

TEACHING EFFECTIVENESS AT THE SAMAR REGIONAL  
SCHOOL OF FISHERIES: PERCEPTIONS OF  
TEACHERS AND STUDENTS

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March 1992

APPROVAL SHEET

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**G.G.C.**

\*\*\*\*\*

## DEDICATION

To my dearest husband,

ALFREDO Y. CALUMPIANO, JR.

and to my beloved son,

HECTOR BAILEY

for their love and inspiration.

This book is sincerely offered  
and dedicated with all my heart  
and love.

GAIL

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## **ABSTRACT**

The teacher is the most potent factor in attaining quality education, and quality education cannot be determined without evaluating the performance and effectiveness of the teacher. Teachers differ in their abilities, accomplishments, and personal and social qualities. The normative type of descriptive survey method of research was employed with the questionnaire checklist as the main instrument in the collection of the needed data and information. The subjects of the study were 31 teachers and 330 students, making a total 361 respondents. The perceptions of the teachers on the constraints to achieve teaching effectiveness are higher than those of the students. The two groups of respondents commonly agreed that the constraints are: lack of good and qualified teachers, curricular deficiencies, ineffective school management and supervision, inadequate provision for research and development, and lack of definite official channels of responsibilities. For the conclusion, the perceptions of the teachers on the teacher's personal competencies differed from those of the students. The teachers thought highly of their role whereas the students did not. For the recommendation, the school administration should listen to the complaints/problem of the teachers and permit them to seek relief from their complaints.

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## Chapter I

### THE PROBLEM

#### Introduction

The teacher is the most potent factor in attaining quality education, and quality education cannot be determined without evaluating the performance and effectiveness of the teacher.

It is through education that knowledge, skills, competence, values and character are provided the citizens. Through precepts and examples, the citizens learn to establish attitudes and experiences that will govern and render them fit throughout life.

Every individual has a right to quality education that will help him develop fully his human personality as he prepares for adult life and endeavors for a better world.

It is to the interest of individuals and to society for young people to get as much and as good a quality of education as possible. Few aspirations are considered as important in life as the quest for education, warranting individual toil and sacrifices.<sup>1</sup>

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<sup>1</sup> Minda C. Sutaria, Juanita S. Guerrero, and Paulina M. Castano, Philippine Education: Visions and Perspectives, (Manila: National Book Store, Inc., 1989), p. 10.

Schools and other institutions play a vital role in training the youth to develop his intellectual, emotional, spiritual, and physical powers for survival and for effective and meaningful participation in the essential activities of his society.

In school, it is the teacher who stimulates and directs the students to learn. He exerts tremendous influences on his students. He helps these youths to acquire the skills, knowledge, and values for survival and prosperity in the society of which they are members. He makes a difference in their lives, in the dreams, and in the future of the students.

As a society, we need to know the qualities and characteristics of the teachers to whom we entrust the development of our most valuable natural resources, our children.<sup>2</sup>

In practice, parents, teachers, students, school administrators and supervisors informally evaluate a teacher's performance and effectiveness on the basis of their own observation. It has been said that in teaching it is "Personality that counts first, last and all the time. It is not so much what he knows that is important (though in

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<sup>2</sup> Kevin Ryan and David Hallock Philips, Teacher Characteristics, "Encyclopedia of Educational Research, Vol. IV, 1983, p. 1969.

all conscience that is important enough) but what he is!'<sup>3</sup>

Teachers differ in their abilities, accomplishments, and personal and social qualities. The quality of instruction depends on the teaching competencies and personal characteristics of the teachers such as sense of honesty, diligence, self-discipline, and sense of excellence.

Almost anyone who watches a teacher at work, even for a few minutes, forms an immediate, strong, unshakable impression of how effective the teacher is.<sup>4</sup>

Effective teaching may be evaluated in the teacher's role in creating a better society through improved attitudes and values of the students. The effective teacher is primarily concerned with what and how much the students learn to the best of their abilities. He feels rewarded and enjoys guiding and helping students to learn and to acquire the skills, knowledge, attitudes, and values necessary for their developing self-concepts.

Teachers are almost always compared and contrasted. In many instances, they have been classified according to the

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<sup>3</sup>P. Gurrey, Education and the Training of Teachers, (London: Longmans, Green and Co., 1963), p. 47.

<sup>4</sup>Donald M. Medley, "Teacher Effectiveness", Encyclopedia of Educational Research, Vol. IV, 1983, p. 1894.

assessment and general impressions of the general public based on biases and unreliable and inaccurate data.

The researcher who has been teaching for the past twelve years at the Samar Regional School of Fisheries, Catbalogan, identified the following observations: the teachers displayed little concern or enthusiasm for their work; the students obtained low satisfaction from the instruction and learning experiences they might have; the evaluation systems that had been used during the years have proven weak and purely ritualistic; and the results of the evaluation did not give merit to the teachers in terms of instructional prowess and student progress.

These observations cannot be a good basis for drawing conclusions because there were only few teachers observed. In view of these observations, the researcher's interest was attracted to undertake a study on the perceptions of the teachers and the students of teaching effectiveness at the Samar Regional School of Fisheries.

Located in Catbalogan, Samar, the Samar Regional School of Fisheries (SRSF) was established in 1952. It is one of the oldest fishery schools in the country. It started as a demonstration station. Through Republic Act No. 684, it was converted into Catbalogan School of Fisheries in response to the demand of the surrounding communities for secondary education. In 1964, Republic Act

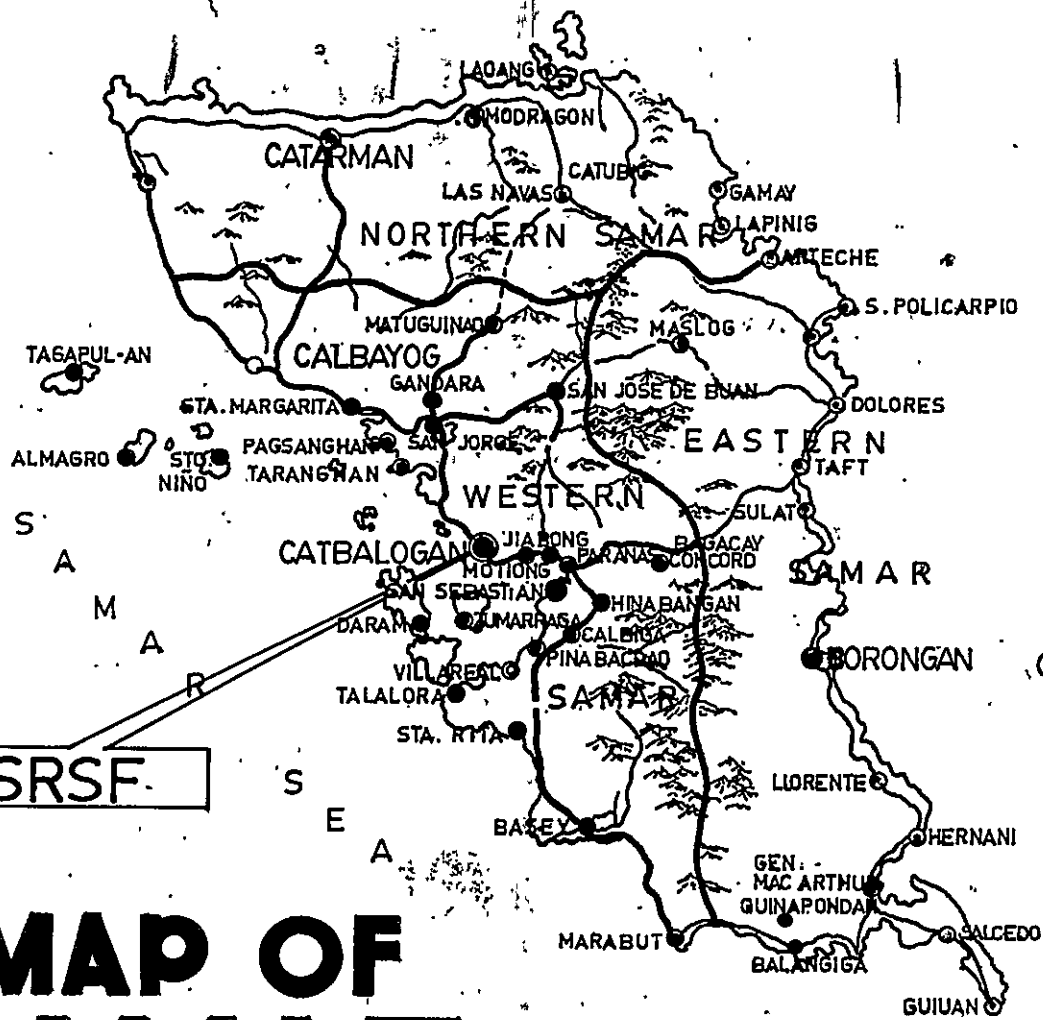
No. 4129 converted it into Samar Regional School of Fisheries where both secondary and post-secondary courses are offered. By virtue of MEC Order No. 72, s. 1979 the school became a recipient of the 6th IBRD Educational Loan, a foreign assisted project which gives preferential attention to students taking up technology courses in fisheries.

### Statement of the Problem

This study attempted to look into the perceptions of the teachers and the students of teaching effectiveness at the Samar Regional School of Fisheries for the school year 1991-1992.

More specifically, it aimed to investigate the following facets of the central problem:

1. What is the profile of the respondents involved in this study on the following?
  - 1.1 sex
  - 1.2 age
  - 1.3 civil status
  - 1.4 present position
  - 1.5 highest educational attainment
  - 1.6 length of service
  - 1.7 course
  - 1.8 curriculum year



# MAP OF SAMAR



2. Is there a significant difference between the perceptions of the teachers and the students on the three criteria of teaching effectiveness?
  - 2.1 the teacher's personal competencies
  - 2.2 the teacher's instructional competencies and managerial skills
  - 2.3 student development and achievement
3. What are the constraints in the attainment of teaching effectiveness as perceived by the teachers and the students?
4. Is there a significant difference between the perceptions of the teachers and the students on the constraints in the attainment of teaching effectiveness?
5. What are the implications of this study to teacher and student development?

### Null Hypotheses

The following hypotheses had been formulated:

1. There is no significant difference between the perceptions of the teachers and the students on the three criteria of teaching effectiveness:
  - 1.1 the teacher's personal competencies
  - 1.2 the teacher's instructional competencies and managerial skills

- 1.3 student development and achievement
2. There is no significant difference between the perceptions of the teachers and the students on the constraints in the attainment of teaching effectiveness.

### Theoretical and Conceptual Framework.

This study was anchored on the principle by V.C. Selvidge and R. W. Fryklund. According to this principle, the success of a teacher largely depends on: (1) What the teacher must be, which includes his personal and social qualities necessary to influence the behavior of his students; (2) What the teacher must know, which refers to his instructional competencies in terms of mastery of his subject matter and the knowledge of the laws of learning; and (3) What the teacher must be able to do, which applies to his guidance, management and evaluation skills.<sup>7</sup>

This principle was further supported by Ward H. Reeder<sup>8</sup> who said:

Merit is a characteristic which should be rewarded, and our urgent need in school administration today is a

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<sup>7</sup>V.C. Selvidge and R. W. Fryklund, Principles of Trade and Industrial Teaching, (Illinois: Chase A. Bermet Publishing Co., 1946), pp. 261-268.

<sup>8</sup>Ward H. Reeder, The Fundamentals of Public School Administration, (New York: The McMillan Co., 1941), p. 217.

method of evaluation that would ascertain in the merit of each teacher. Such merit having been discovered would remain only to give the teacher his salary increase or his promotion on the basis of his performance. What a mighty stimulus such a plan would be to good teaching, and to the teaching profession, for then every teacher would know that he would be rewarded according to result secured.

Issued by the Department of Education, Culture and Sports thru DECS Order No. 101, series of 1980, the Performance Appraisal System for Teachers (FAST)<sup>9</sup> basically reflects the results or output orientation concept. This instrument considers three aspects, namely: (1) learner's achievement which is the terminal goal of instruction; (2) teacher competence which can be evaluated on the basis of indicators or observable performance such as provision of appropriate lessons and activities for the development of national consciousness and desirable values and habits, development and use of instructional materials and teaching strategies, records management, punctuality, professional growth, community and allied services; and (3) teacher personality and human relations.

As gleaned from this principle and concept, teaching effectiveness falls into three criteria: the teacher's personal competencies, the teacher's instructional

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<sup>9</sup>DECS Order No. 101, series of 1980.

competencies and managerial skills, and student development and achievement.

The graphic representation of the conceptual framework is shown on the next page.

Figure 2. The conceptual paradigm of the study shows the criteria of teaching effectiveness as perceived by the teachers and the students of the Samar Regional School of Fisheries and the implications of this study to teacher and student development.

This study attempted to look into the perceptions of the teachers and the students of teaching effectiveness at the Samar Regional School of Fisheries. Teaching effectiveness fell into three criteria: the teacher's personal competencies, the teacher's instructional competencies and managerial skills, and students development and achievement. The study gathered data on the three criteria of teaching effectiveness as perceived by the teachers and the students. It also gathered information on the constraints to attain teaching effectiveness as perceived by the teachers and the students. The data gathered from the perceptions of the teachers and the students served as the basis to teachers and student development and maximum outcomes.

