Teaching effectiveness: Basis for the development of assessment tool

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Abstract

Teachers have an important role to play in delivering quality education (SDG4). The quality of teaching that they deliver to students greatly affects them. This participatory action research (PAR) argues that there are gaps that need to be addressed in teaching effectiveness; (a) developing conceptual framework anchoring in common theory that served as a lens of the study, (b) measure it to ensure that students receive quality education and acquire the skills they need for national development, and (c) develop an assessment tool. This research designed a conceptual framework on teaching effectiveness based on the results of the focus group discussions with key informants (bottom-up evaluation) in selected mid-level administrators (coordinators), teachers, students, and alumni from selected sectarian higher education institutions. The researchers also developed indicators and identified items to assess teacher effectiveness through an assessment tool. Teaching effectiveness argues that key players i.e., Teacher's Pedagogy, Content, and Knowledge, Learner's performance in school, and adaptation of institutions in Outcomes-Based education are important components in a learning organization. The results revealed that the teaching effectiveness is evident in teachers who exhibit pedagogy, content and knowledge, possess good qualities, humanistic and professional approach, adopt and use varied technologies and online applications to facilitate learning, employ life integration in their lessons, anchored on the school's VMGO, program, course outcomes, and activities. It contributes to student learning. This research concludes that the indicators revealed on the PAR must be used for further research specifically in designing an assessment tool in measuring teaching effectiveness.

Keywords: Assessment tool, content and knowledge, learners' performance, outcomes-based education**,** teaching effectiveness, teachers' pedagogy

Introduction

Defining effective teachers, effective teaching and teaching effectiveness is a complicated and contentious topic (Ko, J. & Sammons, 2013). How does one measure teaching effectiveness? A teacher is considered effective when he successfully carries out his professional mission or else when he achieves the educational goals that are inextricably linked to his role (Konstantinou & Konstantinou, 2021). Ciascai and Vlad (2014) argue that an ideal teacher communicates his expectations to his students clearly, motivates students in taking initiative, and provides more knowledge. Teachers' self-efficacy is strongly linked to the evaluation of their teaching performance and students' achievement levels (Klassen & Tze, 2014). Assessment tools in measuring teaching effectiveness will surely be of great help in the field of education. Enhancing the assessment tool for teachers will develop the teachers' competence in the teaching-learning process that the students surely appreciate (Paolini, 2015). However, there are still challenges that emerge. It's not easy to come up with valid observation techniques for assessing the efficiency of carefully developed educational practices. (Polat & Cepik, 2016).

Therefore, this research paper argues that there are gaps that need to be addressed with regard to teaching effectiveness. These needs are the following: (a) look at it with a common 'lens' or common point of view or perspective in looking at the study based on a theory using a conceptual framework, (b) measure it to ensure that students receive quality education and acquire the skills they need for national development and (c) develop a tool to assess it.

This participatory action research aims to design a framework, develop indicators, and identify the items anchored towards teaching effectiveness. It will validate the gathered data from the research participants and propose an assessment tool to evaluate teaching effectiveness.

Literature review

Teaching effectiveness

The self-efficacy of teachers were strongly linked in the evaluation of the performance in teaching, that teachers' self-efficacy is marginally but strongly related to their students' success levels, while teachers' personality is modestly but significantly related to their judgment of their teaching performance (Klassen & Tze, 2014). The personal attributes of the teachers that will relate to their professional attributes. It showed that the personality of teachers are significantly connected to evaluation of teaching effectiveness which was the focus of enhancement of the existing assessment tool. Teacher education has a critical role in improving teaching effectiveness. The teachers themselves and their training are the most important and crucial aspect in teaching excellence (Sanchez et al., 2021) and the optimal teaching method was a combination of student-centered and teacher-centered approaches, as well as educational planning and preparedness. However, there are barriers which are connected to the operation of the teachers, while still others are related to rules and regulations (Bidabadi et al., 2016). These factors can be seen as well in the current study by determining the good teaching method, content knowledge and strategies that will be illustrated by the students' respondents.

Teachers who used this survey tool were extremely effective in gathering the data which showed that the output provides guidance in developing classroom practices that will cultivate the teaching and learning process (Paolini, 2015). They must also be prepared and well-versed in their subject area, design courses that reflect standards, and effectively convey

course content and objectives in order to create a competent community of learners. On the other hand, in new meta-analyses of multi-section research, Student Evaluation Teaching (SET) evaluations are irrelevant to learning outcomes, and these findings suggest that SET evaluations as a measure of faculty teaching efficacy may be abandoned. Institutions must place a greater emphasis on students' learning and success. (Uttl, White & Gonzalez, 2017). In addition, SET has a statistically significant prejudice towards female instructors and even supposedly objective parts of education are influenced by the bias. This bias varies depending on the discipline and the gender of the student; however, this bias is possible to adjust because it depends on different factors (Boring & Ottoboni, 2016). A systematic framework for designing, delivering, measuring, and evaluating instructional techniques that can help students achieve academic success in content areas was developed (Echevarría et al., 2013). Enhancing the assessment tool for teachers will develop the teacher's competence in the teaching-learning process which the students will surely appreciate and escalate learning outcomes. It will be more interactive between the students and teachers.

Teachers' pedagogy, content, technological, knowledge

Given the plethora of mental and behavioral problems that exist in the present-day mainstream classroom, educating is a tough task. Teachers face a challenging problem in accomplishing the goal and completing the learning requirements for technical content knowledge enhancement (Koehler et al., 2014). Teachers' technological pedagogical content knowledge (TPACK) is critical for incorporating technology into educational environments (Irwanto, 2021). While planning and designing 21st-century learning approaches, teachers must use the TPCK framework as a reference for competencies that need to be mastered. An innovative teaching environment is essential to aid teacher professional development in respect to instructors' TPCK. Teachers will be better prepared to deal with the world's rapid development and problems as a result (Setyosari et al., 2018). In this way, 21st century skills like information, communication, and technology skills are enhanced in view of their job in the future. In the digital age, effective teaching and learning must stress the intricate interaction of content, pedagogy, and technology understanding (Willermark, 2018). As an outcome of the shifts they encounter, teachers and students change and improve prevailing strategies and methodologies to innovation and inquiry. (Kuhlthau et al., 2015). Aquino (2022) added that articulated and attempted to influence faculty members to use technology and improve their digital skills. Many lessons need to be learned in the fast-paced phasing in the world of ICT in the new normal of education (Brinkley-Etzkorn, 2018). Integration of ICT and teacher education in particular is urgently needed.

Outcomes-based education

The Philippines was having insufficient indicators of international prominence that the Commission on Higher Education (CHED) decided the transition to an outcomes-based higher education system, developing its own diverse approach rather than following a one-size-fits-all OBE model (Castillo, 2014). Using psychological features and expectancy-value beliefs, the Outcomes-Based Education model was developed to predict students' academic progress under the OBE technique (Kanmani & Babu, 2014; Alipio, 2020). The recommended model can be applied in any course, and when performed correctly in most courses, students graduate with better qualities. These learning outcomes can be seen from the graduates as they experienced the teaching-learning process of the institution (Mahajan& Singh, 2017)

When it comes to OBE implementation, faculty have a lot of information and experience, but only a rudimentary understanding of which assessment method to apply.

