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## Professional, Enhancement, Teaching Delivery Skills and Assessment to the Learners (PEDAL): Calibrating Teacher Performance

Taripe, Elmer, PhD-Fil.<sup>1\*</sup>, Aparecio, Dave, DBM<sup>2</sup>, Paulin, Josephine, Ed.D<sup>3</sup>

<sup>1, 2, 3</sup> Monkayo College of Arts, Sciences, and Technology L. Sarmiento Street, Purok 6, Poblacion, Monkayo Davao de Oro, Philippines

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\*Corresponding author: Taripe, Elmer, PhD-Fil.

Monkayo College of Arts, Sciences, and Technology L. Sarmiento Street, Purok 6, Poblacion, Monkayo Davao de Oro, Philippines

### Abstract

Teaching performance is a teacher's ability to effectively carry out their tasks and commitments during the learning process. The purpose of this action research study is to determine the level of faculty performance and significance of appointment status in the four departments. During the school year 2023-2024, Monkayo College of Arts, Science, and Technology conducted the study in four departments under contracts of service, temporary regular, and regular permanent. The PEDAL design, which stands for Professional, Enhancement, Teaching Delivery Skills and Assessment to the Learners (PEDAL): Calibrating Teacher Performance was intended to improve teachers' teaching performance. They employ ANOVA, a statistical technique, to ascertain whether the appointment status significantly varies from department to department. Regular teachers had the highest mean when classified by appointment status, while contractual of service had the lowest mean, and the one with the highest mean is regular status, which is the bachelor of secondary education. An academic council that effectively uses PEDAL can develop a successful teaching pedagogy as well as a positive and productive learning environment.

**Keywords:** Professional, Enhancement, Teaching Delivery Skills, Assessment, Learners and Teacher Performance

### CONTEXT AND RATIONALE

The teacher plays a vital part in the teaching and learning process by facilitating effective and innovative learning and arranging the classroom so that students are active, creative, and pay attention to the class while learning. Zhao (2016) supports this idea: a teacher must possess the necessary personality to master both the subject matter and the teaching methods. In addition, the teacher should choose a teaching approach that is appropriate for the content. The

teacher should also use appropriate media to present the material. An effective class management strategy will assist the teacher in maintaining control of the classroom situation. These three aspects will help pupils understand the topic more easily (Guo, 2022).

In all education systems, teachers play an important role as front-line educators. Antosen, Asfors, and Maxwell (2023) support this idea. Teachers are active, thinking decision-makers who make

instructional choices based on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs. Their role goes beyond simply disseminating knowledge and conveying information. It goes far beyond that, as it is their responsibility to establish an inspirational learning environment in which all students can achieve their maximum potential in all areas. Moreover, they should constantly update themselves and be lifelong learners. (Jadhav,2024).

The three categories of competence are knowledge, attitude, and performance skills. It is crucial for an educator to pursue these areas. This indicates that competence can be either personal, such as teacher competence, or non-personal, such as team competence (the generic competence required in an organization). Moreover, we can view competence as a rational factor that meets the performance target for a desired situation. (Yang & Chang, 2023). A teacher's competence is defined as the capacity to carry out his or her responsibilities in a responsible and feasible manner. A skilled teacher is the most important component in boosting student performance and bridging the achievement gap. The quality of teaching has the greatest impact on students' learning; however, most schools do not define good teaching (Jansi & Raju, 2023). Hermoso & Brobo (2023) assert that a teacher must possess the necessary knowledge, abilities, and skills to effectively perform the cognitive, affective, and psychomotor domains of objectives. A teacher's competence improves her ability to create an environment that is fair, understanding, and accepting of diverse students' ideas, experiences, values, and backgrounds.