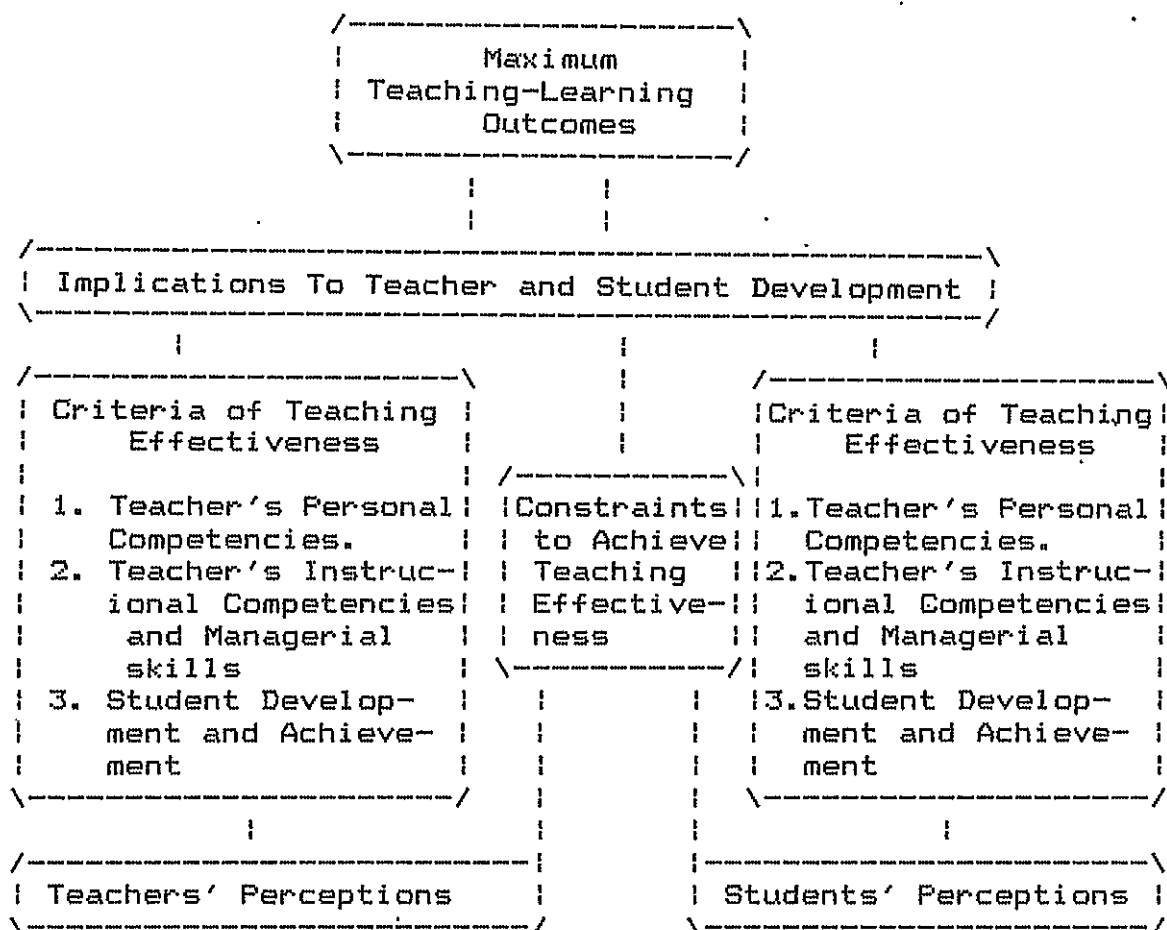


Figure 2. The Conceptual Paradigm of  
the Study

### Significance of the Study

To the Regional Office. The data will help advise the regional office on complex school-related issues and changes in school programs and procedures.

To the School Superintendent. The study will furnish the school superintendent reliable data to determine the strengths and weaknesses of a teacher and thereby give the teacher a sense of direction. Furthermore, the study will induce the school administrator in securing the cooperation of teachers.

To the School Principal/Head Teacher. The findings of this study will enhance better atmosphere in the school. Likewise, the findings in this study will help make the principal/head teacher aware that evaluation of teaching effectiveness influences teacher morale. The principal/head teacher will, therefore, understand that evaluation of effective teaching must be within the context of objectivity and fairness to maintain the morale of the teachers.

To the Teachers. The study will identify classroom problems faced by the teachers, and thereby provide recommendations and solutions. The information derived from the study will help maximize instructional outcomes. It will help improve school operation, solve school problems, and assist the teachers in taking remedial steps.

To the Students. The study will provide assistance to increase opportunities for intellectual growth, social and emotional development, and academic/vocational achievement.

To the Community. The information derived from the study will be used as a basis for needing the full cooperation of the parents, the public-at-large, government, and other societal agencies in the teacher's role of developing students into productive and effective citizens of the community.

#### Scope and Delimitation of the Study

The study centered on the perceptions of teaching effectiveness by the teachers and the students of the Samar Regional School of Fisheries for the school year 1991-1992. The subject content of the study was limited to the following areas: the teacher's personal competencies, the teacher's instructional competencies and managerial skills, student development and achievement, and the constraints to achieve teaching effectiveness. Likewise, it included the item and criterion analysis of teaching effectiveness, and the extent of difference between the perceptions of the teachers and the students .

The subjects of the study were the teachers and the students of the Samar Regional School of Fisheries. All the 31 teachers (21 high school teachers and 10 college

instructors) were taken as respondents. The high school and college students were selected by simple random sampling.

### Definition of Terms

For clarity and understanding of the study, the following terms are defined as they are used in this study:

Behavior. It is the action or activities of an organism, that is, anything that an organism does, including overt, physical action, internal physiological and emotional processes, and implicit mental activity.<sup>10</sup>

Curriculum. It refers to the plan which defines, selects, and organizes subject content for teaching; the materials which are the sources of the content data; and the learning activities and experiences which are the expressions of the plan.<sup>11</sup>

Education. It is used to denote the process by which persons, usually children or young people, develop their intellectual, emotional spiritual and physical powers and so become more fully participating members of the community to which they belong; it is thus applied to describe both

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<sup>10</sup>Carter V. Good, ed., Dictionary of Education, (New York: McGraw-Hill Book Co., 1973), p. 58.

<sup>11</sup>Ibid., p. 140.



individual and social development.<sup>12</sup>

Educational Administrator. It refers to the person responsible for the total administration of an educational system, institution or division of either.<sup>13</sup>

Evaluation. It is the process of ascertaining or judging the value or amount of something by use of a standard of appraisal; it includes judgments in terms of internal evidence and external criteria.<sup>14</sup>

Fishery School. It is a vocational school which offers secondary, post-secondary, and degree courses in fisheries with marine fisheries/fish capture, inland fisheries/fish culture, and fish processing/fish preservation as the major fields of specialization. It is tasked with the responsibility of providing the necessary information on the wise utilization, exploitation and conservation of fish and fishery products.

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<sup>12</sup>Chambers Encyclopedia New Revised Edition, Vol. IV, (London: International Learning System Corp., Ltd., 1983), p. 809.

<sup>13</sup>Ibid., p. 15

<sup>14</sup>Ibid., p. 220

Instructional Competencies. These refers to the professional and teaching skills of a teacher. These include his application of theories and principles in the actual teaching-learning environment.

Managerial Skills. These refer to the executive functions of a teacher such as planning of work, evaluating the performance of students, creating a pleasant learning environment for the students, and regulating the activities of the learning environment.

Perception. In its most limited sense, it is awareness of external objects, conditions, relationships, etc. as a result of sensory stimulation; is a continuing process of integration of present and past sensory impressions; more broadly, it is awareness of whatever sort, however brought about.<sup>15</sup>

Performance. It is actual accomplishment as distinguished from potential ability.<sup>16</sup>

Personality. It refers to the total psychological and social reactions of an individual; it is the synthesis of his subjective, emotional, and mental life, his behavior, and his reactions to the environment; it is the unique individual traits of a person connected to a lesser degree

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<sup>15</sup>Ibid., p. 413.

<sup>16</sup>Ibid., p. 414.

by personality than by the term character.<sup>17</sup>

Personal Competencies. These refer to the personal and social qualities or attributes of a teacher necessary for an effective teaching-learning process. These include his speech, behavior, or manners which are important attributes for an effective teaching-learning situation.

Student. It refers to one who attends an educational institution of secondary or higher level.<sup>18</sup>

Teacher. It is 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. It includes the high school teachers and the college instructors.<sup>19</sup>

Teacher's Performance. It refers to the behavior of a teacher with a class (both inside and outside the classroom). It is a product of the interaction between certain teacher characteristics and the teaching situation. It is often used as basis from which teaching effectiveness can be inferred.<sup>20</sup>

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<sup>17</sup>Ibid., p. 417.

<sup>18</sup>Ibid., p. 561.

<sup>19</sup>Ibid., p. 586.

<sup>20</sup>Donald M. Medley, "Teacher Effectiveness" Encyclopedia of Educational Research. Vol. IV. 1983, p. 1895.

Teaching. It is the act of helping someone to learn; also, it is the profession that deals with helping others to learn.<sup>21</sup>

Teaching Effectiveness. It refers to the results a teacher gets or to the amount of progress the students make toward some specified goal of education and the different aspects of the curriculum. It is a product of the interaction between certain characteristics and other factors that vary according to the situation in which the teacher works.<sup>22</sup>

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<sup>21</sup>New Standard Encyclopedia, Vol, 15, (Chicago: Stadanrd Educational Corporation, 1988), p. 75.

<sup>22</sup>Medley, op. cit., p. 1895.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

The researcher has taken interest in the views and ideas of many authors to obtain relevant informations and insights. She patiently reviewed several books, unpublished theses, dissertations, periodicals, and other reading materials, both foreign and local, to obtain relevant information.

### RELATED LITERATURE

Improving the teaching-learning situations is a burden of the teachers, the school administrators and supervisors, and education officials. Evaluation is something to be done along with students and parents. Wiles<sup>23</sup> stated that evaluation of teaching must be a part of an entire school program of evaluation and that it is a part of a total process of improvement. He pointed out that evaluation of teaching should follow or go concurrently with the school's goals, administrative procedures, and supervisory techniques.

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<sup>23</sup>Kimball Wiles, Supervision for Better Schools, 3rd edition, (New Jersey: Prentice-Hall Inc., 1971), p. 266.

The goal of education is to improve the future performance of subordinates, Meyer<sup>24</sup> and his colleagues suggested. They pointed out that this goal is difficult to achieve if managers act in their traditional role as judge. Furthermore, they suggested that the appraisal process be a continuous one, that is, it should become a part of the day-to-day interaction between managers and subordinates, rather than imposed on subordinates once or twice a year. Laya<sup>25</sup> pointed out that having enough good teachers is perhaps the most important objective that we need to adopt in our educational system. It is, therefore, imperative to have sufficient motivation, preparation and training, and supervision of the DECS personnel if we want a strong educational system needed to meet challenges and achieve the goals of the system.

Through cooperative process and proper guidance and direction of the teachers, the school administrators and supervisors work with the teachers to improve the teaching-learning situation. The purpose of evaluation is to improve instruction and to achieve the desired goals.

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<sup>24</sup>Robert B. Meyer, "Split Roles in Performance Appraisal", (Harvard Business Review, Jan. - Feb. 1965), pp. 125-126.

<sup>25</sup>Jaime C. Laya, "Education in Crisis: Challenges and Response," Education and Culture Journal, Vol. 3, No. 3, Vol. 2, Nos. 1 & 2, April-Dec. 1985, p. 6.

Teachers are human beings. They are affected by varied problems that keep them from teaching effectively, such as salaries, fringe benefits, overcrowded classrooms, shortages of funds, bad working conditions, student discipline, school calendar planning, conformity to community values and standards, sexual discrimination, etc. According to Popham<sup>26</sup>, "the evaluator must never lose sight of the fact that teachers, at least most of them, are people. Thus far we have been discussing teacher evaluation exclusively in terms of the teacher's capability of producing worthwhile changes in learners. We must recognize that when evaluation is ultimately rendered on a teacher, that person is undoubtedly judged on grounds in addition to those involving instructional proficiency."

The researcher is interested in the view of Gellor<sup>27</sup> that the "appraisal should be based on performance of the teachers rather than on personal characteristics." Teachers anticipate and want evaluation because it gives them insight into their own performance rather than on their personality.

Teachers need to know who the evaluator is and which evaluation instruments and criteria the evaluator will use.

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<sup>26</sup>W. James Popham, Educational Evaluation, (New Jersey: Prentice-Hall Inc., 1975), p. 294.

<sup>27</sup>James Mendez Gellor, Educational Trends for Philippine Schools, (Manila: National Book Store, Inc., 1976) p. 44.

Jacobson, Logsdon, and Reavis<sup>28</sup> stated that many of the evaluative means have proved to be unsatisfactory because these have been arbitrarily imposed upon unwilling subjects who have no voice in the preparation of the instruments and in the preparation of their use.

It is not quite easy to agree to make a rational assessment of the teaching-learning effectiveness. Moreover, it is harder to deal with the subordinates of the validity of the judgment made. Performance appraisal, emphasized Stoner,<sup>29</sup> is one of the most important tasks many manager has , yet it is one that most managers freely admit they have difficulty handling adequately. He further stressed that it is not always easy to judge a subordinate's performance accurately, and it is often harder still to convey that judgment to the subordinates in a painless or helpful manner.

Gregorio<sup>30</sup> pointed out that "the object of evaluation is not the teacher alone, but the entire school program and

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<sup>28</sup>Paul B. Jacobson, Ph.D., James D. Logsdon, Ph. D. and William C. Reavis, Ph. D. The Effective School Principal, (New Jersey: Prentice-Hall, Inc., 1963), p. 350.

<sup>29</sup>James A. F. Stoner, Management, (New Jersey, USA; Englewood Cliff, Prentice-Hall, Inc., 1980), p. 518.

<sup>30</sup>Herman C. Gregorio, Ph. D. School Administration and Supervision, (Quezon City: R.P. Garcia Publishing Co., 1978), p. 450.



all persons who have to do with it, including the community." Educators, parents, the general public need to recognize the importance of evaluation. Evaluation of the teaching-learning effectiveness should be done in a cooperative way.

Effectiveness in the delivery of educational services is a desired end result of evaluation. In order to make accurate assessment of teaching effectiveness, it is imperative that evaluative techniques and instruments be applied with objectivity and validity. Isidro<sup>31</sup> stressed that one of the critical needs of modern education is a satisfactory yardstick for measuring teaching effectiveness or a comprehensive and valid instrument for evaluating teaching efficiency because its absence deters the correct training of a teacher and hinders proper administration of the school system.

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<sup>31</sup>Antonio Isidro, Trends and Issues in Philippine Education, (Quezon City: Alemar-Phoenix Publishing House, 1972), p. 253.

Ruiz<sup>32</sup> cited the errors in evaluating teacher's performance due to personal factors which are difficult to eliminate but can be minimized. These errors are the halo effect, the subjectivity factor or personal equation, and facade effect.