Faculty members who have a thorough understanding of OBE implementation get a greater possibility of contributing to the attainment of OBE objectives through practice (Laguador & Dotong, 2014). The fundamental goal of Philippine Higher Education Institutions (HEIs) nowadays is to apply Outcomes-Based Education (OBE) in order to meet the standards of international universities and colleges. Meanwhile, current pedagogy favors student-centered teaching and learning, particularly in Outcomes-based Education, where academics serve as facilitators of learning activities rather than lecturers (Laguador, 2014). Learners are given clear objectives for achieving collective goals, and all are encouraged to participate in achieving the required output of the allotted activity. Cooperation is a vital part of unity, teamwork, and social responsibility that fosters a positive learning environment.

Teaching effectiveness is also enhanced with OBE. OBE is employed in education since it explicitly concentrates and integrates it all in a system of education on what all students must be able to perform at the end of their studies (Spady, 1994; Asim et al., 2021). It also prepares learners for their future careers, as one is a type of education that focuses on future employment (Zakaria & Yusoff, 2010).

Vision, mission, goals, and objectives (VMGO)

Stakeholders are well aware of VMGO and also have agreed to it. The vision and mission statements must show the purpose and all operations of the university must be based on the VMGO in developing program outcomes (De Guzman et al., 2018). The learners are expected to exhibit a set of competencies as part of the program outcomes, related to knowledge, abilities, and attitudes which are the course outcomes that at the end of the course, students are asked to show and perform. Likewise, stakeholders particularly students who are the center of an institution's goal, to attain the learning outcomes for them.

Teaching effectiveness is also evident if the teachers anchor their course, programs, and objectives to the school's vision, mission, goals, and objectives. The mission statement of organization is a long-term statement of purpose that separates it from other comparable businesses (Hyder & Lussier, 2016). It provides direction and focus, forming the basis for objectives and strategies, inspiring positive emotions about the organization, ensuring unanimity of purpose (Yazhou & Jian, 2011). If the teachers are anchored on the VMGO, there is an assurance of better performance among the learners and other stakeholders in the school. Organizational performance is linked to an organization's actual outcomes and results as compared to its stated aims and objectives (Richard et al., 2013). The creation of vision and vision statements demonstrates a commitment to all students' development while also ensuring that goals and objectives are clearly articulated. Most of the indicators in the study revealed that students' outcomes are very satisfactory except for teachers' professional growth (Basbas, 2019).

Teaching Assessment Tool

Teacher evaluation is being done in every education institution to measure the teachers' efficacy. Leaders in organizations think that growth-based evaluation techniques have untapped potential to assist teacher learning within teacher communities. (King & Paufler, 2020). The assessment tool revealed that they do not legitimately evaluate the competence of teachers. With this, the students contribute by giving their opinions of their satisfaction in the teaching capability of their teachers which results that the assessment tool doesn't measure the teaching capability and is used for tenure and/or promotion (Hornstein, 2017). Meanwhile, there are various literature which stresses that the teachers must also be involved in their evaluation and not merely the students and educational leaders. Good results are attained by

allowing people to widen their perspectives, including the teacher's, and by positioning the teacher as an active agent rather than a passive topic of evaluation (Gómez & Valdés, 2019).

Designing assessment tools help to enhance student learning (Eilks & Byers, 2010; Chen, & Lan, 2013) that with the appropriate use of tools, the desired learning outcomes can be achieved. There is a need for assessment tools to measure teaching effectiveness. We will be more effective in weeding out bad performers while keeping and developing qualified faculty and managing the instruction if we grade our faculty more correctly using valid tools (Ngoh, 2018). The two challenges encountered were the possibility of creating a self-assessment instrument that can be used by teachers in all contexts, as well as the extent to which they are able to appraise their own abilities without regard to the context in which they work (Borg & Edmett, 2019). Conducting evaluation of the self-developed tool helps to test the validity, reliability, scope, and limitation of the assessment tool.

Research objectives

This participatory action research designs a conceptual framework on teaching effectiveness from the findings of the focus group discussions with key informants (bottom-up evaluation). The researchers developed indicators and identified the items to assess teacher effectiveness through an evaluation tool.

1. Design a framework, develop indicators and identify the items anchored towards teaching effectiveness.
2. Validate the framework from the research participants by discussing and showing it to them.
3. Propose an assessment tool to evaluate teaching effectiveness.
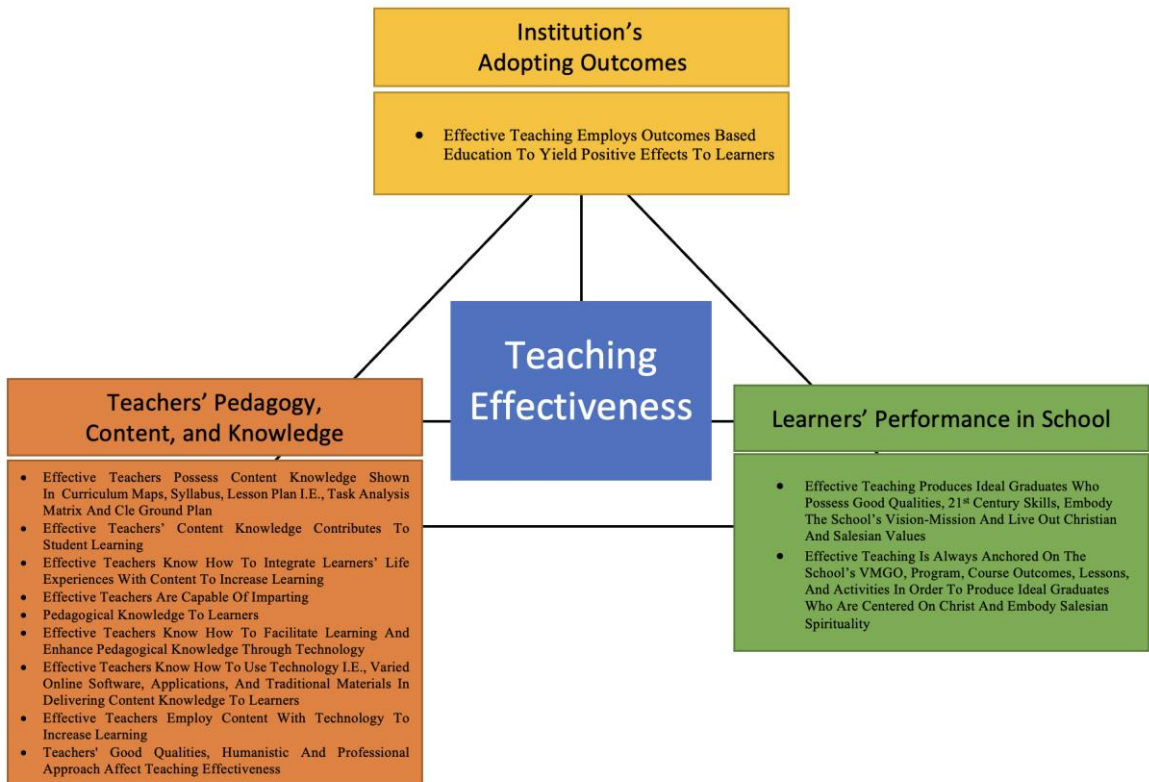
Conceptual framework

Teacher effectiveness is usually expressed in terms of a focus on academic outcomes as well as the instructor practices, attitudes, and classroom practices that help students achieve better results. (Ko & Sammons, 2013). Improvement in student learning and teaching process are manifestations of teaching effectiveness which are being realized in every learning organization.

