A. & Umbach, Paul D. (2007).

The best way to asses teachers' effectiveness is to look at their on the – job performance including what they do in the classroom and how much progress their students make on achievement tests. Quality teachers are considered to be those who bring about student learning (Harris and Sass, 2006).

Yusuf Hanna Onyi & Dada, Abdullahi Aliyu (2016) recommended among others, that only qualified and experienced teachers should be allowed to teach in Colleges of Education in Kaduna state, Nigeria. All non-professional and unqualified teachers should be encouraged to pursue their post graduate studies (such as Post Graduate Diploma in Education, Master's and Doctoral degrees in Education) on a part-time or full-time basis. This will help to improve the quality of their teaching and consequently improve the performance of students and the quality of teacher education in Nigeria.

To determine the teaching performance of the College of Education faculty, their performance ratings were evaluated.

Along with these profile, the respondents' Latest Performance Rating and Latest Performance Ratings for Three Years were considered in this

study. As to the result, most of the faculty members 38 (95.00%) were rated Very Satisfactory, while 2 (5.00%) were Outstanding for their Latest Performance Rating. The same with their Performance Ratings for the last three years, 38 (95.00%) for Very Satisfactory, while 2 (5.00%) for Outstanding.

In the book of Braskamp, Larry A. and Ory, John C. (1995) important concerns that addresses issues in higher education faculty assessment with emphasis on the role of assessment in fostering development of individual faculty members and their institutions were included.

As such, evaluation tools prescribed by a particular institution must include variables along with the qualification of the faculty to teach the course, the ability of the faculty to integrate independent learning, classroom management, values and commitment being demonstrated by the faculty. In other areas like research, extension and production, faculty members need a tool for evaluation. Aside from knowing the impact and worthwhile experiences of clientele as the foundation and standard for the effectiveness of the program or project, partner institutions' evaluation is also considered. Some of which are the ability of the faculty to work with the leaders in the community, the technology-transfer process, and the positive results of such program or project.

#### **Correlation of Variables Along with Personal Profile, Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional**

Using Pearson Correlation for two-tailed samples, it was revealed that the Educational Attainment was significantly correlated with Teacher Identity (V2), Service to the Profession and Community (V3) and Knowledge at 0.05 level of significance.

Relative to the results, Garganté, Antoni Badia, Meneses, Julio & Monereo, Carles (2014) revealed exploratory factor analysis revealed a three -factor structure of emotions about teaching in higher education: Motivation for teaching, Evaluation of oneself as a teacher, and Teaching performance.

There seems to be a broad understanding that teacher educators have to transform their identity as teachers to become 'teachers of teachers in Higher Education' and (increasingly) to become researchers of teaching and teacher education, (Swennen, Anja, Jones, Ken & Volman, Monique, 2010).

In addition, Young (2011) reiterated that there seemed to be an additive relationship between

educational attainment and degree major type, with social sciences majors being more civically engaged. However, this trend reversed at higher levels of education.

Education, however, is acquired in a certain socioenvironmental setting that has a decisive impact on educational opportunities and achievements. In the case of formal knowledge, organizations such as kindergartens, schools, universities, and other institutions of higher education play a crucial role because they are understood as key institutions in knowledge-driven societies (Gerhard, Ulrike, Hoelscher, Michael, and Marquardt, Editha, 2022).

On the other hand, the respondents' Length in service as a/an Teacher/Instructor/Professor and Employment status were significantly correlated with Teacher Identity (V2).

Findings revealed that many studies focused on veteran teachers' resilience. Issues concerning veteran teachers' identities are key to understanding why they remain in the profession

and are able to sustain their motivation and commitment over time. Many veteran teachers portrayed in the literature built on their confidence regarding their professional competence and relied on internal and external issues to maintain their motivation and commitment to teaching, (Carillo, Carmen, Flores, Maria Assuncao, 2017).

On the other hand, the respondents' Employment Status was significantly correlated to Teacher Identity (V2), Skills and Knowledge.

