

CAREER LIVES OF OUTSTANDING TEACHERS: BENCHMARKING

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Abstract: The study aimed to benchmark the career lives of the ten outstanding teachers in the Municipality of Dumangas, Province of Iloilo, School Year 2014-2015. It employed 10 outstanding teachers awarded by DepEd and 10 informants for each teacher. The case study employed phenomenology and deductive axiomatic method in analyzing results highlighting the themes for each relevant question. Data were obtained through validated interview-guides. Results revealed that the outstanding teachers have the following: (1) professional attributes such as getting a master's degree and attending or conducting seminars or trainings leading to mastery of the subject matter, appropriate motivation and excellent communication and evaluation skills; (2) personal attributes include courtesy, commitment, proper grooming, fairness and good human relations; (3) instructional competence and learning management that includes excellent lesson preparation, mastery of the subject matter, good classroom management skills and foster critical thinking skills of the students. Based on the results of the study, Dequito's Effective Teacher Model was postulated: An outstanding teacher is shaped by his exceptional professional and personal attributes matched by his excellent instructional competence and learning management skills and enhanced by his strong moral and spiritual values, which make him an indispensable member of the school and his community. The researcher recommends the theory for validation.

Keywords: Career Lives, Outstanding Teachers, Benchmarking, Phenomenology, Deductive Axiomatic Theory Development.

1. INTRODUCTION

Rationale:

Teaching students to learn lessons for their well-rounded development is an educational endeavor that takes a lot of time and energy to perform on the part of teachers. Helping students to be developed physically, mentally, socially, emotionally and morally is expected of teachers not only by parents but by the whole community. It takes a high-performing teacher to do the job that will enable students to become assets to the community and to become future leaders of the nation. This is possible when teachers possess qualities that will encourage students to exert effort to be successful.

An approach to education is built on the idea in which learners must build their own knowledge - it cannot be given to them - and that new knowledge builds on current knowledge. Children internalize what they see in their surroundings (or contexts), building up their knowledge from what they observe around them. Other people are a part of every learning situation - indeed, every context. Thus, a student cannot meaningfully study learning without taking into account the social situation in which learning occurs.

Sometimes students find difficulty in learning because they could not understand the lessons. The ability to think logically, reflectively, critically, and analytically when dealing with problems or different life situations is required so that correct answers will be derived. However students lack this characteristic because they may not have developed this important quality in the basic education. On the other hand, teachers are also one of the factors that resulted to students' inadequacy to deal with different situations.

Many people emphasize the importance of good teachers, and many local and national policies are designed to promote teacher quality. Research using student scores on standardized tests confirms the common perception that some teachers are more effective than others and also reveals that being taught by an effective teacher has important consequences for student achievement (Education, 2013).

Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student performance, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership.

Some research suggests that, compared with teachers, individual and family characteristics may have four to eight times the impact on student achievement (Education, 2013). But policy discussions focus on teachers because it is arguably easier for public policy to improve teaching than to change students' personal characteristics or family circumstances. Effective teaching has the potential to help level the playing field.

Despite common perceptions, effective teachers cannot reliably be identified based on where they went to school, whether they're licensed, or (after the first few years) how long they've taught. The best way to assess teachers' effectiveness is to look at their on-the-job performance, including what they do in the classroom and how much progress their students make on achievement tests. This has led to more policies that require evaluating teachers' on-the-job performance, based in part on evidence about their students' learning. Recent evidence suggests that a teacher's impact on student achievement remains reasonably consistent even if the teacher changes schools and regardless of whether the new school is more or less advantaged than the old one (Adediwura & Tayo, 2007).

In order that students' ability in learning will be improved and enhanced, benchmarking is very important. Benchmarking refers to a process whereby schools or educational institutions find out how other teachers in other schools perform their functions in teaching students to learn their lessons better than they do and then try to imitate or improve on it (Daft, 2003). Furthermore, it is the process of measuring students' achievement, teacher's performance, and practices against other teachers of high-performing institutions recognized as leaders in education.

The key to successful benchmarking lies in analysis. Starting with the school's own mission statement, the school should honestly analyze the current status of the performance of students and determine areas for improvement. The concerned educational institution carefully selects other educational institutions worthy of copying. They can emulate the way in which other schools teach the subject, but must take care to select schools whose methods are compatible with theirs. Once a strong, compatible program is found and analyzed, the benchmarking school can then devise a strategy for implementing a new program (Daft, 2003).

Indeed, researchers (Education, 2013; Adediwura & Tayo, 2007; Daft, 2003) validated the positive correlation of outstanding teachers to better students' performance. However, based on the Department of Education's (DepEd's) survey in 2008, 80% of secondary school teachers in the Philippines failed an English proficiency examination. This prompted DepEd to institutionalize an English proficiency test for licensed teachers to make sure that quality teachers are out in the field (Omanio, 2010). Moreover, the researcher observed that this generation's students are less focused on their studies that many are hooked to online games and gadgets, which jeopardize their performance in school. With great teachers, these students can perform better.

Considering the fact that teachers affect students' performance, the researcher would like to find out the best behavior, practices, and accomplishments of outstanding teachers in teaching their students. Whatever is gained from this study will be used to improve the teaching performance not only of the teachers concerned but of the teachers in general. Furthermore, the results can be used to create an effective teacher model to help teachers improve their performance, which can likewise be translated to better performance of the students.

2. LITERATURE REVIEW

The study employed phenomenology in analyzing the results of the interview conducted as a method in qualitative research analysis. Phenomenology is commonly understood in either of two ways: as a disciplinary field in philosophy, or as a movement in the history of philosophy (Carman, 2006).

The discipline of phenomenology may be defined initially as the study of structures of experience, or consciousness. Literally, phenomenology is the study of “phenomena”: appearances of things, or things as they appear in our experience, or the ways we experience things, thus the meanings things have in our experience. Phenomenology studies conscious experience as experienced from the subjective or first person point of view. This field of philosophy is then to be distinguished from, and related to, the other main fields of philosophy: ontology (the study of being or what is), epistemology (the study of knowledge), logic (the study of valid reasoning), ethics (the study of right and wrong action), etc (Carman, 2006).

The historical movement of phenomenology is the philosophical tradition launched in the first half of the 20th century by Edmund Husserl, Martin Heidegger, Maurice Merleau-Ponty, Jean-Paul Sartre, *et al.* In that movement, the discipline of phenomenology was prized as the proper foundation of all philosophy - as opposed, say, to ethics or metaphysics or epistemology. The methods and characterization of the discipline were widely debated by Husserl and his successors, and these debates continue to the present day (Cerbone, 2006). (The definition of phenomenology offered above will thus be debatable, for example, by Heideggerians, but it remains the starting point in characterizing the discipline.)

In recent philosophy of mind, the term “phenomenology” is often restricted to the characterization of sensory qualities of seeing, hearing, etc.: what it is like to have sensations of various kinds. However, our experience is normally much richer in content than mere sensation. Accordingly, in the phenomenological tradition, phenomenology is given a much wider range, addressing the meaning things have in our experience, notably, the significance of objects, events, tools, the flow of time, the self, and others, as these things arise and are experienced in our “life-world”.

Phenomenology as a discipline has been central to the tradition of continental European philosophy throughout the 20th century, while philosophy of mind has evolved in the Austro-Anglo-American tradition of analytic philosophy that developed throughout the 20th century. Yet the fundamental character of our mental activity is pursued in overlapping ways within these two traditions. Accordingly, the perspective on phenomenology drawn in this article will accommodate both traditions (Carman, 2006). The main concern here will be to characterize the discipline of phenomenology, in a contemporary purview, while also highlighting the historical tradition that brought the discipline into its own.

Basically, phenomenology studies the structure of various types of experience ranging from perception, thought, memory, imagination, emotion, desire, and volition to bodily awareness, embodied action, and social activity, including linguistic activity. The structure of these forms of experience typically involves what Husserl called “intentionality”, that is, the directedness of experience toward things in the world, the property of consciousness that it is a consciousness of or about something. According to classical Husserlian phenomenology, our experience is directed toward - represents or “intends” - things only *through* particular concepts, thoughts, ideas, images, etc (Cerbone, 2006). These make up the meaning or content of a given experience, and are distinct from the things they present or mean.

The basic intentional structure of consciousness, we find in reflection or analysis, involves further forms of experience. Thus, phenomenology develops a complex account of temporal awareness (within the stream of consciousness), spatial awareness (notably in perception), attention (distinguishing focal and marginal or “horizontal” awareness), awareness of one's own experience (self-consciousness, in one sense), self-awareness (awareness-of-oneself), the self in different roles (as thinking, acting, etc.), embodied action (including kinesthetic awareness of one's movement), purpose or intention in action (more or less explicit), awareness of other persons (in empathy, intersubjectivity, collectivity), linguistic activity (involving meaning, communication, understanding others), social interaction (including collective action), and everyday activity in our surrounding life-world (in a particular culture).