Teacher competency has been defined as the mastery of a task, including the teaching and educating abilities, attitudes, and appreciation required to support the learning process (Montedremos & Cañon (2022). A teacher who is skilled in managing educational activities must demonstrate teacher competency. Therefore, a teacher's role is crucial in facilitating the transfer of information and technical skills between generations, thereby contributing to the preservation and advancement of the nation's perspective, Teachers serve as both the nation's builders and a vital source of information and guidance for the younger generation. Teachers preserve cultural values and pass them down to future generations (Siddiqui & Ahamed, 2020). Often recognized as major stakeholders in the educational system, their performance significantly impacts the academy (Abdallah & Alkaabi, 2023). The PEDAL (Professional Enhancement, Teaching, Delivery Skills, and Assessment to the Learners) is developed with the aim of enhancing the performance of teachers in their teaching pedagogy and ensuring their success.

## ACTION RESEARCH QUESTION

This study aimed to determine the effectiveness of the Professional, Enhancement, Teaching Delivery Skills and Assessment to the Learners (PEDAL): Calibrating Teacher Performance

Specifically, it sought to answer the following questions.

1. To determine the level of faculty performance in terms of :
  - 1.1. professional knowledge
  - 1.2. instructional delivery
  - 1.3. teaching for independent learning
  - 1.4. assessment of learning and
  - 1.5. commitment and teaching personality

2. Is there a significant difference in their teaching performance group according to :
  - 2.1. employment status and department
  - 2.2. department
3. Does the PEDAL intervention have an impact on the faculty's performance

## INNOVATION, INTERVENTION AND STRATEGY

The teacher's goal is to establish a strong educational foundation and foster a favorable learning environment. Goals should include creating successful lesson plans, mastering classroom management techniques, developing rapport with students, and improving instructors' capacity to carry out their tasks and responsibilities during the learning process. After conducting a thorough analysis of the initial student survey responses, the results and data analysis revealed that the indicators were relatively low and did not meet the necessary standards to improve teachers' performance. As a result, the academic council took steps to improve each teacher's teaching in their respective field of specialization.

- **Interview with the students**

The academic council asked some students why they rated their teachers without considering their data privacy. The goal is to thoroughly document every student's understanding of the significance of instructing their teachers in the classroom, providing you with the chance to gain a more profound insight into the students' assessment of their teachers as determined by the quality assurance evaluation.

- **One on One cliniquing**

Based on the data's results, we called a few teachers with relatively low performance ratings to inquire about their teaching methods, student interactions, and most importantly, whether they could share the subject's content with the students to enhance their understanding. To ensure mentoring for professional development, the academic council conducts one-on-one cliquing, in which a teacher (mentee) forms regular and supportive contact with an experienced teacher (mentor). The academic council offers the mentee assistance, comments, advice, and encouragement on a variety of teaching topics, including preparation, instruction, assessment, classroom management, communication, and reflection. The academic council also assists the mentee in identifying their own strengths, areas for improvement, and goals, as well as developing and implementing action plans to accomplish them.

- **Training**

One of the academic council's primary objectives is to support teachers and ensure that they get ongoing professional development in order to remain effective in their roles. Academic councils play a crucial role in fostering a success-oriented school culture and supporting teachers' professional development. Our resource speakers for this training has received the highest rating from consecutive awardees, based on student evaluations validated by quality assurance. Despite the challenges students face, the speakers discussed their experiences with professional development, improving student management, utilizing contemporary pedagogical techniques, and managing diverse attitudes.

- **Observation**

We provide teachers with constructive, critical feedback in order to improve their classroom management and instructional techniques. It is important to observe the interaction between teacher and learner within the classroom because it can determine the learning opportunities that students get. Classroom observations are a crucial activity for the academic council. Classroom observations have several major benefits. When done properly, they help teachers refine their teaching practice, improve school culture, and increase student accomplishment.

- **Evaluation**

After providing all the necessary training to ensure each teacher achieved a high-performance rating, there was another evaluation to determine whether their performance had decreased or increased, as evaluated by their respective students. Additionally, the post-evaluation results show improvement compared to the pre-evaluation. Conducting evaluation is a guide for the academic council for improving teaching pedagogy, identifying and supporting excellence, and enabling teachers to concentrate on their performance.

