

TEACHERS' QUALITY PRACTICES: AN EXPLORATORY APPROACH

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ABSTRACT

This study determined the dimensions of quality practices among public-school teachers. Ten participants were invited for in-depth-interview (IDI) and 7 participants for focus group discussion (FGD). Two hundred (200) teachers as respondents used for exploratory factor analysis in the Municipality of M'lang, Cotabato. This study employed an exploratory sequential design. The data gathering tool contained formulated interview guide that asks questions about their thoughts on quality practices dimensions of teachers. The results revealed upon factor analysis that a teachers' quality practices have five themes which include showcasing professionalism and expertise, utilizing methods and resources for effective teaching, strengthening social engagement and increasing teaching values, becoming the best version of a quality teacher and seeking professional improvement for better learning. Teachers' Quality Practices Questionnaire with 76 items was developed. Reliability test revealed the results on teachers' quality practices the overall Cronbach's Alpha value of .847 which interpreted as very high. It means that the validity of the instrument was very high and suitable for using the instrument as a tool. Results from the Exploratory Factor Analysis (EFA) revealed that there are 76 items of set of questionnaires that are suitable for factor loading. This means that these items are appropriate and pass the face validity for measuring tools in the study.

Keywords: *Teachers' Quality Practices, Public-School Teachers, Exploratory Sequential Design, Exploratory Factor Analysis, Municipality of M'lang*

INTRODUCTION

Teachers are essential to the development of a country. The Philippines can produce holistic learners who are immersed in values, armed with 21st century skills, and capable of driving the nation to development and advancement through the use of qualified teachers. The Department of Education's goal is to create "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (Department of Education, 2021). This is in line with that goal. There is little doubt in the evidence that effective teachers are essential to improving student accomplishment, i.e., high-quality learning depends on high-quality teaching. Therefore, improving teacher quality becomes crucial for sustained long-term nation building.

As cited by Abarro (2019), some of the quality practices of Filipino teachers are influenced by their civil status, level of schooling, attendance at local seminars, and academic achievement. Sex, age, family structure, religion, high school type, LET performance, length of service, salary, number of preparations in teaching, and attendance at worldwide, national, or regional seminars do not, however, have a major impact on the quality of instructors' practices. Meanwhile, Nadeem, Rana, Lone, Maqbool, Naz, and Ali (2021) found that instructors' low socioeconomic level has an impact on the quality of their teaching methods.

On the basis of the aforementioned findings from the earlier studies, it is unknown what other factors may be influencing the caliber of teaching methods in the Philippines, particularly in the Cotabato Region. As a result, this study is being undertaken to increase knowledge about the variables that affect teachers' quality practices, particularly those of the Department of Education's public school instructors in the Philippines. By developing theoretical lenses and a model that will identify and ascertain the factors impacting the teachers' quality practices, this study will fill a gap in earlier research studies.

This study aids in teaching teachers, administrators, and the entire school community about the relevance of teachers' quality practices, which significantly contributes to the development and improvement of school policies and curricula by filling the research gap. This research is essential for developing future policies that will expand the program for teachers' professional development. If teachers have a thorough understanding of the factors influencing the teachers' quality practices, then all government-provided plans can be employed to the fullest extent possible.

Additionally, the Department of Education would find this study to be of critical importance in its efforts to enhance the quality of instruction by teachers and the delivery of basic education.

FRAMEWORK

This study is based on Schultz's (1971) Human Capital Theory. According to this notion, people are an organization's most valuable resource, and investing in and developing human capital is crucial to its success. Human capital theorists assert that a person's traits provide not only economic benefits but also incalculable social and cultural value and see a person as a stock of cumulative ability, experience, and knowledge (Schultz, 1963, 1971). Education is therefore a key human capital investment for individual growth, organizational success, and national development, according to the human capital theory, which holds that human resources can be converted into highly productive human capital with an efficient input of education and training (Becker, 1975; Schultz, 1971).

Additionally, the Theory of Constructivism serves as the study's foundation. One of the key concepts in education is the Theory of Constructivism (Bada, 2015). It is the predominant educational theory. It served as the study's main tenet because its goal was to examine potential areas for instructors' improvement based on the established standards with the help of their learning experiences (Petalla & Madrigal, 2017). All pupils' success was the main goal of educational reforms (Bada, 2015). The students

must be the primary focus of instruction in light of these improvements. Gilis, et al. (2008) noted that the emphasis of constructivism in pedagogy has changed from being on the instructor to being on the students. According to Bada (2015), this is constructivism's most significant contribution to education.

This is also based on the Framework for 21st Century Learning, to add to that. This framework outlines the abilities, skills, and information that kids need to develop in order to excel in school and in life. It combines subject-matter knowledge with specialized skills, knowledge, and literacy. Additionally, this makes it possible for teachers to participate in 21st-century professional learning communities that serve as models for the kind of classroom instruction that best support the development of 21st-century skills and the teaching responsibilities of teachers (P21 Framework for 21st Century Learning, 2015).

METHOD

Research Design

This study utilized exploratory-sequential methodology. It is an approach that is utilized when a researcher wishes to combine qualitative and quantitative analyses. This two-stage approach is very beneficial for researchers who want to develop a new instrument, taxonomy, or treatment process (Creswell & Plano Clark, 2011). The researcher applies the qualitative (exploratory) findings from the first phase to the construction of the instrument or intervention, which is then tested in the second stage (quantitative).

Participants

For the preliminary (qualitative) phase of the study, a total of 10 public elementary school teachers were invited for in-depth interview. The results of which were used to identify the emerging themes and as well as the items to generate the questionnaire.

