

Perceptions of Teaching Factors Among Public Elementary Teachers

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Abstract

Teaching factors play a crucial role in shaping teachers' instructional quality and teaching performance. This study, therefore, examined the teaching factors: pedagogical planning, teaching effectiveness, personal attributes, professional conduct, and management skills that may have influenced the teaching performance of local elementary teachers. It also examined whether these factors differ across demographic profiles. The study employed a descriptive-survey design. Data were collected using a validated and reliable questionnaire. It involved 68 public elementary teachers from the Division of Ifugao, Philippines. Results revealed that the teachers generally perceived all teaching factors as excellent. Professional conduct was ranked the topmost, followed by teaching effectiveness and personal attributes, both tied at the second rank. Pedagogical planning ranked fourth, while management skills ranked last. Further, results showed no significant differences in teachers' perceptions across gender, educational attainment, or number of years of service. However, personal attributes varied significantly among age groups. The study implies that the teaching factors were consistently valued, but professional growth strategies may need to be tailored according to career stage. The study recommends implementing inclusive professional development programs that foster mentorship, reflective practice, and collaborative learning, supporting novice and experienced teachers. By prioritizing ongoing skill enhancement and equitable support, schools can strengthen teaching effectiveness, promote professional growth, and ultimately enhance student learning outcomes across all classrooms. Further related research is encouraged.

Keywords: elementary teachers, management skills, pedagogical planning, personal attributes, professional conduct, teaching effectiveness, teaching factors

1. Introduction

Comprehension skills are essential cognitive abilities that enable learners to understand, interpret, and apply information across academic disciplines and everyday contexts. In junior high school education, these skills are central to learning in core subjects such as English, Mathematics, and Science, where students must process complex texts, abstract concepts, and problem-based information (Butterfuss et al., 2020; Uccelli et al., 2015). Deficits in comprehension undermine academic performance and limit learners' capacity for critical thinking and lifelong learning (Lindamood-Bell, 2022). In the Philippine educational context, persistent challenges related to instructional strategies, learner support systems, language proficiency, and institutional conditions necessitate empirical examination of how teaching approaches and organizational practices influence students' comprehension outcomes. Recent evidence highlights that improved learning outcomes are more likely when instruction is strengthened through structured capacity-building initiatives and ethics-informed professional development (De Guzman et al., 2025), when schools and partner institutions address digital and documentation constraints affecting instructional delivery and monitoring (Jacoba et al., 2025), and when performance systems are used to guide improvement in educational quality (Armas et al., 2025). Moreover, learning gaps in foundational competencies may be reduced through targeted remediation interventions and structured tools that support student mastery (Cara et al., 2025), while effective teaching and learner development are reinforced when institutional quality assurance and service delivery systems remain responsive, especially during disruptions and changing modalities (De Lara & Santos, 2024). The broader learning environment also benefits from digital transformation and technology-enabled support mechanisms that influence access and continuity of learning (Binaluyo et al., 2024; Tuliao et al., 2024). Finally, strengthening teacher competence and productivity requires attention to educator profiles and capability development, since professional characteristics and institutional support mechanisms can shape instructional quality and research-based engagement in state universities (Hipolito & Santos, 2025), alongside sustained organizational performance frameworks (Gamit et al., 2024; Santos, 2023). This study therefore examines the relationship between teachers' instructional strategies and junior high school students' comprehension skills in English, Math, and Science as a basis for developing an enhanced self-learning module.

The quality of teaching in the elementary level does not rely on a single factor but is influenced by several interconnected elements. Teaching factors are the different elements that influence how teachers carry out their instructional roles and how effective they are in supporting student learning. These factors may include personal qualities such as teaching competence and self-efficacy, and external influences like leadership support, class size, workload, and access to resources. Individual characteristics and school conditions shape teaching performance, affecting student outcomes (Hayward & Ohlson, 2023; Kanya et al., 2021; Libiado & Canuto, 2023; Susanti & Abidin, 2023).

