

**CORRELATES OF ELEMENTARY TEACHERS' PERFORMANCE  
IN THE DISTRICTS OF STA. MARGARITA I AND II**

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A Thesis  
Presented to  
The Faculty of the College of Graduate Studies  
Samar State University  
Catbalogan, Samar

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education  
Major in Educational Management

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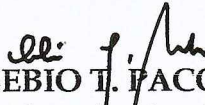
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**March, 2007**

## APPROVAL SHEET


In Partial fulfillment of the requirements for the degree, MASTER OF ARTS IN EDUCATION, this thesis entitled "CORRELATES OF ELEMENTARY TEACHERS' PERFORMANCE IN THE DISTRICTS OF STA. MARGARITA I AND II" has been prepared and submitted by ALMA D. CALAGOS, who having passed the comprehensive examination is hereby recommended for oral examination.

March 5, 2007


Date

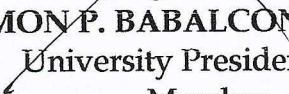
  
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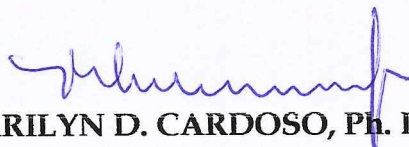
  
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*A l m a*

## DEDICATION

This research is humbly dedicated to all my inspiration in life....

MAMA and PAPA

Lolo and Lola, Nanay

Cousins

Kuya Arthur and Ate Arlene, Honey, Aris

Sally and Dennis

***Alma***

## ABSTRACT

This study determined the correlates of public elementary school teachers' performance in the District of Sta. Margarita I and II for the school year 2006-2007. This is a descriptive-correlational type of research with the use of questionnaire-checklist as the principal instrument in gathering data. The respondents of the study consisted of 112 teachers in the district of Sta. Margarita I and II and 10 school administrators in the same district. There was a significant relationship between the teacher' performance rating and the perceived teaching competence of teachers along content, instruction and communication. The computed r-values of 0.27, 0.24 and 0.26 respectively indicated a slight positive relationship. The corresponding t-values of 2.94, 2.59 and 2.82 were greater than the tabular t-value of 1.96 at 0.05 level of significance with 110 df. The school administrators and the teacher-respondents differed in their perceptions relative to the teaching competence of teachers in terms of content and instruction. The teacher-respondents rated themselves much higher compared to the administrators rating. However, their assessments were almost in the same levels in terms of the teaching competence of teachers along communication. The public elementary school teachers were "very satisfactory" in their performance appraisal system for teachers. The teachers' performance ratings were significantly related to their educational background, attitude towards their work, in-service training attended and the non-teaching assignments. The teachers' teaching competence was significantly related to their content, instructional and communicative pedagogy.

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## Chapter 1

### THE PROBLEM AND ITS SETTING

#### Introduction

Education plays a vital role in the life of the individual and the state is tasked to do its share so that society can achieve and reach a relatively complex level of development. Indeed, education is essential to the collective prospects for progress as a nation.

The search for quality education continues to be an elusive dream for Philippine educators. There have been dramatic and significant changes in the educational system, and yet, there is a need to see convincing evidence that the schools are indeed providing quality education to the majority of Filipino students.

No less than the Constitution upholds the essential role of quality education to human development as the achievement of national goals. Article XIV, section 1 of the 1987 Constitution provides that the “state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all”. This constitutional provision reaffirms the role of education not only in enabling the individual to fully realize his potential but also in empowering him to assume a productive role in society.

Quality implies competence on performance of the teaching force, performance of pupils, improved instructional materials, equipment, laboratories, library acquisitions and the capabilities of the educational managers. Moreover, quality is a factor of quality instruction. The quality of education cannot rise above the quality of the teacher. The teacher is the key to the effectiveness of the learning process, the key agent who must be empowered if only to catalyze the desired transformation of others.

The above contention is supported by Hidalgo (Manila Bulletin, 2005:J-3), when she said that school administrators should transform public elementary and secondary schools into models of academic excellence. She further stressed that administrators should execute educational reforms that would make significant impact on the lives of Filipino students, and to empower and turn their teachers into effective catalysts of change in their respective stations. Lopus (2006:A2) said that he wants to improve and professionalize the department of education and turn it into a well-oiled and efficient bureaucracy. He said that the quality education in the classroom is in the hands of teachers, hence the quality of teachers should be improved.

In the past, despite various programs and projects implemented by the Education department still an alarming record of pupils' achievement reveals to be poor as measured by the National Elementary Assessment Test (NEAT) and the National Secondary Assessment Test (NSAT) given by the National Educational Testing and Research Center (NETRC) every year. For the school

year 2002- 2003 NEAT results, it reveals that the average percentage of the correct responses of the subject areas test was only 46.64 percent placing Mathematics on top with 51.27 percent, followed by Science with 44.29 percent and English with 44.22 percent (DepEd. Regional Memo. No. 187, s.2003). Results of the National Achievement Test (NAT) in SY 2004- 2005 revealed that the quality of basic education in the country remains poor. The Grade VI pupils averaged an overall achievement rate of 58.7 percent equivalent only to near mastery level, while Fourth Year students were worse off with only 46.8 percent, or a low mastery of the subjects. Nonetheless, these scores are improvements over the previous year's results where the students averaged only 50.0 percent and 44.4 percent respectively. Meanwhile, Eastern Visayas surpassed all regions in the SY 2004-2005 NAT in both levels, with a near mastery achievement rate of 69.2 percent in Elementary and 58.6 percent in Secondary. The NAT's were administered by the National Education Testing and Research Center (NETRC) to Grade VI and Fourth Year students in government schools in March 2005. The tests were designed to determine what graduating students know and can do in five subject areas at the end of the school year, namely: Mathematics, Science, English, Filipino and HEKASI/ Araling Panlipunan (AP). A score of 75 percent and over means that the student has mastery of the subject; 50 percent to less than 75 percent, near mastery; and below 50 percent means low mastery. (NETRC Report, 2006)

For the school year 2005-2006 National Achievement Test, Samar Division got an average MPS of 72.76 percent for Central Schools and an average MPS of 67.61 percent for non- central elementary schools. Of all the subjects included in the NAT, HEKASI got the highest achievement rating (MPS) of 77.90 percent, followed by Math with 76.10 percent, Filipino with 72.63 percent, English with 72.32 percent and Science got the lowest rating of 64.86 percent in the Central Schools. In the non- central schools in the Division of Samar, HEKASI got the highest MPS of 72.90 percent, followed by Filipino with 71.33 percent, Math with 69.15 percent, English with 67.13 percent and Science with 57.54 percent. Sta. Margarita II Central School ranked seven while Sta. Margarita I Central School ranked number 20. Of the 260 non- central elementary schools, two schools from District I were included in the top 15 while other schools in District I and II were included in rank 16- 128. (DepEd, NETRC Report, 2006)

According to Taguiwalo (Manila Bulletin, 2004:B-7), World Bank Consultant, less than one percent of incoming high school freshmen have mastered elementary education subjects and most are not ready to learn the high school curriculum. In the 2004-2005 High School Readiness Test, Taguiwalo said pupils in public schools had a 0.81 percent score on Mastery level in English, 0.85 percent in Science, 2.12 percent in Mathematics, or a total of 0.64 percent score at mastery level.

The aforementioned discussion is supported by Abad (Manila Bulletin, 2005:B-7). He said that: 1) only six out of every 1,000 Grade Six elementary

graduate students are prepared to enter high school; 2) Only two out of every 100 fourth year high school students are fit to enter college; 3) Only 19 out of every 100 public school teachers have confidence and competence to teach English; and 4) the Philippines is rank 41 in Science and rank 42 in Mathematics among 45 countries.

It is evident from the aforementioned data that the academic performance of pupils is still an end to achieve as evidenced by the failure in obtaining the 75 percent mastery level required by the Department of Education in all subject areas.

Classroom teachers at the elementary level particularly in the public schools are not limited to classroom teaching only. They are given non-teaching assignment either in their school or in the district, such as: 1) participating extra-curricular activities like scouting, athletics and beautification drive; 2) serve as host to visitors and guests in the school; 3) serving leadership for specific community and school activities; and 4) organize and carrying out educational projects and programs for the community. In other words, some teachers are burdened with work not directly related to teaching. It is in the context of the aforementioned observations and inferences that the researcher is motivated to undertake this study in order to investigate the factors associated with the teachers' performance with the hope of contributing a share in the promotion of quality in education.

### **Statement of the Problem**

This study determined the correlates of public elementary school teachers' performance in the Districts of Sta. Margarita I and II for school year 2006- 2007.

Specifically, it attempted to answer the following questions:

1. What is the profile of elementary teachers with respect to:
  - 1.1 age;
  - 1.2 sex;
  - 1.3 civil status;
  - 1.4 educational background;
  - 1.5 average family income per month;
  - 1.6 length of teaching experience;
  - 1.7 attitude towards their work;
  - 1.8 seminars, trainings, workshops and scholarship attended for the last five years; and
  - 1.9 non- teaching assignment during the rating period?
2. What is the level of the teachers' competence as perceived by themselves and their school administrators based on the following areas:
  - 2.1 content;
  - 2.2 instructional; and
  - 2.3 communication?

3. Is there a significant difference between the perceptions of teachers and their school administrators on the level of teachers' teaching competence based on the aforementioned areas?

4. What is the level of teachers' performance based on their PAST ratings along the following areas:

4.1 instructional competence;

4.2 professional and personal characteristics; and

4.3 punctuality and attendance?

5. Is there a significant relationship between the level of teachers' performance rating and the following:

5.1 personal related variates; and

5.2 perceived teachers' competence?

6. To what extent do the perceived teachers' competence and their profile predict the level of teachers' performance?

7. What policy redirection may be derived from the findings of the study to improve teachers' performance?

### Hypotheses

The following hypotheses were formulated and tested based on the foregoing problems:

1. There is no significant difference between the perception of teachers and their school administrators on the level of teachers' competence based on the following areas:

- 1.1 content;
- 1.2 instruction; and
- 1.3 communication.

2. There is no significant relationship between the level of teachers' performance rating and the following variates:

- 2.1 personal related variates; and
- 2.2 perceived teachers' competence

### **Theoretical Framework**

This study is anchored on Mitchell and Kerchner's concept (Darling-Hammond, et al. 1983:285-290) that teacher evaluation involves both self assessment and assessment of others. It goes further by saying that if the purpose of evaluating is to change the practices of those who teach, it is necessary to some extent to come to grips with the subjective reasonable beliefs of teachers. It incorporates and gives full weight to teachers' beliefs and intentions in assessing what they do in grinding them towards useful course of action.

This study likewise builds on the idea of Popham and MacNeil (1983:61-62). They stressed the idea that the teacher is the crucial factor in the instructional process. It is the teacher who engages in interactive behavior with students for

the purpose of affecting change in them. The change, whether it is to be attitudinal, cognitive or motor, is interfunctional on the part of the teacher. Hence, it is but proper to assess the effectiveness of the teacher. In fact, teacher's evaluation is used in judging his mastery of subject matter, communications, processes and skills as well as determining his strength and weaknesses.

Teachers are indeed the indispensable component of the school in its pursuit for quality education. It behooves, then to look deep into the competencies of teachers by means of appraising carefully and most objectively their performance as well as the factors that may affect performance and provide them with the necessary skills and guidance where their weaknesses and deficiencies are noted.

Hence, it is for the prime reason that the result of this research would be used as basis for policy redirection to improve teachers' performance.

### **Conceptual Framework**

The conceptual framework of the study is shown in Figure 1. At the base of the paradigm, are the public elementary schools in Sta. Margarita I and II from where the respondents of the study – public elementary school teachers and their administrators were taken. The aforesaid groups of respondents expressed their perceptions about the level of teaching competence of teachers in terms of content, instructional and communicative. The perceptions of the respondents were compared. Moreover, through documentary analysis, the performance

ratings of the public elementary school teachers based on their PAST ratings were identified. The study determined whether or not the performance ratings of teachers were significantly related to their selected personal variates namely: age, sex, civil status; educational background; length of teaching experience; average family monthly income; attitude towards their work; seminars, trainings, workshops and scholarship attended; and non- teaching assignments during the rating period. The study also looked into the relationship between the performance rating of teachers and their perceived teaching competence along content, instruction and communication.

Moving higher, the next level represents the activity in the study which is the analysis of results. It indicates that statistical tool is appropriately used in the particular problem and the results are clearly presented and thoroughly discussed.

The next box on policy redirection represents the researcher's recommendations based on the findings and conclusions of the study which at the same time can be enhanced by feedbacks coming from the teachers themselves and coming from administrators. All of these lead towards the improvement of teachers' performance in the public elementary schools.

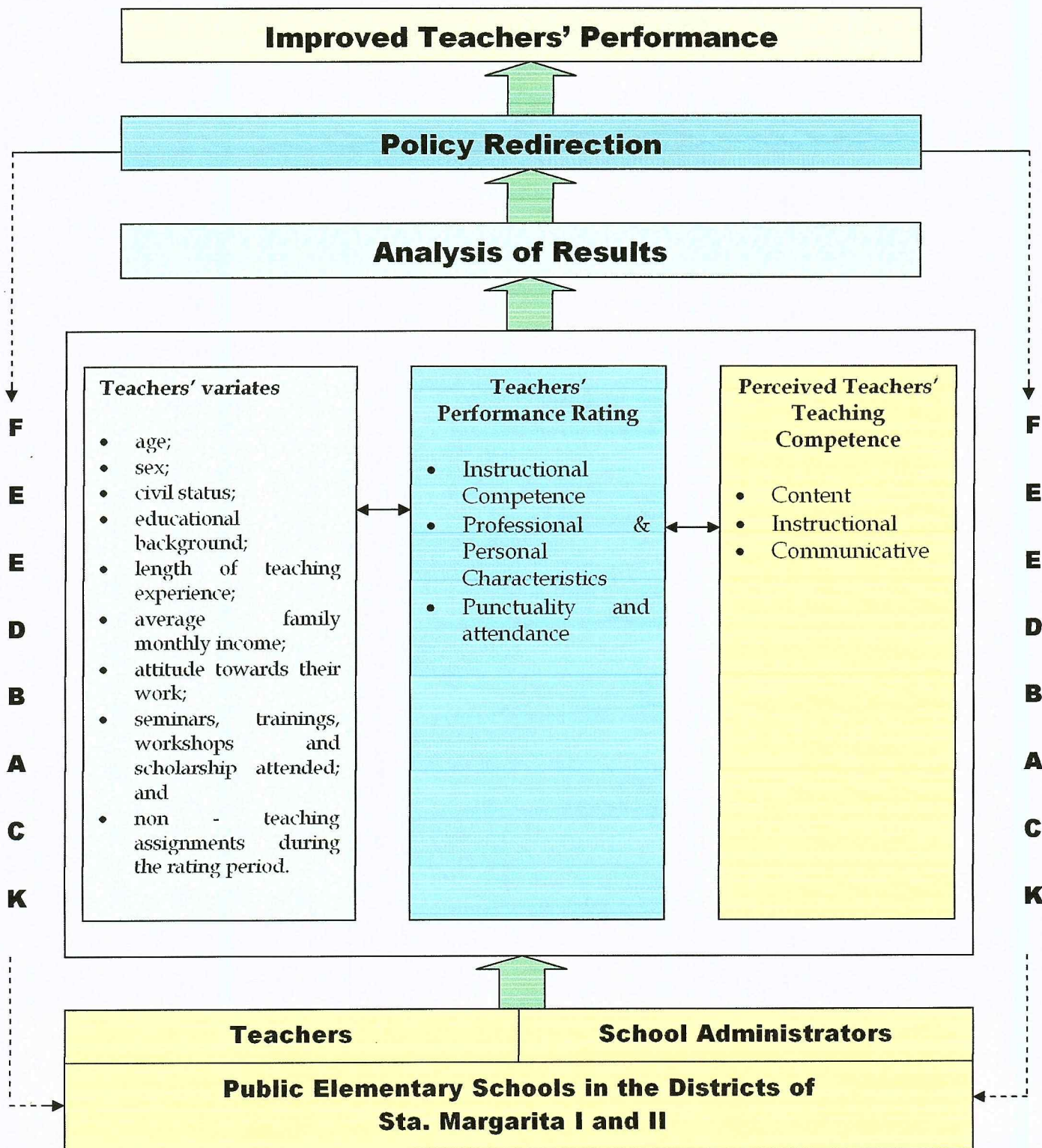


Figure 1. The Conceptual Framework of the Study

### **Significance of the Study**

The findings of this study would be of great help to the teachers, pupils, school administrators, policy makers, parents and future researchers.