The academic council will continue to implement all innovations, interventions, and strategies as needed. Instead, this work will develop into a culture that guides all teachers in their teaching pedagogy and every interaction with their students. The academic council will always monitor the teachers for the development of their professional knowledge, instructional delivery, teaching for independent learning, assessment of learning and commitment, and teaching personality for professional growth

## ACTION RESEARCH METHODS

### A. Participants

The study included faculty teachers from Monkayo College of Arts, Sciences, and Technology as participants. The study classified the appointment status into three categories, and they have four departments.

### B. Data Gathering Method

The information gathered is based on the students' evaluation of their teachers in the first and second semesters. Quality assurance collected and tallied the data using a Google Form. The quality assurance head will grant the researchers permission to carry out further research and provide essential coaching to teachers to enhance their teaching pedagogy.

### C. Data Analysis Plan

This action research to collect data on students' evaluations of the PEDAL implementation. Researchers are also interested in teachers' reactions to coaching and intervention, as well as their performance improvements. Thus, their evaluation was the basis for concluding that the intervention intensified and improved the teaching pedagogy. They use ANOVA, a statistical technique, to determine if the appointment status significantly differs from department. Furthermore, using ANOVA is a versatile and strong statistical technique that is essential for researching many groups or categories. The ANOVA can help to determine whether there are significant differences between appointment status and the departments. (Bittner, 2022). The primarily use the p-value from the problem statement to determine the statistical significance of the study result, as it plays a central role in statistical significance. In addition, frequency distributions are visual displays that arrange and convey frequency counts, making it easier to analyze the

information and establish the relative frequencies of appointment status and department.

## DISCUSSION OF RESULTS AND REFLECTION

This section includes a discussion of the study's results and reflections. The data presented in this section is organized according to the problems outlined in the Action Research Questions. After implementation, we evaluated and analyzed the collected data and the results of the pre- and post-evaluations.

**Level of Faculty Performance Table 1**

### Pre-Evaluation

Indicators	Mean	Description
Professional Knowledge	4.27	Very Satisfactory
Instructional Delivery	4.29	Very Satisfactory
Teaching for Independent Learning	4.30	Very Satisfactory
Assessment of Learning	4.30	Very Satisfactory
Commitment and Teaching Personality	4.30	Very Satisfactory
Overall Mean	4.30	Very Satisfactory

Table displays five indicators for the faculty performance, the highest of which has a total mean of 4.30, indicating high satisfaction. The results show three indicators, with the highest mean being 4.30, which indicates very satisfactory, and the lowest indicator being professional knowledge. Additionally, during their class, the teacher performs well on these three highest indicators.

**Table 2**

### Post Evaluation

Indicators	Mean	Description
Professional Knowledge	4.47	Very Satisfactory
Instructional Delivery	4.46	Very Satisfactory
Teaching for Independent Learning	4.47	Very Satisfactory
Assessment of Learning	4.47	Very Satisfactory
Commitment and Teaching Personality	4.50	Very Satisfactory
Overall Mean	<b>4.48</b>	Very Satisfactory

The table displays the indicator for the faculty performance level. With a clear understanding, we analyzed each indicator and provided an interpretation in the form of a straightforward statement. Table shows that the faculty performance level has a total mean of 4.48, indicating a high level of satisfaction. The post-evaluation shows an increase in the average score compared to the pre-evaluation, with a mean of 4.30, which is also very satisfactory. According to the data, the indicator is commitment, and teaching personality is the highest among the indicators. The

table also demonstrates that following the intervention, the academic council's innovation and strategy have improved.

Significant difference in their teaching performance group

**Table 3**  
**Pre-Evaluation**  
**Comparison of the Professional Knowledge based on Profile**

Profile	Groups	N	Mean	p-value	Remarks
<b>Appointment Status</b>	Contract of Service	44	4.22	.09	Not Significant
	Temporary Regular	10	4.36		
	Regular	11	4.43		
<b>Department</b>	Bachelor Science in Business Administration	27	4.12	.00	Significant  BSED/BEED> BSBA/BSA/BAT
	Bachelor of Elementary Education	9	4.43		
	Bachelor of Secondary Education	19	4.48		
	Bachelor of Science in Agriculture/ Bachelor of Agriculture Technology	10	4.14		

The table above presents a comparison of professional knowledge based on profile. The result indicates that the professional knowledge of teachers with appointment status does not significantly differ from each other based on the students' perceptions. However, it is recommended that teachers enhance their professional knowledge by embracing learning theories, establishing an eclectic compromise by selecting components of conflicting theories, and taking positions among them to create a mosaic pattern. The professional knowledge of teachers in each department varies greatly. The results show that the students in the BSED department perceived their teachers to have very high professional knowledge, compared to how the other courses perceived their teachers.