For the succeeding quantitative phase, the constructed survey questionnaires from the qualitative interviews were disseminated to 300 teachers of elementary schools in M'lang, Cotabato.

Instruments

In the qualitative phase, the researcher formulated an interview guide that asked questions about their quality practices of teachers. The interview provided an insight into how a group of teacher thinks about quality practices, about the range of opinion and ideas, and the similarities and variation that exists in their beliefs, their experiences, and practices at school and at home.

Meanwhile, the items of the questionnaire were constructed based from the frequency of occurrence as results of focus group discussions. The construction of the tool from qualitative phase revealed the quality practices scale. This tool was subjected

to dimension reduction to look for the factors that constitute the teachers' quality practices.

Further, five experts were invited to perform content validity of the interview questions and check the suitability of the items that captured the underlying dimensions on teachers' quality practices. The purpose was to ensure the readability and comprehensibility of the questionnaire.

Statistical Treatment

In the qualitative data, thematic analysis was used to analyze the data. This approach places a premium on identifying, evaluating, and documenting patterns (or "themes") within the data. Themes are patterns found in data sets that are important for the explanation of a phenomena and are associated with certain study areas (Boyatzis, 1998).

In quantitative data, the Exploratory Factor Analysis is used in the study. It determines empirically how many constructs, or latent variables, or factors underlie a set of items. Factor analysis is a type of multivariate analysis that seeks to explain the relationship between a large number of variables (items) in terms of a set of independent underlying factors. This statistical method can serve as an important tool for validating the structure of instruments (Nunnally, 1978; Carpenter, 2007) pointed out that factor analysis is not a simply defined statistical method, but a broad category of methods for conceptualizing groupings of variables that includes mathematical procedures for assigning variables to certain groups.

Additionally, the questionnaire was tested to Cronbach's Alpha to determine its reliability. This intended to offer a measure of a test's or scale's internal consistency. Internal consistency refers to the amount to which all items in a test assess the same notion or construct, and is therefore linked to the interrelatedness of the test items. Internal consistency should be established prior to using a test in study or examination to verify its validity (Cronbach, 1951).

RESULTS AND DISCUSSION

Emerging Themes of Teachers' Quality Practices

There are five themes that emerges from in-depth interview and focus group discussion with the selected elementary and secondary public-school teachers in Central district, M'lang, Cotabato that put emphasis on showcasing professionalism and expertise, utilizing methods and resources for effective teaching, strengthening social engagement and increasing teaching values, becoming the best version of a quality teacher and seeking professional improvement for better learning.

Showcasing Professionalism and Expertise. Many participants believed that there's a necessary thing to make teaching and learning more essential and valuable.

One of the participants says that their quality practices was based on how they interact and communicate with their students. This meaningful interaction was driven by their compassion to make positive impact in the lives of their students. Other participant says that they exhibit affection towards their students in attempting to make learning more fun and enjoyable and to get more about the hobbies of their students. By doing these, teacher shows good professionalism not only to their students but also to the whole school community as well. These are evident in the following quotes from the participants:

I approach students with compassion, hoping to make a positive impact on their lives through daily meaningful interactions.

(IDI-Participant 2)

I exhibit affection towards my students and attempt to involve them by fun and making them laugh.

(FGD-Participant 7)

I am able to establish a connection by staying in close contact with my students and getting to know their hobbies.

(IDI-Participant 6)

Meanwhile, the participants revealed that for them to become a good quality teacher, they must ensure that the knowledge they are given to their students must be apply in any practical setting. They also added that they assigned task, exams and tests for them assess the quality of their practices. Moreover, other participants employ questions and response methods to attest the attentiveness of the students in the class. These views are presented by the quotes of the participants as discussed below:

I ensure that the students apply their knowledge in practical settings and achieve success by assigning performance tasks, summative tests and periodic exams.

(IDI-Participant 10)

I employ questions and response tactics for me to examine whose students are attentive in class.

(FGD-Participant 6)

The result on the relevance of showing professionalism and expertise is supported by Musau and Muola (2019) that the teacher is ultimately in charge of converting policies and concepts into implementation modules in order to meet school objectives. The teacher plays a key role in the educational attainment of children. The administrator, coworkers, parents, and students all form opinions of teachers based on how they present themselves. Most often, a student connects their interest in a particular subject to the personality, beliefs, and methods of the teacher. Students may

pick up these abilities from a teacher who is motivated and demonstrates topic expertise in a specific subject area.

On the other hand, professionalism in education entails accountability and responsibility. The position of teachers in society, general working and living conditions, and pay and promotion regulations are additional factors that have an impact (Craig et al. 2019; Darling-Hammond and MacLaughlin 2019).

Utilizing Methods and Resources for Effective Teaching. For most participants, utilizing methods and resources for effective teaching is necessary. It helps them to conduct their classes easily without any problems that's why the participants believed that the integration of technology to education is a big help for them because it makes their lesson planning more efficient and organized. They also added that one of their quality practices done in school is collaborative learning which helps them to assess the performance of their students in their own classes. The participants explained these ideas as follows:

I integrated technology into my lessons and employed virtual teaching in my class.
(IDI-Participant 1)

I use many technologies, efficient lesson planning, and organized classroom administration.
(FGD-Participant 2)

I offer my student collaborative learning to assess their performance and evaluate if the students are participating in class discussion.
(FGD-Participant 3)

Furthermore, the participants added that they used other technologies, and reading materials such as books and articles to increase their efficiency in teaching. In addition, some teachers recognize specific areas of improvement based on the needs and learning abilities of their students. In doing so, they can be able to provide an effective intervention in enhancing students' performance. These are presented in the narratives of the participants below:

I used technology and reading materials like books and articles to enhance my quality practices.
(IDI-Participant 6)

I recognize the areas in which my students' abilities and needs need to grow, and provide intervention to help them do so.
(IDI-Participant 3)

The finding imply that several methods and resources can teachers be used as part of their quality practices. These resources might be a big help for them to increase

their level of knowledge and skills in improving their teaching performance in school. Many factors can be considered in measuring quality practices of the teachers; however, these methods and resources might be essential for them in providing meaningful education for the young children. To meet the diverse learning needs of their pupils, teachers should be knowledgeable in a variety of techniques. According to research (Chesterfield & Rubio, 2019; Craig et al. 2019), students who are exposed to a diversity of learning experiences and approaches work independently, ask more questions, are more verbal, are more adept at communal or social learning, and have higher academic accomplishment.