This study anchored in the study of Peter Senge (1990:3) defines a learning organization as a place where people are constantly learning to achieve their full potential, in which fresh and broad patterns of idea are evolved, where collaborative ambition is unleashed, and where people are regularly widening their potential to produce the outcomes they truly desire. In addition, the vision of Peter Senge (1990) in the learning organization was a group of people who are passionate in improving the ability to create what they desire has had a huge impact. This pertains to teachers who are part of the learning organization. Their teaching effectiveness is crucial in educational institutions where continual learning occurs. Effective teaching requires a variety of learning styles and mindsets (Ginting, 2017) and teachers' self-efficacy is strongly linked to their evaluation of their performance of the teachers, that teachers' self-efficacy is modestly but significantly linked to students' achievement levels, and that teachers' personality is modestly but significantly linked to their assessment of their teaching performance (Klassen & Tze, 2014).

Teaching effectiveness takes into consideration the interplay of three key players: teachers, learners, and institution's adopting outcomes-based education as seen in this conceptual framework. The most important people or items in a certain organization, event,

or circumstance are called key players. With this, the three key players are the focus of determining the teaching effectiveness. One of the important players is the institution's adopting outcomes-based education, which focuses on the program and course outcomes of students to determine if the teachers' TPCK and learners' performance were met.

Institution's Adopting Outcomes

- Effective Teaching Employs Outcomes Based Education To Yield Positive Effects To Learners

Teaching Effectiveness

Teachers' Pedagogy, Content, and Knowledge

- Effective Teachers Possess Content Knowledge Shown In Curriculum Maps, Syllabus, Lesson Plan I.E., Task Analysis Matrix And Cle Ground Plan
- Effective Teachers' Content Knowledge Contributes To Student Learning
- Effective Teachers Know How To Integrate Learners' Life Experiences With Content To Increase Learning
- Effective Teachers Are Capable Of Imparting
- Pedagogical Knowledge To Learners
- Effective Teachers Know How To Facilitate Learning And Enhance Pedagogical Knowledge Through Technology
- Effective Teachers Know How To Use Technology I.E., Varied Online Software, Applications, And Traditional Materials In Delivering Content Knowledge To Learners
- Effective Teachers Employ Content With Technology To Increase Learning
- Teachers' Good Qualities, Humanistic And Professional Approach Affect Teaching Effectiveness

Learners' Performance in School

- Effective Teaching Produces Ideal Graduates Who Possess Good Qualities, 21st Century Skills, Embody The School's Vision-Mission And Live Out Christian And Salesian Values
- Effective Teaching Is Always Anchored On The School's VMGO, Program, Course Outcomes, Lessons, And Activities In Order To Produce Ideal Graduates Who Are Centered On Christ And Embody Salesian Spirituality

Assumptions

This research is guided by the following arguments:

Teaching effectiveness argues that key players; Teacher's Pedagogy, Content, and Knowledge, Learner's performance in school, and adaptation of institutions in Outcomes-Based education are important components in a learning organization. It will be the basis of a proposed assessment tool for evaluating the teaching effectiveness. It encourages members in learning organizations to continue to learn, resulting in increased efficiency and innovation (Reynolds & Ablett, 1998; Finger & Brand 1999; Armstrong & Foley 2003).

Key player 1: Teachers' pedagogy, content, and knowledge.

Teaching effectiveness claims that TPACK framework which includes technological pedagogy, content, and knowledge are important aspects in assessing the teaching effectiveness that are connected to improve student's learning and achieve the program and

course outcomes. There are other teacher factors which contribute to their effectiveness. It will also include their good qualities and approaches that affect teaching effectiveness.

The TPACK (Technological Pedagogical Content Knowledge) approach emphasizes how content knowledge, pedagogy, and technology interact to help teachers teach more effectively. The intricate interplay of three basic forms of knowledge: content (CK), pedagogy (PK), and technology (TK) lies at the heart of the TPACK paradigm. Further, the TPACK framework emphasizes the types of knowledge that exist at the intersections of three basic forms (Koehler, 2012).

It resonates with one of the disciplines of Peter Senge i.e., Personal Mastery. People who have a high level of personal mastery, he claims, are always learning. Teachers' ought to be in a continual learning mode to achieve teaching effectiveness for learning outcomes.

Teachers' Good Qualities, Humanistic and Professional Approach affect Teaching Effectiveness must also be considered in evaluating teaching effectiveness. Based on the qualitative data gathered from the key informants, the teachers' good qualities, humanistic and professional approach also affect teaching effectiveness.

Key player 2: Learners' performance in school.

In view of producing an ideal graduate's vis-a-vis school's VMGO, it can be exemplified if learners are able to exhibit a set of competencies as part of the program and course outcomes. It finds similarities with Peter Senge's Team Learning. Its goal is to improve the group's ability to achieve targeted outcomes. The gauge of teaching effectiveness is seen among the learners who are part of the team/ learning organization.

Key player 3: Institution's adopting outcomes-based education.

It contends that program and course outcomes will be achieved if the attributes of the Higher Education Institutions ideal graduates vis-à-vis VMGO are being used as a foundation for outcomes and teaching effectiveness founded in pedagogy, content, and knowledge. It finds resonance in one of the disciplines of Peter Senge: Building a Shared Vision. He emphasizes that the ability of members to hold a shared vision of the future is critical to the success of a learning community (vision).

Teaching effectiveness takes place if the teachers' pedagogy, content, and knowledge as well as their good qualities and approaches contribute in attaining competencies or student outcomes in view of producing the ideal graduate vis-a-vis the institution's VMGO. An assessment tool will aid in measuring and evaluating teaching effectiveness.

Methodology

The research methods that were used in this participatory action research were focus group discussions with selected professors, college students, and alumni from a selected sectarian higher education institution and evidence of student achievement. Purposive sampling used to get data and it consist of 5 research participants each category. This action research designed an assessment tool for teaching effectiveness anchored on the conceptual framework created by the researchers with the 3 key players; teachers' pedagogy, content, and knowledge, learners' performance, and institution's adapting outcomes-based education. Focus group discussions (FGD) are used to gathered the necessary data which are a type of qualitative research. The method's name encapsulates its primary qualities, which include a focus on specific concerns among a set bunch of participants engaging in a collaborative conversation (Hennink, 2013). In addition, the interview guide used in FGD was undergo in expert

validation to secure the scope and limitations of the questionnaire and assure that it will answer the objective of the study. This tool will be used by those who will conduct classroom observations with teachers. The framework was validated through data triangulation for the interpretation of the data and to derive conclusions. In addition, the utilization of the proposed assessment tool will be an avenue for evaluating teaching effectiveness based on the identified indicators and items from the three key players.

Result and discussion

Teaching effectiveness

Existing literature has varied definitions of teaching effectiveness. Authors claim that teaching effectiveness takes place and is evident with effective observable behavior of learners during lesson delivery as seen in classroom observation (Ko, 2010). The teachers' efficacy is proven whenever there are positive student outcomes as seen in their behavior and progress.