**PEDAL Intervention impact on the faculty's performance Table 4**  
**Post Evaluation**  
**Comparison of the Professional Knowledge based on Profile**

Profile	Groups	N	Mean	p-value	Remarks
<b>Appointment Status</b>	Contract of Service	44	4.29	.08	Not Significant
	Temporary Regular	10	4.39		
	Regular	11	4.53		
<b>Department</b>	Bachelor Science in Business Administration	27	4.32	.10	Not Significant
	Bachelor of Elementary Education	9	4.46		
	Bachelor of Secondary Education	19	4.53		
	Bachelor of Science in Agriculture/ Bachelor of Agriculture Technology	10	4.17		

The table above presents a comparison of professional knowledge based on profile. After the intervention, each group's mean increased. Regular teachers still got the highest mean, while contractual teachers still got the lowest mean when grouping according to their appointment status. On the other hand, when grouping according to their department, the bachelor of secondary education still got the highest mean, while the bachelor of science in agriculture got the lowest mean, replacing the bachelor of science in business administration. When the respondents are grouped according to their appointment status, there is still no significant difference in their mean differences. However, if we group the respondents based on their department, we observe that after the intervention, the mean differences no longer significantly differ, suggesting that the intervention has improved the professional knowledge of each department's respondents.

**Significant difference in their teaching performance group**

**Table 5**  
**Pre-Evaluation**  
**Comparison of the Instructional Delivery based on Profile**

Profile	Groups	N	Mean	p-value	Remarks
<b>Appointment Status</b>	Contract of Service	44	4.24	.13	Not Significant
	Temporary Regular	10	4.36		
	Regular	11	4.44		

<b>Department</b>	Bachelor Science in Business Administration	27	4.14	.00	Significant BSED/BEED> BSBA/BSA/BAT
	Bachelor of Elementary Education	9	4.43		
	Bachelor of Secondary Education	19	4.49		
	Bachelor of Science in Agriculture/ Bachelor of Agriculture Technology	10	4.19		

The table above presents a comparison of instructional delivery based on profile. The result indicates that the instructional delivery of teachers under appointment status does not significantly differ from each other based on the students' perceptions. However, instructional delivery requires the teacher to build on prior knowledge, differentiate education, and integrate technology into courses. The fundamental purpose of instructional delivery is to guarantee that educators have the required skills and knowledge to provide successful education to their students. However, the practical experience of the instructors in each department varies greatly. The findings indicate that students in the BSED department perceived their teachers to have very good instructional delivery compared to students in other courses.

**PEDAL Intervention impact on the faculty's performance Table 6**  
**Post Evaluation**  
**Comparison of the Instructional Delivery based on Profile**

Profile	Groups	N	Mean	p-value	Remarks
<b>Appointment Status</b>	Contract of Service	44	4.30	.07	Not Significant
	Temporary Regular	10	4.39		
	Regular	11	4.54		
<b>Department</b>	Bachelor Science in Business Administration	27	4.32	.08	Not Significant
	Bachelor of Elementary Education	9	4.46		
	Bachelor of Secondary Education	19	4.54		
	Bachelor of Science in Agriculture/ Bachelor of Agriculture Technology	10	4.19		

The table above illustrates instructional delivery based on a profile. After the intervention, each group's mean increased. When grouped by appointment status, regular teachers had the highest mean, while contractual teachers had the lowest. By departmental grouping, the bachelor of secondary education maintained its highest mean, while the bachelor of science in agriculture replaced the bachelor of science in business administration with the lowest mean. Grouping the respondents based on their appointment status does not significantly alter their mean scores. However, if we group the respondents based on their department, we can observe that after the intervention, the mean differences no longer significantly differ, indicating that the intervention has improved the instructional delivery of each department's respondents.