Administrators and supervisors should guard against factors that might affect their judgment. They should remain as detached and fair as possible.

Rivera and Sambrano<sup>33</sup> have listed the following tips for effective teaching. The important attributes a very effective and efficient teacher should have and which one should aspire for are: magnetism, cooperation and helpfulness, leadership, initiative and self-confidence, self-control, breath of interest, and good disposition. Together with a sound philosophy of life that would give meaning and a sense of direction to one's personal as well as professional activities, one would endeavor to keep himself physically fit.

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<sup>32</sup>Macario B. Ruiz, Ed.D., Foundations of Administration and Supervision for Philippine Schools, (Manila: Abiva Publishing House, Inc., 1972), pp. 429-430.

<sup>33</sup>Filomena V. Rivera and Guillerma E. Sambrano, Toward Effective Teaching, (Manila: National Book Store, 1980), p. 38.

Every teacher would like to be model teacher. Not all of us will reach that goal. But teachers who are personally satisfied with their work have a better chance of reaching it.

Aquino<sup>34</sup> elaborated that a teacher's sense of personal worth, security, and self-respect carries over in her attitude to her pupils. She recognizes individual personal worth; children to her are persons, not bothersome charges. She takes a sincere interest in people, treating them with respect, politeness and understanding. She is reliable and cooperative. The basic requirement of mental and emotional maturity encompasses other qualities as well; sociability, adaptability, reasonableness and a sense of humor. These by no means exhaust the number of qualities involved in this primary consideration.

The teacher exhibits and is a good model in his speech, manners and behavior. He develops an atmosphere of acceptance and love for his students. Love and concern for his students is his first priority.

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<sup>34</sup>Gaudencio V. Aquino, Fundamentals of Effective Teaching, (Manila: Rex Book Store, Inc., 1974), p. 16.

Aquino<sup>35</sup> adds more teacher characteristics for effective teaching:

1. Good grooming, poise, and refinement in voice and action. A tasteful appearance accompanied by grace of manner and a pleasing voice can be important assets in the classroom. This statement does not apply only to women; in a male teacher, "cultured, well-educated and well-spoken" would be applicable objectives.

Teachers who are pleasant, friendly, understanding, active, stimulating, responsible, confident, etc. command appreciation and respect from their students.

2. Patience. A teacher must return patiently to a re-teaching situation and try not to register, by word or gesture, disappointment or annoyance with results. She must also stretch her patience in the behavioral field, particularly with those children she tends to regard as "nuisances or trouble-makers" in the classroom.

Teachers feel rewarded watching their students grow and the changes that occur after their gruelling and patient efforts.

3. Democratic leadership. It goes without saying that the teacher is the ultimate authority in her own classroom. But the pupils should have share in decision-making.

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<sup>35</sup>Ibid., pp. 17-19.

Teachers help students plan and schedule their activities. There is less conflict and misbehavior with democratic teachers.

Evaluation is done not only to assess the strengths and weaknesses of teaching but also to provide informations to students about their progress and learning outcomes. Wilhelms<sup>36</sup> presented his view on the principle of evaluation. "An effective teacher should be imbued with the importance of evaluation, not only of the "self", but of the performance and development of each student under his control."

Some factors which are poor yardsticks for measuring teaching performance because they do not measure results are enumerated by Lewis<sup>37</sup>. These factors are class participation, voice control, display of initiative, knowledge of subject matter, health, and cleanliness. Bittel<sup>38</sup> categorized factors judged in appraisal, namely:

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<sup>36</sup>Fred T. Wilhelms, Evaluation as Feedback and Guide, (Washington, D.C.: Assn. for Supervision and Curriculum Development, NEA, 1986), p. 3.

<sup>37</sup>James Lewis, Jr., School Management by Objectives, (New York: Parker Publishing Co., Inc., 1974), pp. 24-25.

<sup>38</sup>Lester R. Bittel, What Every Supervisor Should Know, (New York: McGraw-Hill Book Co., 1959), p. 145.

objective judgment factors which focus on hard facts, measurable results, quantities, quality, attendance, etc., and subjective judgment factors which tend to represent opinions, such as those about attitudes, personality and adaptability.

Gregorio and Gregorio<sup>39</sup> stressed that the school environment plays an important role in classroom teaching and learning. The teacher must control the environment in which it takes place. The classroom environment must be controlled so that important factors become meaningful and stimulating aspects of daily instruction. Mentioned are four fundamental environments that require consideration and control, namely: physical environment, intellectual environment, social environment, and emotional environment.

Learning is affected by the personality of the teacher and how he relates to and interacts with his students. His personality and behavior - good and bad qualities - influence students' personality and behavior.

The success of the teaching-learning process may be attributed to principles that can be applied in instruc-

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<sup>39</sup>Herman C. Gregorio and Cornelia C. Gregorio, Introduction to Education in Philippine Setting, (Quezon City: R.P. Garcia Publishing Co., 1976), pp. 90-91.

tional and classroom setting. Effective teaching emphasizes the application of principles and theories in the teaching-learning environment.

Rivera and Sambrano<sup>40</sup> share the following views on principles of good teaching:

1. Individual differences. Teaching strategies, classroom organization and management must allow for individual differences.

The teacher's perception of each student is a key factor in student achievement. He knows that differences exist among his students in abilities, attitudes, expectations, and intelligence.

2. Motivation. To be meaningful, every learning task must be properly motivated, presented and evaluated.

A student can be motivated to learn, and the teacher's role is to stimulate such a desire.

3. Divergent thinking. Ask questions which stimulate thinking; require the development of an idea or relationship in the presentation of an opinion.

There is a free interplay of ideas and opinions.

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<sup>40</sup>Filomeno V. Rivera and Guillerma S. Sambrano, Toward Effective Teaching, (Manila: National Book Store, 1980), pp. 38-39.

Aquino<sup>41</sup> has the following view points on principles of good teaching:

1. Method. There is no single correct way to teach a class, there are many good ways. A method which fails with one child may be helpful to another.

Whatever teaching method the teacher models, he is responsible for the students' learning. He, therefore, uses the effective and appropriate methods in the actual learning process.

2. Careful and thorough planning. Daily planning should be detailed, and classroom management made routine. All planning should be flexible.

Realistic and enjoyable classroom activities must be planned for students' learning.

3. Active learning. The pupil must be mentally active most times and physically active some of the time. In numerous learning situations, the child learns better if he is engaged in some physical activity while concentrating upon a mental task.

Learning becomes an exciting and stimulating adventure for the students. Teachers are aware of and sensitive to the students' needs physically and mentally.

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<sup>41</sup>Gaudencio V. Aquino, Fundamentals of Effective Teaching, (Manila: Rex Book Store, Inc., 1974), pp. 23-25.



4. Well-balanced curriculum. The curriculum should serve two purposes: to provide essential skills for the child to enable him to become a useful member of society, and to satisfy the child's personal and immediate needs.

The curriculum contains general abilities and specific skills. It is organized into a meaningful one for increased achievement.

5. The power of suggestion. Suggestions are more fruitful than dictation.

The feelings of freedom and the power of suggestion derive more pleasure and successes.

6. Remedial teaching. Good teaching is both diagnostic and remedial.

Teachers have the ability to develop remedial instruction of students' errors and to prescribe alterations or solutions.

7. Democratic environment. Children learn democracy by living it.

Students learn and practice the skills necessary in a democratic society.

8. Integration. By building upon previous knowledge and experience, new learning experiences become more meaningful.

Teachers help the students see similarities between present and past objects and events.

9. Life-like situations. Children should be guided into realization that their school studies and activities are a part of life.

Teachers should provide opportunities for students to use in new ways and new situations. Learning activities must be related to everyday life.

10. Independence. The degrees of independence gained at any given time should measure up with the maturity level of the child. .

The capacity for independent work varies among students. The teacher plans his time and provides activities that suit his capacity for independent learning.

Ellis, Cogan, and Howey<sup>42</sup> stressed that "effective teaching consists of the imparting to learners of the time-honored quadrumvirate of content, concepts, skills, and values. The best teaching tends to be wholistic in nature and the best teachers are those who see and foster relationships among the four."

The teacher provides a link between the teaching-learning process and the future of the students. He does not emphasize content alone. He has concern for all the four areas to ensure effective instruction.

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<sup>42</sup>Arthur K. Ellis, John J. Cogan, and Kenneth R. Howey, Introduction to the Foundations of Education, (New Jersey, USA: Eaglewood Cliffs, Prentice-Hall, Inc., 1981), p. 344.

Janice T. Gibson<sup>43</sup> said that some teachers are unquestionably more effective professionally than others—regardless of the particular philosophies of education they follow, the particular modes of instruction they use, or the particular environments in which they teach. She further enumerated the major attributes or skills of the successful and effective teacher, namely:

1. Knowledge of subject matter. The first attribute of a successful teacher is skill in subject matter content—is so critical to good teaching that it hardly needs comment. No teacher can perform well without a solid background in the subject he or she is teaching.

Teachers are equipped with adequate knowledge of the subject matter. They also have sufficient skills in language and writing to be able to do the job in the classroom.

2. Application of psychological principles. Subject matter and communication skills are important, but are still not sufficient to produce a good teacher. Skill in applying psychological principles to the teaching process constitutes another important attribute of the successful teacher.

Teachers apply the principles of learning and teaching

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<sup>43</sup>Janice T. Gibson, Psychology for the Classroom, 2nd edition, (New Jersey, USA: Eaglewood Cliffs, Prentices-Hall, Inc., 1981), pp. XVIII-XXII.

to be able to deal effectively with the students.

3. Understanding of the instructional process.

Familiarity with the total instructional process is also essential to good teaching.

Teachers must be prepared for classroom instruction and be aware of the interferences and demands from the school, the community, and the society.

4. Adaptability to new situation. A truly successful teacher is skillful in adapting to new situations and instructional innovations. Vast political, social, and economic change throughout society has led to rapid and often unpredictable changes in planning and policy-making in the schools.

Teachers are able to deal with diverse situations and standards in the classroom, the school administration, and the community.

5. Preparing for adversity. It is not surprising to hear the effect on teachers of adversity in the schools. Adversity comes from teachers "who are not doing proper jobs."

Teachers must be able to deal effectively with problems confronting them, such as working conditions, salaries, student discipline, school calendar planning, proposed innovations and improvements, etc. to be able to do the teaching job properly.

6. Love of Children. In spite of all the problems associated with teaching, rewards for teachers still exist. These rewards come from watching children grow, from finding small changes in behavior due to the often gruelling efforts of the teacher, from seeing children learn how to use new ideas and how to find meaning in their experiences.

Students change as they get older. Teachers need to understand the physical, social, and personal changes and the ways in which our students affect classroom learning.

Reid<sup>44</sup> gives the following principles of good teaching:

1. Learning sets and transfer. Once a method of attack or problem is learned, it can be applied in many situations rather than merely the individual right answer.

Teachers are responsible for what and how he teaches and also for how well his students learn.

2. Reinforcement. Reinforcement is essential for effective learning. To establish a pattern of behavior, reinforcement should follow each correct response.

Students need regular support and encouragement. The degree of reinforcement depends largely on the teachers.

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<sup>44</sup>Owen W. Reid, "The Teacher Today: The Identification of Personal Qualities and Competencies from the Curriculum." Trends in Teacher Education, NO. 18:2, March 1972, p. 2.

Emphasis is given on the importance of using positive reinforcement whenever possible.

Alexander and Halverson<sup>45</sup> present five elements of effective learning:

1. Learning situation. The learning situation is the environment in which learning experiences occur. Of greatest importance in this situation are the group influence on the individual.

One role of the teacher is to structure the learning situation. It should be something that is interesting and fun, and free of boredom and mental and physical fatigue.

2. Motives. All individuals have several basic drives, wants, needs, and interest which constitute motives. These motives are those drives which cause a particular individual to engage in goal-seeking activities.

Teachers analyze if the students have both the energy or drive and the direction to learn. They learn best ways to channel the drives and to satisfy the needs of the students.

3. Goals. Within the learning situation, there are incentives to seek goals related to the learner's basic motives or problems.

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<sup>45</sup>William M. Alexander and Paul M. Halverson, Effective Teaching in Secondary Schools, (New York: Rhinehart & Co., Inc., 1956), p. 46.

Goals must be clear and important. The teacher sets the goal in advance because the students are motivated to learn when they have a clear idea and importance of instruction.

4. Goal-seeking activity. When the learner becomes aware of an incentive toward a goal he finds desirable, he may be considered to be stimulated to goal-seeking activity.

Students learn easily when they understand what the learning outcomes will be in a given learning task.

5. Mental processes. Experience which changes behavior, that is, results in learning, is characterized by certain mental processes we may further identify as differentiation, efficiency, integration, and generalization. These mental processes represent ultimate goals of effective learning, and are important considerations in teaching method.

Learning occurs when students are able to relate knowledge and skills in the classroom with the real life and with other people. They are able to practice what they have learned.

Taba<sup>46</sup> pointed out that it is "desirable that there is a mastery of subject content and related areas so that

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<sup>46</sup>Hilda Taba, Curriculum Development. (New York: Harcourt, Brace and World, 1962), p. 25.

learning is a matter of relationship rather than a compartmentalization as this is what takes place in life." Teaching is sharing knowledge, basic concepts and methods. Students, therefore, should be developers of information for greater active involvement. The content of learning is as important as the process of learning.

Rosas<sup>47</sup> identified some factors that contribute to ineffective teaching-learning process, namely: assigning teachers to subjects which are neither their major nor minor, bigger and overcrowded classes, overloaded teachers, neglect of classroom observations and supervision, and neglect of instructional and school facilities and equipment.

The teaching-learning situation is influenced by the prevailing school atmosphere and the type of supervision the teachers receive from the administrators and supervisors.

Theories and assumptions help in evaluating the effectiveness of teaching.

Douglas McGregor<sup>48</sup> describes man in his X and Y theory as perpetually wanting animal. He believes that

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<sup>47</sup>Nilo L. Rosas, "Demands of Tertiary Education on High School Graduates," Education and Culture Journal, Vol. 1, No. 3, Vol. 2, Nos. 1 & 2, April-December, 1985, p. 229.