Elementary teachers' performance depends on several connected factors that shape how they work in the classroom. Teacher knowledge and confidence are often seen as the foundation of effective teaching. Educators who feel capable in their subject areas and confident in their instructional skills are more likely to create engaging lessons, manage classrooms effectively, and support student learning (Hayward & Ohlson, 2023; Susanti & Abidin, 2023). Beyond individual ability, school leaders' support strongly influences teacher performance. Principals who give guidance, encouragement, and recognition help teachers stay motivated and improve their teaching practices (Kanya et al., 2021; Pharis, 2018; Ventista & Brown, 2023). A favorable school climate where collaboration and respect are encouraged strengthens teacher commitment and overall performance (Darling-Hammond et al., 2017; Desimone, 2009; Fishman et al., 2017).

Conditions inside the classroom and school also play a significant role in shaping teaching performance. When class sizes are very large, teachers may struggle to provide individual support, while heavy workloads can limit time for lesson preparation and meaningful interaction with students (Jepsen & Rivkin, 2002). In contrast, when workloads are balanced and resources such as learning materials and technology are available, teachers can better apply their knowledge and skills effectively (Chingos, 2013; Loeb et al., 2025). This shows that even skilled teachers need the right environment to perform at their best, and structural barriers can hold back their ability to meet student needs.

Another important factor is professional development. Training programs that are practical, continuous, and closely related to everyday classroom needs have been shown to improve teacher confidence and teaching quality (Canuto et al., 2024; Darling-Hammond et al., 2017; Fishman et al., 2017; Hose, 2018; Timperley et al., 2007; Ventista & Brown, 2023). When professional growth opportunities are supported by school leaders and connected to peer collaboration, they are more likely to bring lasting changes in teaching practices. These studies highlight that teacher performance in elementary schools is not just about individual talent but is also shaped by leadership, working conditions, and the opportunities schools provide for continuous growth.

With these concepts, teacher performance is widely recognized as a key factor in ensuring quality education, especially in elementary schools where basic skills are developed. Many studies have examined teaching factors such as planning, effectiveness, personal traits, professionalism, and classroom management, but most have been studied separately. Less attention has been given to how these factors interact with teacher demographics like age, gender, education level, and years of service. Research on these demographic influences often remains descriptive and lacks deeper comparisons, while local contexts and everyday realities of teachers are sometimes overlooked. Thus, this study aims to fill these gaps by determining the perceived teaching factors that affect elementary teachers' performance and examining whether these factors differ significantly across demographic profiles. With this, the research seeks to provide valuable insights that can support teacher development, improve classroom practices, and inform educational policies tailored to local needs.

Pedagogical planning (educational/instructional planning) is the systematic process of designing lessons, organizing content, and aligning instruction with learners' needs and curriculum standards to ensure purposeful, well-managed teaching. Research shows that detailed planning improves teacher preparedness and clarity of instruction (John, 2006) and strengthens professional agency by enabling flexible responses to classroom challenges (Toom et al., 2015). Collaborative planning further supports professional growth by sharing expertise and co-developing strategies that better address diverse learners (Vangrieken et al., 2016; Doppenberg et al., 2012). At a broader level, sound educational planning is essential for equitable access, quality instruction, and sustainable education systems (UNESCO, 2015).

Teaching effectiveness refers to a teacher's capacity to deliver instruction that promotes understanding, critical thinking, and achievement, using methods adapted to student needs and supportive learning environments (Stronge, 2018). Effectiveness is closely associated with strong subject knowledge, pedagogy, and classroom management (Ko et al., 2013), and is strengthened by teacher self-efficacy, which supports persistence and innovation (Hayward and Ohlson, 2023). Supportive school conditions—such as professional learning

communities, strong leadership, and access to resources—also enable continuous improvement in teaching practice (Darling-Hammond et al., 2017).

Personal attributes shape how teaching is delivered and experienced, with enthusiasm, fairness, and empathy helping build trust and respect (Stronge, 2018). Adaptability, patience, and resilience support responsiveness to diverse learners and daily classroom demands (Ko et al., 2013), while self-efficacy encourages persistence and creativity in improving student learning (Hayward and Ohlson, 2023). Ongoing commitment to reflective practice and professional growth is also linked to teaching success (Darling-Hammond et al., 2017).