Strengthening Social Engagement and Increasing Teaching Values. Many of the participants said that having good relationship with their colleagues, students and even on the parents of their students might be a big contributor to the improvement of their quality practices and teaching values. They said that participating in any professional development programs increases growth and development in their career. On the other hand, some participant contends that getting student's attention and addressing problems with parents regarding on students' academic performance becomes a great help for their quality practices. They believed that having some connection with other people might help them grow both in their personal and professional lives. These are evident in the following quotes from the participants.

I participate in professional growth and development in order to keep up with the latest development in education.

(IDI-Participant 8)

I start by getting students' attention before introducing cooperative learning.

(FGD-Participant 4)

I schedule meetings with parents to discuss problems and worries about their children's academic performance.

(FGD-Participant 4)

Moreover, some teachers reported that in order to address students learning issues and challenges, they done it through conducting Learning Action Cells which is one of their bases in intervention. Also, other participants speak that having a teaching profession keeps them motivated and they want to give a better education to their students by their own commitment. These attributes signify the true meaning of value of being an ideal teacher. These are presented in the narratives of the participants below:

I addressed my students' learning issues and challenges in my class by using LAC (Learning Action Cells) sessions.

(FGD-Participant 5)

I keep myself motivated by reminding it of my career choice and my commitment to provide students a better education.

(IDI-Participant 8)

The participants imply that having good relationship, true commitment with other people and giving themselves an opportunity to participate in any professional development programs gives them assurance of being a quality teacher. The commitment and how they respond to the problems and issues on their environment signifies their attributes as a resilient and motivated educator. Effective in-service programs have been shown to improve attitudes and behaviors, as well as give instructors new tools and techniques to utilize in the classroom (Craig et al. 2019). According to research (ADEA 2021; Craig et al. 2019; LeCzel, 2019), school-based and cluster in-service programs are very effective at fostering good teacher attitudes, morale, and professional identity.

Becoming the Best Version of a Quality Teacher. The participants believed that being adaptable to any changes is one of the characteristics of a quality teacher. They also contend that as a teacher they need to be open in any changes happening in their educational system or in any other aspect of their lives and take new challenges to become stronger. They also added that for them to become a better teacher, they must to learn more and gain more experiences so that they can be able to face any troubles comes in their ways. These views are presented in the phrases quoted by the participants below:

I need to be adaptable so that I can quickly change or adapt when I run into issues.

(IDI-Participant 4)

I am open to change and eager to take on new challenges.

(IDI-Participant 8)

I become a better teacher by learning more and gaining more experience.

(IDI-Participant 9)

Meanwhile, some of the participants express that enforcing rules in classroom and practicing enjoyable class discussion is one of their ways to become a quality teacher. Additionally, they also reported that using technique of awarding incentives to make learning more fun and interesting helps them to increase their quality practices in school. The participants explained these ideas as follows:

I enforce rules and ensure that education is enjoyable.

(FGD-Participant 1)

I use technique of awarding incentives to make learning more fun and interesting.
(FGD-Participant 5)

The participants imply that being adaptable to any changes and taking new challenges in life can be a significant factor of becoming a better individuals in the future. On the other side, making your class discussion more fun, enjoyable and interesting is another factor that signifies of being a good teacher for their students. Effective teachers, pay close attention to the interests, challenges, and successes of their students. They promote the use of higher order thinking abilities, the growth of responsibility and self-reliance, as well as a dedication to teamwork and communal learning (Craig et al. 2019; Passigna, 2021). As to the study of Gupta (2020), effective teachers are courageous, emotionally stable, and have good self-esteem.

Seeking Professional Improvement for Better Learning. It is both rewarding and overwhelming that the participants are eager to seek any professional improvement to provide better learning for the students. They said that they strive to discover other strategies to make students more engage in class participation. They also added that they reflect their own practices in teaching and willing to embrace challenges so that they can be able to identify and determine which areas are need for improvement. These are evident in the following quotes from the participants.

If I fail to one way, I strive to discover another strategy to boost students' learning and engagement.
(FGD-Participant 5)

I reflect on my practice and identify areas of improvement.
(IDI-Participant 4)

I embrace challenges and work to overcome them.
(IDI-Participant 8)

In addition, some participants emphasized that their professional improvement is also based by encouraging students to do good in class for them to learn more. By doing these practices, teachers may be able to assess students' performance based on his/her encouragement given to their respective students. Participants also added their statement that seeking professional improvement also involves employing effective techniques that makes students participate in class discussion. These are presented in the narratives of the participants below:

I encourage students to do well in class for them to learn more.
(IDI-Participant 9)

I employed an incentive-based technique to get my students to participate more in class.
(FGD-Participant 5)

The result on the relevance of seeking professional improvement for better learning is supported by Cummings (2020) and Williams (2019) that effective administration at the school and central levels that responds to the needs of teachers and assists them in performing their duties also serves as support for teachers. Without this kind of support, schools and teachers cannot operate effectively. When educators discover new teaching strategies through professional development, they are able to go back to the classroom and make changes to their lecture styles and curricula to better suit the needs of their students.