Furthermore, in a different dimension, we find various grounds or enabling conditions - conditions of the possibility - of intentionality, including embodiment, bodily skills, cultural context, language and other social practices, social background, and contextual aspects of intentional activities (Crane, 2006). Thus, phenomenology leads from conscious experience into conditions that help to give experience its intentionality. Traditional phenomenology has focused on subjective, practical, and social conditions of experience. Recent philosophy of mind, however, has focused especially on the neural substrate of experience, on how conscious experience and mental representation or intentionality are grounded in brain activity. It remains a difficult question how much of these grounds of experience fall within the province of phenomenology as a discipline. Cultural conditions thus seem closer to our experience and to our familiar self-understanding than do the electrochemical workings of our brain, much less our dependence on quantum-mechanical states of physical systems to which we may belong. The cautious thing to say is that phenomenology leads in some ways into at least some background conditions of our experience.

The discipline of phenomenology is defined by its domain of study, its methods, and its main results. Phenomenology studies structures of conscious experience as experienced from the first-person point of view, along with relevant conditions of experience. The central structure of an experience is its intentionality, the way it is directed through its content or meaning toward a certain object in the world (Carman, 2006).

We all experience various types of experience including perception, imagination, thought, emotion, desire, volition, and action. Thus, the domain of phenomenology is the range of experiences including these types (among others). Experience includes not only relatively passive experience as in vision or hearing, but also active experience as in walking or hammering a nail or kicking a ball. (The range will be specific to each species of being that enjoys consciousness; our focus is on our own, human, experience. Not all conscious beings will, or will be able to, practice phenomenology, as we do.)

Conscious experiences have a unique feature: we *experience* them, we live through them or perform them. Other things in the world we may observe and engage. But we do not experience them, in the sense of living through or performing them (Crane, 2006). This experiential or first-person feature - that of being experienced - is an essential part of the nature or structure of conscious experience: as we say, "I see / think / desire / do ..." This feature is both a phenomenological and an ontological feature of each experience: it is part of what it is for the experience to be experienced (phenomenological) and part of what it is for the experience to be (ontological).

How shall we study conscious experience? We reflect on various types of experiences just as we experience them. That is to say, we proceed from the first-person point of view. However, we do not normally characterize an experience at the time we are performing it. In many cases we do not have that capability: a state of intense anger or fear, for example, consumes all of one's psychic focus at the time. Rather, we acquire a background of having lived through a given type of experience, and we look to our familiarity with that type of experience: hearing a song, seeing a sunset, thinking about love, intending to jump a hurdle. The practice of phenomenology assumes such familiarity with the type of experiences to be characterized. Importantly, also, it is types of experience that phenomenology pursues, rather than a particular fleeting experience - unless its type is what interests us.

Classical phenomenologists practiced some three distinguishable methods. (1) We describe a type of experience just as we find it in our own (past) experience. Thus, Husserl and Merleau-Ponty spoke of pure description of lived experience. (2) We interpret a type of experience by relating it to relevant features of context. In this vein, Heidegger and his followers spoke of hermeneutics, the art of interpretation in context, especially social and linguistic context. (3) We analyze the form of a type of experience. In the end, all the classical phenomenologists practiced analysis of experience, factoring out notable features for further elaboration (Carman, 2006; Cerbone, 2006).

These traditional methods have been ramified in recent decades, expanding the methods available to phenomenology. Thus: (4) In a logico-semantic model of phenomenology, we specify the truth conditions for a type of thinking (say, where I think that dogs chase cats) or the satisfaction conditions for a type of intention (say, where I intend or will to jump that hurdle). (5) In the experimental paradigm of cognitive neuroscience, we design empirical experiments that tend to confirm or refute aspects of experience (say, where a brain scan shows electrochemical activity in a specific region of the brain thought to subserve a type of vision or emotion or motor control). This style of "neurophenomenology" assumes that conscious experience is grounded in neural activity in embodied action in appropriate surroundings - mixing pure phenomenology with biological and physical science in a way that was not wholly congenial to traditional phenomenologists (Zahavi, 2003).

What makes an experience conscious is a certain awareness one has of the experience while living through or performing it. This form of inner awareness has been a topic of considerable debate, centuries after the issue arose with Locke's notion of self-consciousness on the heels of Descartes' sense of consciousness (*conscience*, co-knowledge). Does this awareness-of-experience consist in a kind of inner observation of the experience, as if one were doing two things at once? (Brentano argued no.) Is it a higher-order perception of one's mind's operation, or is it a higher-order thought about one's mental activity? (Recent theorists have proposed both.) Or is it a different form of inherent structure? (Sartre took this line, drawing on Brentano and Husserl.) These issues are beyond the scope of this article, but notice that these results of phenomenological analysis shape the characterization of the domain of study and the methodology appropriate to the domain. For awareness-of-experience is a defining trait of conscious experience, the trait that gives experience a first-person, lived character. It is that lived character of experience that allows a first-person perspective on the object of study, namely, experience, and that perspective is characteristic of the methodology of phenomenology (Crane, 2006).

Conscious experience is the starting point of phenomenology, but experience shades off into less overtly conscious phenomena. As Husserl and others stressed, we are only vaguely aware of things in the margin or periphery of attention, and we are only implicitly aware of the wider horizon of things in the world around us. Moreover, as Heidegger stressed, in practical activities like walking along, or hammering a nail, or speaking our native tongue, we are not explicitly conscious of our habitual patterns of action. Furthermore, as psychoanalysts have stressed, much of our intentional mental activity is not conscious at all, but may become conscious in the process of therapy or interrogation, as we come to realize how we feel or think about something. We should allow, then, that the domain of phenomenology - our own experience - spreads out from conscious experience into semi-conscious and even unconscious mental activity, along with relevant background conditions implicitly invoked in our experience. (These issues are subject to debate; the point here is to open the door to the question of where to draw the boundary of the domain of phenomenology.)

On the other hand, the study is also anchored on the concept of scaffolding, the main feature of the theory Zone of Proximal Development (ZPD) by Vygotsky. Scaffolding is a competent assistance or support, usually provided through mediation of the environment by a parent or teacher, by which cognitive, socio-emotional, and behavioral forms of development can occur. Scaffolding is an excellent and key technique for stimulating cognitive development. The main element in many programs designed to facilitate early cognitive development is teaching parents to respond to their infants and young children in ways that provide scaffolding for the children. Teachers using scaffolding can respond not only to the developed and developing cognitive abilities of children but also to their developed and developing socio-emotional needs and behavior repertoire.

Scaffolding is a crucial part in planning intervention, action taken to improve a child's cognitive, socio-emotional, or behavioral development. It requires parents to provide carefully designed guidance. Applying this theory to the present study will enable the researcher to give a clear presentation of the conceptual framework.

Based on this theory, the best qualities of outstanding teachers are used to benchmark their behavior, practices, and accomplishments so that other teachers whose teaching can only be described as satisfactory performance may learn the techniques of these outstanding teachers especially as to their behavior, practices, and accomplishments.

Through observations, teachers will be able to internalize how the outstanding teachers behave towards students who are fast learners and slow learners. Their practices in motivating students and presenting the lessons are qualities that will help develop the interest of students in learning their lessons. Classroom management which includes routine and discipline can also be observed and internalized so that there will be less problems that will disrupt the smooth flowing of lessons especially if important concepts are explained and analytical thinking preoccupies the attention of students. From these practices, the observers will know how the outstanding teachers try to reach the optimum development of students. Scaffolding will enable the observers to ask for competent assistance or support of the outstanding teachers so that they will be able to get the best guidance on how to improve their teaching performance and how to develop the potentials of students.

On the other hand, this study is also supported by Constructivism that is basically a theory - based on observation and scientific study - about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the students' pre-existing conceptions, and guides the activity to address them and then build on them.

Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners." This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn "how to learn."

You might look at it as a spiral. When they continuously reflect on their experiences, students find their ideas gaining in complexity and power, and they develop increasingly strong abilities to integrate new information. One of the teacher's main roles becomes to encourage this learning and reflection process.

For example, groups of students in a science class are discussing a problem in physics. Though the teacher knows the "answer" to the problem, she focuses on helping students restate their questions in useful ways. She prompts each student to reflect on and examine his or her current knowledge. When one of the students comes up with the relevant concept, the teacher seizes upon it, and indicates to the group that this might be a fruitful avenue for them to explore. They design and perform relevant experiments. Afterward, the students and teacher talk about what they have learned, and how their observations and experiments helped (or did not help) them to better understand the concept.

Contrary to criticisms by some (conservative or traditional) educators, constructivism does not dismiss the active role of the teacher or the value of expert knowledge. Constructivism modifies that role, so that teachers help students to construct knowledge rather than to reproduce a series of facts. The constructivist teacher provides tools such as problem-solving and inquiry-based learning activities with which students formulate and test their ideas, draw conclusions and inferences, and pool and convey their knowledge in a collaborative learning environment.

Constructivism transforms the student from a passive recipient of information to an active participant in the learning process. Always guided by the teacher, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the textbook.