Results showed that the contract teachers reported more job insecurity and more Organizational Citizenship Behaviours (OCBs) compared to the permanent teachers. Organizational Citizenship Behaviours (OCBs) were positively related to perceived job insecurity and negatively related to opportunities to satisfy influence and skillutilization work values for the contract teachers, and positively related to organizational commitment, organizational identification and to opportunities to satisfy variety and skill-utilization work values for the permanent teachers, (Feather, N.T., Rauter, Katren A., 2010)

Table 1. Teaching Performance indicators for 21st Century Professionals

TEACHING PERFORMANCE INDICATORS FOR 21 <sup>ST</sup> CENTURY PROFESSIONALS	MEAN	DESCRIPTION
<b>A. PERSONAL SUPPORT</b>		
1. Concern for my professional growth as an instructor	3.80	Always
2. Helpful tips to improve my instruction	3.78	Always
3. Shares timely information & ideas	3.63	Always
4. Suggests standards for effective instruction	3.76	Always
5. Sympathetic understanding to my weaknesses	3.70	Always
<b>B. TASK-RELATED ASSISTANCE</b>		
1. Sharing of instructional resources	3.59	Always
2. Classroom observation to improve T-L process	3.73	Always
3. Classroom demonstration activities	3.80	Always
4. Availability of resource speakers for team teaching	3.51	Always
5. Regular planning of lessons' objectives & activities	3.78	Always
<b>C. PROBLEM-RELATED ASSISTANCE</b>		
1. Consultation of classroom-related concerns	3.66	Always
2. Orientation of school & classroom policies	3.66	Always
3. Guidance & counselling on students' behavior	3.68	Always
4. Conducting remedial & enrichment activities	3.61	Always
5. Consultation hour for students' deficiencies	3.59	Always
<b>D. SUPPORT FOR PROFESSIONAL GROWTH</b>		
1. Attendance to in-service trainings	3.78	Always
2. Orientation & guidance to beginning teachers	3.76	Always
3. Support of the administration in attending seminars & conferences	3.66	Always
4. Information on scholarships & study leaves	3.46	Always
5. Compliance on the faculty development plan	3.51	Always
<b>E. MONITORING &amp; EVALUATION IN TEACHING</b>		
1. Supervisory classroom visits	3.60	Always
2. Checking of official documents in teaching	3.75	Always
3. Objective criticism on classroom management	3.78	Always
4. Post conference based on classroom observation	3.70	Always



5. Adherence on the supervisory plans of the superiors	3.70	Always
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**Legend:**

WEIGHT	SCALE	DESCRIPTION
4	3.50 – 4.00	Always
3	2.50 – 3.49	Sometimes
2	1.50 – 2.49	Seldom
1	1.00 – 1.49	Never

Table 2. Attributes of the 21st Century Teaching Professional(V3SK Model)

ATTRIBUTES OF THE 21ST CENTURY TEACHING PROFESSIONAL (V <sup>3</sup> SK Model)	MEAN	DESCRIPTION
<b>V1- LEARNER-CENTERED VALUES</b>		
1. Empathy	4.55	Very High
2. Belief that all children can learn	4.85	Very High
3. Commitment to nurturing the potential in each child	4.83	Very High
4. Valuing of diversity	4.59	Very High
<b>V2- TEACHER IDENTITY</b>		
5. Aims for high standards	4.63	Very High
6. Enquiring nature	4.59	Very High
7. Quest for learning	4.61	Very High
8. Strive to improve	4.90	Very High
9. Passion	4.78	Very High
10. Adaptive and resilient	4.63	Very High
11. Ethical	4.80	Very High
12. Professionalism	4.90	Very High
<b>V3- SERVICE TO THE PROFESSION AND COMMUNITY</b>		
13. Collaborative learning and practice	4.68	Very High
14. Building apprenticeship and mentorship	4.51	Very High
15. Social responsibility and engagement	4.63	Very High
16. Stewardship	4.61	Very High
<b>SKILLS</b>		
17. Reflective skills and thinking dispositions	4.56	Very High
18. Pedagogical skills	4.59	Very High
19. People management skills	4.51	Very High
20. Self-management skills	4.68	Very High
21. Administrative and management skills	4.34	Very High
22. Communication skills	4.63	Very High
23. Facilitative skills	4.73	Very High
24. Technological skills	4.59	Very High
25. Innovation and entrepreneurship skills	4.34	Very High
26. Social and emotional intelligence	4.60	Very High
<b>KNOWLEDGE</b>		
27. Self	4.78	Very High
28. Pupil	4.71	Very High
29. Community	4.46	Very High
30. Subject content	4.73	Very High
31. Pedagogy	4.56	Very High
32. Educational foundation and policies	4.56	Very High
33. Curriculum	4.54	Very High
34. Multicultural literacy	4.51	Very High
35. Global awareness	4.49	Very High
36. Environment awareness	4.63	Very High