Construction of Teachers' Quality Practices Scale

Based from the narratives of the participants, the Table 1 presents the teachers' quality practices scale items which are selected based on their frequency or occurrence from the responses in qualitative reviews. This 101-item questionnaire was subjected to data reduction technique using the exploratory factor analysis (EFA). Hence, the number of factors was fixed to five based on the priori qualitative analysis dimensions.

Table 1
Teachers' Quality Practices Scale

| Items |
|--|
| 1. I identify students' strengths and weaknesses and help them to grow, develop and learn new skills. |
| 2. I apply different teaching methods and strategies to improve student learnings. |
| 3. I use concepts and different kinds of methods to make students explore the lesson. |
| 4. I take the advice from my colleagues seriously in the hopes of succeeding in my teaching career. |
| 5. I personally questioned students about their issues and informed them of the drop in their performance. |
| 6. I integrated technology into my lessons and employed virtual teaching in my class |
| 7. I used to be able to relate to my students, allow them time to study and use additional resources as needed to support their education. |
| 8. I am inspired with the small achievements of my students and it gives me happiness. |
| 9. I go to conferences and seminars to expand my understanding and proficiency as a teacher. |
| 10. I foster a learner-centered environment in which students are accountable, self-motivated, and capable of self-evaluation. |
| 11. I reflect on myself and assess my work on a frequent basis. |
| 12. I am fully aware of and comprehend my students' personalities, interests, learning styles and environment. |
| 13. I have to schedule the lessons in advance and set clear goals for that particular day. |
| 14. I make use of technology by reading publications and researching relevant studies and studies about quality practices online. |
| 15. I must possess resilience and flexibility so that I can adjust in any circumstances. |
| 16. I ingrain in my memory that the teaching and learning process revolves around the students. |
| 17. I spark my students' curiosity and help them become lifelong learners. |
| 18. I approach students with compassion, hoping to make a positive impact on their lives through daily meaningful interactions. |

19. I recognize the areas in which my students' abilities and needs need to grow, and provide intervention to help them do so.
20. I use evaluation and methodological lesson planning to determine how well a teacher is doing.
21. I learn new things from my coworkers and heed their recommendations.
22. I maintain my composure and look for solutions to any problems.
23. I directly discuss difficulties with my students and offer advice.
24. I believe that my constant wisdom helps me to be effective and productive at work.
25. I impart my knowledge to my students while also being open to receiving recommendations from my peers.
26. I put the knowledge I've gained from trainings and seminars to use.
27. I presented my lesson visually so that my students could understand it quickly.
28. I reflect on my practice and identify areas of improvement.
29. I need to be adaptable so that I can quickly change or adapt when I run into issues.
30. I offer extra educational resources on google or the internet.
31. I use contemporary technologies and use them into my instruction.
32. I go to webinars and seminars to expand my expertise and understanding of teaching.
33. I bolster my qualities by being eager and willing to instruct students.
34. My love, enthusiasm, and dedication to my work make me a successful teacher.
35. I create differentiated tasks based on the cognitive abilities of my students.
36. I assign homework to my students in the form of graded activity performances or paper tests.
37. I gain more teaching knowledge and insights by drawing on the experiences of my more senior colleagues.
38. My motivation comes from the desire to provide my students with a top-notch education.
39. I may effectively increase my quality and become a better teacher by using the knowledge I've learned from my colleagues.
40. I am able to establish a connection by staying in close contact with my students and getting to know their hobbies.
41. My students provide me with information on their experiences in my class.
42. I participate in professional development groups to network with other educators and exchange ideas with them.
43. I participate in conversation with my other educators to get their input on pedagogical strategies I should employ or places where my instruction needs to be strengthened.
44. I look for assistance from seasoned educators who can serve as my mentors and offer me guidance and development tools.
45. I create standardized processes and keep my attention on my objectives.
46. I used technology and reading materials like books and articles to enhance my quality practices.
47. I maintain a disposition that allows me to readily adapt to the shifting requirements or needs of my pupils.
48. I place a strong emphasis on my students' knowledge and the lesson they took from me.
49. I set goals for myself in order to improve and bolster my teaching abilities.
50. I work in tandem with my fellow educators for further my professional and personal growth.
51. I evaluate and analyze my students based on what they have learned and experienced in my class.

52. My goal was to obtain a higher professional degree so that I could become a good teacher.
53. I work very hard to create a positive environment and to establish strong relationships with both my students and my colleagues.
54. I have to identify the problems in order to know what steps will be done to address them.
55. I talk to my coworkers about my experiences in order to learn and comprehend.
56. I evaluate my teaching abilities and seek professional improvement.
57. I energize myself by wearing optimism and a smile.

