

Teaching Performance of the Grade 11 English Teachers in the University of Eastern Philippines

Lewelyn H. Merida

Doctor of Arts in Language and Literature, Instructor 3
College of Arts and Communication, University of Eastern Philippines, Catarman, Northern Samar

Keywords: Teaching Performance, Grade 11, English Teachers, Descriptive-evaluative, University of Eastern Philippines

1. Introduction

Teachers are a very important facet of any society for a number of reasons and their role in society is both significant and valuable. Teachers play an extraordinary part in the lives of children for the formative years of their development and the importance of teachers is something that cannot be understated. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. The most common role a teacher plays in the classroom is to teach knowledge to children. Valerie von Frank stated in her article, that the teacher's ability to assess student learning, analyze outcomes, and adapt instruction to meet student needs may not always show up on a state standardized exam. However, principals who pay attention to a range of measures of teacher effectiveness can provide more meaningful teacher evaluations that promote teacher growth.

Stephen Sawchuk mentioned in his article on Teacher Evaluation that, in general, teacher evaluation refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development. Thus, this study was conducted to determine the teaching Performance of the Grade 11 English Teachers in the University of Eastern Philippines.

Objectives of the Study

- 1) Determine the performance of the Grade 11 English teachers as rated by their supervisor;
- 2) Find out the performance of the Grade 11 English teachers as rated by their peers;
- 3) Determine the performance of the Grade 11 English teachers as rated by the students.

2. Methodology

Descriptive evaluative research design was employed in this study. The respondents of the study were the twelve English teachers in Grade 11 from the three campuses of the University of Eastern Philippines. The performance of the English teachers was measured using the English Teacher's Competency Checklist. It has two main areas, Personal and Social Qualities, and Instructional Competencies. This was adopted from the study of Surio (2014) and revised to suit

the English teachers' competency. The performance of teachers was evaluated by the immediate supervisor, their peer and their students.

3. Results and Discussion

3.1 Supervisor's Evaluation on Teaching Performance of the English Teachers

The teaching performance of the English teachers was evaluated by their supervisor (Table 9.1). Result of the evaluation showed that the English teachers have very satisfactory rating having a grand mean of 3.82. This means that the English teachers are knowledgeable of the English language and possess the quality to make a successful teaching and learning process. As regard instructional competencies, the sub-mean of 3.76 suggests that the English teachers were successful in their job as classroom teacher. They were knowledgeable of the subject matter, use instructional plan and devices, use appropriate motivation techniques, and other practices to make the teaching and learning process a success.

In terms of personal and social qualities of teachers, the teachers were also rated as very satisfactory by their supervisor. This means that the English teachers possess physical and mental qualities that an English teacher requires. The supervisors acknowledged that the teachers have shown evidences of mental health and stability, neat in appearance and have healthy sense of humor. Teachers were rated to possess the communication skills both in English and Filipino and can put her/his ideas easily.

As regards personality and character, the supervisors judged the teachers to be accepting and performing leadership roles competently in the institution. They get along with pupils and the teaching staff without compromising rules of propriety and respect student opinions on the views of others.

Generally, this finding shows that English teachers in the UEP system are equipped with qualities of an English professor capable of developing the language and communication ability of the young learners.

In addition, the researcher together with the supervisor evaluated the competency of the English teachers on the criteria of instructional competencies centered on (a) knowledge of the subject matter, (b) instructional planning, (c) instructional aids and devices, (d) motivational technique, (e) skills in the art of questioning, (f) skills in

guidance, (g) skills in classroom management, and (h) skills in evaluation and remedial procedures.

Based on the supervisor’s evaluation, it appeared that Teacher #1 got very effective (5) ratings in knowledge of subject matter, instructional planning, motivational technique, skills in the art questioning, and skills in evaluation and remedial procedures. He got effective (4) ratings in skills in guidance and skills in classroom management. It can be inferred that the students learned very well under his instruction.

Teacher #2 obtained very effective (5) ratings in motivational technique and skills in classroom management. She got effective (4) ratings in knowledge of subject matter, instructional planning, instructional aids and devices, skills in the art of questioning, and skills in evaluation and remedial measures. It can be deduced that the students learned well from her instruction.