**To the teachers.** The quality of elementary graduates depends on the teachers' instructional performance and skills. As such, results of the study could be used by teachers to improve themselves professionally; that is work toward competence in teaching and adopt methods and techniques that would motivate and encourage the pupils to learn. Moreover, the results would be helpful to the teachers in strengthening their instructional competence and better values attached to their work.

**To the pupils.** The findings would redound to the improvement of instruction in the public elementary schools because of efficient and effective teachers who may ultimately improve pupils' achievement in the subject areas covered in the National Elementary Assessment Test. Furthermore, they would be the direct recipients of better teaching and eventually produce pupils with better academic performance.

**To the school administrators.** The result of the study could be used by them in planning strategies to identify the growth needs of teachers in order to help improve their performance. Furthermore, the findings would initiate more development teacher training programs for their teachers in view of helping them execute their tasks in the most efficient and effective manner.

**To the policy makers.** The findings may give insights and directions in the total efforts of the DepEd to plan out logical and realistic measures or changes in the direction and approaches which would surely enrich the educational system. This study may also provide specific information that would make the policy makers aware of the performance of teachers.

**To the parents.** The result of the study would offer the parents reliable information towards school operations to enable them to contribute their share in the school improvement. Further, the parents would value the importance of their involvement in the PTCA and other related school activities, from their planning to their implementation.

**To the future researchers.** The results of this study may serve as a springboard for future research in as much as similar studies may be conducted in other public elementary schools, with similar application related to this research.

### **Scope and Delimitation of the Study**

This study is centered on the investigation of the correlates between the elementary teachers' performance and their personal- related variates and perceived teaching competence. The districts of Sta. Margarita I and II, Division of Samar were the research environment of the study.

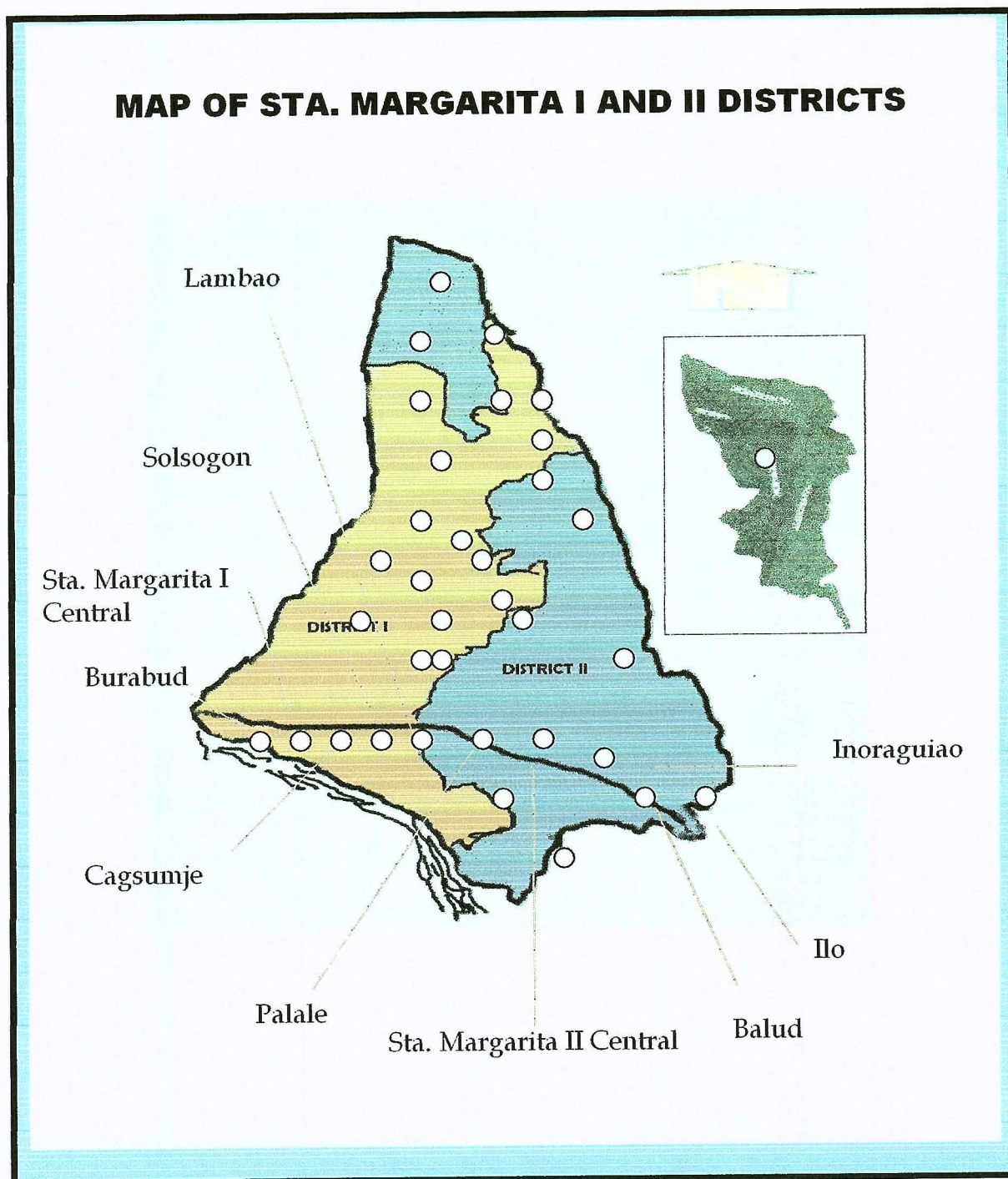
The major variables considered in the study were the teachers' performance rating based on the PAST, perceived teaching competence of

teachers on the following pedagogical areas such as: content, instructional and communicative. The profile of the elementary grade teachers were limited to their age, sex, civil status, educational background, length of teaching experience, average family monthly income, attitude towards their work, seminars, trainings, workshops and scholarships attended and the non- teaching assignments during the rating period.

The respondents of the study consisted of 112 teachers in the districts of Sta. Margarita I and II and 10 school administrators in the same districts. A pre - validated survey questionnaire was employed to determine the level of teaching competence of teachers and their attitude towards work.

The public elementary schools involved in this study were public elementary schools headed by principals, head teachers, or teacher- in- charge in the districts of Sta. Margarita I and II. The public elementary schools (ES) involved in this study were: 1) Burabod ES; 2) Sta. Margarita I Central ES; 3) Cagsumje ES; 4) Solsogon ES; 5) Lambao ES; 6) Palale ES; 7) Sta. Margarita II Central ES; 8) Inoraguiao ES; 9) Balud ES; and 10) Ilo ES. Figure 2, which is the Map of the districts of Sta. Margarita I, and II, Division of Samar shows the location of the respondent- schools.

This study was conducted during the school year 2006- 2007.



**Figure 2.** Map of Sta. Margarita I and II Districts showing the different respondent schools.

## Definition of Terms

The following terms are conceptually and operationally defined to serve a common frame of reference for the readers:

Administrator. A person responsible for the total management of an educational system, institution or division. (Good, 1973:15). In this study, it refers to the heads of public elementary schools such as principal, head teachers or teachers- in- charge in the districts of Sta. Margarita I and II.

Attitude. This term refers to a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire proficiency in a given data. (Grolier, 1990:85). In this study, attitude refers to the 20 statements of a teacher's feeling, thoughts and practices towards their work.

Communicative competence. The term refers to the ability of the teacher to effectively communicate using a predominant medium of expression with minimal or without error (Finochiarro, 1985:78). As used in this study, it refers to the facility by which the teacher used verbal means to effectively impart knowledge.

Communicative skills. This is one of the four skills in communication: they are listening, speaking, reading and writing (Good, 1973:356). As used in this study, it refers to the facility by which the teacher use verbal means to effectively impart knowledge.

Content. It refers to topics, ideas, facts or statements in a book (Good, 1973:492). As used in this study, it refers to the subject matter prescribed in the minimum learning competencies in Basic Education Curriculum.

Correlates. The term refers to the act or process of ascertaining the degree of relationship between two or more variables (Good, 1973: 141). Operationally, it is the relationship between the performance of elementary teachers and their personal related variates and perceived teachers' competence.

Factors. They refer to any of the facts or circumstances which, taken together, constitute a result or situation. (Webster, 1992:338). In this study, factors refer to variables which may or may not affect the level of teachers' performance.

Instructional competence. It is the ability to use one's knowledge effectively in promoting instruction. (Webster, 1981:1972). In this study, it refers to teaching competencies displayed in action by the teacher in the classroom to promote pupils learning. It also denotes teaching methods and techniques that motivates and encourages pupils to learn.

In- service training. In this study, it refers to the specific training attended by the teachers while in the service to improve their knowledge, skills and performance. It also refers to seminars, workshops, conferences, study grants, etc.

Non-teaching assignments. They refer to the additional work of the teachers not directly related to teaching.

Performance. This term applies to the actual accomplishment as distinguished from potential ability (Good, 1973:414). In this study it refers to the level of working efficiency of elementary grade teachers as reflected in the PAST for a given period of time.

Performance Appraisal System for Teachers (PAST). This is a systematic evaluation of the work of a teacher in relation to such factors as achievement, personality and participation in extra class activities and community affairs (Good, 1973:269). Operationally it is a performance evaluation of teachers on the following indicators: Instructional competence (70%), professional and personal characteristics (20%) and punctuality and attendance (10%).

Performance Rating. A marked indicator of one's work in relation to a perceived criteria for the evaluation of achievement (Webster, 1992:1185). In this study, it refers to the mark achieved by the teachers given every end of the school year, in accordance with the PAST.

Policy Redirection. The term pertains to a plan of action taken to improve performance of teachers towards achieving a common goal.

Professional and personal characteristics. In this study, it refers to the characteristics of the teachers which include honesty, decisiveness, dedication, initiative, courtesy, leadership, fairness and proper attire.

Punctuality and Attendance. As used in this study, it refers to the number of times tardy and the number of days absent during the rating period including meeting and required school activities.

Teachers. A person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational institution, whether public or private. (Good, 1973:586). It refers to a person engaged in teaching at the elementary level.

Teacher's performance. This term means the teacher's ability to possess qualities or skills that are adequate for him/her to effectively deliver the desired information (Grolier, 1992: 72). In this study, this is measured in terms of the teacher's ability along content, instruction and communication.

Teaching Strategies. This term pertains to standard procedures in the presentation of instructional materials and the content of activities (Good, 1973:590). In this study, it refers to the classroom approaches used by the teachers such as lecture, discussion, question and answer, problem solving, etc.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents several studies and literature that bear relevance to the study. The information from these literature and studies helped and guided the researchers in identifying the variables in the study.

#### Related Literature

The school's utmost concern is to be effective and efficient in the delivery of quality, relevant and responsive education to the society, hence, necessitates quality and committed people to comprise the organization.

The teachers are recognized as one of the most potent forces in the attainment of quality education; they, being the educational managers in the classroom. Popham and McNeil (1973:219) pointed out that the teachers are the crucial factors in the instructional process. It is the teacher who engages in interactive behavior with pupils for the purpose of effecting change on these pupils. The change, whether it is attitudinal, cognitive or motor, is interfunctional in the part of the teacher. Hence, it is but proper to assess the teacher's performance or skills.

Teachers' skills play a vital role in facilitating pupil learning. The stand of Popham and McNeil was supported by Burton (1989:85-86) who pointed out that pupil learning depends on teachers capacity to bring about quality learning

outputs. The skills of teachers may be viewed in relation to how the teachers carry out their basic functions as a potent source of student learning. They teach students rather than expect them to learn mostly on their own from curriculum materials. These teachers do not stress only facts or skills but they also emphasize concepts and understanding.

According to Mazon, (1991:144), the continuous professional growth of every teacher in every school in education is of utmost concern on the part of school authorities who are charged with managing the school. This concern is not confined to beginning teachers who have no great opportunity to try out their pre- service preparation, but extends to older and more experienced teachers as well. While great emphasis is placed upon the pre-service preparation of teachers today before assuming their teaching duties and responsibilities, there appears to be inadequate planned and managed in- service continuing education program for the professionalization of the teachers. The school authorities recognize the desirability of updating and upgrading their professional competence and for them to keep abreast of new ideas and current developments in the field of teaching. Teachers are obligated to broaden their educational outlook, improve their teaching effectiveness, and continue to grow professionally, morally and socially while on the job through a well- planned and organized continuing education program.

Furthermore, Lardizabal (1991:10) pointed out that an important commitment of any teacher to his profession is to continue to grow professionally. No matter how superior a teacher's pre- service education has been, his preparation for teaching is never complete. He has to keep abreast with all that is happening in his profession. This involves keeping up with the changes and newer developments in his subject field, in the theory and practice of teaching, in current experimentations in education, and in other areas of knowledge relevant to his teaching. Such professional growth can be obtained through participation in in- service activities. The most common in- service activities are: faculty and department meetings, an individual and group conferences with principals and / or supervisors; attendance at lectures, seminars, and workshops; study groups, professional readings; visitation of other classes, pre- school conferences; conventions and conferences, local or national; membership in professional organizations and pursuing graduate studies.

According to Salandanan (2001:7-8) there is no single factor that can contribute more to an improved student performance than the guarantee of a quality teacher in every classroom. The competence of a teacher in the areas of content, instruction and communication plays a vital role in teaching- learning process. The teacher's teaching competence are determinable through their mastery of the subject matter, the use of appropriate teaching methodologies, classroom management and utilization of simple vocabulary in communication.

A World Bank study on education considered the role of teachers the single most influential factor behind a pupils performance. Although other resources like books and school buildings affect performance, it is still teachers who leave the biggest impact. (Philippines Daily Inquirer, 2006: A-22)

The review of teacher effectiveness research sponsored by the International Development Research Center (cited in ASEAN Report, 1986:6) pointed out that among the teacher variables that appear to consistently show some direct bearing on teaching- learning situations are: sex, age, educational qualifications, socio- economic background factors, teacher intellectual and motivation levels, styles of classroom instructions and teaching, teaching experiences and work conditions. However, the nature of the relationship between these teacher variables and teaching- learning situations have been rather inconsistent.

From the above contention, it is imperative for the teacher to continue growing in their profession. According to Salandanan (2001:8-9), a teacher who is anxious and ready to grow can: 1) attend graduate course to obtain a next higher degree; 2) subscribe to education journals and other related learning materials; 3) collect new teaching tools and learning devices; and 4) visit other libraries, teaching demonstration centers and well- equipped institutions.