58. I push myself to reach my full potential and broaden my horizons.
59. I give my students a supportive learning atmosphere where they feel comfortable talking to their teachers and fellow students about how they are feeling.
60. I am able to build connections with my students by watching their strengths, limitations and social standing in life.
61. I participate in professional growth and development in order to keep up with the latest development in education.
62. I want guidance from educators who possess sufficient knowledge and expertise in the classroom.
63. I embrace challenges and work to overcome them.
64. I am open to change and eager to take on new challenges.
65. I keep myself motivated by reminding it of my career choice and my commitment to provide students a better education.
66. I encourage students to do well in class for them to learn more.
67. I become a better teacher by learning more and gaining more experience.
68. I am eager to use technology to learn new things.
69. I am driven to exercise critical thought when faced with obstacles and challenges.
70. I use the internet to research further and consult with peers for guidance.
71. I never stop learning and keep looking for new materials to help me become a better teacher.
72. I want to give students a quality education because I consider them as my inspiration and source of drive.
73. I employ explicit learning objectives, intellectually stimulating assignments, and active learning to engage students.
74. I ensure that the students apply their knowledge in practical settings and achieve success by assigning performance tasks, summative tests and periodic exams.
75. I practice professional development and employ tailored instruction to meet the needs of each students' learning style.
76. I use lesson plan, instructional materials, power point presentation and video presentation to become a better teacher.
77. I use a variety of teaching strategies and learning methodologies in my classroom instruction.
78. I keep myself motivated by experimenting with various teaching strategies.
79. I included video snippets and a presentation to add interest to the class discussion.
80. I use summative and formative assessments to gauge my students' progress.
81. I am constantly inspiring myself to learn in order to support my students.
82. I enforce rules and ensure that education is enjoyable.
83. I prepare my lesson in advance before any issues come up.
84. I look for additional resources to help me prepare for my upcoming class presentation.
85. I always look for and use the tactics that are best for the students.
86. I go to conferences, seminars, and workshops pertaining to professional growth.

87. I use many technologies, efficient lesson planning, and organized classroom administration.
88. I offer my student collaborative learning.
89. I employ interactive instruction to encourage student participation.
90. I assign assignment that make it simple for the students to get caught up and participate more.
91. I successfully bolster my quality through trainings and classroom observation.
92. I start by getting students' attention before introducing cooperative learning.
93. I schedule meetings with parents to discuss problems and worries about their children's academic performance.
94. I employed an incentive-based technique to get my students to participate more in class.
95. I use technique of awarding incentives to make learning more fun and interesting.
96. I addressed my students' learning issues and challenges in my class by using LAC (Learning Action Cells) sessions.
97. If I fail to one way, I strive to discover another strategy to boost students' learning and engagement.
98. I used video lessons and activities for students to enjoy the class.
99. I employ questions and response tactics for me to examine whose students are attentive in class.
100. I exhibit affection towards my students and attempt to involve them by fun and making them laugh.
101. I ask help and assistance from my colleagues as well as from the school head.

Dimensions of Teachers' Quality Practices

Testing of the Proposed Questionnaire consisting of 101-Item Scale on Teachers' Quality Practices. To ensure that the construct can be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 2 that KMO value is .708 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor analysis. Kaiser (1974) recommends accepting values greater than .5 are acceptable. Furthermore, values .5 to .7 are mediocre, values between .7 to .8 are good, and the values between .8 to .9 are superb (Kaiser, 1974).

Meanwhile, the Bartlett's test was performed to check if there is a certain redundancy between the variables that we can summarize with a few numbers of factors. The results revealed that the p-value is significant ($p < .05$) which indicates that the data has patterned relationships, and factorability is assumed. It is emphasized by Tabachnick and Fidell (2007) that the Bartlett's Test of Sphericity should be significant for factor analysis is suitable.

Table 2

| KMO and Bartlett's Test | | |
|--|--------------------|-----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .708 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 40910.143 |
| | Df | 5050 |

Sig.

.000

As shown in the preliminary analysis, it can be generalized that the 101-item teachers' quality practices scale is suitable and adequate for extraction of factors, and thus ready for factor analysis.

Derivation of Factors Structure for Teachers' Quality Practices. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are seven dimensions of teachers' quality practices. Hence, the five-factor model exhibits clean patterns as shown in Table 3.

The factor loading below .4 are reduce from the model and from 101 items, only 76 items passed the criteria then subject for rotation and analysis.

After which, the 101-item construct is then subjective for rotation. The promax rotation was used since the factors seem to be correlated with a coefficient above .50 which reflects that the data is not assumed as orthogonal.

The table 3 shows the pattern matrix using Principal Axis Factoring with a Promax rotation method of Promax with Kaiser Normalization. The results show that the loadings of the three factors' items are greater than .4. Field (2005) provides evidence that .4 is both advised and required in order to achieve the desired characteristics. Additionally, it is clear that there is no item cross-loading at all, indicating that the items accurately reflect their components. Hair et al. (1998) emphasize that loadings show how closely a variable and a factor correspond, with higher loadings making the variable more indicative of the factor.

Table 3
Pattern Matrix Five-Factor Model

| ITEMS | FACTORS | | | | |
|--|---------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. I identify students' strengths and weaknesses and help them to grow, develop and learn new skills. | .47 | | | | |
| 2. I ingrain in my memory that the teaching and learning process revolves around the students. | .60 | | | | |
| 3. I spark my students' curiosity and help them become lifelong learners. | .50 | | | | |
| 4. I approach students with compassion, hoping to make a positive impact on their lives through daily meaningful interactions. | .42 | | | | |
| 5. I go to webinars and seminars to expand my expertise and understanding of teaching | .45 | | | | |
| 6. I bolster my qualities by being eager and willing to instruct students. | .59 | | | | |
| 7. My love, enthusiasm, and dedication to my work make me a successful teacher. | .58 | | | | |
| 8. I create differentiated tasks based on the cognitive abilities of my students. | .46 | | | | |
| 9. I assign homework to my students in the form of graded activity performances or paper tests. | .83 | | | | |
| 10. I gain more teaching knowledge and insights by drawing on the experiences of my more senior colleagues. | .81 | | | | |