**Legend:**

WEIGHT	SCALE	DESCRIPTION
5	4.21 – 5.00	Very High

4	3.41 – 4.20	Above Average/High
3	2.61 – 3.40	Average
2	1.81 – 2.60	Below Average/Low
1	1.00 – 1.80	Very Low

Table 3. Correlation of Variables Along with Personal Profile, Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional.

PAIR	Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional	p-VALUE	CONCLUSION
Pair 1	Educational Attainment-Personal Support	.087	Not Significant
Pair 2	Educational Attainment -Task-Related Assistance	-.046	Not Significant
Pair 3	Educational Attainment -Problem-Related Assistance	-.065	Not Significant
Pair 4	Educational Attainment-Support for Professional Growth	-.153	Not Significant
Pair 5	Educational Attainment-Monitoring & Evaluation in Teaching	-.223	Not Significant
Pair 6	Educational Attainment-Learner-Centered Values (V <sup>1</sup> )	-.258	Not Significant
Pair 7	Educational Attainment-Teacher Identity (V <sup>2</sup> )	-.377 *	Significant
Pair 8	Educational Attainment-Service to the Profession & Community (V <sup>3</sup> )	-.353 *	Significant
Pair 9	Educational Attainment-Skills	-.264	Not Significant
Pair 10	Educational Attainment-Knowledge	-.318 *	Significant

\* significant:  $p = -.377 > \alpha$  and  $p = -.046 < \alpha$  at  $\alpha=0.05$

ns= Not Significant at  $\alpha=0.05$

Table 4. Correlation of Variables Along with Academic Rank, Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional.

PAIR	Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional	p-VALUE	CONCLUSION
Pair 1	Academic Rank-Personal Support	-.131	Not Significant
Pair 2	Academic Rank -Task-Related Assistance	-.078	Not Significant
Pair 3	Academic Rank -Problem-Related Assistance	.018	Not Significant
Pair 4	Academic Rank -Support for Professional Growth	.014	Not Significant
Pair 5	Academic Rank -Monitoring & Evaluation in Teaching	-.163	Not Significant
Pair 6	Academic Rank -Learner-Centered Values (V <sup>1</sup> )	-.132	Not Significant
Pair 7	Academic Rank -Teacher Identity (V <sup>2</sup> )	-.130	Not Significant
Pair 8	Academic Rank -Service to the Profession & Community (V <sup>3</sup> )	-.057	Not Significant
Pair 9	Academic Rank -Skills	-.155	Not Significant
Pair 10	Academic Rank -Knowledge	-.143	Not Significant

ns= Not Significant at  $\alpha=0.05$

Table 5. Correlation of Variables Along with Length in Service, Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional.

PAIR	Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional	p-VALUE	CONCLUSION
Pair 1	Length in Service -Personal Support	.170	Not Significant
Pair 2	Length in Service -Task-Related Assistance	-.064	Not Significant
Pair 3	Length in Service -Problem-Related Assistance	-.055	Not Significant
Pair 4	Length in Service -Support for Professional Growth	.144	Not Significant
Pair 5	Length in Service -Monitoring & Evaluation in Teaching	-.093	Not Significant
Pair 6	Length in Service -Learner-Centered Values (V <sup>1</sup> )	-.145	Not Significant
Pair 7	Length in Service -Teacher Identity (V <sup>2</sup> )	-.335 *	Significant
Pair 8	Length in Service -Service to the Profession & Community (V <sup>3</sup> )	-.199	Not Significant
Pair 9	Length in Service -Skills	-.294	Not Significant
Pair 10	Length in Service -Knowledge	-.269	Not Significant

\* significant:  $p = -.335 > \alpha$  and  $p = -.055 < \alpha$  at  $\alpha=0.05$

ns= Not Significant at  $\alpha=0.05$

Table 6. Correlation of Variables Along with Faculty Teaching Load, Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional.