<sup>48</sup>Douglas McGregor, The Human Side of Enterprises, (New York: McGraw-Hill Book Company, 1960), p. 36.



behind every managerial action or decision are assumptions about man's nature and behavior particularly at work.

Theory X has the following set of assumptions:

1. The average human being has an inherent dislike of work and will avoid it if he can.

This assumes that man has low opinion of work and is not impressed that he could achieve and do well.

2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

To some people, rewards are less motivating, only the threat of punishment can motivate them to achieve goals.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

Man prefers moderately difficult jobs and challenges. He sets low levels of aspirations.

Theory X subscribes to the traditional view of management, direction and control.

Theory Y is a set of concepts about the inherent potential of all people. It has the following basic assumptions:<sup>49</sup>

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<sup>49</sup>David C. Berliner, "The Executive Functions of Teaching," The Effective Teacher Study Guide and Readings, (New York): McGraw-Hill Book Company, 1989), p. 105.

1. The expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike work.

Work is a source of joy. Man enjoys work in achieving goals.

2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. People will exercise self-direction in the service of objectives to which they are committed.

Reaching the goals of the institution is achieved through the acceptance of man's nature and the exercise of self-control and self-direction.

3. Commitment to objectives results from the rewards associated with their achievement. The most significant of such rewards, such as the satisfaction of ego and self-actualization needs, can be direct products of effort directed toward organizational objectives.

Self-actualized people have a real joy in experiencing life and in successfully accomplishing tasks.

4. The average human being learns, under proper conditions, not only to accept but to seek responsibility

Man aims to raise his aspiration levels and his expectations of future success based on his past experiences.

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.

Man, to be effective in diverse situation in the organization, has the capability of adapting himself to new situations of today and the unpredictable problems of tomorrow.

6. The intellectual potential of the average human being is only partially utilized.

This assumes that some people find the potential of achieving success harder to reach.

The concepts in Theory Y are used intuitively by many good teachers in developing management practices in the classroom.

In his equity theory, H. Adams<sup>50</sup> describes inputs as effort, skills, education, and task performance that an individual brings to outputs into the job. Outcomes are those rewards that result from task accomplishment: pay, promotions, recognition, achievement, and status.

Adams postulates that if the ratio of the job outcomes to job inputs is unequal, the employee is motivated to reduce the inequity.

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<sup>50</sup>H. Adams, Basic Principles of Supervision, (New York: American Book Company, 1953), pp. 46-50.

Berliner<sup>50</sup> enumerates nine executive functions of teachers, namely:

1. Planning of work. Teachers engage in planning. Plans made by teachers early in the year have a profound effect on teaching and learning during the course of the year.

Teachers with well-planned unit or course project self-confidence and have less trouble with their classes.

2. Communicating goals. Teachers communicate their goals in two important ways: by tightly structuring lessons and by communicating to students high expectations for performance.

Teachers are aware of the learning objectives being sought. Clearly stated goals motivate students to actively participate in the learning process.

3. Regulating the activities of the workplace. The person who runs the classroom regulates the activities of the classroom.

Teachers do not lose control of the classroom activities. They take conscious and active control of the learning environment.

4. Creating a pleasant environment for work. Every executive needs to create a convivial atmosphere for work. This means a workplace characterized by politeness, cooperation, mutual respect, shared responsibility, humor,

and a manner of other social dimensions that we value.

One goal of the teacher is to create a stable, positive, and stimulating learning environment.

5. Educating new members of the work group. When new students enter a classroom, they enter a new culture and they need to be socialized to that culture.

Teachers help new students establish social relationships and get along with other students.

6. Relating the work of the site to other units in the system. All workplaces that exist in organizations are nested within other structures of the system. They affect and are affected by what happens elsewhere.

Teachers are the key persons in the school but they have to work with a variety of personnel in the educational system in terms of administration and supervision.

7. Supervising and working with other people. Usually without any formal training, teachers must learn ways to either govern or share responsibility with such diverse visitors to the classroom.

Teachers jointly discuss with parents and other community members matters concerning the welfare of the students.

8. Motivating those being supervised. There is art as well as technique in effective teaching.

The teacher's behavior, aside from personality,

influences an individual student's expectations of his performance and learning. The teacher is the effective source of motivation of developing their abilities and positive self-concepts.

9. Evaluating the performance of those being supervised. In every practice, it is the practitioner who develops the discipline, who finds and tests new knowledge, and who teaches and sets the example.

It is necessary for teachers to evaluate learning outcomes to ensure that the skills and values are made available to the students.

The fulfillment of these nine executive functions is essential for effective teaching, though not sufficient in itself.

Franco<sup>51</sup> emphasized that "teachers are the direct agents in the classroom for the delivery of educational services to students face to face. While there are many factors other than teachers that relate to quality inside and outside the school, certainly no one can deny the critical role played by teachers in maintaining quality instruction. They do not, however, have all the required skills,

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<sup>51</sup>Dr. Ernesto Franco, "Secondary Education Sector Study Findings," Education and Culture Journal, Vol. 1, No. 3, Vol. 2, Nos. 1 & 2, April-December, 1985, p. 240.

resources, or incentives for high-level, sustained performance." Teachers need high morale to sustain them in times of difficulty and to maintain a better work setting, for they are faced with problems that need much attention.

### RELATED STUDIES

De la Cruz<sup>52</sup> in his study said that "teaching is not merely lip-service, it is a task that calls for a demonstrated action, and to be realistic, effective and comprehensive, it should begin with the molding and development of character, giving it a reservoir of values, good habits as well as providing and nurturing a fund of knowledge and utilizing work as an instrument of human development." Teachers touch the lives of the students and help mold their minds and souls. They have very important roles in living and redirecting values of the students, for there is a need of strengthening and internalizing values among students.

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<sup>52</sup>Eleno C. de la Cruz, "Classification and Compensation: Their Relationship to Attitude Towards Work, Performance Rating, and Socio-Economic Status of the Faculty Members of the Vocational-Technological State Colleges in Region VIII," (Unpublished dissertation, Divine Word University, 1989).

Every teacher need to develop the proper attitude toward his responsibilities in order to succeed in his endeavors. He does his share in improving himself for his own benefit and for the good of the educational system. In her study, De los Reyes<sup>53</sup> emphasized that "the employee must be made to understand that his duty is not only important to his own office but to the whole set-up as well, that improved performance is certainly a manifestation of professionalism. Furthermore, the concern of the administration is to broaden the usefulness of the staff, not only for the purpose of their function to their present job, but also to broaden their usefulness in their own units as well as to the other units of the organization."

Mabini<sup>54</sup> pointed out in her study that "with the educational system's desire for quality education and produce quality output, performance of the teachers play a vital role in the coming up with this aim. It is one of the instruments that answer the present need of the system and

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<sup>53</sup>Leticia E. delos Reyes, "The Faculty Development Program of the Visayas and Mindanao Fisheries Vocational Institutions of Learning: Perceptions of Faculty (Unpublished master's thesis, Western Mindanao State University, 1989).

<sup>54</sup>Cresencia Almencion Mabini, "The Performance of the College Teachers of the Samar State Polytechnic College, School Year 1984-1985: An Evaluation," (Unpublished master's thesis, Baguio Central University, 1986).



school administrators as well. Mentors equipped with the necessary preparations, learnings as well as other tools in molding the youth, are what every school needs and the nation as well. It is on the ability and capacity of the educators that the future as well as the progress of the youth lies as it is in him that such kind of responsibility is bestowed." The most important component in the educational system is the teacher. With sufficient preparation and training, adequate compensation, and proper motivation, teachers shall be able to meet the challenges and to respond to the varying needs and problems in the educational system.

Teachers keep abreast of the latest innovations being implemented in the education system. If there was adequate pre-service education, then the in-service education can be useful in helping teachers use more challenging and modern teaching strategies and approaches. Lagdaan<sup>55</sup> said, "it is accepted that classroom teachers before their employment in the system have undergone appropriate pre-service education so as to equip them with the necessary skills in making appropriate changes in the pupils under their charge. But

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<sup>55</sup>Lilia Ricote Lagdaan, "The Level of Performance of the Administrative and Supervisory Functions of the School Officials in Six Areas of the Performance Appraisal for Key Officials in the Districts of Catbalogan I, II and III, Division of Samar: A Basis for an Action Program for the Improvement of Supervisory Competence, 1985-1986," (Unpublished master's thesis, Cebu State College, 1985).

due to increasing revisions of the curricular offerings and educational innovations as well, the role of the administrative and supervisory school officials cannot be relegated to the background."

Arteche<sup>56</sup> in her study stated, "time has changed and as the complexities of modern life increase, the quality of instructions in education cannot remain stationary; it must offer students worthwhile curriculum and training for professional growth and satisfactory occupational placement." Teachers are tasked to provide the high school students with the necessary education, training and skills in preparation for tertiary education or for productive endeavors.

"Competent teachers are indeed the indispensable component of the school in its pursuit for quality education. It behooves then for administrators to look deep into the competencies of teachers by means of appraising carefully and objectively their performances and provide them with the necessary trainings and guidance where their weaknesses and deficiencies are noted." This was stressed

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<sup>56</sup>Corazon D. Arteche, "The Masteral Graduates of the Leyte State College: An Evaluation," (Unpublished dissertation, Leyte State College, 1988).

by Montejo<sup>57</sup> in her study. Gacula<sup>58</sup> on her part had this to say, "it is obvious that the teacher's responsibility is great and the challenge is overwhelming. Therefore, school administrators and teachers must constantly update their knowledge and competencies and must strive persistently for excellence if they are to perform their role successfully in the educational setting." Teachers need to develop the sense of excellence. They must strive to do the best they can and are capable of in order to succeed in their job.

Cananua<sup>59</sup> found out in his study that "the results of performance evaluation provides a reliable basis for the improvement of teaching-learning situation through the development of satisfactory teaching standards in order to boost the morale and prestige of the teaching profession." Evaluation results show that some teachers are more effective than others. They identify the weak areas of the

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<sup>57</sup>Dionesia C. Montejo, "Educational Qualification and Job Performance of Public Elementary School Teachers in Catbalogan Central Schools," (Unpublished master's thesis, SSPC, 1989).

<sup>58</sup>Isabel A. Gacula, "The Faculty Development Program of the Public Vocational Schools in Samar," (Unpublished master's thesis, University of the Visayas, 1981).

<sup>59</sup>Alejandro E. Cananua, "Teachers Performance Evaluation in Trade-Technical Schools in Samar, 1976-1977," (Unpublished master's thesis, Marikina Inst. of Science and Technology, 1978).

teachers and encourage the use of new teaching techniques and approaches.

In her study, Bulut<sup>60</sup> said that employees need to be trained and retrained in order to contribute to the productivity and success of the organization. Part of their development is the way their performance is appraised from time to time by their immediate supervisor who is responsible for giving them this information.

In his study, Frincillo<sup>61</sup> stressed the "need for more teachers to be recommended for government scholarship and technical training schemes on the basis of performance and merit." Performances and merit attract better teachers. It provides the teachers with sufficient challenge and interest to increase teaching efficiency and optimum learning.

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<sup>60</sup>Rosario A. Bulut, "Management of Fishery Schools in Eastern Visayas." (Unpublished dissertation, SSPC, 1991).

<sup>61</sup>Basilio S. Frincillo, "Administrative Problems in Trade-Technical Schools in Samar," (Unpublished master's thesis, PCAT, 1975).

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Cairo<sup>62</sup> affirmed in her study that "the recognition of exceptional performance gives the high achievers a feeling of satisfaction and the impetus to continue their good work. Likewise, it establishes standards worth of emulation by the low-achievers under similar circumstances." Low-achievers are encouraged to raise their performance level based on their past performance. They have the desire to improve in order to eliminate failure in their work.

The foregoing researches, studies, and materials by other authors which the writer has cited in this thesis are relevant to the discussions mentioned herein and they provide the basis for the study being undertaken.

The local studies cited are similar to the present study for the following reasons:

1. All studies investigated in one or the other aspects of teaching effectiveness;
2. The perceptions of the respondents were the sources of data/information;
3. All studies used survey questionnaire; and
4. The locale of all studies was Region VIII or Eastern Visayas.

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<sup>62</sup>Hermogenes N. Cairo, "Perceptions on the PASKO; Their Relation to the Performance of Key Officials in the Division of Samar," (Unpublished master's thesis, SSPC, 1986).

The present study differs from the studies cited in the sense that it aims to investigate not only the aspects of teaching effectiveness but also the constraints to achieve teaching effectiveness as perceived not only by the teachers but also by the students in order to evolve tangible recommendations for the improvement/betterment of the teaching-learning situation in the school.

## Chapter 3

### METHODOLOGY

#### Research Design

The normative type of descriptive survey of research was employed with the questionnaire-checklist as the main instrument in the collection of the needed data and information. This method was considered most appropriate in gathering data on the perceptions of the respondents involved of teaching effectiveness. It likewise provided information on the constraints to achieve teaching effectiveness. This method was supplemented by direct observations and unstructured personal interview to verify the information obtained from the respondents.

#### Instrumentation

The study adopted the questionnaire-checklist. It was the most appropriate type of instrument because of the nature of the data and information needed. It was used because it was less expensive and could be administered to the respondents simultaneously.

The unstructured interview and direct observation were used to validate and supplement the data from the

questionnaires. The questionnaire was used as the guide for the interview.

Validation of the Instrument. The draft of questionnaire-checklist was prepared by the researcher and was submitted to a committee composed of Dr. Senecio D. Ayong, chairman, and Dr. Jesusita L. Arteche, Dean Augusto D. Cairo, and Miss Leticia E. de los Reyes, members, to give judgment on its contents, appropriateness and validity. All the suggestions for enrichment were carefully studied and incorporated in the final form.

To ascertain the validity and reliability of the questionnaire-checklist, the following procedures were utilized:

1. The first draft was submitted to the adviser for editing. The second draft was presented to the committee who have expertise in administration and supervision.

2. A dry-run was conducted to some respondents of the Daniel Z. Romualdez Memorial School of Fisheries, Tolosa, Leyte.

3. After the dry-run, comments and suggestions were carefully considered for further improvement of the instrument.

4. The final draft of the questionnaire-checklist was reproduced with the appropriate suggestions properly incorporated.



After the approval and printing of the questionnaire-checklist, and after the thesis proposal was approved by the committee, the researcher sought the permission of the Vocational School Superintendent of the Samar Regional School of Fisheries to administer the said questionnaire-checklist to the respondents.