Teacher #3 had mastery of the subject matter as indicated by very effective (5) ratings obtained from her students – knowledge of subject matter, instructional planning, instructional aids and devices, motivational technique, and skills in the art of questioning. She obtained effective (4) ratings in skills in guidance, skills in classroom management, and skills in evaluation and remedial procedures. This implies the teacher’s very effective instruction; therefore, very effective learning was achieved.

Teacher #4 was very effective (5) in instructional competencies as reflected in very effective (5) ratings given by her students in all aspects of instructional competencies. This implies an outstanding classroom instruction of the teacher as well as learning of the students.

Teacher #5 was very effective in motivational technique (5) and skills in classroom management. He obtained effective (4) ratings in knowledge of subject matter, instructional planning, instructional aids and devices, skills in the art questioning, and skills in guidance.

Teacher #6 was very effective (5) in knowledge of subject matter, motivational technique, skills in the art of questioning, skills in guidance, skills in classroom management and remedial procedures. She was effective (4) in instructional planning and instructional aids and devices.

Teacher #7 was very effective (5) in motivational technique and skills in classroom management. She got effective ratings in other instructional competencies.

Teacher #8 was very effective (5) in knowledge of subject matter, instructional planning, instructional aids and devices, skills in the art of questioning, skills in guidance, skills in classroom management, and skills in evaluation and remedial procedures. She got an effective (4) rating in motivational technique.

Teacher #9 got very effective (5) ratings in knowledge of subject matter, instructional planning, instructional aids and devices, motivational technique, skills in the art of questioning, skills in guidance, and skills in classroom management. He was effective (4) in skills in evaluation and remedial procedures.

Teacher #10 got very effective (5) ratings in knowledge of the subject matter, instructional planning, instructional aids and devices, motivational technique, skills in the art questioning, skills in guidance, skills in classroom management, and skills in evaluation and remedial procedures. It can be deduced that he obtained perfect rating from the students which means very effective (5) instructional competencies.

Teacher #11 got very effective (5) rating in motivational technique and skills in classroom management. She got effective (4) ratings in knowledge of the subject matter, instructional planning, skills in the art of questioning, skills in guidance, and skills in evaluation and remedial procedures. It was noted that she was fairly effective (3) in instructional aids and devices.

Teacher #12 got very effective (5) ratings in knowledge of subject matter, instructional planning, instructional aids and devices, motivational technique, skills in guidance, skills in classroom management, and skills in evaluation and remedial procedures.

It was reflected in the results that the teachers had more very effective instructional competencies, therefore, the students learned much from the different lessons taught in the subject area.

On personal and social qualities of teachers such as physical and mental, skills in communication, and personality and character, all of them were very effective (5) as evaluated by the students which enabled them to gain more effective learning.

Table 3.1: Teaching Performance of the English Teachers

I. Instructional Competencies		
A. Knowledge of Subject Matter	WM	Interpretation
1. Has thorough knowledge and mastery of subject matter.	4.83	Outstanding
2. Is well-informed about current issues and affairs of local, national and international scope.	4.67	Outstanding
3. Keeps track of new concepts and innovative ideas.	4.2	Outstanding
4. Has deep sustained interest and enthusiasm for his/her subject.	4	Very satisfactory
B. Instructional Planning		
5. Prepares and plans each class activity in advance.	3.67	Very satisfactory
6. Aids the learner to define worthwhile objectives for large units, daily class-work and special class activities.	3.67	Very satisfactory
7. Organizes his/her teaching well by choosing wisely learning experiences, adequate subject matter content and materials for instruction.	3.67	Very satisfactory