Teachers who organize methodically, use learning resources, explain goals to students, routinely assess students' outputs, and employ a variety of teaching styles are more effective. They make the most of study time and employ consistent educational methods (Stronge, 2015). Effective teachers are regularly preparing their lesson plans because it is concrete proof of a well-prepared lesson hand in hand with appropriate learning materials and diverse teaching strategies. They use their time wisely to ensure student learning. Little, et.al. (2009) affirms that student progress is seen in the improvement on student achievement scores happens if there is teaching effectiveness. It is equated with an impact on the performance of students with regard to classroom process which includes teachers' methods, expectation, classroom organization and use of resources in the classroom (Campbell et al., 2004). It also covers teachers' characteristics, competence, performance, behavior, training as well as the learners' experience, learning outcomes and characteristics (Medley, 1982). Consistency of teacher effects, such as time stability, subject consistency, stakeholders' differentiation with needs, and working conditions connected to teaching roles, all contribute to teaching effectiveness (Campbell et al., 2004). It also includes teacher evaluation and professional development (Cheng & Tsui, 1996).

Teaching effectiveness is significant in the process of learning in the classroom setting. It is the center of the framework as it supports continuous learning of the students, effectiveness and efficiency of teachers, and innovation of institutions. Existing literature claims that there is complexity in measuring teaching effectiveness since there are a lot of factors that must be considered and we cannot merely rely on a single theory and limited factors (Kelcey, et. al, 2013). The question of measuring the effectiveness of schooling is crucial (Opletalová, 2018). When determining the effectiveness of education and training, both the result and the process of education and training are assessed from the perspective of defined and expected goals, as well as from the viewpoint of return rate of costs on this process (Skalka 1989).

Objective 1. Design a framework, develop indicators and identify the items anchored towards teaching effectiveness.

The designed conceptual framework of this study includes the three key players i.e. (1) teachers' pedagogy, content, and knowledge, (2) learner's performance in school and (3) institution's adopting Outcomes-based Education. The indicators were drawn from the results of the focus group discussion that are anchored on teaching effectiveness.

Key player 1: Teachers' pedagogy, content, and knowledge contributes to student learning

Teachers have an active role in the process of teaching and students' learning. Since there is a wide array of dimensions about the teacher, this study will focus on **technological pedagogy, content**, and **knowledge** as the basis for teaching effectiveness. It will use TPACK as its framework in assessing teaching effectiveness of the teachers. The TPCK Framework is one of the indicators that the researchers want to look at to determine the relationship of framework to the teaching effectiveness in one institution. This will help to attain the learning outcomes of the learners whether program or course outcomes.

Results show that the teachers' pedagogy, content, and knowledge contribute to student learning. The teacher's pedagogy is evident with the varied teaching strategies that are being employed in lesson delivery. The teacher's content knowledge is shown in the lesson preparations evident in the curriculum map, syllabus, and lesson plans. The teacher's technological knowledge is evident with the use of technology such as computer software and applications.

On the response of the participants, content knowledge (CK) is evident in Curriculum Maps, Syllabi, Task Analysis Matrix, and Christian Life Education Ground Plans. It explained that CK is defined as the knowledge of the teachers in the subject area without looking at the teaching technique and strategies (Chai et. al, 2013).

Curriculum map and syllabus:

In the process of teaching, the teachers must know how to make curriculum maps and syllabus that will be set as their guide of delivering instructions to students. All students' participants agreed that their teachers present the course syllabus in the beginning of the semester or classes which was agreed by A3. The objectives are clearly stated to them (C1, T4). The C1 and C3 always find and gather updated references in planning their lesson while C2 and C4 outline their lesson and think of the strategy that they will use. In addition, they provide a timeline for the accomplishments of the lesson (C5, C3, &C2). This timeline makes the teachers strategize how they will deliver and attain the goal of the lesson. After, teachers must conduct assessment to be able to determine if the objectives were attained by the teachers.

For non- CLE (Christian Life Education) subjects:

TAM (Task Analysis Matrix using 5Es / Lesson plans)

Every teacher has their own strategy in outlining and delivering their lesson but there is a certain practice or process that always includes it, the Task Analysis Matrix (TAM). It is to develop a competence and evaluate the necessary that could break down a particular behavior into simple but yet achievable. Teachers 1 emphasized the use of the 5Es Model in particular to engage, elaborate, explain, and evaluate. They must focus on the interest and needs of the students (T2 &T3), interdisciplinary (T1 &T4), and more on class demonstration (T5).

For Christian Life Education (CLE):

<u>*Lesson planning/ Ground plan*</u>

*Sources: Sacred Scripture and Church Tradition/ Teachings C4

In teaching CLE, the grounds or lesson planning focused on the sacred scripture and church tradition which was emphasized by the Coordinator 4. C4 stated that "*In outlining the lesson, three important points stated with equal treatment namely; sacred scripture, sacred tradition, and life experiences of the students*".

Structure of Christian Life Education (CLE) ground plan:

A1 revealed that in CLE class, it utilizes ground plan as stated that "*We use ground plans (blueprint of our lessons) with topics and activities related to the lesson, planning, looking for references for the content, performance activities, we have to be flexible in putting other activities, we also consider the personal experiences of students before, during and after the lesson as we outline the lesson".* Moreover, T3 agreed that they follow the ground plans as stated that *"we are following the matrix that we called Ground Plan po, so this is divided into five the context/motivation, exposition, church teaching, integration, summary".* Life integration is part of the CLE Methodology which was clarified by T3 and agreed by S3.

The results of the responses of the participants really showed that the teachers must have content knowledge that will be the grounds of making curriculum maps, syllabus, and planning the lessons of the teachers. This is also the basis of the learning activities and strategies depend on the teachers' flexibility and creativity and how the teacher will deliver instructions.

Content knowledge: Effective teachers' content knowledge contributes to student learning

The content knowledge of the teachers has an impact on the student learning, the positive effects.

Positive effects of teachers' content knowledge

The knowledge in the course content contributes to teaching effectiveness, it is the guide of the teachers as they plan activities and strategies which result in positive effects in part of the students. Students' participants all agreed that teachers must master their course content and the effectiveness of the lesson will be based on the teacher's effort in studying before the class hours as reiterated by C3 and C4. In addition, the CK of the teachers are the foundation of instruction and planning, teachers' guide in delivering instructions and assessment. The effort of the teachers serves as a catalyst to facilitate learning which will be the basis of learning activities of the students, helps them to think critically and have active interaction in the classroom discussion, and participates in activities whether independent or cooperative learning. In addition, teachers encourage students to engage in research and provide solutions to those problems, clarify things for the developmental, holistic and lifelong learning. C1 stated that *"Course content serves as a guide for the teachers to avoid congestion of the topics in accordance with the time period in every class. It helps to plan the lesson"* which was reiterated by C2 as stated that *"If you have course content, it means you have a plan, and you have a system. Both teachers and students have an end goal. You will have output if you have*

a system, and both have goals". In part, S2 agreed that it helps in making students engaged in the lesson and student is the centered teaching strategy of the teachers. In addition, S3 also agreed as mentioned that "it is a proof of our teacher's mastery of the content since she is able to answer all inquiries and helps us align our thoughts and clarify certain things so that students can achieve authentic learning".