The Survey Questionnaire-Checklist. There were two parts of the questionnaire-checklist prepared by the researcher. Part I gathered information on the personal data or the demographic profile of the respondents, and Part II concerned the questionnaire proper designed to gather the perceptions of the teachers and the students and the constraints to attain effective teaching.

### Sampling Procedure

There were 361 respondents in this study. There was a total of 31 teachers (21 high school teachers and 10 college instructors) or 100 per cent of all the teachers of the school and 330 students (273 high school students and 57 college students) or 50 per cent of the total student population. The questionnaire-checklist was personally administered to the respondents and retrieved by the researcher herself.

A simple random sampling was used to select the student-respondents. The researcher sampled 330 or 50 per

cent of the total number of the students using the lottery technique. In this technique, the students were assigned numbers which were written on pieces of paper rolled and placed on a box. Only 330 pieces were picked out at random to represent the student respondents.

Since there were only 31 teachers, they were all taken as respondents.

The findings and conclusions were derived from the retrieved questionnaire of 31 teachers and 330 students.

#### Data Gathering

The data for the study were gathered through the use of the questionnaire-checklist specially designed for the purpose. The questionnaires were personally administered by the researcher to facilitate their distribution and ensure their retrieval. Permission was sought from and duly granted by the Vocational School Superintendent of and Samar Regional School of Fisheries for the researcher to administer the questionnaires to the 31 teacher-respondents and 330 student-respondents. There was one hundred per cent retrieval of the questionnaire-checklist from the teacher-respondents and the student-respondents.

#### Statistical Treatment of the Data

The data gathered to answer the research problem were recorded and tabulated separately in a master sheet. These

were presented, analyzed and interpreted quantitatively using the appropriate statistical measures within the grasp of the researcher.

The statistical tools used in the study were relative ranking, percentage, frequency count, weighted mean, group mean, and t-test of significance.

The frequency of responses to each item in the questionnaire-checklist was the basis for computing the weighted mean, group mean, percentages, rank, and t-test of significance.

In the presentation of the profile of the respondents, the frequency count, percentage, and rank were used. To determine the degree of frequency in the three criteria of teaching effectiveness and of the agreement/disagreement to the constraints to attain effective teaching, the weighted mean and the group mean were used. To find out whether the perceptions of the teachers and the students on the three criteria of teaching effectiveness were significantly different or not, the t-test of significance was used. To find out whether the perceptions of the teachers and the students on the constraints to achieve teaching effectiveness were significantly different or not, the t-test of significance was used. Statistical devices like tables were used to make the presentation, analysis and interpretation of the data clear and understandable.

With regard to the degrees of frequency of the item under category in the questionnaire-checklist, the weight was as follows:

<u>Category</u>	<u>Scale Value</u>
Very often	5
Often	4
Sometimes	3
Seldom	2
Never	1

The interpretation of the data was based on weighted means followed by the scale range below:

4.51	-	above	Very often
3.51	-	4.50	Often
2.51	-	3.50	Sometimes
1.51	-	2.50	Seldom
below	-	1.50	Never

With regard to the agreement or disagreement under each category in the questionnaire-checklist, the weight was as follows:

<u>Category</u>	<u>Scale Value</u>
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2

Strongly Disagree

1

The interpretation of the data was based on weighted means followed by the scale range below:

4.51	-	above	Strongly Agree
3.51	-	4.50	Agree
2.51	-	3.50	Undecided
1.51	-	2.50	Disagree
below	-	1.50	Strongly Disagree

The item under each of the three criteria of teaching effectiveness and the constraints for achieving teaching effectiveness were grouped together. A table was prepared with columns representing the items, the total frequency weight, the item mean, the group mean, and the verbal description.

Percentage is the ratio of any number in every hundred<sup>63</sup>. Mean was computed by using this formula,<sup>64</sup>

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<sup>63</sup>Henry Garret, Statistics in Psychology and Education, (New York: David Mckay, Co., 1970), pp. 37-38.

<sup>64</sup>James W. Popham, Educational Evaluation, (New Jersey: Prentics-Hall, Inc., 1975), p. 119.

$$M = \frac{\sum x}{N}$$

where:

M = the mean of the items

$\sum x$  = the sum of all the values of items

N = the number of items

The t-test of significance was computed by using this formula.<sup>65</sup>

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2}}}$$

where :

$\bar{x}_1$  = mean for the first group

$\bar{x}_2$  = mean for the second group

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<sup>65</sup>Ronald E. Walpole, Introduction to Statistics, 3rd edition, (New York: McMillan Publishing Co., Inc., 1982), p. 311.

$N_1$  = No. of samples for the  
first group

$N_2$  = No. of samples for the  
second group

$S_1^2$  = the variance for the  
first group of data

$$S_1^2 = \frac{N_1 \sum X_1^2 - (\sum X_1)^2}{N_1 (N_1 - 1)}$$

$S_2^2$  = the variance for the second  
group of data

$\sum X^2$  = the sum of the squares of the  
values

$(\sum X)^2$  = the square of the sum of the  
values

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analysis and interprets the data gathered through the questionnaire-checklist on the perceptions of the teachers and the students of teaching effectiveness at the Samar Regional School of Fisheries.

#### Profile of the Respondents

The first problem the study sought to answer was "What is the profile of the respondents involved in this study?"

The study involved 31 teachers and 330 students making a total of 361 respondents. All the 31 teachers were taken has respondents, while the 330 students were taken through simple random sampling.

The inclusion of the characteristics of the teacher-respondents with regards to sex, age, civil status, present position, highest educational attainment, and length of service in years, and the characteristics of the student-respondents with regards to sex, age, course, and curriculum year presented a better understanding of the study.

Table 1 presents the distribution of the ages and sexes of the teacher-respondents of the school. As shown in this table, the female teachers outranked the male teachers. The possible reason for this is that teaching can no longer be



the primary source of family income, that is, the principal breadwinner has to find income elsewhere, making teaching a secondary income source of the family.

**Table 1**

**Profile of the Teacher-Respondents by Sex and Age**

Age Bracket	Male	Female	Total	Percent	Rank
35-39	4	6	10	32.26	1
30-34	3	3	6	19.35	2.5
45-49	2	4	6	19.35	2.5
40-44	2	2	4	12.90	4
55-59	0	3	3	9.68	5
50-54	0	1	1	3.23	6.5
60-64	0	1	1	3.23	6.5
Total	11	20	31	100.00	

By age level, ten or 32.26 percent of the teacher-respondents belonging to 35-39 years age bracket rank 1. This age level is immediately followed by those who belong to age group bracket of 30-35 years and 45-49 years with six or 19.35 percent each, rank 2.5; to age group of 4-44 years with 12.90 percent, rank 4. Three or 9.68 percent belong to the age-bracket of 55-59, rank 5. This age level is followed by age bracket of 50-54 years and 60-64 years with 3.23 percent each, rank 6.5.

As reflected in table 1, there are very few respondents belonging to the other age brackets. The general trend is that the higher the age bracket the lesser the percentage of

respondents.

Table 2 presents the civil status of the teacher-respondents. It is shown on this table that 22 or 70.97 percent are married, rank 1; six or 19.35 percent are single, rank 2; and three or 9.68 percent are widows; rank 3.

Table 2

Civil Status of Teacher-Respondents

Civil Status	Male	Female	Total	Percent	Rank
Married	7	15	22	70.97	1
Single	2	4	6	19.35	2
Widow	0	3	3	9.68	3
Total	9	22	31	100.00	

Table 3 presents the distribution of the teacher-respondents with regards to their present position. Fourteen or 45.16 percent are Teacher I, rank 1; followed by 9 or 29.03 percent are Instructor I, rank 2; four or 12.90 percent are Teacher III, rank 3. There are 3 or 9.68 percent are Teacher II, rank 4. Only 1 or 3.23 percent is Instructor II, rank 5. Teacher I, Teacher II, and teacher III are high school teaching positions. Instructor I and Instructor II are college teaching positions.

Table 3

## Present Position of the Teacher-Respondents

Position	Male	Female	Total	Percent	Rank
Teacher I	7	7	14	45.16	1
Instructor I	2	7	9	29.03	2
Teacher III	2	2	4	12.90	3
Teacher II	0	3	3	9.68	4
Instructor II	1	0	1	3.23	5
Total	12	19	31	100.00	

The data reflecting the highest educational attainment of the teacher-respondents are shown in Table 4. It shows that 19 or 61.29 percent are holders of bachelor's degree plus units in Master of Arts/Master of Science, rank 1; eight or 25.80 percent are Bachelor's degree holders, rank 2; three or 9.68 percent are holders of Masters of Arts/Master of Science degree, rank 3; and one or 3.23 percent has earned Ph.D./Ed. D. units, rank 4. None of the teacher-respondents is a holder of the Doctor of Philosophy/Doctor of Education Degree.

Many of the teacher-respondents have earned units in the Master's level. The situation may be caused by the lack of incentive through salary increases or promotions given to those who are master's degree holders.

Table 4

**Highest Education Attainment of  
Teacher-Respondents**

Highest Educ'l. Attainment	Male	Female	Total	Percent	Rank
Bachelor's Degree plus MA/MS units	9	10	19	61.29	1
Bachelor's Degree	2	6	8	25.80	2
MA/MS Degree	0	3	3	9.68	3
Ph.D./Ed.D. units	0	1	1	3.23	4
Total	11	20	31	100.00	

Table 5 shows the data on the length of service in years of the teacher-respondents. Nine or 29.03 percent of the teacher-respondents belong to the range of service from 16-20 years; rank 1; seven or 22.57 percent are in the range of 11-15 years, rank 2; six or 19.35 percent are in the range of 6-10 years, rank 3; and three or 9.68 percent belong to the range of service from 1-5 and 3 or 9.68 percent are in range of service from 21-25 years, rank 4.5. One teacher has 26-30 years of service, one teacher belongs to the range of 32-35 years, and one teacher has 36-40 years of service, each rank 7.

Table 5

Length of Service in Years of  
Teacher-Respondents

Range in Year	Male	Female	Total	Percent	Rank
16-20	2	7	9	29.03	1
11-15	0	7	7	22.57	2
6-10	3	3	6	19.35	3
1-5	2	1	3	9.68	4.5
21-25	1	2	3	9.68	4.5
26-30	0	1	1	3.23	7
31-35	0	1	1	3.23	7
36-40	0	1	1	3.23	7
Total	8	23	31	100.00	

Table 6 presents the distribution of the ages and sexes of the student-respondents.

Talle 6

Profile of the Student-Respondents by Sex and Age

Age	:	Male	:	Female	:	Total	:	Percent	:	Rank
15	:	27	:	39	:	66	:	20.00	:	1
14	:	20	:	24	:	44	:	13.33	:	2
16	:	15	:	26	:	41	:	12.42	:	3
13	:	18	:	20	:	38	:	11.52	:	4
17	:	19	:	18	:	37	:	11.21	:	5
18	:	13	:	16	:	29	:	8.79	:	6
21 above:	:	10	:	41	:	24	:	7.27	:	7
19	:	9	:	8	:	17	:	5.15	:	8
12	:	6	:	8	:	14	:	4.24	:	9
20	:	4	:	7	:	11	:	3.33	:	10
11	:	4	:	5	:	9	:	2.73	:	11
Total	:	145	:	185	:	330	:	100.00	:	

The table shows that 66 or 20 percent are 15 years old, rank 1; forty-four or 13.33 percent are 14 years old, rank 2; forty-one or 12.42 percent are 16 years old; rank 3; thirty-eight or 11.52 percent are 13 years old, rank 4; and thirty-seven or 11.21 percent are 17 years old, rank 5. It can be gleaned from the data that majority of the students-respondents belong to ages 13-17 years old.

In table 7 is shown the data on the courses of the student-respondents.

Table 7

Profile of the Courses of the Student-Respondents

=====						
Course	:	Male	:	Female	:	Total : Percent: Rank
<hr/>						
High School	:	114	:	159	:	273 : 82.73 : 1
Diploma in Fisheries Technology	:	:	:	:	:	:
	:	16	:	14	:	30 : 9.09 : 2
Bachelor of Science in Fisheries	:	:	:	:	:	:
	:	15	:	12	:	27 : 8.18 : 3
<hr/>						
Total	:	145	:	185	:	330 : 100.00 :
=====						

The table shows that 273 or 82.73 percent of the student-respondents are high school students, rank 1; thirty or 9.09 percent are Diploma in Fisheries Technology students, rank 2; and twenty-seven or 8.18 percent are Bachelor of Science in Fisheries students, rank 3. The big number of high school respondents is attributed to the fact that the school has a bigger high school enrolment than the college.

Table 8 shows the curriculum year of the high school student-respondents.

Table 8

**Profile of the Curriculum Year of the  
High School Student-Respondents**

=====						
Curriculum	:		:		:	
Year	:	Male	:	Female	:	Total : Percent: Rank
<hr/>						
First Year	:	33	:	59	:	92 : 33.70 : 1
Second Year	:	31	:	38	:	69 : 25.27 : 2
Third Year	:	28	:	29	:	57 : 20.88 : 3
Fourth Year	:	22	:	33	:	55 : 20.15 : 4
<hr/>						
Total	:	114	:	159	:	273 : 100.00 :
=====						

The data shows that there are 92 or 33.70 percent first year students, rank 1; sixty-nine or 25.27 percent are second year students, rank 2; fifty-seven or 20.88 percent are third year students, rank 3; and fifty-five or 20.15 percent are fourth year students, rank 4. There are many first year high school student-respondents because they compose the biggest number of the school's student population in the secondary department. It is also a fact that the higher the curriculum year, the lesser the number of student enrollees.

As shown in table 9, there are 25 or 43.86 percent first year students, rank 1; fourteen or 24.56 percent



second year students, rank 2; twelve or 21.05 percent third year students, rank 3; and six or 10.53 percent fourth year students, rank 4. There are many first year college student-respondents because they comprise the biggest number of the school's student population in the college department. It can be said that the higher the curriculum year, the lesser the student enrollees. This situation is attributed to the high drop-out rate every school year due to several causes, such as lack of interest, transfer of residence, ill health and financial difficulties.