| | | |
|--|-----|---|
| 11. My motivation comes from the desire to provide my students with a top-notch education. | .49 | 5 |
| 12. I may effectively increase my quality and become a better teacher by using the knowledge I've learned from my colleagues. | .72 | 2 |
| 13. I am able to establish a connection by staying in close contact with my students and getting to know their hobbies. | .76 | 4 |
| 14. My students provide me with information on their experiences in my class. | .44 | 0 |
| 15. I work in tandem with my fellow educators for further my professional and personal growth. | .48 | 5 |
| 16. I evaluate and analyze my students based on what they have learned and experienced in my class. | .54 | 9 |
| 17. My goal was to obtain a higher professional degree so that I could become a good teacher. | .43 | 1 |
| 18. I use the internet to research further and consult with peers for guidance. | .48 | 0 |
| 19. I never stop learning and keep looking for new materials to help me become a better teacher. | .60 | 1 |
| 20. I want to give students a quality education because I consider them as my inspiration and source of drive. | .61 | 9 |
| 21. I employ explicit learning objectives, intellectually stimulating assignments, and active learning to engage students. | .48 | 8 |
| 22. I ensure that the students apply their knowledge in practical settings and achieve success by assigning performance tasks, summative tests and periodic exams. | .87 | 1 |
| 23. I practice professional development and employ tailored instruction to meet the needs of each students' learning style. | .82 | 8 |
| 24. I use lesson plan, instructional materials, power point presentation and video presentation to become a better teacher. | .52 | 3 |
| 25. I use a variety of teaching strategies and learning methodologies in my classroom instruction. | .77 | 4 |
| 26. I keep myself motivated by experimenting with various teaching strategies. | .77 | 7 |
| 27. I included video snippets and a presentation to add interest to the class discussion. | .48 | 0 |
| 28. I prepare my lesson in advance before any issues come up. | .48 | 9 |
| 29. I employ questions and response tactics for me to examine whose students are attentive in class. | .77 | 8 |
| 30. I exhibit affection towards my students and attempt to involve them by fun and making them laugh. | .49 | 9 |
| 31. I ask help and assistance from my colleagues as well as from the school head. | .73 | 8 |
| 32. I use concepts and different kinds of methods to make students explore the lesson. | .6 | 2 |
| | | 7 |
| 33. I integrated technology into my lessons and employed virtual teaching in my class. | .4 | 1 |
| | | 9 |

| | |
|---|--------------|
| 34. I used to be able to relate to my students, allow them time to study and use additional resources as needed to support their education. | .6 9 9 |
| 35. I am inspired with the small achievements of my students and it gives me happiness. | .5 4 2 |
| 36. I foster a learner-centered environment in which students are accountable, self-motivated, and capable of self-evaluation. | .5 2 5 |
| 37. I have to schedule the lessons in advance and set clear goals for that particular day | .6 5 4 |
| 38. I make use of technology by reading publications and researching relevant studies and studies about quality practices online. | .4 0 1 |
| 39. I recognize the areas in which my students' abilities and needs need to grow, and provide intervention to help them do so. | .4 3 4 |
| 40. I use evaluation and methodological lesson planning to determine how well a teacher is doing. | .6 5 6 |
| 41. I learn new things from my coworkers and heed their recommendations. | .4 2 8 |
| 42. I maintain my composure and look for solutions to any problems. | .4 0 9 |
| 43. I participate in conversation with my other educators to get their input on pedagogical strategies I should employ or places where my instruction needs to be strengthened. | .6 6 5 |
| 44. I look for assistance from seasoned educators who can serve as my mentors and offer me guidance and development tools. | .4 3 7 |
| 45. I create standardized processes and keep my attention on my objectives. | .4 7 9 |
| 46. I used technology and reading materials like books and articles to enhance my quality practices. | .5 6 1 |
| 47. I maintain a disposition that allows me to readily adapt to the shifting requirements or needs of my pupils. | .7 4 2 |
| 48. I place a strong emphasis on my students' knowledge and the lesson they took from me. | .6 1 1 |
| 49. I have to identify the problems in order to know what steps will be done to address them. | .5 2 9 |
| 50. I talk to my coworkers about my experiences in order to learn and comprehend. | .7 4 4 |
| 51. I evaluate my teaching abilities and seek professional improvement. | .5 1 4 |

| | | |
|---|------------------|--|
| 52. I energize myself by wearing optimism and a smile. | .5 0 8 | |
| 53. I am constantly inspiring myself to learn in order to support my students. | .5 1 5 | |
| 54. I always look for and use the tactics that are best for the students. | .4 3 8 | |
| 55. I go to conferences, seminars, and workshops pertaining to professional growth. | .6 2 8 | |
| 56. I use many technologies, efficient lesson planning, and organized classroom administration. | .4 1 6 | |
| 57. I offer my student collaborative learning. | .4 2 3 | |
| 58. I put the knowledge I've gained from trainings and seminars to use. | .5 69 | |
| 59. I presented my lesson visually so that my students could understand it quickly. | .9 15 | |
| 60. I participate in professional growth and development in order to keep up with the latest development in education. | .5 07 | |
| 61. I want guidance from educators who possess sufficient knowledge and expertise in the classroom. | .9 12 | |
| 62. I keep myself motivated by reminding it of my career choice and my commitment to provide students a better education. | .8 55 | |
| 63. I start by getting students' attention before introducing cooperative learning. | .5 73 | |
| 64. I schedule meetings with parents to discuss problems and worries about their children's academic performance. | .9 46 | |
| 65. I addressed my students' learning issues and challenges in my class by using LAC (Learning Action Cells) sessions. | .9 31 | |
| 66. I need to be adaptable so that I can quickly change or adapt when I run into issues. | . 7 6 6 | |
| 67. I am open to change and eager to take on new challenges. | . 7 6 0 | |
| 68. I become a better teacher by learning more and gaining more experience. | . 7 6 3 | |
| 69. I enforce rules and ensure that education is enjoyable. | . 4 1 4 | |
| 70. I use technique of awarding incentives to make learning more fun and interesting. | . 7 | |