8. Prepares teaching materials, teaching aids, and board work ahead of time.	3.5	Very satisfactory
9. Uses resources of the University Library and the community.	3.33	Satisfactory
C. Instructional Aids and Devices		
10. Utilizes realistic, practical, recycled and easy-to-handle teaching devices.	4.2	Outstanding
11. Uses appropriate teaching aids: charts, illustrations, real object to stimulate the imagination and thinking of the students.	4	Very satisfactory
12. Uses devices skillfully and effectively.	3.21	Satisfactory
13. Use varied instructional aid and devices that catch the attention of the pupils	3.2	Satisfactory
D. Motivational Technique		
14. Motivates listeners properly.	3.2	Satisfactory
15. Has the ability to encourage students to express their opinions freely.	3.36	Satisfactory
16. Encourages independent thinking rather than memorized knowledge.	3.36	Satisfactory
E. Skills in the Art Questioning		
17. Asks definite, clear, and relevant questions.	4.3	Outstanding
18. Asks though-provoking questions.	3	Satisfactory
19. Asks varied types of questions.	3.75	Very satisfactory
20. Asks questions that lead to the development and understanding of the lesson.	3	Satisfactory
F. Skills in Guidance		
21. Shows interest in students' problems and needs, and helps them solve the same.	3.2	Satisfactory
22. Helps students develop self-discipline in and through the learning process.	3.4	Very satisfactory
23. Recognizes individual differences and problems in the performance of students.	3.4	Very satisfactory
24. Helps each student with special problems.	3.2	Satisfactory
G. Skills in Classroom Management		
25. Starts learning activities promptly.	4.3	Outstanding
26. Attends class regularly and punctually.	3.83	Very satisfactory
27. Uses own and learners' time effectively.	4.5	Outstanding
28. Conducts the class informally and with relaxed feeling among students.	4.33	Outstanding
H. Skills in Evaluation and Remedial Procedures.		
29. Selects/Involves and utilize criterion referenced tests and appropriate assessment tools and techniques.	3.67	Very satisfactory
30. Makes a continuing assessment of student achievement.	4.3	Outstanding
31. Analyzes and interprets evaluation results skillfully.	4.21	Outstanding
32. Utilizes evaluation results as a basic for improving instruction.	3.78	Very satisfactory
Sub-mean	3.76	Very satisfactory
II. Personal and Social Qualities of Teachers		
A. Physical and Mental Qualities		
33. Shows evidences of mental health and stability.	4.3	Outstanding
34. Shows evidences of sound physical health.	3.4	Very satisfactory
35. Has a healthy sense of humor.	3.7	Very satisfactory
36. Neat in appearance.	4.5	Outstanding
37. Tolerant and mature in thought and deeds.	3	Satisfactory
B. Skills in Communication		
38. Has good command of the medium of instruction in:		
English	4.5	Outstanding
Filipino	4.5	Outstanding
39. Puts across his/her ideas easily.	4.3	Outstanding
40. Provides situations for self-expression.	3.2	Satisfactory
41. Selects his/her words carefully in order not to hurt the students.	3.2	Satisfactory
C. Personality and Character		
42. Sets the example in moral and ethical behavior to students.	3.5	Very satisfactory
43. Shows honesty and integrity in all his/her activities.	3.74	Very satisfactory
44. Accepts and performs leadership roles competently in the institution.	4	Very satisfactory
45. Gets along with pupils and the teaching staff without compromising rules of propriety.	4	Very satisfactory
46. Respect student opinions on the views of others.	4	Very satisfactory
47. Kind, friendly and ready to help students.	3	Satisfactory
48. Enthusiastic in radiating life.	4.67	Outstanding
49. Shows self-confidence, poise and graciousness.	4.5	Outstanding
50. Has high standards of personal responsibility and workmanship.	4.5	Outstanding
Sub-Mean	3.92	Very satisfactory
Grand Mean	3.82	Very satisfactory

3.2 Peer Evaluation

The teacher-respondents evaluated their co-English teachers following these criteria: aims and objectives, appropriateness of classroom activities, knowledge of subject matter, intellectual expansiveness, organization of

lessons, effectiveness of teaching techniques, stimulating learner's interest, classroom management, opportunities for learner's participation, use of teaching aids and other instructional materials, clarity of explanation, and language and communication skills.

The result shows that all teachers rated their co-faculty outstanding which means that the performance of their peers was highly commendable. All the twelve teacher-respondents had a high teaching performance as evident in the result of the peer evaluation. It means that the English teachers are equipped with the knowledge and skills to handle the senior high school students.