**Table 9**

**Profile of the Curriculum Year of the  
College Student-Respondents**

=====						
Curriculum :	:	:	:	:	:	:
Year :	Male :	Female :	Total :	Percent:	Rank	
-----						
First Year :	13 :	12 :	25 :	43.86 :	1	
Second Yr :	8 :	6 :	14 :	24.56 :	2	
Third Year :	7 :	5 :	12 :	21.05 :	3	
Fourth Year :	3 :	3 :	6 :	20.53 :	4	
-----						
Total :	31 :	26 :	57 :	100.00 :		
=====						

**The Criteria of Teaching Effectiveness**

The study gathered data on the perceptions of the teachers and the students of the Samar Regional School of

fisheries on the three criteria of teaching effectiveness, namely: the teacher's personal competencies, the teacher's instructional competencies and managerial skills, and student development and achievement.

**The Teacher's Personal Competencies.** The hypothesis states that there is no significant difference between the perceptions of the teachers and the students on the three criteria of teaching effectiveness: the teacher's personal competencies, the teacher's instructional competencies and managerial skills, and student development and achievement.

Table 10 presents the perceptions of the teachers and the students on the teacher's personal competencies. Using the t-test of significance, the hypothesis was tested at .05 level of significance.

**Table 10**

**Perceptions of the Teachers and the Students  
on the Teacher's Personal Competencies**

Statements/ Descriptions	Teachers'			Students'		
	Perceptions			Perceptions		
	TFW	WM	VD	TFW	WM	VD
1. Set an example in: moral and ethical: behavior to students and peers	144	4.65	VD	1306	3.96	0
2. Show honesty and integrity in all their activities.	150	4.84	VD	1338	4.05	0
3. Accept and perform leadership roles						

	competently in the school and the community.	: 130	: 4.19	: 0	: 1258	: 3.81	: 0
4.	Accept the follower ship role whenever the need arises and assume this intellegently.	: 133	: 4.29	: 0	: 1205	: 3.65	: 0
5.	Get along well with the students, the school staff, and the community.	: 141	: 4.55	: VO	: 1253	: 3.80	: 0
6.	Show evidences of of mental health and stability.	: 146	: 4.71	: VO	: 1298	: 3.93	: 0
7.	Show evidence of sound physical health.	: 147	: 4.74	: VO	: 1277	: 3.87	: 0
8.	Observe proper grooming and attire.	: 146	: 4.71	: VO	: 1285	: 3.89	: 0
9.	Show creativeness and resourcefulness in their perform- ance.	: 143	: 4.61	: VO	: 1284	: 3.89	: 0
10.	Prepare and submit neat and accurate reports on time.	: 132	: 4.26	: 0	: 1307	: 3.96	: 0
11.	Observe official time and is ready to serve beyond the call of duty when the need arises.	: 144	: 4.65	: VO	: 1288	: 3.90	: 0
12.	Use free time wisely.	: 136	: 4.39	: 0	: 1201	: 3.64	: 0

---

Total	54.59			46.35
Group Mean	4.55	VO		3.86 0

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Legend: Total Frequency Weight (TFW)

Weighted Mean (WM)	Verbal (Description)(Vd)
4.51 - above	Very Often (VO)
3.51 - 4.50	Often (O)

The data show that items 1, 2, 5, 6, 7, 8, 9 and 11 were given responses of Very Often by the teachers, while all items 1-12 were given responses of Often by the students. These results seem to indicate that the teachers have been biased in their responses, for they were rating themselves; while the students' responses were their perceptions based on the actual practice by the teacher. The teachers and the students gave similar responses of Often to items 3, 4, 10 and 12. Item 2 got the highest weighted mean from both the teachers and the students with their respective weighted means of 4.84 and 4.05. Item 3 got the response of Often from the teachers with the lowest weighted mean of 4.19 in this group, while item 12 got the response of Often from the students with the lowest weighted mean of 3.64 in this group.

Item 1 which states "Set an example in moral and ethical behavior to students and peers" got the response of Very Often from the teachers and the response of Often from the students with their respective weighted means of 4.65 and 3.96.

Item 2 which states "Show honesty and integrity in all their activities" got the response of Very Often from the

teachers and the response of Often from the students with their respective weighted means of 4.84 and 4.05.

Items 3, 4, 10 and 12 got similar responses of Often from the respondents involved in this study.

Item 3 which states "Accept and perform leadership roles competently in the school and the community" was given the response of Often by the teachers with a weighted mean of 4.19 and the response of Often by the students with a weighted mean of 3.81. This result was indicative of the feeling of the teachers that there is the lack of respect for their worth and potentialities by the school administration. Teachers desire greater participation in school community activities. However, they feel that the school administration is unfair and inclined to have favorites. This feeling was most likely perceived by the students.

Similarly, item 4 which provides "Accept the followership role whenever the need arises and assume this intelligently" yielded the response of Often from both the teachers and the students with their respective weighted means of 4.29 and 3.65. The situation seems to indicate that there is deliberate disobedience to follow school rules and regulations as reflected in the teachers' non-submission of lesson plans, preparation of devices and board work, and unwillingness to attend programs and other co-curricular activities.

The responses of Very Often from the teachers and Often from the students with their respective means of 4.55 and 3.80 were given to item 5 which refers to "Get along well with the students, the school staff and the community."

Item 6 which states "Show evidences of mental health and stability" yielded the responses of Very Often from the teachers and Often from the students with their respective weighted means of 4.71 and 3.93.

Likewise, item 7 which states "Show evidences of sound physical health" merited the response of Very Often from the teachers with a weighted mean of 4.74 and the response of Often from the students with a weighted mean of 3.87.

The responses of Very Often from the teachers and Often from the students with their respective weighted means of 4.71 and 3.89 were given to item 8 which provides "Observe proper grooming and attire."

Item 9 which states "Show creativeness and resourcefulness in their performance" got the response of Very Often from the teachers with a weighted mean of 4.61 and the response of Often from the students with a weighted mean of 3.89.

Item 10 which provides "Prepare and submit neat and accurate reports on time" yielded the same response of Often from the teachers and students with their respective weighted means of 4.26 and 3.96. As observed by the

researcher, the accomplishment of the forms or reports tends to add to the clerical work of the teachers and to the already tedious work of making the reports and records in more permanent form and more accessible to the school administrators and supervisors.

The responses of Very Often from the teachers and Often from the students with their respective weighted means of 4.65 and 3.90 were given to item 11 which provides "Observe official time and is ready to serve beyond the call of duty when the need arises."

Item 12 which states "Use free time wisely" was given the response of Often by the teachers with a weighted mean of 4.39 and the response of Often by the students with a weighted mean of 3.64. It is to be noted that item 12 got the lowest weighted mean from this group of respondents. This response was indicative of the impository attitude of the school administration which produced negative attitude of the teachers. The school adheres to the policy of requiring the teachers to render eight working hours a day, a policy considered unfavorable by the teacher but is vehemently considered favorable by the school administration. There exists a great difference of opinion with regards to the six working hours of teachers as provided for in the Magna Carta for Public School Teachers (R.A. #4670) which is being implemented in other high

schools. This situation perhaps is the cause of undesirable practices among teachers during the two-hour excess of stay in school.

The group mean of the teachers' perceptions is 4.55 and of the students' perceptions is 3.86. As seen from the table, the perceptions of the teachers and the students on the teacher's personal competencies are different, as evidenced by a t-test of significance (computed t-value=9.669, tabular t-value =1.717 at .05 level of significance, degree of freedom (df) = 22) on table 11.



Table II

T-test of Significance on the Perceptions  
of the Teachers and the Students on  
the Teacher's Personal Competencies

Criterion	Group Mean		Computed t-value	Tabular t-value at .05 level	df	Interpretation
	Teachers' Perceptions	Students' Perceptions				
Teacher's Personal Competencies	4.55	3.86	9.669	1.717	22	Significant

Since the computed t-value is greater than the tabular t-value, the hypothesis that "there is no significant difference between the perceptions of the teachers and the students on the teacher's personal competencies" is rejected. Therefore, the teachers and the students differ in their perceptions.

The Teacher's Instructional Competencies and Managerial Skills. In table 13 is presented the perceptions of the teachers and the students on the teacher's instructional competencies and managerial skills. With the use of t-test of significance the hypothesis was tested at 0.5 level of significance with the degree of freedom 44.

Table 12

Perceptions of the Teachers and the Students  
on the Teacher's Instructional Competencies  
and Managerial Skills

=====												
Statements/ Descriptions	:	Teachers'						:	Students'			
	:	Perceptions						:	Perceptions			
	:	TFW	:	WM	:	VD	:	TFW	:	WM	:	VD
-----												
1. Entrust their students to carry out responsible tasks.	:	133	:	4.29	:	0	:	1202	:	3.64	:	0
2. Use multiple texts.	:	132	:	4.26	:	0	:	1159	:	3.51	:	0
3. Maintain and cultivate the curiosity of the students	:	136	:	4.39	:	0	:	1247	:	3.78	:	0
4. Present life-like learning problems to students.	:	128	:	4.13	:	0	:	1244	:	3.77	:	0
5. Engage students in active mental and physical learning.	:	137	:	4.42	:	0	:	1307	:	3.94	:	0
6. Plan carefully and thoroughly classroom activities	:	141	:	4.55	:	VD	:	1335	:	4.05	:	0
7. Encourage and use students' ideas and suggestions.	:	140	:	4.52	:	VD	:	1271	:	3.85	:	0
8. Adopt methods and activities based on unique characteristics of students.	:	131	:	4.23	:	0	:	1280	:	3.88	:	0

Statements/ Descriptions	Teachers'			Students'		
	Perceptions			Perceptions		
	TFW	WM	VD	TFW	WM	VD
9. Present subject-matter interestingly.	140	4.52	VD	1344	4.07	0
10. Foster divergent thinking	129	4.16	0	1206	3.65	0
11. Make students aware of their responsibility to the group and of group service	139	4.48	0	1259	3.82	0
12. Provide remedial teaching to specific errors and weaknesses of students.	129	3.84	0	1201	3.64	0
13. Form in the students a sense of values	142	4.58	VD	1324	4.01	0
14. Maintain an aesthetically pleasant and orderly classroom	146	4.71	VD	1343	4.07	0
15. Use classroom space, time, and equipment effectively.	137	4.42	0	1286	3.90	0
16. Demonstrate concern for safety and security of students and materials.	146	4.71	VD	1263	3.83	0
17. Involve students in classroom managerial tasks	140	4.52	VD	1227	3.72	0

=====															
Statements/ Descriptions	:	Teachers'						:	Students'						
	:	Perceptions						:	Perceptions						
	:	TFW	:	WM	:	VD	:	TFW	:	WM	:	VD			
-----															
18. Encourage maximum student participation.	:	142	:	4.58	:	VD	:	1274	:	3.86	:	0			
19. Provide appropriate reinforcement to student responses:	137	:	4.42	:	0	:	1234	:	3.74	:	0				
20. Utilize multiple sources of information..	143	:	4.61	:	VD	:	1243	:	3.77	:	0				
21. Provide areas for quiet study and independent work	132	:	4.26	:	0	:	1243	:	3.77	:	0				
22. Evaluate student's progress of learning.	142	:	4.58	:	VD	:	1300	:	3.94	:	0				
23. Encourage independent learning in students.	142	:	4.58	:	VD	:	1245	:	3.77	:	0				
-----															
Total	:	101.76:						:	87.98						
Group Mean	:	4.42:						0	:	3.83					
=====															

Legend: Total Frequency Weight (TFW)

Weighted Mean (WM)		Verbal Description (VD)	
4.51	- above	Very Often	(VD)
3.51	- 4.50	Often	(O)

As gleaned from the table items 6, 7, 9, 13, 14, 16, 17, 18, 20, 22 and 23 yielded the responses of Very Often from the teachers, while all items 1-23 were given responses of Often by the students. These responses reveal that the teachers might have their own biases in rating themselves and the students gave their responses based on face-to-face situations to the items in the questionnaire-checklist. Similar responses of Often were given by the two groups of respondents to items 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 15, 19 and 21. Items 14 and 16 got the response of Very Often from the teachers with the same weighted mean of 4.71 which is the highest weighted mean from this group, and item 4 received the response of Often from the teachers with a weighted mean of 4.13 which is the lowest weighted mean from the said respondents. On the other hand, items 9 and 14 got the response of Often from the students with the same weighted mean of 4.07 which is the highest weighted mean from this group of respondents, and item 2 yielded the response of Often from the students with a weighted mean of 3.51 which is the lowest weighted mean from this group.

Item 1 which refers to "Entrust their students to carry out responsible tasks" was given the response of Often by the two groups of respondents with the respective weighted means of 4.29 and 3.64. The result seems to disclose that most of the time of the teachers was spent on traditional

activities requiring more teacher work than student activity.

The response of Often from both the teacher and the students merited the respective weighted means of 4.26 and 3.51 which provides "Use multiple texts." The situation reveals the fact that there are more textbooks in the first and second years. The number lessens in the third and especially the fourth year.

Item 3 which states "Maintain and cultivate the curiosity of the students" was given the response of Often by the teachers with a weighted mean of 4.39 and the response of Often by the students with a weighted mean of 3.78. No one can deny that teachers find difficulty in designing activities that will maximize motivated learning. They complain that they lack sufficient challenge to interest and excite their students.

The response of Often from both the teachers and the students was given to item 4 which provides "Present life-like learning problems to students" with the respective weighted mean of 4.13 and 3.77. The response is indicative that the teachers do not use or rarely use more challenging learning problems and teaching techniques. Perhaps there was predominant use of traditional instruction.

Similarly, item 5 which provides "Engage students in active mental and physical learning" was given the response

of Often by the teachers with a weighted mean of 4.42 and also by the students with a weighted mean of 3.94. This situation is perhaps attributed to the failure of teachers to recognize the idea that the content of learning (mental) needs active process of learning (physical) in order to make learning significant to the students.

The weighted means of 4.55 and 4.05 yielded from the respondents show the response of Very Often from the teachers and Often from the student to item 6 which states "Plan carefully and thorough classroom activities."