According to Ornstein (1991:8-9), teachers should: 1) develop good managerial technique, 2) have a clear, systematic method of teaching, 3) provide

students with relevant academic activities, 4) ask appropriate questions in a manner that ensures participation and facilitates mastery of academic content.

### Related Studies

This portion of the chapter presents some significant findings of researches that are related to the present study.

Bacsal (1998) in his study of the influence of secondary school administrators' performance on the Teachers' performance and Students' achievement in public secondary schools concluded that: (1) the performance of secondary school administrators affected to some extent the performance of teachers under them, which in turn, affected the scholastic achievement of their students; and (2) The official PASKO ratings of high school administrators and the official PAST ratings of high school teachers under them were deliberately increased compared to the perception and actual experiences of teacher-raters respectively and these facts were also reflected in the actual, very low ratings of the students in the NSAT-based achievement test.

Bacsal recommended that seminars, workshops and other in-service training of teachers and other school personnel must be based principally on the school plan, targets and strategies. Closer and systematic guidance and supervision of classroom teachers and other school staff must be conducted by school heads and other supervisors. Higher incentive benefits must be given to the school staff and personnel who actually perform very well instead of just

giving equal incentive benefits to all teachers, school personnel and administrators, which, also, do not give encouragement to higher performers.

Bacsal's study just cited was related to the present work for it discussed teacher's performance rating. But the present study differed from Bacsal's research in terms of respondents, instruments used, research locale and the variables used in the study.

Miñoza (2002) conducted a study on the teachers' competencies and students' performance in English in the City Division of Calbayog. Based on the findings of the study, he recommended the following: 1) the City Division of Calbayog City should implement a stiffer hiring procedures especially for English teachers; 2) curriculum makers should formulate skills to be developed to students only those which the students need; 3) English teachers should be open to the idea that there is something good that they can get from having enrolled in the graduate program for academic and professional advancement purposes; 4) close supervision and monitoring the English teachers should be attended to them right away to find commendable points as well as to find the improvement needs of the teacher; and 5) not only outstanding teachers and master teachers shall be made to attend English- related in- service trainings but most especially those who have just started to practice the profession and have not attended much seminar similar to that of English.

In this aspect Miñoza's study is related to the present one because both studies focused competencies on performance of teachers, although the present

study was concerned on the relationship between teachers performance and some factors related to their performance; while Miñozo's concern was on the formulation of a training design model.

An investigation on the competence of master teachers as related to the REAT achievement of pupils from high and low scoring elementary schools in Samar Division was conducted by Arga (2002). Her findings revealed that: the instructional competencies of the master teachers from the high and low scoring elementary schools had very little effect on the academic achievement of pupils particularly on REAT. This led to the conclusion that master teachers who performed very well or were competent in their work as teachers, it was not guaranteed in this study and that pupils' academic performance was influenced by it. From this conclusion, it could be implied that poor pupils' performance must have been affected and influenced by other factors which are stronger than that of the teachers' instructional competence.

This was also the purpose of the present study to investigate other (determining) factors that had bearing on the teaching competencies of teachers. Since Arga utilized the elementary school pupils as the respondents of the study, the present researcher included the public elementary school administrators and teachers as major respondents. As being recommended by her to conduct similar study, the above finding gained more interest and motivation to the present researcher to find out further if selected teacher- related variates and perceived

teaching competence really had a little effect on their performance rating based on the PAST.

It was further recommended in Arga's study that factors affecting pupils' performance like absenteeism, family background, economic status and health problems be given consideration by the school administrators and teachers so as to find out whether or not these factors might have caused the low performance of pupils and where focus of instruction must be exerted. Further, parents' assistance must be sought in the improvement of their children's academic achievement by way of extending follow-up instruction and /or assistance and guidance at home. Teachers must be oriented on the value of compassion, commitment, creativity, resourcefulness and competence. These are the values that must be possessed by teachers so as to make them more devoted to their work as teachers and as role models.

The study of Agbon (2002) on "Attitude of Teachers Towards the Managerial Styles of Administrators: Input in Improving Interpersonal Relations" revealed that the administrators and teachers identified almost the same problems as follows: 1) financial instability of teachers and administrators; 2) lack of trainings on teachers' and administrators' efficiency and effectiveness enhancement; 3) lack of teachers cooperation and participation in school programs and activities; 4) lack of systematic way of sending communications to schools resulting to the delay of information and disorder of activities; and 5) lack of close association and open communication between the teachers and

administrators. Both the administrators and teachers agreed on the solutions to address the identified problems as follows: 1) administrators should show openness to subordinates so as to encourage them to submit school problems for immediate solutions; 2) teachers should be provided with incentives such as awards, prizes and others for outstanding accomplishment; 3) discrimination and playing favorites among his teachers by the administrators be minimized or totally eradicated; 4) administrators should establish warm atmosphere in his office or district so as to encourage teachers to open up with him things concerning with their job performance; and 5) administrators should treat his subordinates as responsible adults, understand their human needs and provide them a working environment that would encourage them to perform better in their respective work.

Bernales (1996) in his study of "Competency of Mathematics III Teachers in the Division of Samar; An Input to a Training Design," concluded that: 1) some Mathematics III teachers had inadequate competency in the subject; 2) there was a significant relationship between the teachers undergraduate degree, undergraduate major preparation, teaching experience, number of teaching preparation and attitudes towards the present secondary mathematics program; and 3) there was a significant difference between the knowledge competencies possessed by Mathematics teachers in relation to school location. Respondents from urban schools had high level of competency compared to the respondents from rural schools. Bernales gave the following recommendations: 1) in- service

training for Mathematics teachers on knowledge / concepts that were quite difficult must be conducted; 2) mathematics teachers should be encouraged to grow professionally by pursuing graduate studies, and 3) subscribe mathematics journals and affiliate with mathematics associations both locally and internationally.

Bernales' study had bearing in the present study as both were on competencies of teachers and both studies considered age and sex, educational attainment, teaching experience, performance rating as factors affecting competency of teachers. They however, differed as the former dealt with competency of Mathematics teachers while the later dealt with elementary grade teachers performance and the factors that may affect their performance.

On attendance to trainings of teachers, in Labid's (1999) study "Performance of First year and Fourth year students in the Regional Test - All Project in the Public Secondary Schools: Basis for Curricular Redirection", it was assessed highly by all respondents, implying that all learnings gained from training and applied by teachers in the classroom were significant inputs to students performance. On educational attainment, the administrators and students who were involved in the study perceived it to have "high influence" in students' performance, while the teachers group perceived it to have "extremely influence".

The present study has resemblance to Labid's study in the sense that it also focused on the trainings applied by teachers in the classroom.

Gaviola (1998) in his study "Predictors of Job Performance of Teachers", came up with the following conclusions: that the results of the test of hypotheses indicated that for the teachers in the district of Pinabacdao- San Sebastian, Division of Samar only their age and in- service trainings attended influenced their job performance ratings. Therefore, only these two factors were considered predictors of their performance. Sex, Civil Status, Academic experience and educational qualification had minimal effect on the job performance of these teachers while performing their teaching jobs.

This present study was related on the study of Gaviola since both discussed about the relationship of in- service trainings attended by teachers to their performance.

Jabiñar (2005) in his study on "Administrators' Instructional Supervisory Skills, Teachers' Instructional Skills and Pupils' Performance in the National Achievement Test (NAT)" made the following recommendations: 1) the school district must undertake information programs which focused more on the improvement of pupils' academic performance in English, Science and Mathematics; 2) to improve the administrators supervisory skills from very satisfactory to outstanding, DepEd officials should provide in- service training program with emphasis on the enhancement of school administrators competencies in school management and leadership; and 3) public elementary school administrators need to strengthen their own school capacities in terms of teachers' instructional skills along content, instructional and communication.

The study of Jabiñar showed similarity to the present work in the sense that they emphasized instructional competence of teachers. However, they differed on the respondent and focus in the sense that the latter was concerned with performance of teachers and the factors that may affect their performance.

Albino (1998) in his study "Influence of Economic Status on the Professional Growth of Teachers in Northern Samar" recommended that every school must come up with a functional and effective staff development programs anchored on the needs, competencies of the teachers. Every teacher should be scheduled for training and development and should be granted full scholarship grants and benefits. This is the only way where they would be motivated to pursue their professional development.

Dollado's (2002) study "A Computer Education Program for Teachers of Calbayog Pilot Central School: A Feasibility Study", drew out the following conclusions:

1) the computer literacy rate was low since majority of the respondents lacked computer knowledge. 2) on the human resource development, teachers and administrators of Calbayog Pilot Central School had a slight knowledge in computers in terms of concepts. Moreover, they lacked trainings in computer as well as the technical skills. Hence, they need more exposure to computers. Thus, the computer education program for teachers is very necessary.

From the findings and conclusions of the study, the recommendations are advanced to realize the proposed computer education program for Teachers. 1)

administrators should send more teachers to computer trainings, especially those who have no attendance to such training at all. Training or re- training is imperative to enhance their conceptual knowledge in computer and improve their technical skills as well.

The study of Dollado was related to the present study because it dealt with Computer Education Program as part of In- Service Training of Teachers just to keep attuned with the new technologies and trends at present.

The study on the Influence of Teachers' Instructional Competence on Pupils Achievement in the NEAT was conducted by Teraza (1997). He concluded that the very satisfactory rating of teachers in the area of instructional competence was indicative of their dedication to the teaching profession and instructional competence should be considered as a good predictor of the achievement test. This conclusion attested to the fact that there was a significant relationship between pupils' performance in the NEAT and teachers' instructional competence.

A recent study on relationship of students' academic performance and perceived role model attributes teachers and parents was conducted by Lonzaga(2004). His findings led him to conclude that the mean percentage score for Math, English and Science was below the targeted MPS at 75.0. This poor academic performance of students could be attributed to other factors aside from the teachers and parents as well as inadequate school facilities and equipment like school buildings, textbooks and chairs. He further concluded that students'

academic performance was significantly related to the role model attributes of the teachers and parents manifested / shown to their students. The students rated their teachers much higher in teaching competence compared to their teachers' self-rating along teaching strategies, classroom management and resource generation.

The above studies resembled the present study because they addressed instructional competence of teachers as contributory factor to students' performance. However, they differed on the focus, locale and type of respondents. The present endeavor considered the factors that may affect the elementary grade teachers' performance.

As a whole, all related literature and related studies presented in this chapter laid down the basic foundation for the present study since they dealt on the correlates of teachers' performance in the teaching-learning process.

## Chapter 3

### METHODOLOGY

This chapter presents the methods and procedures involved in the conduct of this study. It contains the research design, instrumentation, validation of the instrument, sampling procedure, data gathering procedure, and the treatment of data.

#### Research Design

The descriptive- correlational method of research was adopted in this study using the questionnaire- checklist as the main instrument in gathering data. This method was supplemented by informal interview and observation to verify some initial information and responses from the respondents.

This method was the appropriate since the study involved fact- finding, classification and enumeration of collated data which were gathered using the questionnaire. Similarly, this study examined the extent of relationship between the level of teachers' performance rating and their variates including the teachers' perceived teaching competence along content, instruction and communication.

Appropriate statistical measures were applied in order to establish significant differences and relationship among the variables treated in this study. Moreover, the responses and other information gathered out of the said

instruments were organized, analyzed and statistically interpreted. The researcher utilized frequency counts, percentage, mean, standard deviation, t-test for uncorrelated means and Pearson product moment of correlation and multiple correlation. To test the significance of the computed r- values, the Fisher's t- test was employed.

### **Instrumentation**

The main instrument used by the researcher in gathering pertinent data for this study was the survey questionnaire. The questionnaire was a self-directing instrument structured with questions and indicators for the respondents to react from.

**Questionnaire.** The questionnaire- checklist primarily aimed to gather factual information from the respondents which served as main input for testing the hypotheses and answering questions raised in the study. The survey questionnaire contained two major parts.

Part I of the survey questionnaire elicited background information of the teacher respondents such as: age, sex, civil status, educational background, length of teaching experience, average family monthly income, seminars , trainings, workshops and scholarships attended for the last five years, attitude towards their work and non- teaching assignments.

Part II of the survey questionnaire was used to measure the level of teachers' perceived teaching competence on three pedagogical areas namely

content, instructional and communicative. It consisted of 36 items each rated on a 5 point frequency scale. The five point scale was used to quantify the responses as follows: 5 - Outstanding; 4 - Very Satisfactory; 3 - Satisfactory; 2 - Unsatisfactory; 1 - Poor. This was used by the teachers and the school administrators. The school administrators rated their teachers on the degree to which they manifested a particular behavior described in the questionnaire. The instruments were developed by the researcher after taking into account the instruments made by some researchers and based on the researcher's readings, knowledge and experience as elementary grade teacher as well as contributions of teachers and colleagues in the teaching profession.

The third part of the questionnaire was used to measure the teachers' attitude towards their work. This was a 20- item questionnaire intended to measure the feelings and practices or attitude of the teachers. The Likert type of summated rating was adopted. For each statement a five- point scale was provided for indicating extent of phenomenon under study: 5 for strongly agree (SA); 4 for Agree (A); 3 for undecided (U); 2 for disagree (D); and 1 for strongly disagree (SD).

**Documentary Analysis.** In addition to the foregoing instruments, the researcher looked into the respondents' Performance Appraisal System for Teachers (PAST) during the school year 2005- 2006. They provided the teachers'

performance rating in instructional competence, professional and personal characteristics and punctuality and attendance.

### **Validation of the Instrument**

There were two sets of survey questionnaires used in this study. This survey questionnaire was validated using the following steps:

First, the researcher consulted her adviser and other experts in teacher education for their valuable criticism, correction and suggestions to improve the questionnaires.

Second, after consultation with the experts, this survey questionnaire was submitted and incorporated to the research proposal for suggestions, corrections, modifications and revision of the panel of examiners during the pre- oral defense.

Third, the survey questionnaire was assessed for validity by means of pre-test or dry- run before the actual study. The dry- run was undertaken using the test- retest method at Gandara Central Elementary School. The teachers in this Elementary School were utilized in the dry- run since they had similar characteristics with those of the actual study respondents, but they did not participate in the school survey.

Results of the two try- outs were tallied, organized and analyzed to ascertain that the questionnaire could gather data and information needed in this study. This was done to establish the relationship between the responses of the

first and second try- out to the same group with time intervention of at least one week. The coefficient of correlation was computed using the Pearson product moment of correlation. The computed r- value yielded to 0.84 and 0.87 for teaching competence and attitude towards their work respectively. It was qualitatively interpreted as “fairly high” correlation which implied that the questionnaire was adequate for individual measurement.

### **Sampling Procedure**

In the selection of the respondent- schools, total enumeration was employed by the researcher wherein all public elementary schools in the districts of Sta. Margarita I and II were taken as respondents.

For choosing the public elementary school teacher- respondents and school administrators, total enumeration was done. This means that all elementary grade teachers and their school administrators from the districts of Sta. Margarita I and II were identified and considered respondents of the study. This group of respondents were chosen to provide data and information needed in this research.

For a clearer picture of the number of respondents for each of the elementary schools in the districts of Sta. Margarita I and II involved in this study, Table 1 is shown below. The respondents of the study were limited to 112 teachers and 10 school administrators, to a total of 122 respondents.

**Table 1**  
**The Respondents of the Study**

Schools	Total No. of Respondents		Actual Respondents
	Teachers	Administrators	
Sta. Margarita I			
• Burabod ES	9	1	10
• Sta. Margarita I Central ES	29	1	30
• Cagsumje ES	6	1	7
• Solsogon ES	10	1	11
• Lambao ES	9	1	10
Sta. Margarita II			
• Palale ES	9	1	10
• Sta. Margarita II Central ES	16	1	17
• Inoraguiao ES	9	1	10
• Balud ES	8	1	9
• Ilo ES	7	1	8
<b>TOTAL</b>	<b>112</b>	<b>10</b>	<b>122</b>

### Data Gathering Procedure

The data in this study were gathered with the use of survey questionnaire described in the instrumentation.