Constructivism is also often misconstrued as a learning theory that compels students to "reinvent the wheel." In fact, constructivism taps into and triggers the student's innate curiosity about the world and how things work. Students do not reinvent the wheel but, rather, attempt to understand how it turns, how it functions. They become engaged by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theories, and ultimately drawing conclusions from their findings. The best way to really understand what constructivism is and what it means in the classroom is by seeing examples of it at work, speaking with others about it, and trying it out.

Statement of Objectives:

The study aimed to benchmark the career lives of the ten outstanding teachers in the Municipality of Dumangas, Province of Iloilo, School Year 2014-2015.

Specifically, the study aimed to answer the following questions:

1. What were the personal and professional attributes of the 10 outstanding teachers?
2. How was instructional competence and learning management manifested by the 10 outstanding teachers?
3. What were the significant contributions of the 10 outstanding teachers?
4. What effective teacher model could be designed based on the results of the study?

3. RESEARCH METHODOLOGY

The study used the case study research design. Case studies are in-depth investigations of a single person, group, event or community. Typically data are gathered from a variety of sources and by using several different methods (e.g. observations and interviews). Research may also continue for an extended period of time so processes and developments can be studied as they happen (McLeod, 2008).

The case study method often involves simply observing what happens to, or reconstructing 'the case history' of a single participant or group of individuals (such as a school class or a specific social group), i.e. the idiographic approach. Case studies allow researchers to investigate a topic in far more detail than might be possible if they were trying to deal with a large number of research participants (nomothetic approach) with the aim of 'averaging'.

In case study, researchers select methods of data collection and analysis that will generate material suitable for case studies. Amongst the sources of data the psychologist is likely to turn to when carrying out a case study are observations of a person's daily routine, unstructured interviews with the participant herself (and with people who know her), diaries, personal notes (e.g. letters, photographs, notes) or official document (e.g. case notes, clinical notes, appraisal reports). Most of this information is likely to be qualitative (i.e. verbal description rather than measurement) but the psychologist might collect numerical data as well.

The data collected can be analyzed using different theories (e.g. grounded theory, interpretative phenomenological analysis, text interpretation, e.g. thematic coding) etc. All the approaches mentioned here use preconceived categories in the analysis and they are ideographic in their approach, i.e. they focus on the individual case without reference to a comparison group.

In the case of the study, phenomenology and grounded theory were used in analyzing the data gathered. Data from each participant and the informants were gathered and themes were determined. Triangulation of the data gathered was employed using the key informants of each respective participant that testified or validated the data gathered.

Research Environment/Locale:

The study was conducted in the Municipality of Dumangas, Iloilo. Dumangas is a first class municipality in the province of Iloilo, Philippines. The town is located northeast of Iloilo City on the island of Panay. According to the 2010 census, it has a population of 66,108 people.

Like most parts in the Philippines, Dumangas is a rural town where agriculture and livestock are predominant. It is home of the Haw-as Festival. Dumangas is located east of the province of Iloilo. It is surrounded by the towns of Barotac Nuevo in the north, Pototan in the west, Zarraga in the south and the waters and islands of Guimaras and Negros Occidental in the east.

The town has a lot of tributaries like the rivers of Barasan, Agdarupan, Paloc, Talusan, Dumangas, Sulangan, Talauguis and Jalaur. Natural features found in Dumangas includes the mountains and hills of Ermita, Binaobao and Rosario. Sulangan has its own mini version of the "tinagong dagat" where a spring can be found and Binaobao has the Matagsing and Lacaran has the Elehan Caves.

Known tourist spots in the town includes the Lacaran Beach, Bacay Beach, Nalooyan Beach, Tinagong Dagat, fishponds in many barangays, the Aglipayan Church, the Ermita Shrine, the San Agustin Catholic Church, the RoRo Port, the coastal road and seafood restaurants along the Monfort Coastal Road. Although an hour drive from the port city of Iloilo, Dumangas continues to retain its provincial standing, but whose commitment to certain fundamental community values and innovation has produced many in the way of medicine, law and education.

The town is presently one of the seven first class municipalities in Iloilo and the richest and the most populated municipality in the fourth district of Iloilo. Dumangas is also a town of outstanding citizens in various fields such as politics, education, medicine and law among others.

Generally, the schools where the 10 outstanding teachers came from are the typical rural-type schools. They are situated outside the busy and noisy streets of the city where a breath of fresh air can be felt. Schools are generally small with less than two thousand students, except the mother school and the central school. Most have less than a hundred school personnel, including staff and other employees. Families of teachers and students alike are generally into farming and other agricultural jobs. They enjoy a simple yet fulfilled life.

Research Participants:

The participants in this study were the 10 outstanding teachers in the municipality of Dumangas, Iloilo for the school year 2014-2015. These teachers showed compassion, commitment, and dedication to their profession as teachers amidst all the challenges that they had been through. They were awarded as outstanding teachers either in the divisional, regional or national level by the Department of Education.

In the annual awarding ceremony, done during the teachers' day celebration, the local government unit (LGU) of Dumangas, Iloilo once again acknowledged these outstanding teachers. The LGU of Dumangas had its own screening committee which underwent rigid evaluation of the awardees. In the end, a total of 20 awardees were actually identified during the awards ceremony but 10 of them were either principals or supervisors in the municipality of Dumangas.

Informants:

The informants of the study were the five students, two co-teachers, two LGU officers and the school head for each outstanding teacher that makes 10 informants, which totals to 100 informants as a whole. There were a total of 110 individuals involved in this study; 10 participants and 100 key informants, which is broken down into: 10 principals, 20 co-teachers, 20 LGU officers, and 50 students.

Sampling Technique:

The 10 participants of the study had been identified prior to the conceptualization of the study. Therefore, no sampling technique was employed. However, in the process of choosing the informants for each participant, random sampling was used in the case of co-teachers, students and LGU members but not in the case of the principal for there is only one principal in each school.

In choosing the informants, random sampling using the fish bowl method was employed. All the names of the informants were placed in a fish bowl and the desired sample was chosen, one after the other.

Research Instruments:

The instruments used in this study were all researcher-made interview guides. These interview-guides were used to gather relevant data from the participants and the informants identified. They contain sets of questions and were administered personally to groups of individuals. To gather relevant data, the interviewer should have the opportunity to establish rapport, explain the purpose of the study, and explain the meaning of items that may not be clear to the respondents (Best, 1998). There were five sets of questionnaires prepared namely for: (1) participant (outstanding teacher); (2) co-teachers; (3) principal; (4) LGU members; and (5) students.

The researcher-made questionnaire for the participant is composed of four parts: (1) *Demographic Profile of the Participants*, which includes their publications made; (2) *Professional Characteristics*, which is composed of the list of the seminars and conferences conducted and/or attended by the outstanding teacher and his or her highest educational attainment; (3) *Personal Characteristics*, which contains the values that separate these outstanding teachers from the rest; and (4) *Perceptions* on their instructional competence, learning management, significant contributions, and moral and spiritual values.

The researcher-made questionnaire for the co-teacher informants is also composed of four parts: (1) *Demographic Profile of the Informant*; (2) *Professional Characteristics*, which is based on the perceptions of the informant in evaluating the professional attributes of the outstanding teacher; (3) *Personal Characteristics*, which contains values that separate these outstanding teachers from the rest that served as the bases of the co-teacher in evaluating the personal characteristics of the outstanding teacher; and (4) *Perceptions* on the outstanding teacher's instructional competence, learning management, and significant contributions.

The researcher-made questionnaire for the school principal informants, just like the co-teacher informant, is also composed of four parts: (1) *Demographic Profile of the Informant*; (2) *Professional Characteristics*, which is based on the perceptions of the informant in evaluating the professional attributes of the outstanding teacher; (3) *Personal Characteristics*, which contains values that separate these outstanding teachers from the rest that served as the bases of the principal in evaluating the personal characteristics of the outstanding teacher; and (4) *Perceptions* on the outstanding teacher's instructional competence, learning management, and significant contributions.

For the LGU member informants, the researcher-made questionnaire is also composed of four parts. The only difference is that, for Part Two, only five statements are included in which the LGU members could relate to in order to evaluate the outstanding teacher.

Finally, the researcher-made questionnaire for the students is also composed of four parts: (1) *Demographic Profile of the Informant*; (2) *Professional Characteristics*, which is based on the perceptions of the informant in evaluating the professional attributes of the outstanding teacher; (3) *Personal Characteristics*, which contains values that separate these outstanding teachers from the rest that served as the bases of the students in evaluating the personal characteristics of their outstanding teacher; and (4) *Perceptions* on the outstanding teacher's instructional competence, learning management, and significant contributions.

To determine the most common professional attributes of the outstanding teachers, thereby referred to this study as participants, their self-assessment as well as the assessment of the informants were combined so that the topmost characteristics would be determined. The mean of each question, based on the responses of the participants and informants, was determined and ranked. This procedure enabled the researcher to determine which among the identified professional attributes were commonly employed by the participants. The same procedure was done in analyzing the personal attributes of the outstanding teachers. The participants' personal attributes were evaluated based on the 10 values identified.

The rest of the data relevant to the study were taken using an interview guide. Data on instructional competence and learning management as well as data on the significant contribution of the outstanding teachers to the school, organization and/or community were obtained via interview with the informants.