This finding further implies that the English teachers of Senior High School regard their peers to be very competent in their job. This is a good indication that the teachers have good rapport and they know each other very well.

Table 3.2: Peer Evaluation

Criteria	WM	Interpretation
1. Aims and objectives	4.58	Outstanding
Presents clear explanation on the aims and objectives of the lesson		
2. Appropriateness of classroom activities	4.5	Outstanding
Kind of classroom activities to achieve the aims/objectives		
3. Knowledge of subject matter	4.25	Outstanding
Comprehensive and thorough		
4. Intellectual expansiveness	4.22	Outstanding
Interrelates subject matter to other fields when appropriate		
5. Organization of lessons	4.22	Outstanding
Highly organized, follows an outline		
6. Effectiveness of teaching techniques	4.44	Outstanding
Highly effective, students appear enthusiastic and interested in class		
7. Stimulating learner's interest	4.25	Outstanding
Stimulating and sustaining student's interest for the duration of the class.		
8. Classroom management	4.22	Outstanding
Efficient and effective manager. Runs class with a minimum of disruption from students. Class time utilized efficiently and accomplishes remarkable amount of materials		
9. Opportunities for learner's participation	4.23	Outstanding
Participation level of students in the learning activities. Stimulating lectures and active exchange of ideas between teacher and students.		
10. Use of teaching aids and other instructional materials	4.22	Outstanding
Extent by which teaching aids are used effectively.		
11. Clarity of explanation	4.33	Outstanding
Ability to explain difficult concepts to the learners. Explanations easily understood.		
12. Language and communication skills	4.32	Outstanding
Proficient in language instruction. Formulates and communicates thoughts clearly. Has well-modulated voice and very good diction.		
Overall	4.32	Outstanding

3.3 Students' Evaluation on Faculty Performance

Students' evaluated the English teachers to be very satisfactory. This is indicated in all the criteria for teacher evaluation. Specifically, data show that out of 46 respondents, 38 of them highly agreed that Teacher #1 provides pertinent and accurate information on topics discussed and opportunities which enable learners to be responsible on their own learning. And the least number of positive responses are the: professors' failure to provide updated syllabus on the first week of class with a frequency of 22, and 24 out of 46 respondents concluded that a classroom atmosphere does not enhance confidence in participating actively in activities.

This implies that updated syllabus is a highly needed by the students to be guided on the flow of the topics. And atmosphere that enhances self-esteem must be provided. Moreover, the findings also imply that a teacher is a good provider of relevant input. And he also exposes students to independent learning.

The data presents the aspects that best describe the teaching performance of Teacher #2. Fourteen out of 25 respondents found that variety of activities and independent learning were highly observed in the classroom. On the other hand,

two of the weakest aspects that the teacher practiced are: to involve students in identifying criteria/ procedures with only 2 responses. And to expose students to explore and carry out tasks or problems with only 3 responses on the 5th scale.

It implies that engaging activities capture students' interest on the subject. And students are also subject for exploration of his/her own learning. Thus, it also implies that the teacher should assess students' progress as an avenue for improvement.

The data presents the aspects that best describe the teaching performance of Teacher #3. Forty one out of 48 respondents highly concluded that the best aspect of the teacher's performance is the relevance and accuracy of the information provided on topics discussed. It is then followed by making herself available for students' consultation and presenting lessons clearly and adequately. On the other hand, the failure to come to class on time and failure to establish independent learning are the weaknesses of the teacher.

This implies that the teacher demonstrated mastery of the subject matter, showed desire to assist students and effectively facilitated learning in the discipline. However,

this also implies that the teacher should be time conscious and use teaching strategy for independent learning.

The data presents the aspects that best describe the teaching performance of Teacher #4. Thirty five out of 40 students pointed out the two strongest aspects of the teacher, along which are: coming to class on time and elaborating lessons and relating them to real life situations. As regards the weakest aspects of the teacher, 26 students responded that the teacher did not fully carry out given tasks or problems and did not conduct make up classes to cover the course content.