Professional conduct reflects teachers' ethics and responsibilities, including fairness, integrity, and respect that strengthen trust within the school community (Stronge, 2018). It also includes reliability, accountability, thorough preparation, effective classroom management, and collaboration to advance student learning (Ko et al., 2013). Professionalism is reinforced through continuous learning and development (Darling-Hammond et al., 2017).

Management skills directly shape the classroom environment by establishing order, setting expectations, and supporting a positive learning climate (Stronge, 2018). Classroom management is a strong predictor of teaching effectiveness (Ko et al., 2013) because it maximizes instructional time and reduces disruptions (Emmer, 2015). Effective management emphasizes building a supportive climate that promotes responsibility and cooperation, not merely controlling behavior (Evertson and Weinstein, 2006).

Teaching factors may also vary by demographic characteristics. Gender can influence expectations, teaching experiences, motivation, and workload balance, particularly in elementary settings (Kanya et al., 2021; Susanti and Abidin, 2023), so professional development should address gender dynamics and ensure equal opportunities (Darling-Hammond et al., 2017). Age may shape teachers' openness to new approaches and the degree to which experience supports confidence and classroom practice (Kanya et al., 2021; Susanti & Abidin, 2023), and professional development should be responsive to career-stage needs (Darling-Hammond et al., 2017). Higher educational attainment may strengthen planning and pedagogical understanding (Kanya et al., 2021), but credentials alone are insufficient without supportive conditions like resources and manageable class sizes (Jepsen and Rivkin, 2002). Years of service can affect planning and management, with experienced teachers often stronger in management and novices often contributing innovation (Stronge, 2018; Susanti & Abidin, 2023), yet continuous professional development remains necessary across all experience levels (Darling-Hammond et al., 2017).

A key research gap is that many studies examine teaching factors separately and do not fully consider how they interact with demographic variables (age, gender, educational attainment, years of service), and local public elementary school contexts are often underrepresented. Therefore, this study examined elementary teachers' perceptions of teaching factors influencing performance and whether these differ significantly across demographic profiles.

The study aimed to determine local elementary teachers' perceptions of teaching factors influencing teaching performance and assess differences across demographic groupings. It addressed two questions: (1) What are the levels of perceptions regarding the teaching factors affecting the teaching performances of elementary teachers? and (2) Are there significant differences in the level of perceived teaching factors affecting teaching performances when grouped according to demographic profiles?

This study is significant because it informs local decision-making on professional development, mentoring, and resource allocation, and it contributes evidence from a Philippine context to broader discussions on strengthening teacher capacity and ensuring quality education.

2. Methodology

2.1. Research Design

This study used a descriptive survey design to determine perceptions toward teaching factors affecting elementary teachers' performance and whether these differ across demographic profiles. The descriptive survey approach allows researchers to gather information directly from teachers without altering their work environment (Creswell & Creswell, 2022; Fraenkel et al., 2006).

2.2. Participants

The participants were 68 public elementary teachers from the Division of Ifugao, Philippines, selected through random sampling.

Table 1. Demographic Profiles of the Elementary Teacher Participants

Profiles	N	Percent
Gender		
Female	45	66%
Male	23	34%
Age		
20–30 years old	11	16%
31–40 years old	28	41%
41–50 years old	23	34%
51–60 years old	6	9%
Educational Attainment		
Bachelor's degree	46	68%
Master's degree	21	31%
Doctorate degree	1	1%
Years in Service		
1–10 years	37	54%
11–20 years	23	34%
21–30 years	5	7%
31–40 years	3	4%

2.3. Instrument

The study used a self-developed questionnaire adapted from the Results-Based Performance Management System (RPMS) and the Philippine Professional Standards for Teachers (PPST) (DepEd, 2017; DepEd, 2024).

Responses were measured using a 4-point Likert scale:

4 = Excellent, 3 = Good, 2 = Average, 1 = Needs Improvement.

Validation was conducted by three school principals, yielding excellent reliability. Pilot testing produced an overall Cronbach's alpha of 0.959, confirming strong internal consistency.

2.4. Procedures

Permission was secured from the Division of Ifugao. The researcher coordinated with School Principals for survey distribution. Informed consent was obtained, emphasizing confidentiality and voluntary participation. Completed questionnaires were collected, coded, and analyzed systematically.