Content Validity of the Questionnaire:

The researcher-made questionnaires were subjected to content validity. Content validity of the questionnaire refers to the appropriateness, meaningfulness, correctness, and usefulness of the specific inferences based on the data they collect (Fraenkel and Wallen, 2012). The researcher used the eight-point criteria for content validation by Good and Scates (cited by Best, 1987).

The questionnaires were content-validated by a panel of experts composed of the district supervisor (DS), education program specialist (EPS) and a research expert. Their corrections, comments, and suggestions for the improvement of the questionnaires were considered before the final draft was submitted for reliability testing.

Data Gathering Procedure:

Dry Run Procedure:

The questionnaires were submitted for validity with a panel of experts before the final draft. After which, the interview-guides were prepared for the final administration to the identified participants and informants.

Actual Administration:

The researcher conducted the interview with one informant in each group for every participant (outstanding teacher). The interview was structured; the questions asked were already prepared. However, follow-up questions were asked in the event that the researcher wanted to clarify some matters.

Trustworthiness and Ethical Considerations:

Trust is important in every research that concerns interviewing participants or informants. Prior to the administration of the interview schedule or the interview proper, the researcher genuinely talked to each participant and disclosed the true nature of the study to get the participant's trust. This would likewise establish rapport with the interviewee so that the veracity of the information given by the interviewee is established.

On the other hand, in the conduct of the study, the researcher took into considerations the ethical issues knowing that the study made use of students as participants. To protect the participants of the study, the researcher developed trust and confidence with them in order to promote the integrity of the research, guard against misconduct and any impropriety that can be reflected in their institutions, and cope with new challenging problems (Creswell, 2009). The researcher respected their rights, needs, values and desires. Furthermore, the researcher was very careful in asking questions that might solicit sensitive answers or questions about sensitive and personal issues, especially from the student informants.

Establishing Objectivity:

The fact that the study's results are dependent upon the participants' answers, which are in turn, in a way, dependent upon the researcher's interpretation, biases may set in. In order to avoid personal biases in the interpretation of results, the researcher avoided personal interpretations of the participants' answers. She tried to clarify the participants' answers by asking follow up questions. Triangulation of the data and information was likewise done through others informants who could validate the results of the study.

Data Collection and Analysis:

Prior to the administration of the questionnaires, the researcher obtained permission from the different institutions involved. When everything was set, the schedules of the administration of the questionnaires were set. Then, the questionnaires were administered to the respective participants and informants.

The questionnaires that were administered to various participants and informants were tabulated and computed after they were accomplished. The same was done to the questionnaires administered to the rest of the groups.

After the administration of the questionnaires, retrieving was rather tedious since most of the participants as well as the informants decided to take the questionnaires home so they could answer them religiously. However, prior to the

participants and informants taking the questionnaires home, specific and comprehensive instructions were given by the researcher. After all questionnaires were retrieved, the data were encoded and prepared for analysis. The data for the professional as well as personal attributes of the outstanding teachers were encoded and analyzed. While other relevant data, specifically on the interview part, were encoded using Microsoft Word. Themes were drawn in order to analyze the data. In analyzing the results of the interview conducted, phenomenology as a method in qualitative research analysis was employed. Phenomenology is commonly understood in either of two ways: as a disciplinary field in philosophy, or as a movement in the history of philosophy (Carman, 2006).

Meanwhile, the study also employed methods from Grounded Theory. The Grounded Theory Approach involves constant comparative analysis or what has come to be called the Constant Comparative Method. This involves the researcher moving in and out of the data collection and analysis process. This back and forth movement between data collection and analysis is sometimes called an 'iteration.' Grounded theory research involves multiple iterations (Crane, 2006).

The process begins with the researcher asking a question or series of questions designed to lead to the development or generation of a theory regarding some aspect of social life (e.g. how do nurses see their role in the care delivery process in primary care settings?) This generative question, leads to the first iteration of theoretical sampling. Identifying an initial sample of people to observe or talk to (e.g. Registered Nurses). After collecting some data the researcher analyzes them. The process of analysis allows the researcher to begin to develop a theory with regard to his or her question. Based on this initial theory, the researcher decides how next to sample (e.g. speak to nurses with varying educational backgrounds). This is called "Theoretical Sampling."

This process of continually collecting and analyzing data and engaging in a theoretical sampling process are critical features of the constant comparative analysis that Glaser and Strauss describe. The comparative process continues until the researcher reaches saturation - the point at which there are no new ideas and insights emerging from the data. Instead, the researcher sees strong repetition in the themes he or she has already observed and articulated. The process of analyzing the data also involves three level or types of coding: (1) open coding - where the researcher begins to segment or divide the data into similar groupings and forms preliminary categories of information about the phenomenon being examined; (2) axial coding - following intensive open coding, the researcher begins to bring together the categories he or she has identified into groupings. These groupings resemble themes and are generally new ways of seeing and understanding the phenomenon under study; and (3) selective coding - the researcher organizes and integrates the categories and themes in a way that articulates a coherent understanding or theory of the phenomenon of study.

Presentation of Case Studies participant's responses:

The presentation focuses on the personal and professional attributes of the 10 outstanding teachers, their instructional competence and learning management, and their significant contributions to the school, community and society.

Case A:

Case A is a 31 years old female elementary teacher. She graduated in ISCOF – Dumangas Campus as *cum laude* and awarded as one of the outstanding student teachers in 2004. She attended a handful of trainings/seminars namely: the division training for school paper advisers in campus journalism conducted by DepEd in 2013; national English proficiency program division-wide mass training of untrained elementary teachers in English language and reading for Grades I-III teachers in 2010 conducted by DepEd; Panay Mobile Education Training in May, 2010 conducted by DepEd in partnership with the US Peace Corp; Division Training of District Trainers on Remedial Reading (phase II) in October 2011 by the DepEd; lastly, a 2-day Division Training of District Trainers on Remedial Reading dated July 23-24, 2011 conducted by DepEd.

"The teacher shows commitment and passion in teaching while expresses positive responses to the community's projects and programs. She is a great teacher. She always observes courtesy," an LGU officer said when asked about what are her general comments for the outstanding teacher. *"A dedicated teacher who is always willing to offer her time, abilities, talents and skills to the total improvement of her learners,"* the principal explained when asked about the outstanding teacher. *"She is efficient and committed as a teacher,"* said a co-teacher. *"Si Mam isa ka maalam nga teacher kag mabuot pa siya kag permi pa siya gaskwela (Ma'am Aileen is a brilliant teacher, kind person and is always present),"* told by one of the outstanding teacher's students. In general the outstanding teacher is said to be very dedicated and committed to her profession.

In terms of her instructional competence and learning management, Case A shows mastery of the subject matter when teaching. She sees to it that she has a well-prepared lesson plan with appropriate instructional materials/teaching aids. The outstanding teacher ensures the pupil's participation and maintains a clean and orderly classroom. *"She can deliver her lessons with confidence and mastery,"* one of the outstanding teacher's co-teachers said. *"Shows mastery of subject matter and evaluates outcomes in line with the formulated objective,"* the principal elaborated when asked about the outstanding teacher's instructional competence. The outstanding teacher clearly shows how she has mastered the subject matter being taught to her students.

"She attends regional training in campus journalism, serves as coach in journalism contests and helps improve reading skills of learners as remedial reading teacher," the principal said when asked about the outstanding teacher's significant contributions to the school. *"She actively participates in town activities,"* confirmed by an LGU officer when asked about the teacher's contributions to the community.

Love, respect and honesty/integrity are the three key values that Case A believes in that helped her become an outstanding teacher.

Case B:

The outstanding teacher, Case B, graduated with the degree AB-History at Dumangas Polytechnic College in 1995. He completed his academic requirements for Master of Education in Administration and Supervision at University of Iloilo in 2011. He also passed the licensure examination for teachers conducted in Iloilo City on August 23-24, 1997.

"The teacher, in general is a model teacher, son, friend and public servant. He is worthy of the awards received in recognition of efforts during his services as adviser of the class, organizations and as citizen of his country," commented by the principal when asked about the outstanding teacher. *"The most I admire of him is that being courteous and transparent in dealing with his duties especially on financial matters,"* added by the principal. *"His professionalism towards community made him gain respect and honor worthy to be emulated,"* the LGU commented. *"Helpful, honest, punctual and always ready to see challenges,"* a co-teacher briefly elaborated when asked what kind of person the teacher is. *"Honest and dedicated teacher,"* one of the teacher's students told.

"In the teaching-learning process it is very important to prepare and accomplish the following ahead, lesson plan visual aids, room structuring and discipline. It is a great challenge to educate the youth entrusted, as second parents," the teacher said when asked about his instructional competence. *"With this challenge, the best a s teacher like one to do is to master your duties and responsibilities as teacher in order to be competent,"* he added. In the classroom, the teacher means business and the teaching-learning process is a priority for him. In order for his students to focus, he gives his students activities that would create critical thinking and arouse interest in the minds of the pupils. *"He prepares ahead. Uses strategies that motivated students to learn and have interest in the subject matter. All teaching aids were compiled and prepared before going to his class. Always practiced cooperative learning wherein students do more of the Learning – process,"* the principal emphasized when asked about the teacher's instructional competence and learning management.