This implies that the teacher shows real interest in teaching by regularly coming to class. Moreover, make up class was not conducted because she was able to cover the course content within the time allotment. It also implies that interrelating the subject matter to life situations is helpful to achieve long-term learning.

The data shows the aspect on the performance of Teacher #5. Thirty four out of 46 respondents revealed that the strongest aspect about the teacher is that the teacher worked on assigned task with great enthusiasm, followed by the fact that the teacher provided collaborative activities like dyad, triad or task groups with 27 responses. On the other hand, the weakest aspect on the teacher's performance are: involved students in identifying evaluated criteria/procedures (6 responses) and provided updated syllabus on the first week of class (9 responses).

This implies that enthusiasm and collaborative activities play a great role in creating learning opportunities for students' active participation. And that the updated syllabus must be provided to guide students on the flow of topics and students' teaching must be provided to improve the teaching and learning process.

The data shows the aspect on the performance of Teacher #6. Fifteen out of 39 respondents answered that the strongest aspect of the teacher is: ensuring the logical flow of activities to meet the lesson objective. It is followed by providing classroom experience allowing students to share ideas/ opinions/ experiences freely (14 responses). On the other hand, the weakest aspect of the teacher is making a sound judgment aimed at informed decision.

This implies that classroom experience on shared ideas and experiences creates learning opportunities for students' active participation. This also implies that the teacher knows how to effectively manage the time. Thus, informed decision must be established to elicit sound judgment.

The data reveals the aspect on the performance of Teacher #7. Twenty three out of twenty seven respondents answered that the strongest aspect of the teacher is the ability to present lessons clearly. On the other hand, the failure to come to class on time with 10 responses and the failure to provide timely feedback of students' performance with 11 responses are said to be the two weakest aspects on the teachers' performance.

This implies that mastery of the content is highly relevant for students' learning. In addition, real interest is shown when a teacher reports to his/ her class on time and students' progress must be provided for his/her improvement.

The data reveals the aspect on the performance of Teacher #8. Twenty four out of 30 respondents answered that the strongest aspect of the teacher is: utilizing additional information from sources other than the prescribed text/reference of the course. It is followed by helping students with his/ her learning difficulties, providing pertinent and accurate information on topics discussed and presenting lessons clearly and adequately, all with 23 responses. On the other hand, the weakest aspect of the teacher's performance is on: working beyond what is required (8 responses) and involving students in identifying criteria/ procedures (9 responses).

This implies that additional teaching materials, motivation and thorough discussion are needed to provide wider learning among students. This also implies that the teacher's willingness to assist students gives opportunity for students to provide ways in addressing certain learning difficulties. Thus, keeping students involved in deciding for the strategies to be used opens opportunity for academic growth.

The data reveals the aspect on the performance of Teacher #9. Forty two out of 51 respondents answered that the teacher's strongest quality is providing pertinent and accurate information on topics discussed. Followed by providing classroom experience allowing students to share or express ideas and experiences freely with 41 responses. On the other hand, the weakest aspect of the teacher is the failure to establish independent learning (21 responses). And involving students in identifying strategy (19 responses).

This implies that strategy for independent learning must also be practiced, having the teacher as the facilitator. In addition, this also implies that the mastery of the subject matter together with the positive reinforcement might result for students' success.

The data reveals the aspect on the performance of Teacher #10. Fifty out of 60 respondents concluded that the teacher provided classroom experience allowing them to express themselves freely. Forty nine out of sixty respondents highly agreed that another strongest aspect on the performance of the teacher is the punctuality. On the other hand, the weakest practices of the teacher are: explore and carry out given tasks or problem (28 responses), regularly providing students with timely feedback on their performance (28 responses) and work beyond what is required (29 responses).

This implies that classroom experience that is free from pressure and anxiety provides an avenue for better learning. In addition, punctuality of the teacher is highly observed and must be highly practiced by the educator to cover the suggested content. And it also implies that students are motivated to work beyond what is expected of them. And students' improvement work well if they are provided with the teachers' feedback.