It is very evident that the teachers possess the content knowledge, it will contribute positive effects in the learning of the students. Participants all agreed that the planning phase is the important thing in delivering instructions. Teachers' content knowledge is the most important (A1). Without it, the teacher will not be able to execute the course content nor plan the strategies. It is a non-negotiable skill for teachers to become effective because teachers' knowledge in the course content is very important. Teachers must master the subject they taught. C1 stated that *"We cannot give what we don't have"*. Teachers encourage critical thinking, provide activities that lead to learning by doing independent or group activity, and nurture research.

Content knowledge and life experiences: Effective teachers know how to integrate learners' life experiences with content to increase learning

One of the strategies of the teachers is that they integrate the content, performance tasks, and application in the real-life experiences of the students. Respondents all showed that in the process of learning, teachers always integrate the students' life experiences in the discussion of course content. The teachers always find ways to integrate the context of the lessons to the life experiences.

Positive effects of integrating content with learners' life experience

There are positive effects in integrating the students' experiences in the content of the discussion which was reiterated by the participants that it enhances learning and makes the lesson more contextualized and engaging.

Areas where integration of content and learners' life experiences can take place

The integration of life experiences of the students to the content of the lesson were shown in the performance tasks and application in life, technology used as a springboard for motivation, discussion, and assessments. The teachers used to integrate life experiences to the content of the lesson. Respondents agreed that it is applicable in the process of learning.

It enhances learning and makes the lesson more contextualized and engaging. C3 affirmed that technology is applicable and it serves as a catalyst. Technology used as a springboard for motivation, discussion, assessments. This is applicable for them to learn better and improve the student's understanding with the use of technology. In addition, A1 stated that technology is a catalyst that speeds up change in the learning of the students. They integrated it by giving activity to the students (C4) and within the motivation and discussion (C5). Meanwhile, it stated by S1 and S2 that some teachers show videos that are related to the topic and integrate it in the lesson. S4 attested that video makes a lesson more engaging and creates strong images in students' life. They also conduct assessment through various applications and software (A1; A2). Technology is being used by teachers to connect with their students, facilitate learning and make it more collaborative (S5). In addition, use of technology deepens the students' learning and realization, engages the students even virtually (S1, S2, S3, and S4). Meanwhile, C3 believed that *"absence of technology will not stop*

learning because learning can happen anytime and everywhere". Technology can just enhance content in the whole teaching-learning process.

Teachers' knowledge in the content shows that it helps them to deliver the instructions easily and can integrate the students' experiences and technology to become more interactive, motivated and enhances the learning. In this way, the teachers become effective teachers. In checking the integration of the content in the use of technology to the life experiences, we can determine it in the use for the process of learning and not just the mere use of application.

Pedagogical knowledge: Effective teachers are capable of imparting pedagogical knowledge to learners

Pedagogical Knowledge (PK)

The teachers PK are focused on the strategies, techniques and methods used in delivering instructions. It is more on educational theories and learning evaluation without considering the references of the content. The teachers' pedagogy has very important aspects that need to be considered in student's learning. T1 affirmed that the strategy must vary to cater the different needs or multiple intelligence of the students. And it was revealed by the respondents that the teachers must have mastery of the lesson with a heart which was reiterated by C1. Teachers are having deep knowledge about the teaching profession, prepared in classroom discussion, ability to simplify the lesson, pragmatic in the means of more realistic applications, always eager to acquire professional learnings, and ability to adjust in the needs and learning style of the students.

Furthermore, C5 stated that teacher's pedagogy will increase learning and it must be based on the student's way of learning and teachers are responsible to adjust to the students way of learning. Respondents also agreed that teachers' pedagogy are a very important pillar to succeed the teaching- learning process especially for the teachers because it contributes to effective learning and efficient dissemination of information that caters the students' intelligences and learning styles (T3). On the other hand, C5 didn't not agree as the statement said *"I would say that there is no exact strategy for all".* Strategy will depend on how the students react to the topic which shows a different learning style, the way they cope with the lesson, and the external-internal factors that need to be considered, *"There is no one shoe that fits all strategy types".*

Positive effects of pedagogical content knowledge to learners

There is a positive effect where the knowledge of the teachers in the content combined in the teachers' pedagogy, or the strategies used in teaching. It results in learning outcomes and effective learning because the students easily understand the lesson. This is an effective way of information dissemination; teachers can simplify the lesson. It encourages the students to participate in a more interactive discussion that develops their communication and collaboration skills. It also generates questions on the part of the students, the teachers provide solutions, and it becomes more engaging. The very helpful way was the teachers were guiding their students to develop holistic formation and experiential learning by sharing experiences and life application. This became a routinary activity of the teachers.

Effective teachers possessed pedagogical content knowledge. They have a heart in teaching that will lead them to master their lesson and develop their pedagogical knowledge for their students which is the center of teaching and learning process. They master and can

simplify their lesson. In addition, teachers are always eager to continue their personal and professional growth. Teachers are prepared and pragmatic in the process of learning.

Pedagogical knowledge: Effective teachers know how to facilitate learning and enhance pedagogical knowledge through technology

Positive results of facilitating learning

In facilitating learning, there are a lot of positive results which are very evident. It enhances learning and abstraction, checking of grammar, creativity and collaboration, and encourages lesson integration and creative presentation. In the time of pandemic, there have been abrupt changes in the teaching modalities, and it has been shown that in the education system, it facilitates learning through online. Teachers make the lesson fun, motivational and engaging, wider integration of lessons, adapts to students' needs and interest in the choice of technology must be suited to the lesson and evaluation to become engaging that enhances 21st century skills.

S1 stated that they adapt to the needs of the students by using the technology applications to enhance learning, creativity and collaboration. In addition, S4 stated that the use of technology enhances interest in the subject especially if there is music and video. They are being engaged because of the visuals. C5 stated that *"Integration of technology enhances the discussion, and it helps the teachers to assess the students' performance"* which was reiterated by C2, C3, and C4. A1 added that technology does not pertain to gadgets, but it also includes the instructional materials of teachers that they can manipulate and T2 affixed that students learn more if teachers use interactive videos.

Technological Pedagogical Content Knowledge (TPACK): Effective teachers know how to use technology

There are a lot of software and applications that the teachers employ in the teaching and learning process, even the traditional materials. TPCK is not only utilized as a framework for measuring, but it also plays an important role in the development of critical teaching abilities. Our educational system faces a major need in enhancing teachers' abilities to integrate technology-mediated learning into their teaching in today's professional teacher development initiatives.

Online software

They tend to use video conferencing applications such as Zoom for break-out rooms, virtual reactions, Google classroom and institution's LMS.

Online applications

They also use online applications like ka hoot, mentimeter, quizzy, spotlet, word wall, jam board, virtual and interactive PowerPoint, music, videos, bible stories, and Geogebra.

Traditional materials

Teachers also used chalkboard, calculator, and traditional games as traditional materials and strategy for getting the attention of students and learning even using the old ways.