The researcher asked permission from the Schools Division Superintendent of the Division of Samar for the conduct of the study. Approved request was likewise forwarded to the different school administrators of the public elementary schools covered by the study. The researcher personally conducted the fielding of the questionnaire to the identified respondents of the study..

The retrieval of distributed questionnaire was done on the last week of October up to the second week of November, 2006. The researcher had a 100 percent retrieval of the properly accomplished questionnaire. The responses in this study were treated with utmost confidentiality by the researcher.

### **Statistical Treatment of Data**

The data obtained from the survey questionnaire were tallied, organized and grouped according to the type of respondents. The following statistical tools and procedures were employed in analyzing and interpreting the results of the study.

To describe the profile of the public elementary school teachers and the level of teachers' teaching competence, descriptive statistics such as frequency distribution, percentage, mean, weighted mean and standard deviation were employed.

In the determination of the perceived level of teachers' teaching competence, the five point Likert scale was employed including the interpretation of their weighted means:

<b><u>Scale</u></b>	<b><u>Weighted</u></b>	<b><u>Descriptive Rating</u></b>
5	4.51 - 5.00	Outstanding (O) / Strongly Agree (SA)
4	3.51 - 4.50	Very Satisfactory (VS) / Agree (A)
3	2.51 - 3.50	Satisfactory (S) / Undecided (U)
2	1.51 - 2.50	Unsatisfactory (US) / Disagree (D)
1	1.00 - 1.50	Poor (P) / Strongly Disagree (SD)

In determining the final equivalent adjectival performance rating of the teacher, the range of overall point scores was converted as follows:

<u>Rating</u>	<u>Verbal Description</u>
8.6 - 10.0	Outstanding (O)
6.6- 8.5	Very Satisfactory (VS)
4.6- 6.5	Satisfactory (S)
3.6- 4.5	Unsatisfactory (U)
3.5 & below	Poor (P)

In using the Pearson product moment coefficient of correlation the following formula was employed (Walpole, 1982:207):

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

where:

- $r_{xy}$  = the correlation coefficient between x and y
- $\sum X$  = the sum of performance rating
- $\sum Y$  = sum of the profile variables and extent of in- service trainings
- $\sum XY$  = sum of the product of X and Y
- $N$  = the number of cases
- $\sum X^2$  = sum of the squared X - values
- $\sum Y^2$  = sum of the squared Y - values

To determine whether the obtained correlational coefficient was significant, the Fisher's t- test for testing the significance of r was used. This can be computed using the formula below (Walpole, 1982:383):

$$t = r \sqrt{\frac{N-2}{1-r^2}}$$

where:

r = the obtained Pearson r value; and

N = size of sample

In using the t- test for uncorrelated means, the following formula was employed (Walpole, 1982:311).

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2}{n_1 + n_2 - 2} \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

where :

t = the computed t- value

$\bar{X}_1$  = the mean of the first group

$\bar{X}_2$  = the mean of the second group

$S_1$  = the sample variance of the first group

$S_2$  = the sample variance of the second group

$n_1$  = the number of cases of the first group

$n_2$  = the number of cases of the second group

To determine the best predictors of the teachers' performance rating, the factor which gave the highest percentage contribution based on the value of multiple correlation coefficient was considered the best predictor.

Finally, testing of hypothesis was done using 0.05 level of significance.

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings, analyses and interpretation of the data based on the specific questions presented in this study. Included in this chapter are the profile of the public elementary school teachers, perceived level of teacher's competence, level of teachers' performance based on their PAST performance rating, comparison of the perceptions of the two groups of respondents on the teacher's competence based on content, instruction and communication and relationship between the level of teacher's performance rating and their personal related variates and perceived teachers' competence.

#### Profile of the Public Elementary School Teachers

The profile of the public elementary school teachers such as age, sex, civil status, educational background, length of teaching experience, average family income, attitude towards their work, seminars, trainings, workshops and scholarships attended, and non- teaching assignments are herein presented.

Age. The age profile of the elementary teachers is shown in Table 2. As gleaned from the table, the highest number of frequency was in the age bracket of 35- 39 years with 25.00 percent or 28 out of 112 teacher- respondents. This was followed by 21 out of 112 or 18.75 percent in the age bracket of 40-44 years. While

the least frequency, with only four respondents, which comprised 3.57 percent was in the age bracket of 25- 29 years old.

As a whole, the average age of the teacher respondents was 47.79 years with a standard deviation of 9.42 years. It could be said that this teacher-respondents were in their late forties and considerably mature. The norm of their age ranged from 38.37 to 57.21 years.

**Table 2**

**Age Distribution of the Public Elementary School Teachers**

<b>Age in years</b>	<b>Frequency</b>	<b>Percent</b>
60- 64	7	6.25
55- 59	14	12.50
50- 54	11	9.82
45- 49	14	12.50
40- 44	21	18.75
35- 39	28	25.00
30- 34	13	11.61
25- 29	4	3.57
<b>Total</b>	<b>112</b>	<b>100.00</b>
<b>Mean</b>	<b>47.79 years</b>	<b>-</b>
<b>SD</b>	<b>9.42 years</b>	<b>-</b>

**Sex.** With respect to sex of the teacher- respondents, 103 of them were females or 91.96 percent belonged to this gender and 9 or 8.04 percent were males. This findings jibed with several findings of other researches conducted that teaching profession attracts more females than their male counterparts. Moreover, the trend has been that teaching is becoming more and more a female-

dominated profession. In this respect, there has been some concern regarding the effect of this situation on the socialization of young male learners.

**Civil Status.** In terms of the respondents' civil status, Table 3 shows that most of the teachers were married as evidenced by the fact that out of 112, 87 of them or 77.68 percent were married. On the other hand, 20 of them or 17.86 percent were single and the remaining 5 teachers or 4.46 percent were widow/er.

**Table 3**

**Civil Status Profile of the Elementary Teachers**

<b>Sex</b>	<b>Frequency</b>	<b>Percent</b>
Single	20	17.86
Married	87	77.68
Widow/er	5	4.46
<b>Total</b>	<b>112</b>	<b>100.00</b>

**Educational Background.** The educational background of the teacher-respondents is shown in Table 4. All of the teacher-respondents were Bachelors' degree holder. There were 95 teachers or 84.82 percent who had finished BEED. This was followed by 11 teachers or 9.83 percent who had finished BSIE. Only one teacher each, which comprised 0.89 percent were BSC, BSAEd, and BSBA degree holders. The data denoted that all of them possessed the educational qualification called for by their respective teaching position.

**Table 4**  
**Educational Background of Elementary Teachers**

Degree Finished	Frequency	Percent
BEED	95	84.82
BSIE	11	9.83
BSE	2	1.79
BS Fisheries	1	0.89
BSC	1	0.89
BSAEd	1	0.89
BSBA	1	0.89
<b>Total</b>	<b>112</b>	<b>100.00</b>

**Length of Teaching Experience.** Data on the length of teaching experience of the teacher respondents are shown in Table 5. As shown in the table, the highest number of teachers with 31 or 27.68 percent had been teaching for 10- 14 years. This was followed by 17 or 15.18 percent of teachers who had been working as teachers for 5-9 years now. The least number of teachers with 2 or 1.79 percent had been working as teachers for 40-44 years now and 3 or 2.68 percent for 35- 39 years now.

The average years they had been teaching was 15.48 years with a standard deviation of 9.77 years. It indicated that teacher- respondents were experienced teachers, long enough to hone them as good teachers, hopefully.

Table 5

## Length of Teaching Experience of the Teacher- Respondents

Teaching Experience (years)	Frequency	Percent
40- 44	2	1.79
35- 39	3	2.68
30- 34	8	7.14
25- 29	7	6.25
20- 24	13	11.60
15- 19	17	15.18
10- 14	31	27.68
5- 9	17	15.18
0- 4	14	12.50
<b>Total</b>	<b>112</b>	<b>100.00</b>
<b>Mean</b>	<b>15.48 years</b>	-
<b>SD</b>	<b>9.77 years</b>	-

**Monthly Income.** A closer examination of the data in Table 6 clearly revealed that the greater proportion of the teachers consisting of 62 respondents (55.36%) had average family income between P 9,001 to P 11,000. This was followed by 10 or 8.93 percent with family income from P 13,001 to P 15,000. The least frequency with only two respondents had family income from P 23,001 to P25,000. Some teachers were receiving higher monthly income over the rest because of longer teaching experience. Correspondingly, teachers who had rendered at least three years of continuous satisfactory experience as teachers enjoyed salary step increments due to longevity pay privilege.

The data further indicated that the average family income of the teacher-respondents was P 12,607.64 with a standard deviation of P 3,980.65.

**Table 6**  
**Average Family Income Distribution of Teachers**

Income Bracket (PhP)	Frequency	Percent
23,001 – 25,000	2	1.79
21,001 – 23,000	5	4.46
19,001 – 21,000	7	6.25
17,001 – 19,000	3	2.68
15,001 – 17,000	5	4.46
13,001 – 15,000	10	8.93
11,001 – 13,000	4	3.57
9,001 – 11,000	62	55.36
7,001 – 9,000	4	3.57
<b>Total</b>	<b>112</b>	-
<b>Mean</b>	<b>P 12,607.64</b>	-
<b>SD</b>	<b>P 3,980.65</b>	-

Compared to the poverty threshold established by NEDA in 2002 of Php. 12,915, the teachers' family income was low.

**Teachers' Attitude toward work.** The mean weighted ratings of teachers' perceptions of their attitude toward their work are presented in Table 7. It is evident from the data gathered that the highest rating of 4.46 was registered in "I have a pleasant feeling towards teaching". This was followed by a rating of 4.45 in "I show concerns for the welfare of pupils". However, a low mean rating of 4.16 and 4.13 were obtained in "I adapt to changes smoothly" and "I assume leadership roles in school and community work" respectively.

Table 7

## Teachers' Attitude Toward Their Work

Indicators	Mean	Interpretation
1. I have a pleasant feeling towards teaching.	4.46	A
2. I schedule the work to be done.	4.34	A
3. I welcome constructive suggestions and criticism.	4.27	A
4. I use free time wisely in reading, preparing instructional materials and other worthwhile activities.	4.35	A
5. I am regular and punctual in attending classes.	4.30	A
6. I accomplish time record accurately.	4.22	A
7. I prepare and submit neat and accurate report.	4.17	A
8. I set the example of good and desirable behavior to pupils, peers and the community.	4.25	A
9. I conform to good classroom behavior such as calm, just, helpful, etc.	4.30	A
10. I observe courtesy in speech and manners.	4.21	A
11. I strive to build a good working relationship with pupils, peers, and supervisors.	4.35	A
12. I can work without supervisors.	4.33	A
13. I work hard to achieve specific goals.	4.23	A
14. I establish teamwork and collaboration among peers and supervisors.	4.18	A
15. I have a strong resolve to further improve myself on the job.	4.26	A
16. I participate in community affairs.	4.19	A
17. I participate in programs and projects that will benefit the school.	4.38	A
18. I assume leadership roles in school and community work.	4.13	A
19. I adapt to changes smoothly.	4.16	A
20. I show concerns for the welfare of pupils.	4.45	A
<b>Grand Mean</b>	<b>4.28</b>	<b>A</b>

## Legend:

4.51 – 5.00	Strongly Agree (SA)
3.51 – 4.50	Agree (A)
2.51 – 3.50	Undecided (U)
1.51 – 2.50	Disagree (D)
1.00 – 1.50	Strongly Disagree (SD)

As a whole, the data revealed that the teacher- respondents obtained a grand mean of 4.28 equivalent to “agree” indicating that they had a favorable or positive attitude towards teaching. A teacher with positive attitude towards teaching is expected to be a good teacher.

**Seminars / trainings attended.** Table 8 provides data on the number of days of in- service trainings attended by the 112 teacher- respondents in the districts of Sta. Margarita I and II. As revealed by the same table, a greater majority of the teachers, that is, 57 teachers or 50.89 percent attended a training from 1 to 3 days. This was followed by 20 teachers or 17.86 percent attended a training from 4 to 6 days. Meanwhile, the least number of teachers involved in

**Table 8**

**Seminars, Trainings and Workshops Attended by  
the Teacher- Respondents**

<b>No. of Trainings (days)</b>	<b>Frequency</b>	<b>Percent</b>
19- 22	2	1.79
16- 18	4	3.57
13- 15	6	5.36
10- 12	7	6.25
7- 9	16	14.28
4- 6	20	17.86
1- 3	57	50.89
<b>Total</b>	<b>112</b>	<b>-</b>
<b>Mean</b>	<b>5 days</b>	<b>-</b>
<b>SD</b>	<b>4 days</b>	<b>-</b>

the study, that is 2 out of 112 teachers or 1.79 percent were able to attend a training from 19 to 22 days. The average number of trainings attended by the teachers was five days with a standard deviation of four days. The findings implied that the teacher- respondents were updated on matters relevant to their work as teachers.

**Non-teaching assignments.** Table 9 shows the non- teaching assignments of teacher- respondents of the study. As shown from the numerical data found in the table, of the 10 non- teaching assignments, fiesta related activities ranked number 1, which means that this is the most non- teaching participation of teachers. Scouting follows being ranked 2 or as second most non- teaching participation of teachers. Third in rank or the third most non- teaching participation is alay lakad. Beautification drive was ranked fourth or as the fourth most non- teaching participation of teachers. The last in rank as ranked 10 was others which include Plan Philippines activities, religious activities and community organization activities.

These non- teaching assignments had given rise to the problems that beset in- service training of teachers and at the same time created the current concerns about enhancing the effectiveness in relation to teaching- learning situations and pupils performance. Furthermore, the data implied that teachers were generally burdened with work not directly related to teaching.

Table 9

## Non- Teaching Assignments of Teacher- Respondents

Non- Teaching Assignments	Frequency	Percent	Rank
Fiesta related activities	100	89.29	1
Scouting	98	87.50	2
Alay Lakad	92	82.14	3
Beautification Drive	66	58.93	4
Athletics	63	56.25	5
Election	61	54.46	6
Activities of the Agencies	55	49.11	7
Green Revolution	47	41.96	8
Red Cross	19	16.96	9
Others	5	4.46	10

**Level of Teachers' Competence as Perceived by Themselves and Their Administrators.**

The level of teachers' competence as perceived by themselves and their administrators along content, instruction and communication are presented and discussed in this section. They are shown in Table 10-12.

**Content.** Table 10 shows the level of teachers' competence along content as perceived by themselves and their administrators. As reflected from the Table, all aspects of content pedagogy were considered "very satisfactory" by both the school administrators and teachers. However, as we examine the weighted mean rating for each indicator, a slight difference can be noted.

