

## **Teachers' Performance: An Input to Teacher Development**

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### **Abstract**

The kind of influence teachers have on students' performance is what determines how effective they are.

Therefore, teachers' performance must be studied for them to reflect on how to improve and enhance their work. This study attempted to determine the performance of the College of Teacher Education faculty. The study used a set of questionnaires to gather the needed information and were treated using frequency counts, percentages, mean, and simple correlation analysis.

Findings showed that most of the respondents are female, married, Roman Catholic, with a doctoral degree, attended 11 -20 seminars/training and conferences, and are English majors. Moreover, the extent of applying educational theories on content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development were "Very High." All the profiles of the respondents, like sex, educational attainment, age, civil status, position, years in service, religion, specialization, and number of training attended, do not have a significant relationship with the overall performance of the teachers. However, their age, position, years in service, and the number of training attended significantly correlate to curriculum and planning.

**Keywords:** content, pedagogy, diversity, curriculum, learning