These technologies enhance the learning of the students with proper choice of technology that is suited to the lesson. It widens integration of the lesson, facilitates online meetings, makes the lesson more fun, motivational and adapts to the needs of the students (S2). It showed the creativity of the teachers and helped to build collaboration in the class setting. S5 affirmed that technology makes it easier for them to do their tasks and connect to their teachers. This was attested by S4, it states that *"use of technology enhances our interest in the subject particularly if there is music and video; we are being engaged because of the visuals especially with the applications'.* Technology is inseparable in the teaching-learning especially in this modern era. The relationships of teachers' knowledge in using technology and integrating to course content will show the effectiveness of the process delivering instructions to the students particularly in the time of pandemic where the mode of teaching abrupt changes in using technology whether synchronous or asynchronous class.

Technological knowledge: Effective teachers employ content with technology to increase learning

Positive effects of integrating technology with content

There are various positive effects when teachers integrate technology with the content of the lesson. It results in student's learning, interactive discussion, achievement of the aligned objectives, and enhances teaching pedagogy. There is room for processing of lessons, deepening, clarification, creativity and updating. It makes the students listen and be interested in the lesson. It develops skills and enhances the approaches of the teachers.

Teachers' good qualities, humanistic and professional approach affect teaching effectiveness

Teachers' good qualities, humanistic approach

There are other factors that must be considered in evaluating teaching effectiveness. Based on the results, these are good qualities and humanistic approach that affect teaching effectiveness: passionate (C3, A1), inspires (T5), communicates (A2, A3), witnessing (A3), psychosocial capacity (A1), friendly (A1), personalized (A1), reaches out (T1), student-centered (C3), Guide (T2, S3), devoted (T4), very passionate (T5), dedicated (A2), with empathy (T3), ready to respond (S1), motherly (S1), uplifts the lives of students (S1), committed (S2), flexible (S2), patient (S2), person-oriented (S3), sensitive to learners' needs (T5), responsible (A1), and mission-driven (A3).

These characteristics are being highlighted in the Philippine Professional Standard for Teachers' Learning Environment (Domain 1). They are instrumental in building a fair learning environment (Strand 2.2), support for learner participation (Strand 2.4), and management of learner behavior (Strand 2.6).

Teachers' professional approach

The teachers' professional approach also affects teaching effectiveness. The key informants mentioned the following: work etiquette (C4), continuous learning, professional development (T4), and training (T5), methodology, classroom management (A1), contextualizes and simplifies lessons with the students (s3), goal-oriented (C3), competent (A3), deep knowledge

about teaching profession (S3), positive results of students' assessments outputs (S2), skills developed among students (S2) and students' evaluation of teachers (S2).

These teacher qualities are being highly stressed in the Philippine Professional Standards for Teachers i.e., Personal Growth and Professional Competence (Domain 7). It upholds the dignity of the teaching profession.   Personal and ethical competences are also part of the level descriptors of the Asean Qualifications Reference Framework.

Therefore, there is a need to consider the above-mentioned teacher qualities and approach because they also contribute to teaching effectiveness.

One of the key requirements for becoming a certified teacher in the twenty-first century is mastery of technological pedagogical content (Ufuk, 2021). In today's professional teacher development activities, our educational system faces a great need to improve teachers' capacities to integrate technology-mediated learning into their instruction. TPCK is used not only as a framework for measuring but also as a tool for developing critical teaching abilities. Teachers include technology in delivering instructions and content of the lesson for them to increase learning of the students. In addition, they also integrate the experiences of the students in discussion by relating their lives in the content of the lesson which shows that it motivates learners to participate in class and learn more. In this way, the teachers were considered effective.

Furthermore, teaching strategies, course content, and teachers' knowledge helps the students to understand the lesson by an interactive discussion and open communication with each other. The teachers' content knowledge and pedagogy are being reiterated in the Philippine Professional Standards for Teachers (Domain 1). It is also included in the Asean Qualification Reference Framework's (AQRF) level descriptors i.e., Cognitive and Functional Competence.

Teachers are encouraged to share their experiences and life application, assess their performance, establish good routines, and collaboration for effective learning. T5 stated that *"A gauge that students learned the lesson is when they are able to practice it in real life"* which shows the outcomes of learning of the students and C5 added that *"Strategies must be in the interest of the students"*.

Key player 2: Learners' performance in school

The students are at the center of the educational process. Philippine higher education institutions face a unique challenge in producing Filipino graduates who can actively engage in their communities, contribute to nation-building, and be productive and competitive in their field in the global community (*CHED Handbook on Typology, Outcomes-Based Education, And Institutional Sustainability Assessment).*

An HEI's institutional goals or outcomes, such as the kind of graduates it produces and the impact it has on society, should be determined by its vision and purpose. The ideal graduates' attributes will serve as the foundation for the outcomes. Therefore, this study will look at the school's attributes of ideal graduates which are aligned with their respective VMGO.

Results show that teaching effectiveness affects learners' performance in school. The teachers' good qualities, their integration of 21st century skills, embodiment of the school's vision and mission statement as well as their living out of Christian and institutional values have an effect on every learner because it will help them to become the ideal graduate that the school envisions them to be.

Effective teaching produces ideal graduates who possess good qualities, 21st century skills, embody the school's vision-mission and live out Christian and Salesian values

The selected sectarian school where the study was conducted caters to Kinder up to college students. The key informants consist of educational leaders, educators, college students, and college alumni. Being a teacher education institution, the Vision-Mission statement of the College Department is focused on being future Salesian educators. This will serve as the reference of the respondents' response with regard to being aligned with the school's VMGO.

Vision

As a professional school, we envision a Christ-centered Salesian institution for the formation of the educators in the faith at the service of the young, especially the poor, and the disadvantaged of today's society

Mission

In the educative style of Don Boco and Mo. Mazzarello which has its source in the heart of Jesus, the Good Shepherd; with the accompaniment of Mary Help of Christians, we commit ourselves to education in the faith that is rooted in the Person of Christ and His Gospel and founded on Catholic doctrine, morality, and worship.

Core Values

Christian Conscience, Servant Leadership, Stewardship, and Lifelong Learning

Integration of Christian values

The key informants mentioned that teaching effectiveness results in the learners' integration of Christian Values like being a Christ-bearer and a Good Christian imbued with Christian conscience. Being a Christ-bearer (S2) and Good Christian with Christian Conscience (C1, C4, C5, T1, & T4) are the results of a systematic Christian Life Education program in the selected sectarian school where the study was conducted. The College students are taking up religious and values education subjects. The educational leaders, educators, and staff also have their regular catechetical formation and Good Day Talks. This is part of Catholic Doctrine i.e., getting to know one's Catholic Faith. But it does not stop there. Their Catholic Faith empowers the educating community to be of service to others. This is Catholic Morality. One's love for Christ inspires them to love and serve their brethren, especially the needy. They are also given moments where they can deepen their love for God through Eucharistic celebration, reflection on the Word of God, and prayer moments. This is Catholic Worship. These are what the school offers so that the educating community can integrate Christian values. The teachers also integrate values in their daily lessons. They also serve as good role models which the young can emulate. They embody what is written in the Code of Ethics for Professional Teachers.

Integration of Salesian values

The respondents signified that there is embodiment of spirituality i.e., Salesian spirituality (S4) in Salesian schools, being upright and honest citizens (C1, C2, C4, C5, T1, &T4) as Don Bosco reiterated, as an effect of teaching effectiveness.