The data reveals the aspect on the performance of Teacher #11. Twenty seven out of 38 students responded that the strongest aspect of the teacher is: providing pertinent and accurate information on topics. It is followed by presenting lessons clearly and adequately with 26 responses. The lowest frequency among the aspect on the performance of the teacher are: updated syllabus on the first week of classes and make up classes rationally done to cover the course content, both with 10 responses.

This implies that the mastery of the content leads to better learning. It also implies that the course syllabus is highly relevant for the students, for them to know what to expect from the subject And make up classes is needed for improvement and remediation.

The data reveals the aspect on the performance of Teacher #12. Fourteen out of 26 respondents highly agreed that the teacher is good in engaging students in a variety of activities appropriate to learning interests, needs and purposes. It is then followed by another strong aspect of the teacher which is being critical but open minded about the ideas of others with 13 responses. On the other hand, the weakest aspects of the teacher are punctuality and establishing independent learning.

This implies that the teacher considers the multiple intelligences of the learners. It also implies that the teachers' critical but open minded treatment for students' concerns and responses are highly practiced, thus enabling learners to be expressive and participative in class.

Table 3.3: Students' Evaluation on Faculty Performance

Commitment		
A. Shows real interest in teaching the course by:		
1. Coming on class on time	4.11	Very satisfactory
2. Engaging us in a variety of activities appropriate to learning interests, needs and purposes	4.09	Very satisfactory
B. Shows willingness in assisting students by:		
3. Making herself available for consultation	4.05	Very satisfactory
4. Helping us with our learning difficulties/problems	4.01	Very satisfactory
Mean	4.07	Very satisfactory
Knowledge of Subject Matter		
A. Demonstrates mastery of content by:		
5. Providing pertinent and accurate information on topics discussed	3.99	Very satisfactory
6. Utilizing additional information from sources other than the prescribed text/reference of the course	3.89	Very satisfactory
B. Effectively facilitates learning in the discipline by:		
7. Presenting lessons clearly and adequately	4.22	Outstanding
8. Using innovative strategies in teaching the discipline/subject area	4.21	Outstanding
C. Integrates subject to practical situations by:		
9. Elaborating lessons and relating them to real life situations	3.99	Very satisfactory
10. Integrating lessons with other disciplines/subject areas where needed	4.08	Very satisfactory
Mean	4.06	Very satisfactory
Teaching for Independent Learning		
A. Uses teaching strategies that allow students to:		
11. Learn on their own	4.23	Outstanding
12. Explore and carry out given tasks or problems	4.22	Outstanding
B. Motivates/challenges students to learn by encouraging us to:		
13. Work on assigned task with enthusiasm	3.77	Very satisfactory
14. Work beyond what is required	3.98	Very satisfactory
C. Creates a classroom atmosphere that enhances self-esteem allowing us to:		
15. Gain confidence in participating actively in classroom activities	3.99	Very satisfactory
16. Critical but open minded about ideas of others	4.53	Outstanding
D. Provides opportunities which enables us to:		
17. Be responsible for our own learning	4.33	Outstanding
18. Make sound judgment aimed at informed decision	3.87	Very satisfactory
Mean	4.12	Very satisfactory
Management of Student Learning		
A. Creates learning opportunities for students active participation by:		
19. Providing classroom experience allowing us to share or express ideas/opinions/experiences freely	4.34	Outstanding
20. Providing interactive/collaborative activities like dyads, triads or buss/task groups	3.98	Very satisfactory
B. Assess students' progress to improve teaching/learning process by:		
21. Involving us in identifying evaluate criteria/procedure	4.43	Outstanding
22. Regularly providing us with timely feedback on our performance	4.22	Outstanding
C. Manages time effectively by:		
23. Ensuring a logical flow of activities to meet the lesson objective	3.88	Very satisfactory
24. Engaging us only in meaningful and relevant activities expected of the course	3.95	Very satisfactory
Mean	4.13	Very satisfactory
Course Syllabus Coverage		
A. Course syllabus treatment		
25. Updates syllabus provided to each student on the first week of class	3.87	Very satisfactory
26. Course content/topics sequentially and clearly taken up	4.11	Very satisfactory
27. Course contents clearly taken up according to allocated time and schedule	3.99	Very satisfactory

28. Make up classes rationally done to cover the course contents	4.07	Very satisfactory
Mean	4.01	Very satisfactory
Overall	4.08	Very satisfactory

4. Conclusions

The English teachers are knowledgeable of the English language and possess the quality to make a successful teaching and learning process. They are successful in their job as classroom teacher. The English teachers possess physical and mental qualities that an English teacher requires. They are performing leadership roles competently in the institution. Generally, this finding shows that English teachers in the UEP system are equipped with qualities of an English professor capable of developing the language and communication ability of the young learners.