"To the school, Mr. Botts has done much to inculcate values to the students; to the organization, participative spirit, founded on fairness and courtesy; to the community, supportive spirit and the spirit of shared responsibility," an LGU officer said when asked about the teacher's contributions to the community. *"For almost 9 years he become the student organization adviser,"* a student of his told when asked about his contributions to the school. *"He has been the SSG adviser for 10 years and the same time curriculum adviser for 9 years and during his time as an adviser no problem was encountered,"* one of the co-teacher added.

The teacher believes that commitment and dedication to service is the key to his profession as a public servant. The teacher also stressed the importance of the golden rule *"do unto others what you want others to do unto you"* to his life as a teacher.

Case C:

Case C is a female 40 years old outstanding grade 8 teacher. Graduated in the year 1996 at the Dumangas Polytechnic College with the degree Bachelor of Arts major in History. An undergraduate of Master of Arts in Education major in Administration and Supervision and completed her academic requirements for Master of Arts in Education major in Filipino at University of Iloilo in the year 2011. Attended several notable seminars and trainings namely: Malikhaing

Guro, International Conference on Culture-Based Education held at University of the Philippines Los Baños Laguna on July 23-26, 2014. Kaguruang Makabayan: National Teachers Training Writeshop Series on Culture- Based Teaching of Basic Education Curriculum Iloilo National High School conducted April 14-16, 2014. National Conference of the Suguidanon (Epics) of Panay held last December 4-5, 2014 at the UP Visayas Auditorium, Iloilo City. 2014 Division of Iloilo Training Program in Journalism held in Dingle National High School last August 2-3, 2014. 2014 Division Secondary Schools Press Conference Janiuay National Comprehensive High School Conducted in Janiuay, Iloilo October 12, 2014.

“Mrs. Lorjie Destua Sumalde is a good community organizer. Rising from her family’s humble beginnings, she proved to one and all that, indeed, education is a passport to greater heights. Mrs. Sumalde’s dedication and commitment as an educator with many talents makes her an asset to Dumangas in general and to DNHS in particular,” commented by an LGU when asked about the outstanding teacher. *“The teacher is outstanding because she teaches effectively and she brings pride and honor to the school and to the community,”* said by a co-teacher. *“Ginaturing ko gid bilang isa ka nanay kay nakarelata gid ako sa mga examples niya nga related man sa amon topic. (I treat her like my own mother because I could relate to her examples given that are related to our topic.)”* her student added.

The teacher manages her class with command and respect because she believes that if her students respect her as a teacher, they will listen attentively and learning will take place. *“I see to it that I am always ready to teach my lesson with my instructional materials with me. I usually prepared handouts/ modules for my students and I also shared this to my fellow grade 8 teachers in Filipino. Sometimes, I gathered my co-teachers and used to discuss matters regarding our subject taught. With these, I can assure that all grade 8 students will be taught equally”*, the outstanding teacher said when asked about her instructional competence. *“the teacher manifest the instructional competence by providing appropriate motivation, addressing individual differences showing mastery of the lesson and using instructional materials on line references and other devices”*, a co-teacher said. *“She manages well her classroom and also can handle low performing students and provide help to them”*, another co-teacher added. The teacher’s principal told, *“She masters her lesson. She also uses interventions in her class such as modular approach,”* when asked about the teacher. *“Manami gd kay kung mag tudlo siya gina himo ya guid ang tanan para kaintindi kami (She is great with teaching because she does everything she can for us to understand the lesson),”* one of her students commented.

The teacher has served as the community coordinator for 10 years already, conducting programs and seminars for the people in the community. She also served in various school organizations such as the PTA, TEA and COOP. *“She served as a consultant in the preparation of supplementary instructional materials,”* a co-teacher said when asked about the outstanding teachers’ contributions to the school. *“She is active in any organization’s activities and projects. Furthermore, she spearheaded program and projects in their community”*, the principal said. *“Mrs. Lorjie is an asset of our barangay, Brgy. Sapao. She has been a Brgy. Kagawad before she worked as a teacher. Serving people and the community is really in her heart,”* an LGU officer elaborated. *“She served as community coordinator for more than 10 years already. She organized the mothers association, fathers association and the youth organization in our barangay. She also served as one of the lupong tagapamayapa,”* he added.

The teacher believes that Perseverance, Love and Dedication is the key factors of being an outstanding teacher. She also places God in the center of her life saying, *“Everything I do, I do it for Him.”*

Case D:

Case D is a 54 years old female teacher from Barotac Nuevo, Iloilo. Finished her degree of BS in Chemistry at University of San Agustin in the year 1981 and took up several Education units from Rizal Technological Colleges and University of San Agustin. She was given the certificate in teaching chemistry from the University of the Philippines and was awarded as one of the outstanding DOST scholar. She was awarded with the Outstanding Science Teacher in the year 2004 and 2006, Most Outstanding Research Adviser on a regional scale in the year 2008, Outstanding Science Teacher Award Division level in the year 2010, Outstanding Research Teacher Award Regional Level in 2012 and given the award as best in action research proposal also in the year 2012.

“She is very courteous and competent, she knows how to relate the learning into real life situation that enables the learning to be remembered and not be forgotten,” commented by a co-teacher. *“She treats everyone with respect and accepts criticism. She shares her knowledge with her co-teacher and always takes opportunities to increase knowledge by*

attending relevant seminars/ trainings/ workshops and always exploring the net working for knowledgeable information”, the principal added. “She is a hardworking, intelligent, well-dressed and approachable person. She is very detailed when it comes to discussions”, one of the students elaborated.

The teacher uses ICT during discussion and encourages students to use multi-media/PowerPoint as presentation tool for their reports, assignments, and portfolio projects. As a teacher she always involves all students in problem solving/ board work. “I motivate students to work together thereby creating teamwork,” the teacher said. “Fair and consistent in dealing with students”, the principal explained briefly when asked about the teachers learning management. “She is exceptional in managing learning,” a co-teacher added. “The teacher manifests learning management through a step by step process in teaching her lessons. Then she reviews her past lessons for us to understand the new one. She also gives us activities for us to practice”, a student explained when asked about the teachers learning management.

The teacher is said to have contributed a lot in her field of expertise which is research and chemistry. “She has contributed a lot especially in the research area”, a co-teacher said. “She has contributed a lot in the field of research.” Another co-teacher seconded. “She is involved in school planning and in monitoring and evaluation of the school,” the principal explained when asked about the teacher’s contributions on the school. “Participates in the community projects of the community,” a LGU officer said.

Case E:

“I completed my academic requirements for Master of Education in Supervision and Administration in University of Iloilo – PHINMA,” told by Case E, a female 38 old teacher from Lacturan, Dumangas, Iloilo. Graduated in ISCOF – Dumangas with the degree of Bachelor of Arts Major in History. Attended several trainings namely: Training on Database NCBTS –TSNA and TDNASH conducted July 16-18, 2014 at the Division of Iloilo, Training of Trainers on Remedial Reading held at the Division of Iloilo last June 4-8, 2014, National Training of Trainers on Early Language Literacy and Numeracy conducted in Tanza, Cavite March 11-22, 2015.

“Dedicated, talented, efficient and effective teacher,” principal said when asked about the teacher, “dedicated, helpful and skillful teacher”, added by a co-teacher. “She is the best teacher in the world”, said by one of her students. The outstanding teacher’s dedication to her profession is admired by her co-workers and students.

The teacher sees to it that she masters the subject matter before going to class. She also integrates lessons to pupil’s daily exercises and uses varied methods and strategies in teaching. “I ensure the pupil’s discipline” the teacher said when asked about her learning management, “I structure the room completely for information (bulletin board), working place (group work)”, she added. “She demonstrates different kind of activities to the pupils using different kinds of strategies for the learning activities of her pupils”, one of her co-teachers said. “She masters her subject matter before going to her class. She uses different kinds of teaching aid materials”, another co-teacher added. “She is very efficient and effective teacher to her pupils. She explains/ encourages pupils to be part of the discussion. She uses different kinds of instructional materials for the different activities she do”, the principal elaborated. “she masters the subject matter she teaches to us”, one of the outstanding teacher’s student explained. Mastery of the subject is imminent to the teacher.

The teacher has been selected as the chairman of several notable school organizations such as: reading task force, clean and green project, NCBTS-TSNA TDNASH and reading remedial program. She has also been chosen as the district English coordinator. “She is the chairman of the reading task force here in our school and the district English coordinator”, the principal stated. “She is the district English coordinator in the district”, a co-teacher seconded. “Cooperation and dedication to her obligation”, a LGU officer said when asked about the teacher’s contribution to the community. “She is a national trainer and always participates in school activities”, one of the teacher’s student said.

Love, trust and commitment are the three key moral and spiritual values that case E believes in that helped her in becoming an outstanding teacher.