Being Good Christians and Honest Citizens is the goal of the Salesian educational system of St. John Bosco. For him, it is not enough that the students and graduates are very bright. They must be good Christians and honest citizens even after their graduation. They must embody these ideals even if they already have their respective families, community, and even in their workplaces.

Hence, the Salesian Spirituality is being inculcated among the young through the Salesian Youth Movement. It is made up of different religious and interest youth groups. Their educators guide them in their interests. They also inculcate in them Salesian values. Salesian formation also takes place in their respective youth groups every Friday. It is also here where they build friendship, collaboration, and communication (21st century skills).

They are also socially responsible (C2 & C5). Being socially responsible is one of their school's core values. Joyful service is part of their Salesian spirituality and Christian morality which is the doing faith. The college students have their outreach service in the oratory, parish, and public schools as catechists. It is stipulated in their Mission statement i.e., being educators of the faith at the service of the young, especially the poor and marginalized. This is how social responsibility is being honed among the students. It is also part of being Good Christians. 21st skills i.e., Communication and collaboration are also being inculcated whenever they do these tasks. Critical thinking and being lifelong learners are also being strengthened whenever they will prepare activities and catechesis (lessons). These specific tasks are being done by the teachers.

They were able to embody the vision-mission since they got familiar with it. It is being recited every day after the morning prayers in school. It is also being integrated in the lessons as seen in the teachers' lessons as well as in the daily Good Day Talk after the morning prayer. Good day Talk is a Salesian tradition started by St. John Bosco. He gave good thoughts and inspirational messages to his young students which they will ponder during the day. In this way, their young minds will not give in to idleness and bad thoughts.

Every educational institution does not merely produce graduates who are academically excellent but deplete with values. There must be a holistic approach in education (Education 2030). There should always be values integration in its educational endeavor. Data shows that teaching effectiveness is attained once the school is able to produce graduates who imbibe social and Christian values and good qualities as well as the spirituality that the school has.

One of the key players in our conceptual framework is the learners' performance in school who can engage in the community meaningfully. This can be attained by being socially responsible and able to serve. It is also shown once they are able to exhibit the competencies stipulated in the program and course outcomes like possessing 21st century skills i.e., critical thinking and communication skills. It finds resonance with the Philippine Professional Standards for Teachers which is setting appropriate learning outcomes that are aligned with learning competencies (PPST 4.2 Domain 4 Curriculum and Planning). Learning outcomes is one of the components of the Asean Qualifications Reference Framework (AQRF). It emphasizes the results of learning. Critical thinking belongs to AQRF's level 6 on Knowledge and Skills and Referencing Criteria No. 5. Data also shows the importance of being lifelong learners (SDG4, Education 2030) where learning does not end once they graduate but in being able to search new forms of knowledge as long as they live.

It is also shown in the living out of the school's vision and mission statement as well as the core values (C4, T2, T3, & T5). Since the study was conducted in a private sectarian school, data showed its core values, which include Gospel and Salesian values which are intertwined with each other. The success of every educational institution is measured with the realization of its vision, mission and values (Calder, 2014).

Effective teaching is always anchored on the school's VMGO, program, course outcomes, lessons, and activities in order to produce ideal graduates who are centered on Christ and embody Salesian spirituality

Effective Teaching is evident whenever the school's VMGO, program, course outcome and activities are aligned which result in holistic learning. It takes place whenever educational leaders provide teacher training on school programs, course outcomes and activities.   Once equipped with this knowledge, the teachers would transmit and integrate it with his/her lessons and other activities. There is an institutional sensitization from educational leaders towards the learners and other stakeholders. The results of the focused group discussion revealed that most of the respondents integrated the school's Vision, Mission, Goals and Objectives (VMGO) as well as the alignment and achievement of goals in the teaching process to produce ideal graduates, interdisciplinary links. VMGO is the basis and foundation of school activities (S2). The goal is to build a relationship with Christ and embody Salesian spirituality (A2).

VMGO

The school's VMGO serves as the basis and foundation of school activities (S2). Respondents exposed that all its undertakings which include the program, course outcomes, and activities are anchored in the VMGO. Since the teachers are aware of the school's VMGO, they are able to integrate it in their course outcomes and lessons. Majority of the respondents mentioned that they are using TAM (Task Analysis Matrix) as a guide in their lessons. It clearly stipulates how VMGO is integrated in every lesson.

Goal

Majority of the key informants highlighted the fact that teaching effectiveness may happen if the teachers are able to empower the learners in building relationships with Christ and embody Salesian spirituality (A2).

Program

Effectiveness in teaching also involves planning, implementation, evaluation of school programs (C1, C2, C3, & C5). There is a unified transmission and communication with regard to the school's program from the school head, teachers, learners and other stakeholders.

Course outcomes

Effective teaching and learning happen whenever teachers prepare lesson plans that are anchored in the school's vision, mission, core values and profile which was agreed by the respondents. They are able to have a harmonious integration of these elements in one's delivery of lessons.

Activities

Respondents also believed that effective teaching happens when school activities are anchored in the program and course outcomes. This pertains to academic and co-curricular activities which aim to form the learners in a holistic manner.

Integration and alignment

The respondents stressed that there is integration of VMGO as well as the alignment and achievement of goals in the teaching process to produce ideal graduates. It is clearly shown in the TAM (Task Analysis Matrix) which the teachers personally prepare for their lessons and other activities. They are also able to have interdisciplinary links with other subjects where they integrate the same VMGO in another dimension. This makes the lesson very rich, engaging, and interesting.

The learners' performance in school (Conceptual Framework Key player No. 2) includes the integration of its school's VMGO in the lesson. Data shows that there is evident integration of the VMGO in the learners' lesson. The achievement of goals corresponds to the attainment of learning outcomes (AQRF Referencing Criteria No. 5, Education 2030). Therefore, educational institutions must ensure the integration of the school's VMGO in the lessons as seen in the teacher-made lesson plans that are checked by their corresponding academic affairs or subject area coordinators.

The Conceptual Framework mentioned the learners' performance in school (Key Player no. 2). It includes the alignment of what they ought to learn in school which highlights the importance of the alignment which must take place in its VMGO, program, course outcomes, and activities.

The goal of teaching effectiveness as seen in the alignment of program, course outcomes and activities are quality education (SDG4, Education 2030). Teaching effectiveness is being measured to ensure the attainment of quality education. It includes teacher training (Education 2030). Jaiswal (2018) stresses the importance of constructively aligning course outcomes, activities and tasks in boosting the accomplishment of students in their learning outcomes. That its constructive alignment fosters the teaching and learning processes. Hence, every educational institution must ensure the constructive alignment of its program, course outcomes, and activities at all times. In this way, holistic learning is ensured that will lead to the attainment of quality education.

Key player 3: Institution's adopting outcomes-based education

The Commission on Higher Education (CHED) defines outcomes-based education (OBE) as a technique for focusing and organizing the learning environment towards what all students must understand, appreciate, and be able to accomplish in order to achieve a desirable level of competence. Learners are expected to demonstrate a set of competencies as part of the program outcomes in the Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment, which are the course outcomes that students are expected to demonstrate at the end of the course.