PAIR	Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional	p-VALUE	CONCLUSION
Pair 1	Faculty Teaching Load -Personal Support	.130	Not Significant
Pair 2	Faculty Teaching Load –Task-Related Assistance	.195	Not Significant
Pair 3	Faculty Teaching Load –Problem-Related Assistance	-.029	Not Significant
Pair 4	Faculty Teaching Load –Support for Professional Growth	.001	Not Significant
Pair 5	Faculty Teaching Load –Monitoring & Evaluation in Teaching	.042	Not Significant
Pair 6	Faculty Teaching Load –Learner-Centered Values (V <sup>1</sup> )	-.148	Not Significant
Pair 7	Faculty Teaching Load –Teacher Identity (V <sup>2</sup> )	-.136	Not Significant
Pair 8	Faculty Teaching Load –Service to the Profession & Community (V <sup>3</sup> )	-.113	Not Significant
Pair 9	Faculty Teaching Load –Skills	-.235	Not Significant
Pair 10	Faculty Teaching Load –Knowledge	-.165	Not Significant

ns= Not Significant at  $\alpha=0.05$ 

Table 7. Correlation of Variables Along with Employment Status, Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional.

PAIR	Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional	p-VALUE	CONCLUSION
Pair 1	Employment Status -Personal Support	.163	Not Significant
Pair 2	Employment Status –Task-Related Assistance	-.178	Not Significant
Pair 3	Employment Status –Problem-Related Assistance	-.075	Not Significant
Pair 4	Employment Status –Support for Professional Growth	.065	Not Significant
Pair 5	Employment Status –Monitoring & Evaluation in Teaching	.011	Not Significant
Pair 6	Employment Status –Learner-Centered Values (V <sup>1</sup> )	-.197	Not Significant
Pair 7	Employment Status –Teacher Identity (V <sup>2</sup> )	-.344*	Significant
Pair 8	Employment Status –Service to the Profession & Community (V <sup>3</sup> )	-.232	Not Significant
Pair 9	Employment Status –Skills	-.260	Not Significant
Pair 10	Employment Status –Knowledge	-.280	Not Significant

\* significant:  $p = -.344 > \alpha$  and  $p = -.011 < \alpha$  at  $\alpha=0.05$ ns= Not Significant at  $\alpha=0.05$ 

Table 8. Correlation of Variables Along with Monthly Gross Income, Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional.

PAIR	Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional	p-VALUE	CONCLUSION
Pair 1	Monthly Gross Income -Personal Support	.183	Not Significant
Pair 2	Monthly Gross Income –Task-Related Assistance	.100	Not Significant
Pair 3	Monthly Gross Income –Problem-Related Assistance	.015	Not Significant
Pair 4	Monthly Gross Income –Support for Professional Growth	.081	Not Significant
Pair 5	Monthly Gross Income –Monitoring & Evaluation in Teaching	.025	Not Significant
Pair 6	Monthly Gross Income –Learner-Centered Values (V <sup>1</sup> )	-.178	Not Significant
Pair 7	Monthly Gross Income –Teacher Identity (V <sup>2</sup> )	-.373*	Significant
Pair 8	Monthly Gross Income –Service to the Profession & Community (V <sup>3</sup> )	-.272	Not Significant
Pair 9	Monthly Gross Income –Skills	-.365*	Significant
Pair 10	Monthly Gross Income –Knowledge	-.367	Significant

\* significant:  $p = -.373 > \alpha$  and  $p = -.015 < \alpha$  at  $\alpha=0.05$ ns= Not Significant at  $\alpha=0.05$ 

Table 9. Correlation of Variables Along with Latest Performance Rating, Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional.