Case F:

Case F is a 35 year old female teacher from Dumangas, Iloilo who can speak the Swedish language. She graduated at Dumangas Polytechnic College with the degree of Bachelor of Arts major in History in the year 2000. Earned her post-graduate degree, Master of Arts in teaching major in Social Studies (MAT) in the year 2015. Selected as the adviser of UNESCO Club from 2003-2005. She was chosen as the executive secretary to the Principal and the Araling Panlipunan

Coordinator S.Y. 2014-2015. She attended several workshops, conference and seminars namely: Student Technologies and Entrepreneurs of the Philippines (STEP) National Work Conference held in Cebu City last August 2003, National Student Leadership Training conducted in Baguio City and Global Filipino Teachers Program Project Based Learning (GFT) held in Cebu City, April 20-23, 2013.

“She is a good friend to her students and co-teachers. She is courteous and a smart teacher who knows her limitations. An open minded mentor who provides appropriate motivation to her students, always ensures participation in teaching-learning process,” a co-teacher stated when asked about the outstanding teacher. *“The teacher is well liked by the students because of her style in teaching. She is a friend to everybody. In totality the teacher is globally competent being a global Filipino Teacher awardee,”* the principal added. *“Ms. Carol is a woman of character. Her past experiences as a teacher and her personal life made her a stronger person in facing life’s challenges. Emotionally scarred on personal experience, Carol now even stands more firmly on her resolve to prove to everyone her worth both as an educator and a human being. I salute a strong woman like her,”* an LGU officer commented. *“She is an effective teacher. She does more and talks less. She’s very good in giving encouragements. She uses techniques that could capture and touch the curiosity of her students. She is competitive enough,”* a student elaborated.

The teacher always finds learning modules which are attainable and she develops different schemes for instructional competence. *“The teacher utilized the act of questioning which encourage the learners to participate in every classroom activities/ discussion. She tried to relate new lessons with previous knowledge,”* told by a co-teacher when asked about the teachers learning management. *“The teacher knows what is her duty and obligation in delivering quality education to her students. She took her master’s degree to ensure and enhance her instructional competence as a mentor,”* another co-teacher said when asked about the outstanding teachers instructional competence. *“The teacher is always prepared which is a great factor in the teaching-learning process. She uses technology and various methods in teaching thus making learning interacting, easy and realistic,”* the principal added. *“She’s competitive. She let us spill out our ideas and talents by using certain techniques during class discussion. She is honest and nurturing to us to be an independent grown-up individual,”* explained by one of the teacher’s students.

The teacher always believes that as a mentor, you should not limit your contribution inside the four walls of the classroom, but instead, you should know your obligation in the development of school, organization and community. She always shares her knowledge and talent not only in school but also in the community. *“She joins different programs and activities in school and community,”* one of the co-teachers stated when asked about the teacher’s contributions. *“To the school she leads in the activities, programs and undertakings of the school. In my absence she is the OIC of the Department for I believe in her talents, intelligence and abilities,”* the principal further explained. *“Carol’s effectiveness as an educator cannot be questioned. Her other skills and talents make her an easy choice to handle certain activities and projects, especially on culture and arts. The local government of dumangas community values her contributions in the above-cited areas and I believe the same is true to the organization and school she belongs,”* an LGU officer elaborated when asked about the teacher’s contributions to the community.

The teacher believes in love, hope and faith. According to her, these are the three main ingredients to a seasoned mentor.

Case G:

Case G is a 39 year old male teacher from Dumangas, Iloilo. The teacher earned the degree Bachelor of Arts Major in History at Dumangas Polytechnic College in the year 1998. He completed his academic requirement for the Master of Arts in Education with concentration in Administration and Supervision at the University of Iloilo. Attended a handful of seminar: Training Course on Tech Tutor 1: ICT tools for Effective Classroom Management sponsored by DepEd Region IV together with the Coalition for Better Education and Globe Telecoms held in Cebu City last December 11-14, 2012; Division Conference for Secondary Social Studies Teachers conducted at LaPaz, Iloilo City on July 18, 2013 by the DepEd, Division of Iloilo; Lecture on Multiple Intelligences and Search for Creative Teaching sponsored by the DepEd, Division of Iloilo held at LaPaz, Iloilo City on August 2, 2013.

“Para sa akon, ang pagtudlo sa akon sang pinalangga namon nga maestro tama kastrikto. Hindi strikto sa pambanty ka magahod kundi strikto sa leksyon para lang makuha namon ang gusto ya ipabalo sa amon (For me, the way our beloved teacher is very strict. Not strict in a disciplinary way but strict in a sense that he wants us to learn what he teaches us),” one of the teacher’s students said when asked about the teacher. *“Outstanding teacher because of his qualities and best in delivering instruction to the students,”* said the principal. *“He is workaholic, dedicated, self directed and decisive,”* a co-teacher added. *“He is good teacher in our community,”* an LGU officer commented.

The teacher have the knowledge of his subject matter, always read books regarding topics, surfing to the internet to be updated on what's happening in our community and in our country in general. Case G manages an effective learning through his knowledge about learning management system. He has the ability in interacting to his students. He provides engaging and dynamic material from a variety of sources and responsible to his learners' learning needs and manages to achieve the highest retention rates. He always believes that the end of classroom session/discussion does not necessarily mean the end of learning for the learners. Learners continue to interact, discuss and debate on the topic learned after the class. *"He sees to it learning takes place every time he stands before his students and he supervises in the transfer of learning for the total development of students"*, a co-teacher explained. *"He is very rigid in handling classes especially during reviews and he gives consistent follow ups to his lessons tackled"*, another co-teacher added. *"The teacher introduced innovative in the teaching-learning process and always masters his lesson. He is the best teacher in terms of strategies which makes learning enjoyable and he handles star sections"*, the principal elaborated. *"His instructional competence was very impressive, because he always gave us an additional idea about the topic"*, one the student said when asked about the teachers instructional competence and learning management.

"Encourages involvement of parents and at the same time their pupils in school programs and activities and in community be a good example to others", a LGU officer explained when asked about the teachers contributions. *"He prepared teaching materials such as modules tests and actively participates in the project and undertakings of the department and the community"*, the principal said. *"He supports the community's advocacies in nation building. Implements wide variety of learning modules to come up with a vision"*, a co-teacher added.

Commitment, resourcefulness and self-confidence, these are the key values that the outstanding teacher believes in order for one to be successful in his/her chosen profession.

Case H

Case H is a 42 years old male teacher from Dumangas, Iloilo. He graduated from West Visayas State University in 1994 with the degree of Bachelor in Secondary Education – Major in Mathematics and currently finishing his post-graduate degree Master of Arts in Education major in Administration and Supervision at University of Iloilo – PHINMA.

"Mr. Marty is a man of integrity. He is well respected by his peers and easy to get along with. He is an asset to Dumangas National High School, especially in the field of sports and youth development," commented by an LGU officer. *"For ten months of being our adviser, Mr. Marty showed a wide range excellence in teaching us not only on the subject matter but also in our behavior, attitude and belongingness in our institution – the Dumangas National High School,"* commented by one of his students. *"In general, my remarks to him are, he is a second father to us, he didn't tolerate our immaturity especially our laziness, he is trying to communicate with us despite of his busy schedule and his sense of humor makes the atmosphere free from constraint,"* the student added. *"He is a good person, good teacher and a good coach. He always reminds us to do good things whenever we are. When it comes to his teaching, the only comment is excellent. He can teach as well as he can that everyone of us can understand what he taught,"* another student added. *"He is effective and efficient teacher,"* the principal briefly said.

The teacher prepares teaching materials and aids that could help in the acquisition of learning by the students. He is dedicated in the teaching profession thus is resourceful in looking for additional activity of the lessons. The teacher teaches effectively and efficiently so that his learners can learn more. He motivates the students and given interesting activities and exercises to make learning fun. *"The teacher manifest learning by setting an environment conducive to the learners. Aside from this, makes it a point to deliver the lesson well for the students to learn and understand more,"* case H said when asked about his learning management. *"I encourage them to ask questions concerning the lesson for them to understand well. I help prepare their mindsets and still sets for them to accept change and for them to compete in local and global societies,"* he added.

The teacher served as the schools fourth year curriculum adviser to date. He also is the coach of the schools volleyball team for the integrated meet. Former board of director of the Dumangas National High School Alumni Association and currently is serving as the board of director for the PTA. *"He is always supportive to the affairs, activities, programs of the local government and never says "no" to any assignment given him"*, a LGU officer said when asked about case H's contributions to the community. *"The teacher is very active in school activities, member and officer of different organization in school and in the community"*, a co-teacher added.

The moral/spiritual values that the teacher believed help him in achieving his goals are love for his profession, understanding and dedication.

Case I:

Case I is a single female teacher from Dumangas, Iloilo. She graduated at University of San Agustin with the degree of Bachelor of Secondary Education in the year 1999 as an athletic scholar. She took the licensure examination for teachers at West Visayas College of Science and Technology dated August 28, 2000 and passed with a rating of 75%. The outstanding teacher attended several workshops, conferences, seminars namely: In-service training for teachers conducted by the Department of Education held October 21-24, 2012; Officials and Coaches Meet sponsored by the regional office dated February 08-09, 2007; Coaches seminar workshop conducted August 24-25, 2006 by the Philippine Sports Commission.