| | | |
|---|---|--|
| | 7 | |
| | 3 | |
| 71. I used video lessons and activities for students to enjoy the class. (SS109) | . | |
| | 7 | |
| | 2 | |
| | 9 | |
| 72. I reflect on my practice and identify areas of improvement. | . | |
| | 6 | |
| | 6 | |
| | 7 | |
| 73. I embrace challenges and work to overcome them. | . | |
| | 7 | |
| | 3 | |
| | 2 | |
| 74. I encourage students to do well in class for them to learn more. | . | |
| | 7 | |
| | 4 | |
| | 3 | |
| 75. I employed an incentive-based technique to get my students to participate more in class. | . | |
| | 7 | |
| | 1 | |
| | 3 | |
| 76. If I fail to one way, I strive to discover another strategy to boost students' learning and engagement. | . | |
| | 7 | |
| | 1 | |
| | 8 | |

The item loading of each item to their factor indicates sufficient correlation between factors and variables, and thus can be considered as component of the factor. By using the EFA, the five-factor model of teachers' quality practices with 101 items was developed as shown in table 4, namely, on showcasing professionalism and expertise, utilizing methods and resources for effective teaching, strengthening social engagement and increasing teaching values, becoming the best version of a quality teacher and seeking professional improvement for better learning.

The items that do not fit with the factor were removed in the final questionnaire. More specifically, the item in factor 2, 4, 9, 11, 12, 23, 24, 25, 30, 31, 42, 49, 53, 58, 59, 60, 68, 69, 80, 84, 89, 90, and 91 does not fit the factor talking about on showcasing professionalism and expertise, utilizing methods and resources for effective teaching, strengthening social engagement and increasing teaching values, becoming the best version of a quality teacher and seeking professional improvement for better learning.

Reliability Test of the Scale

The instrument was validated for reliability to determine the internal consistency of items. It can be observed in the table 4 that the overall reliability is high with a Cronbach's alpha value of .847. The subscale or dimensions also is above the criteria of reliability above .70 alpha, namely showing professionalism and expertise ($\alpha=.825$), utilizing methods and resources for effective teaching ($\alpha=.781$), strengthening social engagement and increasing teaching values ($\alpha=.834$), becoming the best version of a quality teacher ($\alpha=.815$), and seeking professional improvement for better learning

($\alpha = .862$). This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have reliability of .70 or better.

Table 4
Reliability Analysis for Teachers' Quality Practices Scale

| Scale | Cronbach's alpha |
|--|------------------|
| Showcasing Professionalism and Expertise | .825 |
| Utilizing Methods and Resources for Effective Teaching, | .781 |
| Strengthening Social Engagement and Increasing Teaching Values | .834 |
| Becoming the Best Version of a Quality Teacher | .815 |
| Seeking Professional Improvement for Better Learning | .862 |
| Overall Reliability | .847 |

Final Version of Teachers' Quality Practices Model

The final version of the instrument, which is the output of this study, is presented in the form provided in Table 5. From 76 items, the analysis suggests several issues on face validity based on the factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al., (2010) that those items having no sense and not effective with the factor can be removed in the model. Also, Hair et al., (2010) loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using the EFA, Teachers' Quality Practices Questionnaire was developed. This tool is consisting of 76 items which consist of five themes. Five themes were obtained after the qualitative results. Five themes were developed which are showing professionalism and expertise with a total of thirty-one (31) items, utilizing methods and resources for effective teaching (26) items, strengthening social engagement and increasing teaching values with eight (8) items, becoming the best version of a quality teacher with six (6) items and seeking professional improvement for better learning with five (5) items. The 5-point Likert scale from 5-Always to 1-Never is shown below.

Table 5
Teachers' Quality Practices Questionnaire

| ITEMS | |
|---|--|
| SHOWCASING PROFESSIONALISM AND EXPERTISE | |
| 1 | I identify students' strengths and weaknesses and help them to grow, develop and learn new skills. |
| 2 | I engrain in my memory that the teaching and learning process revolves around the students. |
| 3 | I spark my students' curiosity and help them become lifelong learners. |

- 4 I approach students with compassion, hoping to make a positive impact on their lives through daily meaningful interactions.
 - 5 I go to webinars and seminars to expand my expertise and understanding of teaching
 - 6 I bolster my qualities by being eager and willing to instruct students.
 - 7 My love, enthusiasm, and dedication to my work make me a successful teacher.
 - 8 I create differentiated tasks based on the cognitive abilities of my students.
 - 9 I assign homework to my students in the form of graded activity performances or paper tests.
 - 10 I gain more teaching knowledge and insights by drawing on the experiences of my more senior colleagues.
 - 11 My motivation comes from the desire to provide my students with a top-notch education.
 - 12 I may effectively increase my quality and become a better teacher by using the knowledge I've learned from my colleagues.
 - 13 I am able to establish a connection by staying in close contact with my students and getting to know their hobbies.
 - 14 My students provide me with information on their experiences in my class.
 - 15 I work in tandem with my fellow educators for further my professional and personal growth.
 - 16 I evaluate and analyze my students based on what they have learned and experienced in my class.
 - 17 My goal was to obtain a higher professional degree so that I could become a good teacher.
 - 18 I use the internet to research further and consult with peers for guidance.
 - 19 I never stop learning and keep looking for new materials to help me become a better teacher.
 - 20 I want to give students a quality education because I consider them as my inspiration and source of drive.
 - 21 I employ explicit learning objectives, intellectually stimulating assignments, and active learning to engage students.
 - 22 I ensure that the students apply their knowledge in practical settings and achieve success by assigning performance tasks, summative tests and periodic exams.
 - 23 I practice professional development and employ tailored instruction to meet the needs of each students' learning style.
 - 24 I use lesson plan, instructional materials, power point presentation and video presentation to become a better teacher.
 - 25 I use a variety of teaching strategies and learning methodologies in my classroom instruction.
 - 26 I keep myself motivated by experimenting with various teaching strategies.
 - 27 I included video snippets and a presentation to add interest to the class discussion.
 - 28 I prepare my lesson in advance before any issues come up.
 - 29 I employ questions and response tactics for me to examine whose students are attentive in class.
-
- 30 I exhibit affection towards my students and attempt to involve them by fun and making them laugh.
 - 31 I ask help and assistance from my colleagues as well as from the school head.