PAIR	Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional	p-VALUE	CONCLUSION
Pair 1	Latest Performance Rating -Personal Support	-.187	Not Significant
Pair 2	Latest Performance Rating –Task-Related Assistance	.079	Not Significant
Pair 3	Latest Performance Rating –Problem-Related Assistance	-.114	Not Significant
Pair 4	Latest Performance Rating –Support for Professional Growth	.019	Not Significant



Pair 5	Latest Performance Rating –Monitoring & Evaluation in Teaching	-.075	Not Significant
Pair 6	Latest Performance Rating –Learner-Centered Values (V <sup>1</sup> )	-.189	Not Significant
Pair 7	Latest Performance Rating –Teacher Identity (V <sup>2</sup> )	-.187	Not Significant
Pair 8	Latest Performance Rating –Service to the Profession & Community (V <sup>3</sup> )	-.082	Not Significant
Pair 9	Latest Performance Rating –Skills	-.221	Not Significant
Pair 10	Latest Performance Rating –Knowledge	-.180	Not Significant

ns= Not Significant at  $\alpha=0.05$

Table 10. Correlation of Variables Along with Latest Performance Rating for the Last Three Years, Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional.

PAIR	Teaching Performance Predictors and Attributes of the 21st Century Teaching Professional	p-VALUE	CONCLUSION
Pair 1	Latest Performance Rating for the Last Three Years -Personal Support	-.187	Not Significant
Pair 2	Latest Performance Rating for the Last Three Years –Task-Related Assistance	.079	Not Significant
Pair 3	Latest Performance Rating for the Last Three Years –Problem-Related Assistance	-.114	Not Significant
Pair 4	Latest Performance Rating for the Last Three Years –Support for Professional Growth	.019	Not Significant
Pair 5	Latest Performance Rating for the Last Three Years –Monitoring & Evaluation in Teaching	-.075	Not Significant
Pair 6	Latest Performance Rating for the Last Three Years –Learner-Centered Values (V <sup>1</sup> )	-.189	Not Significant
Pair 7	Latest Performance Rating for the Last Three Years –Teacher Identity (V <sup>2</sup> )	-.187	Not Significant
Pair 8	Latest Performance Rating for the Last Three Years –Service to the Profession & Community (V <sup>3</sup> )	-.082	Not Significant
Pair 9	Latest Performance Rating for the Last Three Years –Skills	-.221	Not Significant
Pair 10	Latest Performance Rating for the Last Three Years –Knowledge	-.180	Not Significant

ns= Not Significant at  $\alpha=0.05$

## Conclusion

In the light of the foregoing findings, the following conclusions were drawn:

1. The College of Education faculty rated always along with personal support, task-related assistance, problem-related assistance, support for professional growth, monitoring & evaluation under the teaching performance indicators for 21st century professionals.
2. The College of Education faculty rated very high on their teaching performance in relation to the attributes of the 21st century teaching professional.
3. The study revealed a significant correlation of Educational Attainment to Teacher Identity (V<sub>2</sub>), Educational Attainment to Service to the Profession and Community (V<sub>3</sub>), Educational Attainment to Knowledge, Length in Service to Teacher Identity (V<sub>2</sub>), Employment Status to Teacher Identity (V<sub>2</sub>), Monthly Gross Income to Teacher Identity (V<sub>2</sub>), Monthly Gross Income to Skills.

## Recommendation

Premised on the findings and conclusions made, the following recommendations were formulated:

1. The administrators' support in seriously implementing the Faculty Development Plan of the College of Education must be given priority for professional growth in order to further improve their professional identity as teaching professionals.
2. The fourfold functions of a university in the Philippines like instruction, research, extension and production must be seriously practiced and manifested by the faculty members for a better service to their profession and community.
3. The Human Resources Officer of all educational institutions must be adept on employees' teaching performance and professional development needs so as to give recognition and improve the employment status of faculty members.
4. Contractual faculty members normally receive low salaries and seldom exposed to lead

college programs and activities. To boost their identity, educational leaders must give them a chance to share their expertise with a corresponding incentives and rewards to compensate their meager income.

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