Moreover, Higher Education Institutions (HEI) operations are centered on their VMGO. The vision and mission statements must show the purpose (De Guzman, Estira, Arquillano, & Ventayen, 2018) as agreed by Nozaleda (2019) that all operations of the university must be based on the VMGO in developing program outcomes. In addition, it was reflected on CMO No. 37, 2012 that the statements are the long–term view of the academe as well as the environment where it operates which anchored the learning outcomes of the students. It also covers the major reason for its creation, its long-term role and prominence, and the steps it will take to achieve its goal.

Therefore, this study looks at the Program and Course Outcomes that are stipulated in the CMOs per course to make the outputs more tailor-made for the students. It will also be aligned in the institution's VMGO.

Results show that Outcomes-based education helps in achieving teaching effectiveness and has positive effects on learners. It helps the teachers to become more focused since they would always refer to the outcome and anchor their lessons and activities on it.

Effective teaching entails employing outcomes-based education to yield positive effects to learners

Importance of OBE in the teaching and learning process

Results show that the Outcomes-based Education is important because it is focused on the learners' needs and outcomes (T1), measures teacher effectivity and learning (T3), helps in shaping career success (T3), objective-oriented in teaching (C1), part of planning state in teaching process (C1), identified the learning gaps (C2), life application (C3), use of high order thinking skills (T2) and competencies in view of learning, and provides better solution in education (T1).

Positive effects to students

OBE yields positive effects to students since it is used for student assessment (T3, T5, C5), geared towards achievement of goals (C1, C2, C4, C5, T4, T5, S2, A3), application in real-world situations (C3, A2), and development of skills (C4, T2, S4). It serves as a solution and guide to produce better students (T1). It is for life application (C3, A2), geared towards achievement of goals and competencies in view of learning (C1, C2, C4, C5, T1, T4, T5, & S2). It makes the students engaged, involved, independent, with depth (A1). It enables them to possess 21st century skills like critical thinking and communication skills and other higher order thinking skills (T2, S4). Teaching effectiveness takes place whenever teachers employ outcomes-based education.

Challenging effects

One respondent mentioned that OBE also brings some challenging effects on the learners. That some learners experience academic overload (S2) in the expected outputs on students despite the teachers' effectiveness.

The importance of the Outcomes-based Education in every educational institution is being highlighted in the conceptual framework of this study (Key Player No. 2). It stresses the competencies and learning outcomes that the learners' must achieve in school. Our data supports the fact that it is always anchored in the school's VMGO. Learning outcomes is part of the AQRF framework. It is also one of the domains of the Philippine Professional Standard for Teachers (Domain 4 i.e. Curriculum and Planning).

Therefore, every school must ensure the adoption of the Outcomes-based Education in its curriculum and planning because of its positive impact on the learners which will lead to teaching effectiveness.

Objective 2. Validate the framework from the research participants by discussing and showing it to them.

The dimensions in the research framework were taken from the data during the focus group discussions. The results of the focus group discussion were shown to the participants. They were asked to give feedback about the result. The validity of the data was achieved through

data triangulation that was evident through the dimensions that are common to all participants. The said dimensions were used as the indicators in the assessment tool.

Objective 3. Propose an assessment tool to evaluate teaching effectiveness.

There are different dimensions that can be considered in evaluating teachers' effectiveness that is why there is a need to be more focused on what an evaluator needs to measure. The Assessment Tool that was designed in this study and will be used in evaluating teaching effectiveness focuses on the key players, i.e., (1) Teacher's Pedagogy, Content, and Knowledge, (2) Learner's Performance in School, and (3) Adaptation of Outcomes-Based Education as the most important components in the educational institution.

　　　The results illustrated that for Key Player 1 i.e., Teachers' Pedagogy, Content, And Knowledge Contributes to Student Learning, (1) effective teachers possess content knowledge shown in curriculum maps, syllabus, and lesson plans, (2) their content knowledge contributes to student learning, (3) they know how to integrate learners' life experiences with content to increase learning, (4) they are capable of imparting pedagogical knowledge to learners, (5) they know how to facilitate learning and enhance pedagogical knowledge through technology, (6) they know how to use technology i.e., varied online software, applications, and traditional materials in delivering content knowledge to learners, (7) they employ content with technology to increase learning and (8) their good qualities, humanistic and professional approach affect teaching effectiveness. For Key Player 2 i.e., Learners' Performance in School, (1) effective teaching produces ideal graduates who possess good qualities, 21st century skills, embody the school's vision-mission and live out Christian and Salesian values and (2) it is always anchored on the school's VMGO (Vision-Mission-Goals-Objectives), program, course outcomes, lessons, and activities in order to produce ideal graduates who are centered on Christ and embody Salesian Spirituality. Meanwhile, for Key Player 3 i.e., Institution's Adopting Outcomes-Based Education, effective teaching entails employing outcomes-based education to yield positive effects to learners.

Conclusion and recommendation

The results revealed that the teaching effectiveness is evident in teachers who exhibit pedagogy, content and knowledge. It contributes to student learning. The respondents shared their varied experiences that cause contextualization of the framework that create indicators towards teaching effectiveness. A learning organization must consider the pedagogy, content, and knowledge of teachers, the performance of students in school, and the transition of institutions to Outcomes-Based education.

　　　Consequently, the findings revealed that for Key Player 1 was shown that effective teachers have content knowledge as evidenced by curriculum maps, syllabuses, and lesson plans; their content knowledge contributes to student learning; they know how to integrate learners' life experiences with content to increase learning; they are capable of imparting pedagogical knowledge to learners; and they know how to facilitate learning. Effective teaching generates desirable graduates who might have admirable traits, 21st century skills, encapsulate the school's vision-mission, and live out Christian and Salesian values. It is always grounded on the school's VMGO (Vision-Mission-Goals-Objectives), program, course outcomes, lessons, and activities in order to produce ideal graduates who are centered on Christ and embody Salesian Spirituality. Meanwhile, for Key Player 3, Institutions Adopting Outcomes-Based Education, successful teaching means using outcomes-based education to benefit students.

Teaching effectiveness takes place whenever teachers adopt and use varied technologies and online applications to facilitate learning as well as employ life integration in their lessons. Findings also showed that teaching effectiveness takes place whenever teachers are anchored on the school's VMGO, program, course outcomes, and activities mindful of producing ideal graduates. It is also perceptible whenever teachers employ outcomes-based education because of its good effects on the learners. It includes teachers' good qualities, humanistic, and professional approaches that can affect the teaching and learning process.

There are several variables that may be examined while evaluating instructors' efficacy, which is why an evaluator has to be more concentrated about what an evaluator must measure. The Assessment Tool developed in this participatory action research and used to evaluate educational efficiency centers on the essential stakeholders. The dimensions within the research framework were derived from data collected during focus group dialogue. The participants were presented the outcomes from a certain focus group discussion. Participants were requested to provide input on the outcome. The data's validity was obtained by data triangulation, as evidenced by the dimensions shared by all participants. The aspects mentioned above served as indications in the assessment instrument.

Future research recommendation
Since this study has shown how teachers' pedagogy, content, and knowledge, as well as their good qualities, humanistic and professional approach, learners' performance in school as well the outcomes-based education directly affect teaching effectiveness, the indicators that were revealed on the qualitative data must be used for further research specifically in using an assessment tool in measuring teaching effectiveness.

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