5. Recommendations

- 1) It is recommended that to avoid underutilization of the education and skills of the teacher-respondents, school administrators should help them grow professionally to keep pace with the trends in education and enables them to perform their role effectively in improving the performance of the students.
- 2) It is recommended that teacher-respondents should optimize the young age of the student-respondents as to using appropriate teaching strategies for English language acquisition paving the way for knowledge, skills, attitudes and values.
- 3) It is recommended that English language teachers be appraised of their knowledge, skills, and attitudes/values in view of the challenges posed by the K to 12 Program. This could be addressed by creating opportunities for attendances in seminars, training and the like educative process particularly geared towards the K to 12 Program implementation.
- 4) It is recommended that, insofar as the K to 12 programs is implemented at public schools, administrator should make proper representation before concerned offices to the demand side appropriation such as equipment and instructional materials for classroom utility.
- 5) For enchantment and levelling up of teacher performance, it is recommended that teachers supported by the institution should attend trainings from teacher training institutions.

References

- [1] Aguirre, Maryjane M. (2014). Teachers' awareness and behavior towards k-12 for effective curriculum implementation. Unpublished doctoral dissertation. University of Eastern Philippines.
- [2] Borich, G. D. (2000). A state of the art assessment of educational evaluation. Austin, TX: The University of Texas at Austin. (ERIC Document Reproduction Service No. ED187717)
- [3] CHED Memorandum Order No. 20. Commission on Higher Education.
- [4] Fonollera, E.E. (2003). *Instructional assessment resources*. Retrieved November 28, 2008, from <http://www.utexas.edu/academic/diia/assessment/iar/>

- [5] Guina, J.M. (2005). *Design and evaluation of English Programs in Education*. New York: McGraw-Hill Higher Education.
- [6] Leftwich, I.K. (1999) Curriculum and social relations. *Educational Evaluation and Policy Analysis*, 22, 147-171.
- [7] Lyard, M. A. and Glaister, D.A. (2001). *Cost-Benefit Theory model on the academic achievement of students*. New York: McGraw-Hill Higher Education.
- [8] Moschetta, Heather Moon (2010). Development, Evaluation, and Implementation of English Curriculum Instrument. Unpublished dissertation. Robert Morris University
- [9] Mushtaq, Irfan and Khan, Shabana Nawaz. Factors Affecting Students' Academic Performance. *Global Journal of Management and Business Research*. Vol. 12. Global Journals Inc. (USA) 2012.
- [10] Sanders, J. R. (1994). *The program evaluation standards, 2nd edition: How to assess evaluations of educational programs*. Thousand Oaks: Sage.
- [11] Sanico, Nimfa (2015). The implementation of the k-12 TLE curriculum in the central area of Northern Samar. Unpublished master's thesis. University of Eastern Philippines.
- [12] Spiel, C., Schober, B., &Reimann, R. (2006). Evaluation of curricula in higher education: Challenges for evaluators. *Evaluation Review*, 30, 430-450.
- [13] Stufflebeam, D. L. &Shinkfield, A. J. (2007). *Evaluation theories, models, and applications*. Hoboken: John Wiley and Sons.
- [14] Tablante, Isabel and Celeste Botor. "Learning Styles of Selected Filipino Children," NSDB Assisted UP's Integrated Research Project No. 7610, 1978.
- [15] Vilorio, Yolanda, "The Learning Style of Selected College Students at Nueva Vizcaya State Polytechnic College: Correlates, Factors and Predictors," (Unpublished Doctoral Dissertation, Philippine Normal University, 1993).