"She is courteous, patient and consistent. This patience and consistent perseverance makes her a very effective and dedicated teacher," commented by the principal when asked about the outstanding teacher. *"She is an effective and efficient teacher,"* seconded by a co-teacher. *"Ms. Dumdum is a teacher that is goal oriented and driven especially if she knows that it is for the general welfare of the school or organization and especially of the students,"* an LGU officer explained. *"Ms. Dumdum is a very responsible teacher because she fully gives effort to teach her students not only to teach knowledge of education but also to share the gospel of Christ,"* a student said. *"She reports everyday to school for an early time and begins her lesson with preparedness. She's also diligent as a coach to train her players everyday for table tennis to win the competition and give honor to the school,"* added by the student.

Case I believes that teaching includes student involvement and interaction, clearly stating learning objectives at the start of the lesson, using questions effectively, and using a variety of instructional techniques. *"An efficient, comfortable, well space is important, but the learning atmosphere created by the teacher seems to have an equal or greater impact. An effective learning management is positive and has an orderly yet varied structure,"* the outstanding teacher said. *"She assesses the needs of her students and adjusts her instructional format if necessary. She provide opportunities for interaction between the teacher and the class as a group between the teacher and students as individuals and among students,"* the principal stated. *"She is using different methodologies to impart knowledge to her students. She is very effective and demonstrative to her students,"* a co-teacher added. *"In order to attain successful learning, my teacher begins her lesson through providing first the appropriate motivation to the students. She catches the attention of her students to listen to the discussion by applying her interesting instructional materials and performing the best teaching strategies,"* one of her students explained when asked about the teachers instructional competence.

"Through her coaching and involvement in sport she built a good relationship with the parents and other community members of the school community," a co-teacher said when asked about Case I's involvement and contributions to the school and community. *"She is a consistent trainer and coach to the table tennis players of Dumangas National High School. The students she trained always wins from municipal level up to the level of Palarong Pambansa for almost 9 years that she served as the trainer of student athletes,"* the principal elaborated. *"She always participates in the community outreach programs here in our barangay especially in sports. She is a good facilitator to sports activities in school and in community,"* an LGU officer said. Case I is admired for her great facilitating skills especially in the area of sports and athletics.

For the outstanding teacher; commitment, compassion and accountability are the three main moral/spiritual values for her as a teacher. *"These are the top 3 values that help me achieve my goals and develop me a clearer sense of what's most important to my life,"* case I said.

Case J:

Case J is a 54 years old male teacher from Barotac Nuevo, Iloilo. He graduated at Iloilo State College of Fisheries with the degree of Bachelor of Science in Fishery Education and passed the professional board examination for teachers conducted at Iloilo City dated October 30, 1998 with a rating of 70.68%.

"Mr. Bayogos has always been a man of principles who delivers what is being tasked to him and what is expected from him. He is a gentle and a courteous man who listens to advises and carry on for a better result. He is a man with pride of what he has done. He is a man we are very proud of," said by an LGU officer. *"He is a man with principle and a dedicated teacher at the same time coach to the volleyball boys in Dumangas National High School,"* added by another LGU officer. *"Performance exceeds as expected,"* the principal briefly said when asked about the outstanding teacher. *"In general, I must conclude that this teacher is capable in handling different student situations,"* one of Case J's students explained.

The teacher prepares appropriate instructional materials by using modern gadgets such as laptop computer and relevant learning devices and ensure that the learning needs of the students will be addressed and their ability and capability are considered. *“He demonstrates different kinds of strategies to his students so that his students can adapt whatever lesson he introduce,”* a co-teacher elaborated. *“He provides appropriate teaching methods and strategies in the class; monitored and evaluated students progress,”* the principal added. *“He is trying his best so that his students will understand anything that comes from his mouth and he is willing to give his full effort to the students who were trying to cope on his lessons,”* a student answered when asked about the teacher’s instructional competence and learning management.

Case J is a well known coach even on a national level garnering several trophies in the Palarong Pambansa. *“He brought volleyball contestants to national level of competition,”* a co-teacher said. *“He designs and validates training program in sports/athletic activities,”* the principal added. *“Mr. Bayogos always goes out of his way just to meet the expectations of the school and the community. He always finds a way to deliver the best out of the support from school and other external support and assistance,”* an LGU officer answered when asked about the teacher’s contributions to the community.

For Case J, God is the ultimate source of all wisdom and knowledge, *“I ask guidance from Him and through prayer to make my decision,”* he said. *“Everyday we are confronted with choices. I always do what is pleasing to God,”* he added. As a coach, he considers success as 99% perspiration and 1% inspiration. *“My motto is, I hate 2nd place,”* he pointed out.

DEQUITOS’ EFFECTIVE TEACHER MODEL

This part presents the theory that the researcher developed based on the intercontinental review of related literature and studies, results of the study and the focus group discussion (FGD). The theory development scheme in this investigation adopted the principles of logical and axiomatic approach developed by Roberto Padua, a research scientist.

Dr. Padua earned PhD Mathematical Statistics from Clemson University, South Carolina, USA under the Fullbright-Hays scholarship grant. He is an accomplished author, a multi-awarded researcher and excellent lecturer in national and international conferences. He is a former Commissioner of CHED and currently a consultant to several State Universities and Colleges (SUCs) and Private Universities and Colleges (PUCs). He conducts lectures on the fundamentals of scientific research, data mining and fractal statistics.

Specifically, this part is composed of: (1) theory construction and development framework; (2) specific observations; (3) propositions and proofs; (4) theory developed; and (5) tentative hypothesis.

Figure 1 presents the scheme on theory constructions and development framework using the principles of logic and phenomenology.

THEORY CONSTRUCTION AND DEVELOPMENT FRAMEWORK

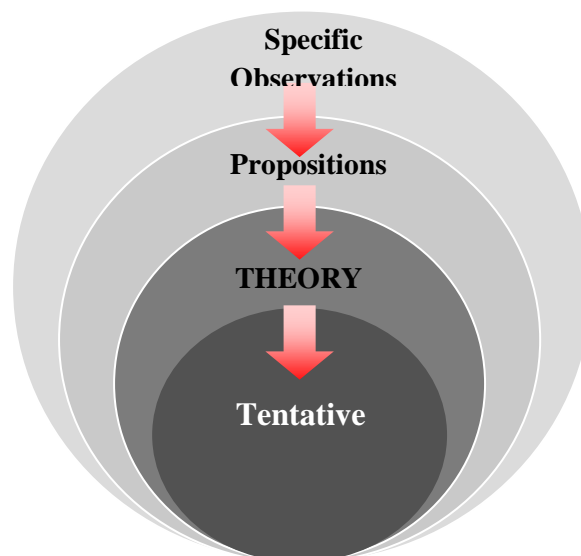


Figure 1: Theory constructions and development framework.

SPECIFIC OBSERVATIONS:

Observation 1: Professional attributes of outstanding teachers are shown through their higher educational attainment (leading to master's degree) and seminars conducted and attended, which are translated to mastering the subject matter, providing appropriate motivation, and conveying ideas clearly.

Observation 2: The personal attributes of outstanding teachers that set them apart from others include courtesy, dedication/commitment, proper attire, fairness, and good human relations.

Observation 3: In terms of instructional competence, the outstanding teachers showed mastery of the subject matter and excellent lesson preparations.

Observation 4: The outstanding teachers learning management includes their ability to ensure that learning is facilitated among students, excellent classroom management skills and fostering critical thinking skills among students.

Observation 5: The outstanding teachers exude honesty, perseverance, commitment to work, resourcefulness and self-confident as part of their moral and spiritual values.

PROPOSITIONS AND PROOFS:

Proposition 1: Outstanding teachers show professionalism by getting a master's degree and conducting or attending seminars; thus, mastering the subject matter, providing appropriate motivation and conveying ideas clearly.

Proof: One of the most obvious characteristics of outstanding teachers is their subject matter expertise (Becker & Trowler, 2011; Comadena & Semlak, 2009; Huber, 2006). Sherman, Armistead, Fowler, Barksdale and Reif (2007) found that good communication skills and a conscious effort to infuse knowledge to students are earmarks of excellent teachers. Likewise an effective teacher engages all students into each lesson so they feel like they are part of the classroom community. The teacher-student relationship recognizes the students as participants in the learning process. The students are valued, appreciated, and make significant contributions to learning (Gosling, 2006).

Proposition 2: The personal attributes of outstanding teachers that set them apart from others include courtesy, dedication/commitment, proper attire, fairness, and good human relations.

Proof: It is stipulated in the "Code of Ethics for Professional Teachers" in Article VII, Section 1, which states, "All school officials shall at all times show **professional courtesy**, helpfulness and sympathy towards teachers and other personnel, such practices being standards of effective school supervision, dignified administration, responsible leadership and enlightened directions." Having passion and commitment for teaching is a true gift some teachers possess. They change the lives of their students with their enthusiasm, commitment and devotion (Samimi, 2008). In addition, an outstanding teacher uses excellent classroom management techniques to produce a healthy classroom that is safe, resourceful and productive. An effective teacher engages all students into each lesson so they feel like they are part of the classroom community. Thus, when a teacher engages all students then the students become more active in the learning process. It is important that teacher teaches a lesson dynamically as to cater to all students' diverse learning styles. An outstanding teacher has also the ability to influence students not only at school but within the community as well (Berliner, 2004).