UTILIZING METHODS AND RESOURCES FOR EFFECTIVE TEACHING

- 1 I use concepts and different kinds of methods to make students explore the lesson.
- 2 I integrated technology into my lessons and employed virtual teaching in my class.
- 3 I used to be able to relate to my students, allow them time to study and use additional resources as needed to support their education.
- 4 I am inspired with the small achievements of my students and it gives me happiness.
- 5 I foster a learner-centered environment in which students are accountable, self-motivated, and capable of self-evaluation.
- 6 I have to schedule the lessons in advance and set clear goals for that particular day
- 7 I make use of technology by reading publications and researching relevant studies and studies about quality practices online.
- 8 I recognize the areas in which my students' abilities and needs need to grow, and provide intervention to help them do so.

- 9 I use evaluation and methodological lesson planning to determine how well a teacher is doing.
- 10 I learn new things from my coworkers and heed their recommendations.
- 11 I maintain my composure and look for solutions to any problems.
- 12 I participate in conversation with my other educators to get their input on pedagogical strategies I should employ or places where my instruction needs to be strengthened.
- 13 I look for assistance from seasoned educators who can serve as my mentors and offer me guidance and development tools.
- 14 I create standardized processes and keep my attention on my objectives.
- 15 I used technology and reading materials like books and articles to enhance my quality practices.
- 16 I maintain a disposition that allows me to readily adapt to the shifting requirements or needs of my pupils.
- 17 I place a strong emphasis on my students' knowledge and the lesson they took from me.
- 18 I have to identify the problems in order to know what steps will be done to address them.
- 19 I talk to my coworkers about my experiences in order to learn and comprehend.
- 20 I evaluate my teaching abilities and seek professional improvement.
- 21 I energize myself by wearing optimism and a smile.
- 22 I am constantly inspiring myself to learn in order to support my students.
- 23 I always look for and use the tactics that are best for the students.
- 24 I go to conferences, seminars, and workshops pertaining to professional growth.
- 25 I use many technologies, efficient lesson planning, and organized classroom administration.
- 26 I offer my student collaborative learning.

STRENGTHENING SOCIAL ENGAGEMENT AND INCREASING TEACHING VALUES

- 1 I put the knowledge I've gained from trainings and seminars to use.
- 2 I presented my lesson visually so that my students could understand it quickly.
- 3 I participate in professional growth and development in order to keep up with the latest development in education.
- 4 I want guidance from educators who possess sufficient knowledge and expertise in the classroom.
- 5 I keep myself motivated by reminding it of my career choice and my commitment to provide students a better education.
- 6 I start by getting students' attention before introducing cooperative learning.
- 7 I schedule meetings with parents to discuss problems and worries about their children's academic performance.
- 8 I addressed my students' learning issues and challenges in my class by using LAC (Learning Action Cells) sessions.

BECOMING THE BEST VERSION OF A QUALITY TEACHER

- 1 I need to be adaptable so that I can quickly change or adapt when I run into issues.
- 2 I am open to change and eager to take on new challenges.
- 3 I become a better teacher by learning more and gaining more experience.
- 4 I enforce rules and ensure that education is enjoyable.
- 5 I use technique of awarding incentives to make learning more fun and interesting.
- 6 I used video lessons and activities for students to enjoy the class.

SEEKING PROFESSIONAL IMPROVEMENT FOR BETTER LEARNING

- 1 I reflect on my practice and identify areas of improvement.
- 2 I embrace challenges and work to overcome them.
- 3 I encourage students to do well in class for them to learn more.
- 4 I employed an incentive-based technique to get my students to participate more in class.
- 5 If I fail to one way, I strive to discover another strategy to boost students' learning and engagement.

Legend:

5-Always

4-Frequently

3-Sometimes
2-Seldom
1-Never

CONCLUSIONS

Results on the study of teachers' quality practices pertains several implications for educational practices. As the study revealed that teachers were challenge on how to maintain their quality practices in spite of all the problems and challenges, they have face in both personal and professional life as a teacher. However, despite of those struggles and difficulties, there are things that keeps them to continue to provide quality education for our young children. Teachers are able to provide effective teaching through seeking professional development, increasing social engagement and implementing and utilizing school resources and materials as well as showing expertise and professionalism in their chosen profession. Success of their students and their effective way of teaching serves as their motivation to continue to help molding our children into a better person in the future.

Findings on this study clearly signifies that in spite of everything, teacher were doing their best to make themselves more effective and efficient in teaching and continue in providing quality education for the students. Their strong sense of willingness to improve themselves more may create a significant contribution for student achievement and personal life and can open more opportunity for improvement that will lead them to become more efficient and effective in the future. By the support of their school heads, co-workers, community and students, teachers will be more motivated, empowered and continue to become an ideal quality teacher in the future.

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