From the school administrator- respondents, they perceived their teachers to be "very satisfactory" in "s/he integrates values into the subject matter" and

Table 10

**Level of teachers' Competence as Perceived by the Respondents along Content**

Indicators	Respondents	Frequency					$\sum xw$	Weighted Mean	Interpretation
		5	4	3	2	1			
1. I have a well- prepared lesson for the day.	Administrators	1	9				41	4.10	VS
	Teachers	36	66	10			474	4.23	VS
2. I explain the subject matter within the pupils' level of learning experience.	Administrators		8	2			38	3.80	VS
	Teachers	21	74	17			452	4.04	VS
3. I provide examples when explaining subject matter content.	Administrators		6	4			36	3.60	VS
	Teachers	23	71	18			453	4.04	VS
4. I begin with new lesson with a review of previous related concepts.	Administrators		8	2			38	3.80	VS
	Teachers	33	65	14			467	4.17	VS
5. I explain ideas again if pupils' don't understand the lesson.	Administrators		9	1			39	3.90	VS
	Teachers	28	66	18			458	4.09	VS
6. I ask thought provoking questions that make pupils think better.	Administrators		8	2			38	3.80	VS
	Teachers	13	71	28			433	3.87	VS
7. I integrate values into the subject matter.	Administrators	3	7				42	4.20	VS
	Teachers	39	61	12			475	4.24	VS
8. I know a lot of activities about the subject matter I am teaching.	Administrators		9	1			39	3.90	VS
	Teachers	20	73	19			449	4.01	VS
9. I give reinforcement / remediation activities to slow learners.	Administrators		7	3			37	3.70	VS
	Teachers	21	74	17			452	4.04	VS
10. I give enrichment activities to fast learners.	Administrators		8	2			38	3.80	VS
	Teachers	16	68	28			436	3.89	VS
11. I organize activities logically.	Administrators		9	1			39	3.90	VS
	Teachers	13	69	30			431	3.85	VS
12. I summarize what has been done in the lesson.	Administrators		9	1			39	3.90	VS
	Teachers	15	77	20			443	3.96	VS
<b>Area mean</b>	<b>Administrators</b>							<b>3.87</b>	<b>VS</b>
	<b>Teachers</b>							<b>4.04</b>	<b>VS</b>

## Legend:

- 4.51 – 5.00 Outstanding (O)  
 3.51 – 4.50 Very Satisfactory (VS)  
 2.51 – 3.50 Satisfactory (S)  
 1.51 – 2.50 Unsatisfactory (U)  
 1.00 – 1.51 Very Unsatisfactory (VU)

“s/he has a well- prepared lesson for the day” with means of 4.20 and 4.10 respectively. These are good competencies that classroom teachers must possess for the improvement of school’s academic performance. The least mean obtained from the administrators’ perception was that “s/he gives enrichment activities to fast learners” and “s/he provides examples when explaining subject matter content” with means of 3.70 and 3.60 respectively. These competencies should be improved by the teachers to make classroom instruction more meaningful on the part of the pupils. In general, school administrators perceived their teachers “very satisfactory in content pedagogy as evidenced by the area mean of 3.87.

The teacher- respondents on the other hand, projected high mean rating of 4.24 in “I integrate values into the subject matter” and a mean rating of 4.23 in “I have a well prepared lesson for the day”. Indeed, these aspects of their content competence are vital for the effective and efficient exercise of their duties and responsibilities. The integration of values in different subject areas with a specific and workaholic framework was laudable. However, a low mean ratings of 3.87 and 3.85 were obtained in “I ask thought provoking questions that make pupils think better” and “I organize activities logically” respectively. In general, teachers perceived themselves to be “very satisfactory” in content pedagogy as evidenced by the area mean of 4.04.

**Instruction.** Data on the level of teachers’ competence along instruction as expressed by themselves and their administrators are contained in Table 11.

Table 11

**Level of teachers' Competence as Perceived by the Respondents Along Instructional**

Indicators	Respondents	Frequency					$\Sigma xw$	Weighted Mean	Interpretation
		5	4	3	2	1			
1. I make use of varied teaching methods to make the lesson interesting.	Administrators		7	3			37	3.70	VS
	Teachers	19	78	15			452	4.04	VS
2. I utilize teaching methods and techniques that motivates and encourages to learn.	Administrators		10				40	4.00	VS
	Teachers	19	79	14			456	4.07	VS
3. I explain the subject matter clearly.	Administrators		9	1			39	3.90	VS
	Teachers		71	13			463	4.13	VS
		28							
4. I use mastery learning technique in teaching.	Administrators		9	1			39	3.90	VS
	Teachers	17	73	22			443	3.96	VS
5. I recognize activities logically.	Administrators		1	8	1		40	4.00	VS
	Teachers	15	68	29			434	3.88	VS
6. I plan daily learning experiences.	Administrators		6	4			36	3.60	VS
	Teachers	22	70	20			450	4.02	VS
7. I use audio- visual aid or handouts.	Administrators		1	9			31	3.10	S
	Teachers	7	60	45			410	3.66	VS
8. I use class time wisely.	Administrators		8	2			38	3.80	VS
	Teachers	25	62	25			448	4.00	VS
9. I provide activities which help pupils' to become responsible and self-directed learners.	Administrators		10				40	4.00	VS
	Teachers	16	76	20			444	3.96	VS
10. I make classroom activities pupil- centered and encourages pupil participation.	Administrators		10				40	4.00	VS
	Teachers	26	70	16			458	4.09	VS
11. I make clear the limits of behavior expected from every output of pupils.	Administrators		6	4			36	3.60	VS
	Teachers	15	72	25			438	3.91	VS
12. I ensure that instructional materials and facilities are available when needed.	Administrators		7	3			37	3.70	VS
	Teachers	15	61	36			427	3.81	VS
<b>Area mean</b>	<b>Administrators</b>							<b>3.78</b>	
	<b>Teachers</b>							<b>3.96</b>	

Legend:

- 4.51 – 5.00 Outstanding (O)  
 3.51 – 4.50 Very Satisfactory (VS)  
 2.51 – 3.50 Satisfactory (S)  
 1.51 – 2.50 Unsatisfactory (U)  
 1.00 – 1.51 Very Unsatisfactory (VU)

The table reveals that majority of the indicators relating instruction, were rated to be “very satisfactory” by the respondents. As indicated in the Table, the administrators assigned high mean rating to “my teacher utilizes teaching methods and techniques that motivates and encourages to learn”, “s/he recognizes activities logically”, s/he provides activities which help pupils to become responsible and self- directed learners” and “s/he makes classroom activities pupil- centered and encourages pupil participation with means of 4.00 each respectively. Meanwhile, a low mean rating of 3.10 was obtained in “my teacher uses audio- visual aid or handouts”.

Similarly, the teachers provided high mean score of 4.13 in indicator “ I explain the subject matter clearly” and “I make classroom activities pupil-centered and encourages pupil participation” with a mean rating of 4.09. The least mean was obtained from “ I use audio- visual aid or handouts” with a mean of 3.66. It should be understood that employing audio- visual aids or handouts was constrained by the cost of reproduction of materials to be used in the delivery of instruction especially when expenses were shouldered by teachers and pupils.

In general, the school administrators and teachers perceived their teachers “very satisfactory” in instructional pedagogy as evidenced by the area mean of 3.78 and 3.96 respectively. This indicated that the teachers’ competence of instruction helped them carry out the objectives of classroom instruction.

**Communication.** Table 12 reflects the frequency count and weighted means of the responses on communicative pedagogy of administrators and teacher- respondents. Of the competencies, highest among administrators responses were “ my teacher expresses ideas clearly”, “s/he possesses voice which is well modulated and clear”, s/he answers pupil’s questions clearly” and “s/he selects appropriate language” with a weighted mean of 4.0 (very satisfactory) respectively. While the lowest was “my teacher is fluent in the use of English/ Filipino” with a weighted mean of 3.50 (Satisfactory). The low mean rating explicitly suggested a need for teachers to equip themselves to impart basic and correct knowledge on English/ Filipino. In like manner, Table 12 reveals that teachers perceived themselves to be “very satisfactory” in all the indicators of communicative competence. However, high mean score was evidenced in “I speak fluently in the use of English/ Filipino” and the indicator “I provide appropriate reinforcement to pupil’s responses” got a low mean score of 3.92. In this regard, teachers should provide enrichment activities to pupils that can contribute in the full attainment of teaching goals and objectives.

In general, the school administrators and teachers perceived their teachers “very satisfactory” in communicative pedagogy as evidenced by the area mean of 3.88 and 4.00 respectively.

It is significant to note that the teachers rated themselves higher than the ratings given by their administrators in terms of level of competence along content, instruction and communication.

Table 12

**Level of Teachers' Competence as Perceived by the  
Respondents Along Communication**

Indicators	Respondents	Frequency					$\sum xw$	Weighted Mean	Interpretation
		5	4	3	2	1			
1. I express ideas clearly.	Administrators	1	8	1			40	4.00	VS
	Teachers	24	73	15			457	4.08	VS
2. I possess a voice which is well modulated and clear.	Administrators		10				40	4.00	VS
	Teachers	24	72	16			456	4.07	VS
3. I give clear explanations and directions about classwork.	Administrators		7	3			37	3.70	VS
	Teachers	31	66	15			462	4.13	VS
4. I speak fluent in the use of English/ Filipino	Administrators		5	5			35	3.50	S
	Teachers	16	68	38			466	4.16	VS
5. I use the language correctly.	Administrators		9	1			39	3.90	VS
	Teachers	13	68	31			430	3.84	VS
6. I answer pupil's questions clearly.	Administrators		10				40	4.00	VS
	Teachers	19	73	20			447	3.99	VS
7. I select appropriate language / direction.	Administrators		10				40	4.00	VS
	Teachers	19	71	22			445	3.97	VS
8. I provide clear and lucid explanations.	Administrators		9	1			39	3.90	VS
	Teachers	16	76	20			444	3.96	VS
9. I ask questions with logic and organization.	Administrators		9	1			39	3.90	VS
	Teachers	18	70	24			442	3.95	VS
10. I use correct pronunciation and intonation.	Administrators		7	3			37	3.70	VS
	Teachers	19	68	25			442	3.95	VS
11. I provide appropriate reinforcement to pupil's responses.	Administrators		10				40	4.00	VS
	Teachers	15	73	27			439	3.92	VS
12. I express attitudinal through one's choice of words and examples.	Administrators		10				40	4.00	VS
	Teachers	18	70	24			442	3.95	VS
<b>Area mean</b>	<b>Administrators</b>							<b>3.88</b>	
	<b>Teachers</b>							<b>4.00</b>	

## Legend:

- 4.51 – 5.00 Outstanding (O)  
 3.51 – 4.50 Very Satisfactory (VS)  
 2.51 – 3.50 Satisfactory (S)  
 1.51 – 2.50 Unsatisfactory (U)  
 1.00 – 1.51 Very Unsatisfactory (VU)

### Comparison of the Perceptions of the Administrators and Teachers on the Level of Teachers' Competence

This section presents the summary of comparing the responses of the school administrators and teachers on the level of teachers' competence along content, instructional and communicative pedagogy. It also includes discussions whether or not the perceptions of the two groups of respondents were significant using t- test for independent means in order to decide whether to accept or reject the hypothesis. These data are presented in Tables 13- 15.

Content. Table 13 shows the summary of responses of the administrators and teachers on the level of teachers' competence along content comparing the responses using t- test for independent means. The table reveals that the administrators and teachers perceived differently in terms of the teachers content competence as evidenced by the area mean of 3.87 and 4.04 for administrators and teachers respectively.

To determine whether the difference was significant or not, t- test for independent means was applied. It revealed that the computed t- value of 2.96 was found to be greater than the critical or tabular t- value of 2.074 at 0.05 level of significance and at 22 degrees of freedom. Thus, the hypothesis which stated that "there was no significant difference between the perceptions of the school administrators and their teachers on their teachers' competence along content" was rejected. It meant that the opinion of the administrators and teachers were

not the same. The teachers rated themselves much higher compared to their administrators' ratings.

**Table 13**

**Summary of the Responses of Administrators and Teachers on the Level of Teachers' Competence Along Content And Comparison Using t- test**

Indicators	Respondent's Category			
	Administrators		Teachers	
	Mean	Interpretation	Mean	Interpretation
1. I have a well- prepared lesson for the day.	4.10	VS	4.23	VS
2. I explain the subject matter within the pupils' level of learning experience.	3.80	VS	4.04	VS
3. I provide examples when explaining subject matter content.	3.60	VS	4.04	VS
4. I begin with new lesson with a review of previous related concepts.	3.80	VS	4.17	VS
5. I explain ideas again if pupils' don't understand the lesson.	3.90	VS	4.09	VS
6. I ask thought provoking questions that make pupils think better.	3.80	VS	3.87	VS
7. I integrate values into the subject matter.	4.20	VS	4.24	VS
8. I know a lot of activities about the subject matter I am teaching.	3.90	VS	4.01	VS
9. I give reinforcement / remediation activities to slow learners.	3.70	VS	4.04	VS
10. I give enrichment activities to fast learners.	3.80	VS	3.89	VS
11. I organize activities logically.	3.90	VS	3.85	VS
12. I summarize what has been done in the lesson.	3.90	VS	3.96	VS
<b>Total</b>	<b>46.4</b>		<b>48.43</b>	
<b>Area mean</b>	<b>3.87</b>	<b>VS</b>	<b>4.04</b>	<b>VS</b>
<b>Computed t- value</b>	<b>2.96</b>			
<b>Critical t- value</b>	<b>2.074</b>			
<b>Evaluation</b>	<b>Significant / Reject Ho</b>			

Legend:

4.51 – 5.00	Outstanding (O)
3.51 – 4.50	Very Satisfactory (VS)
2.51 – 3.50	Satisfactory (S)
1.51 – 2.50	Unsatisfactory (U)
1.00 – 1.51	Very Unsatisfactory (VU)

**Instructional Pedagogy.** Table 14 discloses the comparison of the perceptions of the administrators and teachers on the level of teachers' competence along instruction. It can be gleaned from the table that the combined

**Table 14**

**Summary of the Responses of Administrators and Teachers on the Level of Teachers' Competence Along Instruction and Comparison Using t- test**

Indicators	Respondent's Category			
	Administrators		Teachers	
	Mean	Interpretation	Mean	Interpretation
1. I make use of varied teaching methods to make the lesson interesting.	3.70	VS	4.04	VS
2. I utilize teaching methods and techniques that motivates and encourages to learn.	4.00	VS	4.07	VS
3. I explain the subject matter clearly.	3.90	VS	4.13	VS
4. I use mastery learning technique in teaching.	3.90	VS	3.96	VS
5. I recognize activities logically.	4.00	VS	3.88	VS
6. I plan daily learning experiences.	3.60	VS	4.02	VS
7. I use audio- visual aid or handouts.	3.10	VS	3.66	VS
8. I use class time wisely.	3.80	VS	4.00	VS
9. I provide activities which help pupils' to become responsible and self- directed learners.	4.00	VS	3.96	VS
10. I make classroom activities pupil- centered and encourages pupil participation.	4.00	VS	4.09	VS
11. I make clear the limits of behavior expected from every output of pupils.	3.60	VS	3.91	VS
12. I ensure that instructional materials and facilities are available when needed.	3.70	VS	3.81	VS
<b>Total</b>	<b>45.3</b>		<b>47.53</b>	
<b>Area mean</b>	<b>3.78</b>	<b>VS</b>	<b>3.96</b>	<b>VS</b>
<b>Computed t- value</b>	<b>2.22</b>			
<b>Critical t- value</b>	<b>2.074</b>			
<b>Evaluation</b>	<b>Reject Ho. : Significant</b>			

**Legend:**

- 4.51 – 5.00 Outstanding (O)
- 3.51 – 4.50 Very Satisfactory (VS)
- 2.51 – 3.50 Satisfactory (S)
- 1.51 – 2.50 Unsatisfactory (U)
- 1.00 – 1.51 Very Unsatisfactory (VU)

mean ratings of the administrators was 3.78. On the same Table the combined mean ratings of the teachers was 3.96.