Proposition 3: Mastery of the subject matter and excellent lesson preparations topped the instructional competence of the outstanding teachers.

Proof: Research indicates that teacher preparation/knowledge of teaching and learning, subject matter knowledge, experience, and the combined set of qualifications measured by teacher licensure are all leading factors in teacher effectiveness (Darling-Hammond, 2006). Substantial amount of evidence reveals that teachers who have had more preparation for teaching outweigh in their confidence, preparedness, and success with students, when compared to the ones with having had little or no practice (Lepage, Darling-Hammond & Akar, 2005). The mastery of subject matter, on the other hand, is the foundation upon which the education of a teacher is based. The teacher requires among other things the skill of mastering the subject matter and being able to establish the interrelationships between different subjects. These are essential for the professional preparation of a teacher and anchor firmly on a foundation of general education of a teacher which contributes to the growth of a teacher as a person (Shantz & Latham, 2012).

Proposition 4: The outstanding teachers learning management includes their ability to ensure that learning is facilitated among students, excellent classroom management skills and fostering critical thinking skills among students.

Proof: Classroom management and discipline, terms often used interchangeably, are not synonymous. Teachers asked to define classroom management in one word have given the following responses: discipline, control, and consequences. Discipline was always the first word they chose. In the last few years, however, teachers have responded with the following words: organization, control, positive climate, and incentives. In effect, discipline has become a much smaller part of the term classroom management. Classroom management is much more than any one of these words or the sum of all these words and this is essential in order to facilitate learning inside the classroom (Charles, 1992; Wolfgang, 1995). Ernst von Glasersfeld, the "father" of constructivism, believes that education has two main purposes: to empower learners to think for themselves, and to promote in the next generation ways of thinking and acting that are deemed important by the present generation (Glasersfeld, 1995).

Proposition 5: The outstanding teachers exude honesty, perseverance, commitment to work, resourcefulness and self-confident as part of their moral and spiritual values.

Proof: Honesty makes the teacher trustworthy where students can be more confident with (Waggoner, 2010). Still, "honesty is the best policy." Meanwhile, perseverance means having the self-discipline to continue a task in spite of being confronted with difficulties. As Albert Einstein once said, "It's not that I'm so smart, it's just that I stay with problems longer." Teacher commitment, on the other hand, is a key factor influencing the teaching-learning process. It is the psychological identification of the individual teacher with the school and the subject matter or goals, and the intention of that teacher to maintain organizational membership and become involved in the job well beyond personal interest. (Fraser, Draper & Taylor, 1998). Perseverance, resourcefulness, self-confident... are some of the values that teachers need to develop if they want to make their life meaningful in the teaching profession (Huberman, 2003).

4. RESULTS AND DISCUSSIONS

THEORY DEVELOPED:

Ann outstanding teacher is shaped by his exceptional professional and personal attributes matched by his excellent instructional competence and learning management skills and enhanced by his strong moral and spiritual values, which make him an indispensable member of the school and his community.

Dequito's Effective Teacher Model shown in Figure 2 is drawn based on the results of the study. The Model highlights the four essential aspects that an effective teacher must possess namely: (1) Professional attributes; (2) Personal attributes; (3) Instructional competence and learning management; and (4) Spiritual and moral values. These four aspects are interrelated that each should complement one another to make an effective teacher.



Figure 2: Dequito's Effective Teacher Model

In terms of professional attributes, an effective teacher should have the following: (a) master's degree or leading to it; and (b) many seminars conducted and/or attended. These can be translated to mastery of the subject matter, good motivation to the students, and good in communication. When it comes to personal attributes an effective teacher should be courteous, committed, in proper attire, fair, and has good human relations. In terms of instructional competence and learning management, an effective teacher should maintain the following: (a) always prepared of the day's lesson; (b) master the subject matter; (c) facilitates transfer of learning; (d) manage the classroom well; and (e) fosters critical thinking skills among the students. Finally, in terms of moral and spiritual values, an effective teacher should be: (a) honest; (b) perseverant; (c) committed; (d) resourceful; and (e) self-confident.

With a good mix of the above-mentioned qualities and attributes, a teacher can be effective in the perspective of the principal, his or her co-teachers, students, and LGU members. The interconnectedness of the factors associated to being an effective teacher is very important—each has to complement with one another to produce the totality of an effective teacher. However, the discussion was only limited to the results of the study. The researcher does not claim that the Model is the “hard and fast rule” when it comes to evaluating an effective teacher.

TENTATIVE HYPOTHESIS:

Based on the quantitative and qualitative data derived from the results of the study, the tentative hypotheses were formed. These hypotheses were drawn out of the four factors that make up an outstanding teacher: Hypothesis 1 represents the professional attributes; Hypothesis 2 represents the personal attributes; Hypothesis 3 represents instructional competence and learning management; and Hypothesis 4 represents moral and spiritual values.

Hypothesis 1 Outstanding teachers show professionalism by getting a master's degree and conducting or attending seminars; thus, mastering the subject matter, providing appropriate motivation and conveying ideas clearly make an outstanding teacher.

Hypothesis 2 An outstanding teacher exudes the following personal characteristics: courteous, committed, in proper attire, fair, and excellent human relations.

Hypothesis 3 An outstanding teacher prepares his lessons ahead of time, masters his subject content, has excellent classroom management strategies and fosters critical thinking skills of the students.

Hypothesis 4 Honesty, perseverance, commitment, resourcefulness, and self-confidence are the moral and spiritual values possessed by an outstanding teacher.

Findings:

After the data were coded and analyzed, both quantitative and qualitative data, the following findings were established. Outstanding teachers show professionalism by getting a master's degree and conducting or attending seminars; thus, mastering the subject matter, providing appropriate motivation and conveying ideas clearly. The personal attributes of outstanding teachers that set them apart from others include courtesy, dedication/commitment, proper attire, fairness, and good human relations.

In terms of instructional competence, the outstanding teachers showed mastery of the subject matter and excellent lesson preparations. The outstanding teachers learning management includes their ability to ensure that learning is facilitated among students, excellent classroom management skills and fostering critical thinking skills among students. Likewise, the outstanding teachers exude honesty, perseverance, commitment to work, resourcefulness and self-confident as part of their moral and spiritual values.

Dequito's Effective Teacher Model was developed, which states: An outstanding teacher is shaped by his exceptional professional and personal attributes matched by his excellent instructional competence and learning management skills and enhanced by his strong moral and spiritual values, which make him an indispensable member of the school and his community.

5. CONCLUSIONS

The analysis of the study led to several conclusions in relation to the domains of inquiry of the study. Getting a master's degree and attending and/or conducting many seminars or trainings, which led to mastery of the subject matter, great motivation, and excellent communication and evaluation skills make an outstanding teacher. These are the professional

qualities that an outstanding teacher should possess, according to the interview conducted by the researcher with the participants, the 10 outstanding teachers themselves, and their respective informants. An outstanding teacher exudes the following personal characteristics: courteous, committed, in proper attire, fair, and excellent human relations. Once again, these personal attributes make an outstanding teacher. These are supported by the literatures reviewed around the world on the personal attributes of an outstanding or effective teacher. Also, an outstanding teacher prepares his lessons ahead of time, masters his subject content, has excellent classroom management strategies and fosters critical thinking skills of the students. These are the instructional competence that an outstanding teacher should possess based on the accounts of the participants and the informants.

Honesty, perseverance, commitment, resourcefulness, and self-confidence are the moral and spiritual values possessed by an outstanding teacher. These moral and spiritual values emerged on top amidst the others in relation to the interview conducted by the researcher. Finally, out of the results of the study, an effective teacher model-Dequito's Effective Teacher Model - was developed. This model states that: An outstanding teacher is shaped by his exceptional professional and personal attributes matched by his excellent instructional competence and learning management skills and enhanced by his strong moral and spiritual values, which make him an indispensable member of the school and his community.

6. RECOMMENDATIONS

Based on the findings and conclusions of the study and the conclusions drawn, the following are the recommendations to further improve the study:

Since the study was conducted only in Dumangas, Iloilo, the researcher recommends that further studies be conducted in other municipalities involving other outstanding teachers. Results may vary because of the differing location of the respondents. Follow-up interview may be done in order to validate the responses of the students. The researcher encountered difficulties in analyzing the data especially from those whose answers were vague and irrelevant. With the variety of participants and informants, the researcher recommends that close supervision be done so that responses can be validated and the desired responses can be achieved for easy coding and analysis of data. Thus, questions should be explained carefully to the participants to achieve the desired answers.

In relation to the theory developed, Dequito's Effective Teacher Model, the researcher recommends that it should be validated. In doing this, a research may be conducted with regards to the application of the model.

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