**Significant difference in their teaching performance group Table 7**  
**Pre-Evaluation**  
**Comparison of the Teaching for Independent Learning based on Profile**

Profile	Groups	N	Mean	p-value	Remarks
<b>Appointment Status</b>	Contract of Service	44	4.25	.11	Not Significant
	Temporary Regular	10	4.38		
	Regular	11	4.45		
<b>Department</b>	Bachelor Science in Business Administration	27	4.15	.00	Significant BSED/BEED> BSBA/BSA/BAT
	Bachelor of Elementary Education	9	4.44		
	Bachelor of Secondary Education	19	4.52		
	Bachelor of Science in Agriculture/ Bachelor of Agriculture Technology	10	4.19		

The table above compares teaching to independent learning based on profile. The results show that teachers with appointment status do not significantly differ in their instructional delivery based on student perceptions. However, teaching for independent learning requires the instructors to process learning in a way in which students have control and ownership over their learning. They control, direct, and evaluate their own learning, and they learn as a result of their actions. However, the practical experience of teachers varies significantly across departments. According to the data, students in the BSED department thought their teachers did a fantastic job of teaching independent learning compared to how students in other classes thought their teachers did.

**PEDAL Intervention impact on the faculty's performance Table 8  
Post Evaluation**

**Comparison of the Teaching for Independent Learning based on Profile**

Profile	Groups	N	Mean	p-value	Remarks
<b>Appointment Status</b>	Contract of Service	44	4.30	.06	Not Significant
	Temporary Regular	10	4.40		
	Regular	11	4.56		
<b>Department</b>	Bachelor Science in Business Administration	27	4.33	.08	Not Significant
	Bachelor of Elementary Education	9	4.46		
	Bachelor of Secondary Education	19	4.57		
	Bachelor of Science in Agriculture/ Bachelor of Agriculture Technology	10	4.19		

The table above depicts training for independent learning based on a profile. After the intervention, each group's mean increased. Regular teachers had the highest mean when categorized by appointment status, while contractual teachers had the lowest mean. By departmental classification, the bachelor of secondary education maintained its highest mean, while the bachelor of science in agriculture replaced the bachelor of science in business administration with the lowest mean. When grouped by appointment status, there is still no significant difference in the mean responses. However, grouping respondents by department no longer results in a significant difference in means, suggesting that the intervention has improved each department's training for independent learning.

**Significant difference in their teaching performance group Table 9  
Pre-Evaluation**

**Comparison of the Assessment of Learning based on Profile**

Profile	Groups	N	Mean	p-value	Remarks
<b>Appointment Status</b>	Contract of Service	44	4.25	.13	Not Significant
	Temporary Regular	10	4.37		
	Regular	11	4.44		
<b>Department</b>	Bachelor Science in Business Administration	27	4.14	.00	Significant BSED/BEED> BSBA/BSA/BAT
	Bachelor of Elementary Education	9	4.45		
	Bachelor of Secondary Education	19	4.51		
	Bachelor of Science in Agriculture/ Bachelor of Agriculture Technology	10	4.18		

The table above compares learning assessments by profile. The results show that the teachers with appointment status do not significantly differ in their assessment of learning based on student perceptions. However, it is crucial for the teachers to evaluate the students' learning in order to assist them in learning effectively. Also, they want students to evaluate their class performance and understand the topic. However, the practical experience of instructors differs greatly among departments. According to the statistics, students in the BSED department thought their teachers did an excellent job of promoting independent learning, whereas students in other classes thought their instructors did.