The mean difference in the teachers' competence as perceived by themselves and school administrators was 0.18. Testing this observed difference using the t- test for independent means, the computed t- value was 2.22 which proved greater than the critical t- value of 2.074 at 0.05 level of significance with df equal 22. Thus, the hypothesis which stated that the "perceptions of the two groups of respondents relative to the competence of the teachers along instruction did not differ significantly" was rejected. It meant that the teachers themselves gave his/her ratings than the administrators.

**Communicative Pedagogy.** Table 15 presents the summary of the perceptions of the administrators and teachers on the level of teachers' competence along communicative. It can be gleaned from the table that the combined mean ratings of the administrators was 3.88. On the same Table, the combined mean ratings of the teachers was 4.00.

The mean difference in the level of teachers' competence of the two groups of respondents was 0.12. Testing this observed difference using the t- test for independent means, the computed t- value was 0.49, which proved lesser than the critical t- value of 2.074 at .05 level of significance with df equals 22. Thus, the hypothesis which stated that "the perceptions of the two groups of respondents relative to the level of competence of the teachers along

Table 15

**Summary of the Responses of Administrators and Teachers on the  
Level of Teachers' Competence Along Communication  
And Comparison Using t- test**

Indicators	Respondent's Category			
	Administrators		Teachers	
	Mean	Interpre- tation	Mean	Interpre- tation
1. I express ideas clearly.	4.00	VS	4.08	VS
2. I possess a voice which is well modulated and clear.	4.00	VS	4.07	VS
3. I give clear explanations and directions about class work.	3.70	VS	4.13	VS
4. I speak fluent in the use of English/ Filipino	3.50	VS	4.16	VS
5. I use the language correctly.	3.90	VS	3.84	VS
6. I answer pupil's questions clearly.	4.00	VS	3.99	VS
7. I select appropriate language / direction.	4.00	VS	3.97	VS
8. I provide clear and lucid explanations.	3.90	VS	3.96	VS
9. I ask questions with logic and organization.	3.90	VS	3.95	VS
10. I use correct pronunciation and intonation.	3.70	VS	3.95	VS
11. I provide appropriate reinforcement to pupil's responses.	4.00	VS	3.92	VS
12. I express attitudinal through one's choice of words and examples.	4.00	VS	3.95	VS
<b>Total</b>	<b>46.6</b>		<b>47.97</b>	
<b>Area mean</b>	<b>3.88</b>	<b>VS</b>	<b>4.00</b>	<b>VS</b>
<b>Computed t- value</b>	<b>0.49</b>			
<b>Critical t- value</b>	<b>2.074</b>			
<b>Evaluation</b>	<b>Accept Ho. : Not Significant</b>			

## Legend:

4.51 – 5.00	Outstanding
3.51 – 4.50	Very Satisfactory
2.51 – 3.50	Satisfactory
1.51 – 2.50	Unsatisfactory
1.00 – 1.51	Very Unsatisfactory

communication did not differ significantly “was accepted. It meant that the opinion of the school administrators and teachers were the same. It implied that the two groups of respondents perceived the communication skills of teachers similarly on the same degree. Furthermore, the administrators and teachers were somehow in agreement as to how the teachers performed their functions along communication.

### **Level of Teachers’ Performance** **Rating Based on the PAST.**

The level of teachers’ performance based on their Performance Appraisal System for Teachers (PAST) along instructional competence, professional and personal characteristics and punctuality and attendance are presented and discussed in this section. They are shown on Tables 16- 19.

**Instructional Competence.** Table 16 shows the level of teachers’ performance rating based on their PAST along instructional competence. They were rated by their respective school heads using the PAST Rating sheets. The instructional competence represented a weight of 70 percent of the general final rating of the 112 teacher- respondents. The percentage equivalent was then interpreted using the table of equivalent embodied in the PAST guidelines.

Table 16 shows that 69 or 61.61 percent of the teachers obtained “very satisfactory” performance rating, 41 or 36.61 percent had “outstanding” performance rating, 1.78 percent had “satisfactory” performance rating and nobody obtained “unsatisfactory” and “poor” performance rating. The

distribution had a mean performance of 5.39 with a standard deviation of 0.72. Thus, the performance of the teacher- respondents could be described as “very satisfactory” along instructional competence. The very satisfactory performance of teachers demonstrated clearly that these teachers had sufficient knowledge in terms of their instructional competence. As a consequence of the very satisfactory performance of teachers, one could also expect very satisfactory performance from their pupils. Moreover, the teachers had the good sense of direction in performing their duties and responsibilities.

**Table 16**

**Level of Teachers’ Performance based on their  
PAST along Instructional Competence**

<b>Rating</b>	<b>f</b>	<b>%</b>	<b>Verbal Description</b>
6.02 – 7.00	41	36.61	Outstanding
4.62 – 6.01	69	61.61	Very Satisfactory
3.22 – 4.61	2	1.78	Satisfactory
2.52 – 3.21	0	0.00	Unsatisfactory
2.45 – 2.51	0	0.00	Poor
<b>Total :</b>	<b>112</b>	<b>100.00</b>	
<b>Mean :</b>		<b>5.39</b>	
<b>SD :</b>		<b>0.72</b>	

**Professional and personal characteristics.** Data on the level of teachers’ performance rating along professional and personal characteristics based on their PAST are contained in Table 17. The professional and personal characteristics represented a weight of 20 percent of the general final rating of the

112 teacher- respondents. The percentage equivalent was then interpreted using the Table of equivalent embodied in the PAST guidelines.

The table reveals that approximately 74 or 66.07 percent of the teachers obtained a rating of “very satisfactory” performance. This was followed by 22 teachers or 19.64 percent who obtained “outstanding” performance rating, 14 teachers or 12.50 percent with “satisfactory” performance rating and the remaining 2 teachers or 1.79 percent obtained “unsatisfactory” performance rating.

The average performance rating of the teachers along professional and personal characteristics was 1.42, which was interpreted as “very satisfactory” performance with a standard deviation of 0.25. It can be implied therefore, that the teachers manifested very good professional and personal characteristics. These characteristics reflect the behavioral dimensions that affect the job performance of the teachers.

**Table 17**

**Level of Teachers’ Performance based on their  
PAST along Professional and Personal Characteristics**

<b>Rating</b>	<b>f</b>	<b>%</b>	<b>Verbal Description</b>
1.72- 2.00	22	19.64	Outstanding
1.32- 1.71	74	66.07	Very Satisfactory
0.92- 1.31	14	12.50	Satisfactory
0.72- 0.91	2	1.79	Unsatisfactory
0.01- 0.71	0	0.00	Poor
<b>Total</b>	<b>112</b>	<b>100.00</b>	
<b>Mean</b>	<b>1.42</b>		
<b>SD</b>	<b>0.25</b>		

It is significant to note that many things in the classroom are caught not taught, hence the effectiveness of the teacher is dependent on the characteristics displayed during the delivery of the lesson. Moreover, teachers with better professional and personal characteristics tend to be more efficient.

**Punctuality and attendance.** Data on the level of teachers' performance rating along punctuality and attendance based on their PAST are contained in Table 18. The punctuality and attendance represented a weight of 10 percent of the general final rating of the 112 teacher-respondents. The percentage equivalent was then interpreted using the Table of equivalent embodied in the PAST guidelines.

**Table 18**

**Level of Teachers' Performance based on their  
PAST along Punctuality and Attendance**

<b>Rating</b>	<b>f</b>	<b>%</b>	<b>Verbal description</b>
0.86- 1.00	23	20.53	Outstanding
0.66- 0.85	79	70.54	Very Satisfactory
0.46- 0.65	7	6.25	Satisfactory
0.36- 0.45	3	2.68	Unsatisfactory
.01 - 0.35	0	0.00	Poor
<b>Total</b>	<b>112</b>	<b>100.00</b>	
<b>Mean</b>	<b>0.77</b>		
<b>SD</b>	<b>0.12</b>		

The table reveals that approximately 79 or 70.54 percent of the teachers obtained a rating of "very satisfactory" performance. This was followed by 23 teachers or 20.53 percent who obtained "outstanding" performance rating, 7 teachers or 6.25 percent with "satisfactory" performance rating and the

remaining 3 teachers or 2.68 percent obtained “unsatisfactory” performance rating.

The average performance rating of the teachers along punctuality and attendance was 0.77 which was interpreted as “very satisfactory” performance with a standard deviation of 0.12. It can be implied therefore, that the teachers manifested very good punctuality and attendance relative to their duties and responsibilities. Teachers with better punctuality and attendance tend to be more efficient.

Shown in Table 19 is the over- all performance ratings of the teacher-respondents using the prescribed weight allocation and computation under the PAST along instructional competence, professional and personal characteristics and punctuality and attendance. They were rated by their respective school heads using the PAST Rating Sheets covering the aforementioned criteria. The percentage equivalent was then interpreted using the table of equivalent embodied in the PAST guidelines.

**Table 19**

**Level of Teachers’ Performance based on their  
Performance Appraisal System for Teaching**

<b>Rating</b>	<b>f</b>	<b>%</b>	<b>Verbal Description</b>
8.60- 10.00	2	1.79	Outstanding
6.60- 8.50	106	94.64	Very Satisfactory
4.60- 6.50	4	3.57	Satisfactory
2.60- 4.50	0		Unsatisfactory
2.50 and below	0		Poor
<b>Total</b>	<b>112</b>	<b>100.00</b>	
<b>Mean</b>	<b>7.51</b>		
<b>SD</b>	<b>0.46</b>		

Table 19 reveals that approximately 106 or 94.64 percent of the teachers obtained a rating of “very satisfactory” performance. This was followed by 4 teachers or 3.57 percent who obtained “satisfactory” performance rating. The remaining 2 teachers or 1.79 % obtained “outstanding” performance rating.

The over-all average performance rating of teachers based on their PAST was 7.51 with a standard deviation of 0.46. It indicated that majority of the elementary school teachers were performing well in their respective jobs as teachers. Their performance had a qualitative description of “very satisfactory”.

#### **Relationship Between the Teachers’ Performance Rating and their Variates**

This section discusses the analysis undertaken between the teachers’ performance rating and some of their related variates, namely: age, sex, civil status, educational attainment, length of teaching experience, average family monthly income, attitude towards their work, in- service trainings and non-teaching assignments. The data were reflected in Table 20.

**Personal Related Variates.** The computed coefficient correlation ( $r$ ) between the performance rating of teachers and their age was 0.04. This denoted negligible relationship between the two variables. To test the significance of the obtained  $r$ , Fisher’s  $t$  was applied. It turned out that the computed  $t$ - value of 0.42 was numerically lesser than the critical  $t$ - value of 1.96 at 0.05 significance level with the  $df$  equal to 110. Hence, the hypothesis which stated that there was no

significant relationship between teachers' performance rating and their age was accepted. Furthermore, performance rating of the teacher-respondents would not be determined by merely looking at whether the teacher was old or young.

In relating the teachers' performance rating with their sex, the computed correlation coefficient posted at 0.04 denoting negligible correlation.

Using the Fisher's t- test to test its significance, the computed t- value resulted to 0.42 which was numerically greater than the critical t- value of 1.96 at .05 level of significance with 110 df. Therefore, there was evidence to reject the hypothesis which stated that "there is no significant relationship between the teachers' performance rating and their sex". This indicated that the public elementary grade teachers' sex did not affect their performance rating. It meant that the female teachers performed equally with female teachers.

For this variate, the computed Pearson r was 0.18 which denoted low relationship. Using the Fisher's t to test its significance, the computed t- value resulted to 1.92 which was numerically lesser than the critical t- value of 1.96 at 0.05 significance level with 110 df. Therefore, there was enough evidence to accept the hypothesis that "there is no significant relationship between the teachers' civil status whether they were married, single or widow/er had nothing to do with the teachers' performance rating. It meant further that married teachers performed equally with single teachers.

Table 20

**Correlational Analysis Between the Level of Teachers' Performance Rating and their Variates**

Variates	Pearson r	Fisher's t- value	Critical t- value	Evaluation
Age	0.04	0.42	1.96	not significant
Sex	0.04	0.42	1.96	not significant
Civil Status	0.18	1.92	1.96	not significant
Educational Attainment	0.31	3.42	1.96	significant
Length of Teaching Experience	0.07	0.74	1.96	not significant
Average Family Monthly Income	0.14	1.48	1.96	not significant
Attitude towards their work	0.21	2.25	1.96	significant
In- Service Training	0.19	2.03	1.96	significant
Non- Teaching Assignments	0.29	3.18	1.96	significant

The computed r in correlating teachers' performance rating and their educational attainment turned out to be 0.31 which denoted a slight correlation. The test of significance revealed a computed t- value of 3.42 which was numerically greater than the tabular t- value of 1.96 at .05 significance level with 110 df. Therefore, the hypothesis which stated that "there is no significant relationship between the teachers' performance rating and their educational attainment was rejected. It indicated that educational attainment was affected by their performance rating. It did not necessarily follow when an elementary school teachers had a relevant degree or had earned units in master's degree, they would obtain higher performance rating.

Between the teachers' performance rating and their length of teaching experience, the correlation coefficient was 0.07 which denoted a negligible correlation. Using the Fisher's  $t$  to test its significance, the computed  $t$ -value posted at 0.74 which was lesser than the critical  $t$ -value of 1.96 at .05 significance level with 110 df. This led to the acceptance of the hypothesis that "there is no significant relationship between the teachers' performance rating and their length of teaching experience". It indicated that the length of service of the teachers did not affect their performance rating. Furthermore, it meant that the length of time that a teacher taught in school did not anyway make him more efficient and effective.

As regards the teachers' performance rating and their average family monthly income, the correlation coefficient was 0.14 denoting a negligible correlation. Using the Fisher's  $t$ , to test its significance, the computed  $t$ -value of 1.48 was numerically lesser than the tabular  $t$ -value of 1.96 at .05 significance level with 110 df. This led to the acceptance of the hypothesis that "there is no significant relationship between the teachers' performance rating and their average family monthly income". This implied that the teachers' income did not affect their performance rating. Performance rating does not necessarily go with the salary one receives.

The Pearson  $r$  for this variate was 0.21. The Fisher's  $t$ -value of 2.25 was found to be greater than the tabular  $t$ -value of 1.96 at .05 significance level with 110 df. This meant that the hypothesis that "there is no significant relationship

between the teachers' performance rating and their attitude towards their work" was rejected. This meant that generally, teachers with a positive attitude towards their teaching are likely to have better performance rating. Interpreting the findings of this study further, a positive attitude generally brings about positive reactions to learning situations and experience which contribute to effective learning and consequently, good or even better performance.

As regards to the relationship between the teachers' performance rating and their in- service trainings, the computed correlation coefficient was 0.19 denoting a low correlation. When tested for its significance, the Fisher's t- value was 2.03 which was greater than the tabular t- value of 1.96 at .05 significance level with 110 df. Therefore, the hypothesis that "there is no significant relationship between the teachers' performance rating and the in- service trainings attended was rejected. This result showed that more attendance in seminars did necessarily make the teachers competent in his work. There may be some teachers who had attended seminars and the knowledge acquired in the seminar was applied in the classroom.

In relating the teachers' performance rating and their non- teaching assignments, the correlation coefficient was 0.29 denoting a slight correlation. Testing the significance of the computed r using Fisher's t, it came out that the computed t- value of 3.18 was greater than the tabular t- value of 1.96 at .05 significance level with 110 df. This led to the rejection of the hypothesis that "there is no significant relationship between the teachers' performance rating

and their non- teaching assignments". This result implied that the teachers' non-teaching assignments was significantly related to their performance rating. This was a situation where increase in non- teaching assignments of teachers showed a corresponding increase in their performance rating.