2.5. Data Analysis

Descriptive statistics were used, including frequencies, percentages, means, standard deviations, and ranking. Inferential statistics included t-tests for gender differences and ANOVA for differences across age, educational attainment, and years of service.

2.6. Ethical Consideration

Ethical standards were observed through voluntary participation, confidentiality, anonymity, and secure data handling. The study ensured minimal disruption to teaching activities.

3. Results and Discussion

3.1. Level of Perception Regarding the Teaching Factors

Table 2 shows that, overall, the teachers had an excellent level of perception ($M = 3.72$, $SD = 0.47$) regarding the factors that affected their teaching performance. Results revealed that professional conduct was perceived excellently and ranked the topmost ($M = 3.81$, $SD = 0.39$). Both teaching effectiveness ($M = 3.71$, $SD = 0.47$) and personal attributes ($M = 3.71$, $SD = 0.46$) were tied for the second rank. Pedagogical planning was also perceived excellently ($M = 3.69$, $SD = 0.47$), ranking fourth, followed by management skills, with still excellent perception ($M = 3.66$, $SD = 0.51$), ranking fifth.

Table 2. Perceived Teaching Factors Affecting the Teaching Performance of Elementary Teachers

Teaching Factors	M	SD	Descriptive Equivalent	Rank
Pedagogical Planning	3.69	0.47	Excellent	4
Teaching Effectiveness	3.71	0.47	Excellent	2.5
Personal Attributes	3.71	0.46	Excellent	2.5
Professional Conduct	3.81	0.39	Excellent	1
Management Skills	3.66	0.51	Excellent	5
Overall Mean	3.72	0.47	Excellent	

These results indicate that the elementary teachers perceived all identified teaching factors as excellent influences on their teaching performance. The fact that professional conduct ranked the highest suggests that teachers valued ethical behavior, responsibility, and integrity as central to their effectiveness, highlighting the importance of modeling professionalism and building trust within the classroom and the broader school community. This aligns with Stronge (2018) and Ko et al. (2013), who emphasized reliability and accountability.

Closely following were teaching effectiveness and personal attributes, highlighting the significance of instructional skills, confidence, adaptability, and interpersonal qualities in creating an engaging and productive learning environment. This is consistent with Hayward and Ohlson (2023) and Darling-Hammond et al. (2017), who noted the importance of teacher confidence and reflective practice.

Pedagogical planning was also recognized as excellent, reflecting teachers' awareness of the value of structured lesson preparation. This supports clearer instruction and better learning outcomes, as John (2006) found in improving teacher preparedness, and Toom et al. (2015) highlighted for professional agency. While slightly less prioritized, excellent management skills remain essential for organizing the classroom and fostering a positive learning atmosphere (Stronge, 2018; Emmer, 2015).

3.2. Perceived Teaching Factors and Gender

The factors affecting the teaching performance of elementary teachers when grouped according to gender are shown in Table 3. The analysis reveals that pedagogical planning ($f = 1.90$, $p = 0.173$), teaching effectiveness ($f = 1.07$, $p = 0.305$), personal attributes ($f = 3.95$, $p = 0.053$), professional conduct ($f = 0.18$, $p = 0.674$), and management skills ($f = 2.81$, $p = 0.098$) all did not show statistically significant differences between male and female teachers.

Table 3. Perceived Teaching Factors Affecting the Teaching Performance According to Gender

Teaching Factors	Males (M±SD)	Females (M±SD)	f-value	p-value
Pedagogical Planning	3.76±0.43	3.65±0.49	1.90ns	0.173
Teaching Effectiveness	3.74±0.47	3.70±0.47	1.07ns	0.305
Personal Attributes	3.70±0.49	3.71±0.45	3.95ns	0.053
Professional Conduct	3.78±0.42	3.83±0.38	0.18ns	0.674
Management Skills	3.65±0.52	3.67±0.51	2.81ns	0.098

The lack of statistically significant differences indicates that both genders reported similarly high perceptions. This suggests that male and female teachers value these teaching factors comparably, reflecting shared professional standards. This supports Susanti and Abidin (2023) and Hayward and Ohlson (2023), who emphasized that gender does not inherently limit professional motivation or instructional self-efficacy.