**PEDAL Intervention impact on the faculty's performance  
Table 10**

**Post Evaluation**

**Comparison of the Assessment of Learning based on Profile**

Profile	Groups	N	Mean	p-value	Remarks
<b>Appointment Status</b>	Contract of Service	44	4.30	.07	Not Significant
	Temporary Regular	10	4.40		
	Regular	11	4.55		
<b>Department</b>	Bachelor Science in Business Administration	27	4.32		
	Bachelor of Elementary Education	9	4.47		

Bachelor of Secondary Education	19	4.57	.07	Not Significant
Bachelor of Science in Agriculture/ Bachelor of Agriculture Technology	10	4.19		

The table above depicts the assessment of learning based on profile. After the intervention, each group's mean increased. When classified by appointment status, regular teachers had the highest mean, while contractual teachers had the lowest. Classifying students by department revealed that the bachelor of secondary education had the highest mean, while the bachelor of science in agriculture had the lowest mean. When grouped by appointment status, there is still no significant difference in the mean responses. However, when respondents are grouped by department, the difference in means is no longer significant, implying that the intervention has helped respondents in each department improve, resulting in training for assessment of learning that is not significantly different from one another.

**Significant difference in their teaching performance group Table 11**  
**Pre-Evaluation**  
**Comparison of the Commitment and Teaching Personality based on Profile**

Profile	Groups	N	Mean	p-value	Remarks
<b>Appointment Status</b>	Contract of Service	44	4.25	.18	Not Significant
	Temporary Regular	10	4.38		
	Regular	11	4.43		
<b>Department</b>	Bachelor Science in Business Administration	27	4.15	.00	Significant BSED/BEED> BSBA/BSA/BAT
	Bachelor of Elementary Education	9	4.44		
	Bachelor of Secondary Education	19	4.51		
	Bachelor of Science in Agriculture	10	4.18		

Based on profile, the table compares commitment and teaching personality. The results show that the teachers with appointment status do not significantly differ in their assessment of learning based on student perceptions. In addition, commitment and teaching personality dictate that the teachers should encourage the students to accept responsibility for their education and also require educators to investigate unique teaching methods in order to improve students' educational experiences. However, the practical experience of teachers varies substantially by department. According to the statistics, students in the BSED department thought their teachers did a fantastic job of encouraging dedication and teaching personality, whereas students in other subjects said they did.

**PEDAL Intervention impact on the faculty's performance Table 12**  
**Post Evaluation**  
**Comparison of the Commitment and Teaching Personality based on Profile**

Profile	Groups	N	Mean	p-value	Remarks
<b>Appointment Status</b>	Contract of Service	44	4.31	.10	Not Significant
	Temporary Regular	10	4.40		
	Regular	11	4.54		
<b>Department</b>	Bachelor Science in Business Administration	27	4.33	.10	Not Significant
	Bachelor of Elementary Education	9	4.47		
	Bachelor of Secondary Education	19	4.54		
	Bachelor of Science in Agriculture/ Bachelor of Agriculture Technology	10	4.18		

Based on the profile, the table above depicts the commitment and teaching personality. After the intervention, each group's mean increased. When classified by appointment status, regular teachers had the highest mean, while contractual teachers had the lowest. Classifying students by department revealed that the bachelor of secondary education had the highest mean, while the bachelor of science in agriculture had the lowest mean. When grouped by appointment status, there is still no significant difference in the mean responses. However, when respondents are grouped by department, the difference in means is no longer significant,

implying that the intervention has helped respondents in each department improve, resulting in training for commitment and teaching personality that is not significantly different from one another.

### IMPLICATIONS OF THE STUDY

The study's findings revealed that, based on student evaluations at the end of the semester, regular status consistently ranks highest in five indicators, with the Bachelor of Secondary Education department achieving the highest mean among the four departments. The faculty performance has a significant impact on

teachers' performances. The school uses this method to continuously monitor the performance of school teachers, ensuring their performance is satisfactory. The academic council that uses faculty performance effectively can develop a successful teaching pedagogy as well as a positive and productive learning environment, resulting in enhanced academic achievement and facilitation.

## REFELCTION

In the realm of educational research, the researcher's vision went beyond teacher performance boundaries, revealing the alluring power of faculty performance in all schools. As the researchers investigated this topic, they discovered the significance of faculty performance for both academic councils and teachers. The academic council members were led by faculty performance on a journey of self-discovery and progress. With increased empathy, they smoothly stepped into the shoes of teachers, recognizing their viewpoints and experiences and adjusting their teaching pedagogy to meet their students' different requirements.

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