**Perceived Teaching Competence of Teachers.** This portion presents the data showing the relationship of the teachers' performance rating in the PAST and their perceived teaching competence along content, instructional and communicative pedagogy. The data were shown in Table 21.

It can be deduced from the Table that of the three areas of the perceived teaching competence of the public elementary grade teachers, all of them appeared to have significant relationship between teachers' performance rating and their perceived teaching competence. This was clearly shown by the computed rxy values of 0.27, 0.24 and 0.26 respectively for content, instructional and communication. The computed Fisher's t- values for these competencies were 2.94, 2.59 and 2.82 respectively. These aforementioned values were greater than the critical t- value of 1.96 with 0.5 level of significance with 110 df. Thus, the null hypothesis that "there was no significant relationship between teachers' performance rating and their perceived teaching competence along content, instruction and communication" was rejected.

Table 21

**Correlational Analysis Between the Level of Teachers' Performance Rating and their Perceived Teaching Competence**

Teaching Competence	Pearson r	Fisher's t- value	Critical t- value	Evaluation
Content	0.27	2.94	1.96	Significant
Instructional	0.24	2.59	1.96	Significant
Communicative	0.26	2.82	1.96	Significant

From the above findings, it could be implied that teachers should be competent enough along content, instruction and communication because these areas of teaching competence really had something to do with their performance rating and eventually with the academic performance of their pupils.

This finding is a good basis to imply that in selecting and hiring public elementary grade teachers, the school administrators should consider to conduct demonstration teaching among the qualified teacher- applicants along these teaching competency.

**Extent to which the Perceived Teaching Competence and their Profile Predict the Level of Teacher's Performance**

Table 22 presents the Summary of Multiple correlation coefficient, coefficient of determination and F- ratio on the level of teachers' performance taken as a whole.

Table 22

**Summary of Multiple Correlation- Coefficient,  
Coefficient of Determination and F- ratio**

Predictor	Multiple r	r <sup>2</sup> %	F
A. Perceived Teaching Competence Content (a) Instructional (b) Communicative (c)	0.60	36.00	20.25
B. Teachers' Profile Age (d) Sex (e) Civil Status (f) Educational Background (g) Length of teaching experience (h) Average family monthly income (i) Attitude towards work (j) In- service trainings (k) Non- teaching assignments (l)	0.45	20.25	2.95
C. Perceived teaching competence (a-c) and teachers' Profile (d-l)	0.51	26.01	2.90

It could be seen that perceived teachers' performance taken as a whole has 0.60 correlation coefficient with respect to level of teachers' performance based on PAST which could be described as moderate relationship. This was found significant at 0.05 level of significance with a computed F value equal to 20.25. The amount of variation in the level of teachers' performance due to combined effects of the perceived teachers' performance was 36 percent. This further indicated that more than one- third of the teachers' performance could be attributed to the combined effects of the perceived teachers' performance namely: content, instructional and communicative.

As for the combined effects of the profile of elementary teachers, the correlation coefficient was 0.45. This was significant at 0.05 level with an F value of 2.95. Approximately 20.25 percent of teachers performance was due to the influence of the elementary teachers profile combined.

The perceived teaching competence and their profile taken together had a computed R value equal to 0.51 which was significant at 0.05 level with an F value equal to 2.90. The value of R could be described as moderate. The coefficient of determination which was 26.01% showed that more than one-fourth of teachers' performance was explained by the teaching competence and their profile investigated in this study.

#### **Policy Redirection Based on the Findings of the Study**

From the findings derived from this study, the following policy redirection are formulated.

To improve teachers' performance, they should pursue a relevant master's degree for their professional and career advancement.

1. Dep.Ed. officials should continue to conduct more development teacher-training programs through teaching-competency seminars and workshops.
2. Undertake a constant reassessment, restructuring and offering of up - to - date in - service training.

3. Implement a stiffer hiring procedure especially for elementary grade teachers.
4. Closer and systematic guidance and supervision of classroom teachers must be conducted by school administrators to improve teachers' performance as well as for the improvement of instruction.
5. Promotions and corresponding salary adjustments to teachers must be based on merit, and must be made promptly so as to maintain their high morale and performance.

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the salient findings of the study, conclusions drawn in the light of the findings, and the recommendations made as a result of the study.

#### Summary of Findings

The following were the major findings of the study:

1. The average age of the public elementary grade teachers was 47-79 years with a standard deviation of 9.42 years.
2. Majority of the teacher- respondents involved in this study were female constituting 91.96 percent, married and bachelor's degree holders in elementary education.
3. The public elementary grade teachers had an average teaching experience posted at 15.48 years with a standard deviation of 9.77 years.
4. The teacher- respondents had an average family monthly income of P 12,607.64 with a standard deviation of P 3,980.65.
5. With regards to the teacher- respondents attitude towards teaching, the obtained grand mean of 4.28 equivalent to "agree" indicated that the teachers had a favorable attitude towards teaching.

6. The average number of trainings attended by the teacher-respondents was pegged at five days with a standard deviation of four days.

7. In terms of non-teaching assignments of teachers, fiesta celebration, scouting, alay lakad and beautification drive were the most non-teaching participation of teachers.

8. The level of teaching competence of teachers as perceived by their school administrators along content was "very satisfactory" as evidenced by the area mean of 3.87, while the teacher-respondents perceived themselves as "very satisfactory" with an area mean of 4.04.

9. The level of teaching competence of teachers as perceived by their school administrators along instruction was "very satisfactory" as evidenced by the area mean of 3.78, while the teacher-respondents perceived themselves as "very satisfactory" with an area mean of 3.96.

10. The level of teaching competence of teachers as perceived by their school administrators along communication was "very satisfactory" as evidenced by the area mean of 3.88, while the teacher-respondents perceived themselves as "very satisfactory" with an area mean of 4.00.

11. In comparing the perceptions between the school administrators and the teachers on the level of teaching competence of teachers in terms of content, the computed t-value resulted to 2.96 which turned out to be greater than the critical t-value of 2.074 at .05 level of significance with 22 df. Thus, the hypothesis that there was no significant difference between the perceptions of

the administrators and the teachers on the level of teaching competence of teachers along content was rejected.

12. The hypothesis that there was no significant difference between the perceptions of the administrators and the teachers on the level of teaching competence of teachers in terms of instruction was rejected. This was supported by the computed t- value of 2.22 which was greater than the critical t- value of 2.074 at .05 level of significance and 22 df.

13. The hypothesis that there was no significant difference between the perceptions of the administrators and the teachers on the level of teaching competence of teachers along communication was accepted. This was supported by the computed t- value of 0.49 which was lesser than the critical t- value of 2.074 at .05 level of significance and 22 df.

14. The level of teachers' performance rating based on their PAST along instructional competence was "very satisfactory" with an area mean of 5.39 with a standard deviation of 0.72.

15. The level of teachers' performance rating based on their PAST along professional and personal characteristics was "very satisfactory" with an area mean of 1.42 with a standard deviation 0.25.

16. The level of teachers' performance rating based on their PAST along punctuality and attendance was "very satisfactory" with an area mean of 0.77 with a standard deviation of 0.12.

17. As a whole, the level of teachers' performance rating based on their PAST along instructional competence, professional and personal characteristics and punctuality and attendance was "very satisfactory" with a grand mean of 7.51 with a standard deviation of 0.46.

18. There was a significant relationship between the teachers' performance rating and their attitude towards their work (with  $r_{xy} = 0.21$  and Fisher's  $t$ -value of 2.25); in-service trainings attended (with  $r_{xy} = 0.19$  and Fisher's  $t$ -value of 2.03); educational background (with  $r_{xy} = 0.31$  and Fisher's  $t$ -value of 3.42); and non-teaching assignments (with  $r_{xy} = 0.29$  and Fisher's  $t$ -value of 3.18).

19. There was no significant relationship between the teachers' performance rating and their age, sex, civil status, length of teaching experience, and average family monthly income. The computed Fisher's  $t$ -value of the aforementioned variates proved numerically lesser than the critical  $t$ -value of 1.96 at 0.05 level of significance with 110 df.

20. There was a significant relationship between the teachers' performance rating and the perceived teaching competence of teachers along content, instruction and communication. The computed  $r$ -values of 0.27, 0.24 and 0.26 respectively indicated a slight positive relationship. The corresponding  $t$ -values of 2.94, 2.59 and 2.82 were greater than the tabular  $t$ -value of 1.96 at .05 level of significance with 110 df.

## Conclusions

The following conclusions were drawn based on the above- stated findings.

1. The typical public elementary school teachers in the district of Sta. Margarita I and II, Division of Samar was in her late 40's, female, married, a bachelor's degree holder in elementary education, and had been teaching for 15 years, with an average family monthly income of P 12,607.64, had a favorable attitude towards teaching with non- teaching assignments.

2. In general, the teacher- respondents rated themselves "very satisfactory" in terms of their teaching competence. On the other hand, the school administrators perceived their teachers to be "very satisfactory".

3. The school administrators and the teacher- respondents differed in their perceptions relative to the teaching competence of teachers in terms of content and instruction. The teacher- respondents rated themselves much higher compared to the administrators rating. However, their assessments were almost in the same levels in terms of the teaching competence of teachers along communication.

4. The public elementary school teachers were "very satisfactory" in their performance appraisal system for teachers.

5. The teachers' performance rating were significantly correlated to their educational background, attitude towards their work, in- service trainings attended and the non- teaching assignments.

6. The teachers' teaching competence was significantly correlated to their content, instructional and communicative pedagogy.

### **Recommendations**

Based on the findings and conclusions made in this study, the following measures are hereby recommended.

1. Generally, the public elementary school teachers were educationally qualified for their position, but it is recommended that they pursue a relevant master's degree for their professional and career advancement.

2. To improve the teachers' performance rating from very satisfactory to outstanding, DepEd officials should continue to conduct more development teacher- training programs through teaching- competency seminars and workshops. Improved teachers' qualifications and teaching competence will contribute directly to better pupil learning which in turn would translate into higher passing rate in National Achievement Test (NAT).

3. The districts of Sta.Margairta I and II should implement a stiffer hiring procedure especially for elementary grade teachers. A committee of specialists should undergo a fatigue in the selection process of the teacher applicants that will end focus on teaching competencies on content, instruction and communication as well as their attitude towards work and flexibility to handle various non-teaching assignments.

4. Elementary grade teachers should be open to the idea that there is something good that they can get from having enrolled in the graduate program for their professional and career advancement purposes. In this way, they can maintain or otherwise improve their already established “very satisfactory” teaching performance.

5. Undertake a constant reassessment, restructuring and offering of up-to-date in-service training.

6. A further study about the effectiveness of the PAST should be conducted on a division or regional level.

7. A study may be conducted in other districts of Samar to check and verify the findings of this study.

8. A similar study may be conducted in other districts using the same instruments and the same independent variables with the addition of methods of teaching and teaching behavior and other related variables.

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# APPENDICES

## APPENDIX A

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
Catbalogan, Samar

June 9, 2006

DR. MARILYN D. CARDOSO  
Dean, College of Graduate Studies  
Samar State University  
Catbalogan, Samar

Madam:

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following research problems, preferably number one.

1. "CORRELATES OF ELEMENTARY TEACHERS' PERFORMANCE IN THE DISTRICTS OF STA. MARGARITA I AND II".
2. "SUPERVISORY PRACTICES OF ELEMNTARY SCHOOL PRINCIPALS ON TEACHERS' PERFORMANCE".
3. "THE TEACHING COMPETENCIES OF ELEMENTARY ENGLISH TEACHERS AND PUPILS' ACHIEVEMENT".

I hope for your favorable action on this request.

Very truly yours,

(SGD.) ALMA D. CALAGOS  
Researcher

APPROVED:

(SGD.) MARILYN D. CARDOSO, Ph.D.  
Dean, College of Graduate Studies

## APPENDIX B

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
Catbalogan, Samar

## COLLEGE OF GRADUATE STUDIES

NAME: Calagos Alma D.  
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE: Master of Arts in Education

AREA OF SPECIALIZATION: Educational Management

TITLE OF PROPOSED THESIS: "CORRELATES OF ELEMENTARY  
TEACHERS' PERFORMANCE IN THE  
DISTRICTS OF STA. MARGARITA I  
AND II."

(SGD.) ALMA D. CALAGOS  
Applicant

APPROVED:

(SGD.) MARILYN D. CARDOSO, Ph. D.  
Dean, College of Graduate Studies

CONFORME:

(SGD.) EUSEBIO T. PACOLOR, Ph. D.  
Adviser

*In 3 copies:*

*1<sup>st</sup> copy - for the Dean*

*2<sup>nd</sup> copy - for the Adviser*

*3<sup>rd</sup> copy - for the Applicant*

## APPENDIX C

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
Catbalogan, Samar

## Assignment of Adviser

June 21, 2006

DR. EUSEBIO T. PACOLOR  
Vice President for Academic Affairs  
This University  
Catbalogan, Samar

Dear Sir,

Please be informed that you have been designated as adviser of Ms. Alma D. Calagos candidate for the degree in Master of Arts in Education Major in Educational Management who proposes to write a thesis on "CORRELATES OF ELEMENTARY TEACHERS' PERFORMANCE IN THE DISTRICTS OF STA. MARGARITA I AND II."

Thank you for your cooperation.

Very truly yours,

(SGD.) MARILYN D. CARDOSO, Ph. D.  
Dean, College of Graduate Studies

CONFORME:

(SGD.) EUSEBIO T. PACOLOR, Ph. D.  
Adviser

*In 3 copies:*  
*1<sup>st</sup> copy – for the Dean*  
*2<sup>nd</sup> copy – for the Adviser*  
*3<sup>rd</sup> copy – for the Applicant*

## APPENDIX D

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
Catbalogan Samar

October 6, 2006

**Schools Division Superintendent**  
Division of Samar  
Catbalogan, Samar

Sir:

I am conducting a research study entitled "CORRELATES OF ELEMENTARY TEACHERS' PERFORMANCE IN THE DISTRICTS OF STA. MARGARITA I AND II."

In this connection, I have the honor to request permission from your good office to distribute and administer questionnaires to elementary school teachers and principals, head teachers or teachers- in- charge in the districts of Sta. Margarita I and II.

I hope for your favorable consideration on this request.

Very truly yours,

(SGD.) ALMA D. CALAGOS  
Researcher

NOTED:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.  
Adviser

APPROVED:

(SGD.) ALFREDO D. DACURO, Ph.D., CESO VI  
Schools Division Superintendent

## PART I. PROFILE OF THE RESPONDENTS

Directions: Please supply the needed data on the blanks provided for.