The responses of the respondents to item 7 which states "Encourage and use students' ideas and suggestions" are registered under Very Often from the teachers and Often from the students with their respective means of 4.52 and 3.85.

Item 8 which states "Adopt methods and activities based on the unique characteristics of students" got the response of Often from the teachers and the students with their respective weighted means of 4.23 and 3.88. Perhaps the teachers ignore to take individual differences into consideration in teaching, One of the great concerns of teachers is in the areas of personality and motivation differences, age difference, physical and mental differences and so on.

The group of teacher gave response of Very Often

indicated by a weighted mean of 4.52 and the group of students gave Often response indicated by a weighted mean of 4.07 to item 9 which refers to "Present subject matter interestingly."

The response of Often from the teachers with a weighted mean of 4.16 and from the students with a weighted mean of 3.65 was evident in item 10 which refers to "Foster divergent thinking." This result seems to reveal that teachers need to recognize that one of the difficult skills of the teachers is to initiate more interactions from the students, to talk and direct less, and to promote more active ideas in students.

Item 11 which provides "Make students aware of their responsibility to the group and of group service" yielded the response of Often from the two groups of respondents with their respective weighted means of 4.48 and 3.82. This response may be caused by the failure of the teachers to teach students in groups and to encourage them to act democratically. While in groups, these students would have been required of their responsibility for the activities.

The same response of Often was given by the teachers with a weighted mean of 3.84 and by the students with a weighted mean of 3.64 to item 12 which states "Provide remedial teaching to specific errors and weaknesses of



students." The responses seem to disclose that both groups of respondents admit that the teachers were indifferent to their work and disregarded attention and concern for their students.

Item 13 which provides "Form in the students a sense of values" is given the response of Very Often and Often by the first and second group of respondents with their respective weighted means of 4.58 and 4.01

Likewise, item 14 referring to "Maintain an aesthetically pleasant and orderly classroom" is given the weighted means of 4.71 and 4.07 respectively by the two groups of respondents of Very Often and Often.

The response of Often given by the teachers merited the weighted mean of 4.42 and by the students the weighted mean of 3.90 was reflected in item 15 which provides "Use classroom space, time and equipment effectively." Based on the researcher's observation, the school has adequate equipment which are supposed to be readily available for the teachers' use but have become non-functional.

Item 16 which states "Demonstrate concern for safety and security for students and materials" is rated respectively with Very Often and Often by the respondents with their weighted means of 4.71 and 3.83.

To item 17 which provides "Involve students in classroom managerial tasks" is responded by Very Often by

the teachers and Often by the students with respective weighted means of 4.52 and 3.72.

While the teachers responded by Very Often with a weighted mean of 4.58, the students responded by Often with a weighted mean of 3.86 to item 18 which states "Encourage maximum student participation."

Item 19 which refers to "Provide appropriate reinforcement to student responses" got the response of Often from the two groups of respondents with their respective weighted means of 4.42 and 3.74. This response most likely describes the classroom situation wherein the teachers fail to recognize the importance of reinforcement after a response has been made by the students. Perhaps the teachers assume responsibility before using the effective reinforcement.

Item 20 which refers to "Utilize multiple sources of information" got the response of Very Often with a weighted mean of 4.61 from the teachers and Often with a weighted mean of 3.77 from the students.

Item 21 which states "Provide areas for quiet study and independent work" yielded the response of Often from the teachers with a weighted mean of 4.26 and from the students with a weighted mean of 3.77. The capacity for independent work varies greatly from one student to another. Teachers who are aware of these differences probably take this into

account when requiring tasks to be performed. This could be the cause for the response given by the two groups of respondents.

Item 22 which states "Evaluate students' progress of learning" was given the response of Very Often and Often respectively by the groups of respondents with their respective weighted means of 4.58 and 3.94

The last item that yielded the response of Very Often and Often respectively is item 23 which states "Encourage independent learning in students." The group of teachers registered in its response a weighted mean of 4.58 while the students' group merited a weighted mean of 3.77.

It can be seen from the table that the group mean of teachers' perceptions is 4.42 and of the students' perceptions is 3.83. The perceptions of the teachers and the students on the teachers' instructional competencies and managerial skills are different.

Table 13 shows significant difference on the perceptions between the respondents.

Table 13

**T-test of Significance on the Perception  
of the Teachers and the Students on  
the Teachers' Instructional Compe-  
tencies and Managerial Skills**

=====						
	: Group Mean	:	:	:	:	: Inter-
	: Teachers':	: Students':	: Compu-:	: Tabular:	:	: pret-
Criterion	: Percept-	: Percept-	: ted t-:	: t-value:	:	: ation
	: ions	: ions	: value	: at .05	: df	:
	:	:	: level	:	:	:
-----						
Teacher's	:	:	:	:	:	:
Instructional	:	:	:	:	:	:
Competencies	:	:	:	:	:	:
and Managerial	:	:	:	:	:	: Signi-
Skills	: 4.24	: 3.83	: 11.097:	: 1.684	: 44	: fificant
=====						

With the use of a t-test of significance the computed t-value is 11.097, the tabular t-value at .05 level of significance is 1.684, with the degree of freedom 44. Since the computed t-value is greater than the tabular t-value, the hypothesis that "there is no significant difference between the perceptions of the teachers and the students on the teachers' instructional competencies and managerial skills" is rejected. Therefore, the teachers and the students differ in their perceptions.

Student Development and Achievement. Table 14 shows the perceptions of the teachers and the students on student development and achievement. Using the t-test of

significance the hypothesis was tested at 0.5 level of significance, with the degree of freedom 18.

The table shows that items 1, 3, 4, 9, and 10 yielded the responses of Very Often from the teachers, while all items 1-10 got the response of Often from the students. Item 1 got the highest weighted mean from the two groups of respondents. From the teachers' group, item 8 has the lowest weighted mean, while from the student' group, items 6 and 9 got the lowest weighted mean.

Item 1 which states "Develop in the students skills, attitudes, and talents which will benefit them in their various roles in society" was given the response of Very Often by the teachers with a weighted mean of 4.65 and the response of Often by the students with a weighted mean of 4.13.

**Table 14**

**Perceptions of the Teachers and the Students  
on Student Development and Achievement**

=====											
Statements/ Descriptions	:	Teachers'			:	Students'					
	:	Perceptions			:	Perceptions					
	:	TFW	:	WM	:	VD	:	TFW	:	WM	:
-----											
1. Develop in the students skills, attitudes, and talents which will benefits them in their various roles in society.	:	144	:	4.65	:	VD:	1363	:	4.13	:	0

=====							
Statements/ Descriptions	Teachers'			Students'			
	Perceptions			Perceptions			
	TFW	WM	VD	TFW	WM	VD	
-----							
2. Promote values, ideals, knowledge, and obligations required by students as citizens in a democratic society.	139	4.48	0	1341	4.06	0	
3. Set as an example of values and ideals worthy of imitation by the students	142	4.58	VD	1290	3.91	0	
4. Give the students accurate and immediate information concerning their accomplishments and success in the school.	140	4.52	VD	1279	3.88	0	
5. Set high but attainable goals for performance of the students	133	4.29	0	1277	3.87	0	
6. Emphasize positive achievement of the students.	136	4.39	0	1260	3.82	0	
7. Set appropriate standards/rules for performance of the students.	136	4.39	0	1277	3.87	0	
8. Anticipate successful performance of the students.	129	4.16	0	1263	3.83	0	

=====												
Statements/ Descriptions	:	Teachers'						:	Students'			
	:	Perceptions						:	Perceptions			
	:	TFW	:	WM	:	VD	:	TFW	:	WM	:	VD
-----												
9. Encourage the students to develop their potentials for self-fulfillment	:	142	:	4.58	:	0	:	1262	:	3.82	:	0
10. Develop good relations between the teachers and the students and among the students themselves.	:	143	:	4.61	:	VD	:	1327	:	4.02	:	0
-----												
Total				44.65						39.21		
Group Mean				4.46		0				3.92		0
=====												

Legend: Total Frequency Weight (TFW)

Weighted Mean (WM) Verbal Description (VD)

4.51 - above Very Often (VO)

3.51 - 4.50 Often (O)

Item 2 which refers to "Promote values, ideals, knowledge, and obligations required of students as citizens in a democratic society" received similar response of Often from the two groups of respondents with their respective weighted means of 4.48 and 4.06. It clearly indicates that both groups recognize the important roles of the teachers in strengthening the desirable values in our students.

To item 3 which provides "Set as an example of values

and ideas worthy of imitation by the students" was given the response of Very Often from the teachers and the response of Often from the students with their respective weighted means of 4.58 and 3.91

Similarly, item 4 which states "Give the students accurate and immediate information concerning their accomplishments and success in school" yielded the response of Very Often from the teachers with a weighted mean of 4.52 and the response of Often from the students with a weighted mean of 3.88.

Item 5 which refers to "Set high but attainable goals for performance of the students" received the response of Often from both groups of respondents with their respective weighted means of 4.09 and 3.87 indicative that goals evaluate the effectiveness of what the teacher is doing in the classroom. The goals make the teachers and the students aware of the purpose of instruction and what they ultimately hope to establish.

Similarly, item 6 which refers to "Emphasize positive achievement of the students" was given the response of Often both by the respondents with their respective weighted means of 4.39 and 3.82. It reveals the importance of the teacher's role of exerting efforts to let the students know what they hope to accomplish in the classroom.

Referring to item 7 which provides "Set appropriate



standards/rules for performance of the students," the respondents gave the response of Often with their respective weighted means of 4.39 and 3.87. It clearly indicates that teachers plan the criteria for the expected behavior of learning.

Item 8 which states "Anticipated successful performance of the students" yielded the similar response of Often from the teachers with a weighted mean of 4.16 and from the students with a weighted mean of 3.83. This is the situation wherein the teachers expect the students to perform well in school and give them a chance to succeed in most of their activities.

The response of Very Often with a weighted mean of 4.58 from the teachers' group and the response of Often with a weighted mean of 3.82 from the students' group registered in item 9 which states "Encourage the students to develop their potentials of self-fulfillment."

Item 10 which is the last item refers to "Develop good relations between the teacher and the students and among the students themselves" and got the response of Very Often and Often respectively from the two groups of respondents with their respective weighted means of 4.61 and 4.02.

As shown in table 15, the group mean of the teachers' perceptions is 4.46 and of the students' perceptions is 3.92. The perceptions of the teachers and the students on

student development and achievement are different, as evidenced by a t-test of significance (computed t-value = 9.00, tabular t-value = 1.734 at .05 level of significance, degree of freedom = 18).

Since the computed t-value is greater than the tabular t-value, the hypothesis that "there is no significant difference between the perceptions of the teachers and the students development and achievement" is rejected.

Table 15

**T-test of Significance on the Perceptions of the  
Teachers and the Students on Student  
Development and Achievement**

=====							
Criterion	Group Mean		Compu- ted t- value	Tabular t-value at .05 level	df	Inter-	
	Teachers'	Students'				pret-	ation
	Percept-	Percept-				ion	
	ions	ions					
-----							
Students	:	:	:	:	:	:	:
Development	:	:	:	:	:	:	:
and Achieve-	:	:	:	:	:	:	:
ment	4.46	3.92	9.00	1.734	18	Signi-	
	:	:	:	:	:	ficant	
=====							

Therefore, the teachers and the students differ in their perceptions.

Constraints in the Attainment of Teaching

Effectiveness. The study gathered data on the constraints

in the attainment of teaching effectiveness as perceived by the teachers and the students of the Samar Regional School of Fisheries.

The hypothesis states that "there is no significant difference between the perceptions of the teachers and the students on the constraints in the attainment of teaching effectiveness. With the use of t-test of significance, the hypothesis was tested at .05 level of significance, with the degree of freedom 18.

In table 16 are presented the perceptions of the teachers and the students on the constraints in the attainment of teaching effectiveness.

Table 16

Perceptions of the Teachers and the Students  
on the Constraints in the Attainment of  
Teaching Effectiveness

=====														
Statements/ Descriptions	:	Teachers'						:	Students'					
	:	Perceptions						:	Perceptions					
	:	TFW	:	WM	:	VD	:	TFW	:	WM	:	VD		
-----														
1. Good and qualified teachers are in short supply	:	114	:	3.68	:	A	:	1241	:	3.76	:	A		
2. There is lack of attractive salaries and other benefits available to teaching	:	133	:	4.29	:	A	:	1100	:	3.33	:	U		

=====												
Statements/ Descriptions	:	Teachers'						:	Students'			
	:	Perceptions						:	Perceptions			
	:	TFW	:	WM	:	VD	:	TFW	:	WM	:	VD
-----												
3. There are curricular deficiencies including the use of unsuitable textbooks and other instructional materials:	125	:	4.03	:	A	:	1181	:	3.58	:	A	
4. There is ineffective school management and supervision.	118	:	3.81	:	A	:	1185	:	3.59	:	A	
5. One constraint to achieve effective teaching is the inadequate provision for reasech and development:	126	:	4.06	:	A	:	1235	:	3.74	:	A	
6. The school is well-housed with excellent facilities and equipment but very much underutilized	136	:	4.39	:	A	:	1137	:	3.45	:	U	
7. There is lack of definite official channels of responsibilities in school.	123	:	3.97	:	A	:	1185	:	3.59	:	A	
8. The school does not provide professional or career advancement opportunities for the teachers.	101	:	3.26	:	U	:	1152	:	3.49	:	U	

=====												
Statements/ Descriptions	:	Teachers'						:	Students'			
	:	Perceptions						:	Perceptions			
	:	TFW	:	WM	:	VD	:	TFW	:	WM	:	VD
-----												
9. One constraint is the inadequate academic background and professional training of teachers.												
	:	99	:	3.19	:	U	:	1208	:	3.66	:	A
10. The school has inadequate space for classroom and time for class periods:												
	:	93	:	3.00	:	U	:	1146	:	3.47	:	U
-----												
Total				37.68						35.66		
Group Mean				3.77		A				3.57		A
-----												

Legend: Total Frequency Weight (TFW)

Weighted Mean (WM)	Verbal Description (VD)
3.51 - 4.50	Agree (A)
2.51 - 3.50	Undecided (U)

This table presents the items both agreed by the two groups of respondents which are 1, 3, 4, 5 and 7. Items 8, 9, and 10 got the response of Undecided by the teachers, while items 2, 6, 8, and 10 yielded the response of Undecided by the students. Both groups of respondents answered Undecided to item 8.