3.3. Perceived Teaching Factors and Age

Table 4 presents the factors affecting teaching performance according to age. Pedagogical planning, teaching effectiveness, professional conduct, and management skills did not show statistically significant differences. However, personal attributes showed a significant difference among age groups ($f = 3.06$, $p = 0.034$).

Table 4. Perceived Teaching Factors Affecting the Teaching Performance According to Age

Teaching Factors	20-30	31-40	41-50	51+	f-value	p-value
Pedagogical Planning	3.82	3.70	3.62	3.64	2.05ns	0.115
Teaching Effectiveness	3.82	3.65	3.73	3.75	1.75ns	0.165
Personal Attributes	3.66	3.71	3.72	3.71	3.06*	0.034
Professional Conduct	3.95	3.77	3.79	3.81	0.93ns	0.433
Management Skills	3.74	3.64	3.70	3.44	0.07ns	0.977

Most teaching factors remained consistent across age groups, suggesting foundational professional practices are shared regardless of career stage (Kanya et al., 2021; Susanti & Abidin, 2023). However, personal attributes differed significantly, implying that resilience, patience, and adaptability may develop or be expressed differently as teachers progress through their careers.

3.4. Perceived Teaching Factors and Highest Educational Attainment

Table 5 indicates that none of the teaching factors showed statistically significant differences among teachers grouped by educational attainment.

Table 5. Perceived Teaching Factors Affecting the Teaching Performance According to Educational Attainment

Teaching Factors	Bachelor's	Master's	Doctorate	f-value	p-value
Pedagogical Planning	3.70	3.67	3.67	0.43ns	0.654
Teaching Effectiveness	3.72	3.70	3.93	0.29ns	0.747
Personal Attributes	3.76	3.61	3.50	1.34ns	0.270
Professional Conduct	3.82	3.78	3.83	0.21ns	0.813
Management Skills	3.71	3.56	3.67	0.15ns	0.861

The findings suggest that educational attainment alone does not significantly influence perceptions of teaching factors. Teachers maintain consistent professional standards regardless of formal qualifications, highlighting the importance of experiential learning and school-based support (Jepsen & Rivkin, 2002; Darling-Hammond et al., 2017).

3.5. Perceived Teaching Factors and Number of Years in Service

Table 6 shows that teaching factors did not significantly differ across years of service.

Table 6. Perceived Teaching Factors Affecting Teaching Performance According to Years in Service

Teaching Factors	1-10 yrs	11-20 yrs	21-30 yrs	31-40 yrs	f-value	p-value
Pedagogical Planning	3.69	3.73	3.43	3.72	1.93ns	0.133
Teaching Effectiveness	3.73	3.71	3.50	3.88	1.33ns	0.272
Personal Attributes	3.68	3.74	3.70	3.83	2.44ns	0.072
Professional Conduct	3.85	3.76	3.73	3.83	0.31ns	0.820
Management Skills	3.72	3.63	3.50	3.50	0.29ns	0.831

These results indicate that novice and experienced teachers sustain similar perceptions of key teaching factors. This underscores the role of continuous professional development across all career stages (Stronge, 2018; Darling-Hammond et al., 2017).

4. Conclusion

Teaching performance in elementary education is shaped by various factors that collectively influence instruction and student learning. This study examined pedagogical planning, teaching effectiveness, personal attributes, professional conduct, and management skills, and whether these varied by demographic profiles.

Findings revealed that teachers perceived all factors as excellent, with professional conduct rated highest. Most factors did not significantly differ across gender, educational attainment, or years of service, indicating consistent professional standards. Age showed a significant difference only in personal attributes, suggesting that resilience and adaptability may evolve over time.

These results imply that professional development should be inclusive across demographic groups while providing differentiated support for personal growth according to career stage. Strengthening teaching performance requires a holistic approach that balances professional ethics, instructional effectiveness, supportive environments, and continuous learning.

Compliance with ethical standards

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Conflict of interest statement

The author confirms sole responsibility for all aspects of this work, including conceptualization, methodology, investigation, data analysis, writing, and revision.

Statement of ethical approval

The present research work does not contain any studies performed on animals/humans subjects by any of the authors.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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