Age: \_\_\_\_\_ Sex: \_\_\_\_\_ Civil Status: \_\_\_\_\_

Educational Background:

Undergraduate (Course): \_\_\_\_\_  
Major: \_\_\_\_\_

Graduate (Course): \_\_\_\_\_  
Units: \_\_\_\_\_ Major: \_\_\_\_\_

Post Graduate (Course): \_\_\_\_\_  
Major: \_\_\_\_\_

Length of Teaching Experience: \_\_\_\_\_ years

Average Family Monthly Income: P \_\_\_\_\_

Seminars, trainings, workshops and scholarships attended:

TITLE OF TRAINING	INCLUSIVE DATES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Non- teaching assignments for SY 2005–2006 (Please check as many as you do)

- |                            |                                  |
|----------------------------|----------------------------------|
| _____ Athletics            | _____ Alay Lakad                 |
| _____ Scouting             | _____ Red Cross                  |
| _____ Election             | _____ Activities of the Agencies |
| _____ Fiesta Celebrations  | _____ Green revolution           |
| _____ Beautification Drive | _____ Others please specify      |

**PART II - A. QUESTIONNAIRE ON ELEMENTARY SCHOOL TEACHERS' COMPETENCE (For Teachers).**

Directions: Read each statement below. Check the appropriate column which describes your instructional skills using the five point scale:

- |   |   |      |
|---|---|------|
| 5 | Performs skill "Outstanding"              | (O)  |
| 4 | Performs skill "Very Satisfactory"        | (VS) |
| 3 | Performs skill "Satisfactory"             | (S)  |
| 2 | Performs skill "Unsatisfactory"           | (U)  |
| 1 | Performs the skills "Very Unsatisfactory" | (VU) |

ITEMS	5 (O)	4 (VS)	3 (S)	2 (U)	1 (VU)
<b>A. CONTENT PEDAGOGY</b>					
1. I have a well- prepared lesson for the day.					
2. I explain the subject matter within the pupils' level of learning experience.					
3. I provide examples when explaining subject matter content.					
4. I begin with new lesson with a review of previous related concepts.					
5. I explain ideas again if pupils' don't understand the lesson.					
6. I ask thought provoking questions that make pupils think better.					
7. I integrate values into the subject matter.					
8. I know a lot of activities about the subject matter she is teaching.					
9. I give reinforcement/remediation activities to slow learners.					
10. I give enrichment activities to fast learners.					
11. I organize activities logically.					
12. I summarize what has been done in the lesson.					
<b>B. INSTRUCTIONAL PEDAGOGY</b>					
1. I make use of varied teaching methods to make the lesson interesting.					
2. I utilize teaching methods and techniques that motivates and encourages to learn.					
3. I explain the subject matter clearly.					
4. I use mastery learning technique in teaching.					
5. I recognize activities logically.					
6. I plan daily learning experiences.					
7. I use audio-visual aid or handouts.					
8. I use class time wisely.					

ITEMS	5 (O)	4 (VS)	3 (S)	2 (U)	1 (VU)
9. I provide activities which help pupils' to become responsible and self-directed learners.					
10. I make classroom activities pupil-centered and encourages pupil participation.					
11. I make clear the limits of behavior expected from every output of pupils.					
12. I ensure that instructional materials and facilities are available when needed.					
<b>C. COMMUNICATIVE PEDAGOGY</b>					
1. I express ideas clearly.					
2. I possess a voice which is well modulated and clear.					
3. I give clear explanations and directions about class work.					
4. I speak fluent in the use of English/ Filipino					
5. I use the language correctly.					
6. I answer pupil's questions clearly.					
7. I select appropriate language/ direction.					
8. I provide clear and lucid explanations.					
9. I ask questions with logic and organization.					
10. I use correct pronunciation and intonation.					
11. I provide appropriate reinforcement to pupil's responses.					
12. I express attitudinal through one's choice of words and examples.					

**PART II - B. QUESTIONNAIRE ON ELEMENTARY SCHOOL TEACHERS' COMPETENCE (For School Administrators).**

Directions: Read each statement below. Check the appropriate column which describes the instructional skills of your teachers using the five point scale:

- |   |   |      |
|---|---|------|
| 5 | Performs skill "Outstanding"              | (O)  |
| 4 | Performs skill "Very Satisfactory"        | (VS) |
| 3 | Performs skill "Satisfactory"             | (S)  |
| 2 | Performs skill "Unsatisfactory"           | (U)  |
| 1 | Performs the skills "Very Unsatisfactory" | (VU) |

ITEMS	5 (O)	4 (VS)	3 (S)	2 (U)	1 (VU)
<b>A. CONTENT PEDAGOGY</b>					
1. My teacher has a well-prepared lesson for the day.					
2. S/He explains the subject matter within the pupils' level of learning experience.					
3. S/He provides examples when explaining subject matter content.					
4. S/He begins with new lesson with a review of previous related concepts.					
5. S/He explains ideas again if pupils' don't understand the lesson.					
6. S/He asks thought provoking questions that make pupils think better.					
7. S/He integrates values into the subject matter.					
8. S/He knows a lot of activities about the subject matter she is teaching.					
9. S/He gives reinforcement/remediation activities to slow learners.					
10. S/He gives enrichment activities to fast learners.					
11. S/He organizes activities logically.					
12. S/He summarizes what has been done in the lesson.					
<b>B. INSTRUCTIONAL PEDAGOGY</b>					
1. My teacher makes use of varied teaching methods to make them the lesson interesting.					
2. S/He utilizes teaching methods and techniques that motivates and encourages to learn.					
3. S/He explains the subject matter clearly.					
4. S/He uses mastery learning technique in teaching.					
5. S/He recognizes activities logically.					
6. S/He plans daily learning experiences.					
7. S/He uses audio-visual aid or handouts.					

ITEMS	5 (O)	4 (VS)	3 (S)	2 (U)	1 (VU)
8. S/He uses class time wisely.					
9. S/He provides activities which help pupils' to become responsible and self-directed learners.					
10. S/He makes classroom activities pupil-centered and encourages pupil participation.					
11. S/He makes clear the limits of behavior expected from every output of pupils.					
12. S/He ensures that instructional materials and facilities are available when needed.					
<b>C. COMMUNICATIVE PEDAGOGY</b>					
1. My teacher expresses ideas clearly.					
2. S/He possesses a voice which is well modulated and clear.					
3. S/He gives clear explanations and directions about classwork.					
4. S/He is fluent in the use of English/Filipino.					
5. S/He uses the language directly.					
6. S/He answers pupil's questions clearly.					
7. S/He selects appropriate language/ direction.					
8. S/He provides clear and lucid explanations.					
9. S/He asks questions with logic and organization.					
10. S/He uses correct pronunciation and intonation.					
11. S/He provides appropriate reinforcement to pupil's responses.					
12. S/He expresses attitudinal through one's choice of words and examples.					

### PART III. TEACHERS' ATTITUDE TOWARDS THEIR WORK

Direction: Below is a variety of attitude statements pertaining to your work. Rate yourself on each of these statements by checking a number on the scale. The meaning of each numbers in the scales is as follows:

- |   |                          |      |
|---|--------------------------|------|
| 5 | If you strongly agree    | (SA) |
| 4 | If you agree             | (A)  |
| 3 | If you are undecided     | (U)  |
| 2 | If you disagree          | (D)  |
| 1 | If you strongly disagree | (SD) |

INDICATORS	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. I have a pleasant feeling towards teaching.	5	4	3	2	1
2. I schedule the work to be done.	5	4	3	2	1
3. I welcome constructive suggestions and criticism.	5	4	3	2	1
4. I use free time wisely in reading, preparing instructional materials and other worthwhile activities.	5	4	3	2	1
5. I am regular and punctual in attending classes.	5	4	3	2	1
6. I accomplish time record accurately.	5	4	3	2	1
7. I prepare an submit neat and accurate report.	5	4	3	2	1
8. I set the example of good and desirable behavior to pupils, peers and the community.	5	4	3	2	1
9. I conform to good classroom behavior such as calm, just, helpful, etc.	5	4	3	2	1
10. I observe courtesy in speech and manners.	5	4	3	2	1
11. I strive to build a good working relationship with pupils, peers and supervisors.	5	4	3	2	1
12. I can work without supervisors.	5	4	3	2	1
13. I work hard to achieve specific goals.	5	4	3	2	1
14. I establish teamwork and collaboration among peers and supervisors.	5	4	3	2	1
15. I have a strong resolve to further improve myself on the job.	5	4	3	2	1
16. I participate in community affairs.	5	4	3	2	1
17. I participate in programs and projects that will benefit the school.	5	4	3	2	1
18. I assume leadership roles in school an community work.	5	4	3	2	1
19. I adapt to changes smoothly.	5	4	3	2	1
20. I show concerns for the welfare of pupils.	5	4	3	2	1

## PERFORMANCE APPRAISAL SYSTEM FOR TEACHERS (PAST)

Name: \_\_\_\_\_ School: \_\_\_\_\_

District: \_\_\_\_\_ Division: \_\_\_\_\_ Region: \_\_\_\_\_

Rating Period: \_\_\_\_\_

First Semester \_\_\_\_\_ Second Semester \_\_\_\_\_ School Year \_\_\_\_\_

PERFORMANCE INDICATOR	10	8	6	4	2	Rating
<b>I - INSTRUCTIONAL COMPETENCE (70%)</b>						
<b>A. Lesson Planning and Delivery (45% for Teachers)</b>						
1. Formulates/adopts objectives of lesson plan						
2. Selects content and prepares appropriate instructional materials/teaching aids.						
3. Selects teaching methods/strategies						
4. Relates new lesson with previous knowledge/skills.						
5. Provides appropriate motivation						
6. Presents and develops lessons						
7. Utilizes the art of questioning to develop higher level of thinking.						
8. Ensures pupils/students participation						
9. Addresses individual differences						
10. Shows mastery of the subject matter						
<b>Assessment</b>						
11. Diagnosis learners needs						
12. Evaluates learning outcomes						
13. Assess lesson to determine desired outcomes within the allowed time.						
<b>Management of time and learning environment</b>						
14. Maintains clean and orderly classrooms						
15. Maintains classrooms conducive to learning						
<b>Total Score</b>						
<b>Sub-Rating (Total Score/15) x 45% or 40%</b>						

PERFORMANCE INDICATOR	10	8	6	4	2	Rating
<p><b>B. Technical Assistance (for Master Teachers only - 15%)</b></p> <ol style="list-style-type: none"> <li>1. Provides assistance to teachers in improving their teaching competence.</li> <li>2. Prepares prototype instructional materials for use</li> <li>3. Assists in the conduct of in-service trainings/conferences.</li> <li>4. Serves as demonstration teacher on innovative teaching techniques, classroom management, materials development.</li> </ol> <p><b>Total Score</b>  <b>Sub-Rating (Total Score/4) x 15%</b></p>						
<p><b>C. Learners Achievement (20% for Teachers, 10% for Master Teachers)</b></p> <ol style="list-style-type: none"> <li>1. Improves learners achievement level over pretest</li> </ol> <p><b>Total Score</b>  <b>Sub-Rating (Total Score x 20% or 15%)</b></p>						
<p><b>D. School, Home and Community Involvement (5%)</b></p> <ol style="list-style-type: none"> <li>1. Organizes and maintains functional homeroom/PTCA.</li> <li>2. Conducts homeroom/PTCA meetings to report learners progress.</li> <li>3. Disseminate school policies/plans/programs/accomplishments to the schools' clientele.</li> <li>4. Participates in community projects and in civic organizations.</li> <li>5. Encourages involvement of parents in school programs and activities.</li> </ol> <p><b>Total Score</b>  <b>Sub-Rating (Total Score/5) x 5%</b></p>						

PERFORMANCE INDICATOR	10	8	6	4	2	Rating
<p><b>II - PROFESSIONAL AND PERSONAL CHARACTERISTICS (20%)</b></p> <p>Following are the served choices for rating the frequency by which the teacher demonstrated/manifested the specified personal/professional characteristics.</p> <ol style="list-style-type: none"> <li>1. Decisiveness</li> <li>2. Honesty/Integrity</li> <li>3. Dedication/Commitment</li> <li>4. Initiative/Resourcefulness</li> <li>5. Courtesy</li> <li>6. Human Relations</li> <li>7. Leadership</li> <li>8. Stress Tolerance</li> <li>9. Fairness/Justice</li> <li>10. Proper attire/Good Grooming</li> </ol> <p><b>Total Score</b>  <b>Sub-Rating (Total Score/10) x 20%</b></p> <p><b>II - PUNCTUALITY AND ATTENDANCE (10%)</b>  <b>(including meeting and required school activities).</b></p> <p>Punctuality - number of times tardy during the rating period.</p> <p>Attendance - number of days absent during the rating period.</p> <p><b>Total Score</b>  <b>Total Rating (Total Score/2) x 10%</b></p> <p><b>Grand Total</b></p>						

**PLUS FACTORS**

(5 for each indicator but not to exceed 2 points for the total)

**For Teachers**

1. Rendered the following technical assistance
  - 1.1 provided assistance to co-teachers in improving their teaching competence. \_\_\_\_\_
  - 1.2 assisted school administrators in planning and managing in-service trainings. \_\_\_\_\_
  - 1.3 serves as consultant in the preparation of supplementary instructional materials. \_\_\_\_\_
  - 1.4 served as demonstration teacher on innovative teaching techniques, classroom management. \_\_\_\_\_
2. Conducted action research whose findings and recommendation have been adopted by this school/district. \_\_\_\_\_
3. Subject area coordinating/chairman in district/division. \_\_\_\_\_
4. Served as demonstration teacher on innovative teaching techniques, classroom management. \_\_\_\_\_

**For Master Teachers**

1. Published at least one (1) article in professional magazines/periodicals related to field of specialization. \_\_\_\_\_
2. Served as resource person/consultant in seminar/workshop/training related to a field of specialization. \_\_\_\_\_
3. Conducted action research(es), the findings/results of which were utilized within the rating period. \_\_\_\_\_
4. Designed evaluation and monitoring program for the district/division. \_\_\_\_\_

**SUMMARY OF RATINGS****I - Instructional Competence (70%)**

- A. Lesson Planning and Delivery (45% for Teachers, 40% for MTs) \_\_\_\_\_
- B. School Home and Community Involvement (0% for Teachers, 15% for MTs) \_\_\_\_\_
- C. Technical Assistance (20% for Teachers, 10% for MTs) \_\_\_\_\_
- D. Learners Achievement (5% for Teachers, 5% for MTs). \_\_\_\_\_

**II - Professional and Personal Characteristics (20%)** \_\_\_\_\_**III - Punctuality and Attendance (10%)** \_\_\_\_\_

Total \_\_\_\_\_

Plus Factor (2) \_\_\_\_\_

Over-All Rating \_\_\_\_\_

Descriptive Rating \_\_\_\_\_

Remarks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**RATEE:**

\_\_\_\_\_

**CONFERRED WITH:**

\_\_\_\_\_

Elementary School Principal/

**CONFORME:**

\_\_\_\_\_

Signature of Ratee

**RECOMMENDING APPROVAL:**

\_\_\_\_\_

**APPROVED BY:**

\_\_\_\_\_

**KEY TO DESCRIPTIVE RATING:**

8.60 - 10.0 = Outstanding  
6.60 - 8.50 = Very Satisfactory  
4.60 - 6.50 = Satisfactory  
3.60 - 4.50 = Unsatisfactory  
3.50 - below = Poor

**PARC ACTION:**

--

# **CURRICULUM VITAE**

**CURRICULUM VITAE**

Name : ALMA D. CALAGOS  
Date of Birth : July 20, 1979  
Address : Napuro 1, Sta. Margarita, Samar  
Civil Status : Single  
Father : Margarito S. Calagos  
Mother : Cecilia D. Calagos

**EDUCATIONAL BACKGROUND**

Elementary : Napuro Elementary School  
Napuro, Sta. Margarita, Samar  
1986 - 1991

Secondary : Christ the King College  
Calbayog City  
1991 - 1995

College : Tiburcio Tancinco Memorial Institute of  
Science and Technology  
Calbayog City  
1995 - 1999

Samar College  
Catbalogan, Samar  
2000 - 2001

Degree Earned : Bachelor of Arts in Community  
Development  
  
Bachelor in Elementary Education

Graduate : Samar State University  
Catbalogan, Samar

Master of Arts in Education  
Major in Educational Management

### **ELIGIBILITY**

Civil Service Sub- Prof Examination 1998

Civil Service Professional Examination 1999

LET (2001)

### **PROFESSIONAL EXPERIENCE**

Teacher I  
Sta. Margarita II Central School  
Sta. Margarita II District  
Napuro, Sta. Margarita, Samar

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