Item 1 which refers to "Good and qualified teachers are in short supply" was given the response of Agreed by the two

groups of respondents with their respective weighted means of 3.68 and 3.76. This perception of agreement clearly indicates the situation wherein the teachers teach subjects that are neither their major nor minor areas of specialization. Also, there was an exodus of teachers to other agencies.

Item 2 which states "There is lack of attractive salaries and other benefits available to teaching" was agreed by the teachers with their weighted mean of 4.29, but was given the response of Undecided by the students with their weighted mean of 3.33. It can be said that while the teachers are supportive to the idea of upgrading their salaries and other benefits, the students did not feel it.

Both groups agreed on item 3 which provides "There are curricular deficiencies including the use of unsuitable textbooks and other instructional materials" with their respective weighted means of 4.03 and 3.58. The availability of suitable textbooks and other instructional materials facilitates student learning. However, there is a problem in the school of the decreasing number of SEDP books used by the students for every curriculum year.

Similarly, item 4 which states "There is ineffective school management and supervision" also merited the response of Agree from the teachers with the weighted mean of 3.81 and from the students with the weighted mean of 3.59. It

clearly shows of the failure of the school administration to act in official capacity, not in individual capacity. Also, the teachers and the students are disturbed by the lack of good disposition and consistent behavior of the school administration.

Item 5 which provides "One constraint to achieve effective teaching is the inadequate provision for research and development" was agreed by the two groups of respondents with their weighted means of 4.06 and 3.74. It has been observed that little time of the teachers is spent for research program development the pertinent data and information of which will be utilized by our school administrators in making the right decisions.

With a weighted mean of 4.39 the teachers gave the response of Agree and with a weighted mean of 3.45 the students gave the response of Undecided to item 6 which states "The school is well-housed with excellent facilities and equipment but very much underutilized." This reveals an awareness on the teachers of the availability of these facilities and equipment but have become non-functional, which situation the students did not think so.

The agreement of the respondents to item 7 which refers to "There is lack of definite channels of responsibilities in school" is evidenced by a weighted mean of 3.97 from the teachers and a weighted mean of 3.59 from the students.

This can be attributed to the lack of understanding and respect for work of the individual teacher and other employees in the school. Failure to understand their respective responsibilities develop negative attitude toward the school administration and teachers' indifference toward their work.

Item 8 which states "The school does not provide professional or career advancement opportunities for the teachers" yielded the response of Undecided from both the teachers and the students with their respective weighted means of 3.26 and 3.49. This response is reflective of the fact that there is non-interest or lack of proper motivation on the part of the teachers.

The perception of Undecided is clearly shown by the weighted mean of 3.19 of the response of the teachers, and a different perception which is reflected by the weighted mean of 3.66 is indicated by the response of agreement by the students to item 9 which refers to "One constraint is the inadequate academic background and professional training of teachers." The response seems to indicate that the teachers themselves are not certain that they had developed professionally and educationally before getting a teaching job. A different perception is shown by the students who feel that the teachers lack the needed preparation in their work.





The table shows that the computed t-value of 1.265 is lesser than the tabular t-value of 1.734 at .05 level of significance and the degree of freedom of 18. Hence, the hypothesis that "there is no significant difference between the perceptions of the teachers and the students of the constraints in the attainment of teaching effectiveness" is accepted. Therefore, the teachers and the students agree in their perceptions.

#### Implications of the Study to Teacher and Student

Development. Based on the data gathered, the following implications were drawn:

1. All efforts should be systematically coordinated to improve/raise the participation, retention, and completion rates of the school.

2. The present problems of the school can never be solved singly. The burden must be equally shared by the school administration, teachers and the students.

3. In order to improve teacher-administrator relationships, there is a need to review administrative policies and supervisory practices.

4. There is a need to update teachers' knowledge, skills, and attitudes through faculty development program and in-service trainings.

5. Emphasis should be given to affirming a greater

commitment to implement the necessary solutions to the present problems of the school.

6. The teachers and the students are affected, directly and indirectly, by the school environment and atmosphere that pervades it.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter discusses the summary, findings, conclusions, and recommendations of the study undertaken.

#### Summary

The researcher undertook this study to make an honest evaluation of the performance and effectiveness of the teachers of the Samar Regional School of Fisheries as perceived by the teachers themselves and the students. .

Likewise, it was the intention of the study to provide reliable data in order to determine the strengths and weaknesses of the teachers and thereby provide immediate solutions for improved teacher performance and quality instruction.

More specifically, the study sought answers to the following questions:

1. What is the profile of the respondents involved in this study on the following:

- 1.1 sex
- 1.2 age
- 1.3 civil status
- 1.4 present position
- 1.5 highest educational attainment
- 1.6 length of service

1.7 course

1.8 curriculum year

2. Is there a significant difference between the perceptions of the teachers and the students on the three criteria of teaching effectiveness?

2.1 the teachers' personal competencies

2.2 the teachers' instructional competencies  
and managerial skills

2.3 student development and achievement

3. What are the constraints in the attainment of teaching effectiveness as perceived by the teachers and the students?

4. Is there a significant difference between the perceptions of the teachers and the students on the constraints in the attainment of teaching effectiveness?

5. What are the implications of this study to teacher and student development?

The following hypotheses were tested in this study:

1. There is no significant difference between the perceptions of the teachers and the students on the three criteria of teaching effectiveness:

1.1 the teacher's personal competencies

1.2 the teacher's instructional competencies and  
managerial skills

1.3 student development and achievement

2. There is no significant difference between the perceptions of the teachers and the students on the constraints in the attainment of teaching effectiveness.

The normative type of descriptive survey method of research was employed in gathering the appropriate data and information for the study. A questionnaire - checklist was prepared and administered to the teacher and student respondents of the Samar Regional School of Fisheries. This instrument was validated before it was administered to the respondents. The data gathered were presented, analyzed and interpreted using the descriptive statistics to determine the frequency, the weighted mean, the group mean, percentage and rank. The hypotheses were tested utilizing the t-test of significance.

### Findings

1. The teacher-respondents are predominantly female, within the 35-39 age bracket, married, occupy the Teacher I position, have acquired master's degree units, and have been in the teaching job for 16-20 years.

2. Majority of the student-respondents are females, within 13-17 age bracket, and are high school students.

3. The perceptions of the teachers on the teacher's personal competencies are high, with the perceptions of the teachers on student development and achievement relatively

higher than the perceptions of the teachers on instructional competencies and managerial skills.

4. The perceptions of the teachers on the constraints to achieve teaching effectiveness are higher than those of the students.

5. The two groups of respondents commonly agreed that the constraints are: lack of good and qualified teachers, curricular deficiencies, ineffective school management and supervision, inadequate provision for research and development, and lack of definite official channels of responsibilities in school.

### Conclusions

On the basis of the foregoing findings of this study, the following conclusions were drawn:

1. The perceptions of the teachers on the teacher's personal competencies differed from those of the students. The teachers thought highly of their role whereas the students did not.

2. The perceptions of the teachers on the teacher's instructional competencies and managerial skills also differed from those of the students.

3. The perceptions of the teachers on student development and achievement differed from those of the students.

4. As revealed by the t-test of significance there is no significant difference between the perceptions of the teachers and the students on the three criteria of teaching effectiveness, namely, the teacher's personal competencies, the teacher's instructional competencies and managerial skills, and student development and achievement.

5. The perceptions of the teachers on the constraints to achieve effective teaching did not differ from those of the students.

6. The t-test of significance showed no significant difference between the perceptions of the teachers and the students on the constraints in the attainment of teaching effectiveness.

7. There is a need for the teachers to equip themselves with knowledge, competencies, and skills and to improve professionally.

8. The constraints that beset the school in the achievement of its goals as commonly agreed by the respondents are as follows: good and qualified teachers are in short supply, there are curricular deficiencies including the use of unsuitable textbooks and other instructional materials, there is ineffective school management and supervision, the inadequate provision for research and development, and the lack of definite official channels of responsibilities in school.



### Recommendations

In the light of the findings and conclusions of this study, the following are recommended:

1. The school administration should listen to the complaints/problems of the teachers and permit them to seek relief from their complaints.

2. Teacher selection has to be based on proper criteria, that is, qualifications, teaching potential, experience and so on.

3. Improvements in the curriculum should be made in the following areas, namely: availability and number of textbooks, strengthening of teachers' and students' values toward their responsibilities, development of curriculum guides for the learning competencies of the subject components, and close supervision in the implementation of the bilingual policy.

4. There is a need for strong and viable research and development program duly funded by the school and equally supported by competent and qualified teachers.

5. Issues and problems presented by the teachers and the students to the school administration should be discussed and given remedies or solutions.

6. There is a need for the school administration and the teachers to make an honest evaluation of their attitudes, social obligations, and moral expectations in the

performance of their duties in order to maximize their potentials for self-fulfillment and to promote the welfare of the students.

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#### **D. DECS ORDER**

DECS Order No. 101 of 1980.

## A P P E N D I C E S

## APPENDIX A

### SAMAR REGIONAL SCHOOL OF FISHERIES Catbalogan, Samar

April 19, 1991

The Dean of Graduate Studies  
Samar State Polytechnic College  
Catbalogan, Samar

S i r :

In view of my desire to start writing my thesis anytime this month, I have the honor to submit for approval one of the following research problems, preferably number 1:

1. TEACHING EFFECTIVENESS AT THE SAMAR REGIONAL SCHOOL OF FISHERIES: PERCEPTIONS OF TEACHERS AND STUDENTS
2. TEACHERS' PERFORMANCE EVALUATION OF THE SAMAR REGIONAL SCHOOL OF FISHERIES
3. AN EVALUATION OF THE PERFORMANCE OF ADMINISTRATORS IN THE FISHERY SCHOOLS IN SAMAR

I hope for your favorable action.

Very truly yours,

(SGD.) GAIL G. CALUMPIANO  
Researcher

Recommending Approval:

(SGD.) TERSITO A. ALIPOSA, Ph.D./Ed.D.  
Dean, Research, Extension & Publication

APPROVED:

SGD. SENECIO D. AYONG, DPA/ED.D.  
Dean, Graduate Studies

## APPENDIX B

SAMAR REGIONAL SCHOOL OF FISHERIES  
Catbalogan, Samar

October 2 1991

Mrs. Celedonia Palana  
The Superintendent  
Daniel Z. Romualdez Memorial  
School of Fisheries  
Tolosa, Leyte

M a d a m :

I have the honor to request permission to conduct a dry-run of my questionnaire-checklist to the teachers and the students of your school. This is in connection with my thesis entitled "TEACHING EFFECTIVENESS AT THE SAMAR REGIONAL SCHOOL OF FISHERIES: PERCEPTIONS OF TEACHERS AND STUDENTS," which the undersigned is presently working on.

Your favorable consideration and action on this request is highly appreciated.

Very truly yours,

(SGD.) GAIL G. CALUMPIANO  
Researcher

APPROVED:

(SGD.) CELEDONIA PALANA  
Superintendent

## APPENDIX C

SAMAR REGIONAL SCHOOL OF FISHERIES  
Catbalogan, Samar

November 18, 1991

The Dean of Graduate Studies  
Samar State Polytechnic College  
Catbalogan, Samar

S I R :

I have the honor to request permission and approval of your good office to field my questionnaire-checklist on "TEACHING EFFECTIVENESS AT THE SAMAR REGIONAL SCHOOL OF FISHERIES: PERCEPTIONS OF TEACHERS AND STUDENTS" on November 26, 1991.

Approval of this request is earnestly sought.

Very truly yours,

(SGD.) GAIL G. CALUMPIANO  
Researcher

APPROVED:

(SGD.) SENEIO D. AYONG, DPA/Ed.D.  
Dean of Graduate Studies

## APPENDIX D

SAMAR REGIONAL SCHOOL OF FISHERIES  
Catbalogan, Samar

November 20, 1991

Dr. Hipolito V. Renales  
Superintendent  
Samar Regional School of Fisheries  
Catbalogan, Samar

S i r :

I have the honor to request permission to administer my questionnaire-checklist to the teachers and the students of your school on November 26, 1991.

The data to be gathered will be utilized in the writing of my thesis entitled "TEACHING EFFECTIVENESS AT THE SAMAR REGIONAL SCHOOL OF FISHERIES: PERCEPTIONS OF TEACHERS AND STUDENTS, " which the undersigned is presently working on. This is in connection with the partial requirement for the degree of Master of Arts in Education, major in Administration and Supervision at the Samar State Polytechnic College, Catbalogan, Samar, which I hope to complete very soon.

Your favorable consideration and action on this request is highly appreciated.

Very truly yours,

(SGD.) GAIL G. CALUMPIANO  
Researcher

APPROVED;

(SGD.) HIPOLITO V. RENALES, Ed.D.  
Superintendent

## APPENDIX E

SAMAR REGIONAL SCHOOL OF FISHERIES  
Catbalogan, Samar

November 20, 1991

Dear Respondents,

Greetings!

This questionnaire-checklist is designed to gather the necessary data in connection with the thesis entitled "TEACHING EFFECTIVENESS AT THE SAMAR REGIONAL SCHOOL OF FISHERIES: PERCEPTIONS OF TEACHERS AND STUDENTS" which the undersigned is writing now. Please indicate your frank, sincere, and honest responses. If possible, do not leave anything unanswered. Rest assured that whatever information you will give will be treated with strict confidentiality in accordance with the ethics of research.

Thank you for your valued cooperation.

Very truly yours,

(SGD.) GAIL G. CALUMPIANO  
Researcher



## APPENDIX F

### TEACHING EFFECTIVENESS AT THE SAMAR REGIONAL SCHOOL OF FISHERIES: PERCEPTIONS OF TEACHERS AND STUDENTS

#### Questionnaire-Checklist (For Teacher Respondent)

Name : (Optional) \_\_\_\_\_

Address: \_\_\_\_\_

#### Personal Data

##### I. Directions:

Please indicate your response to each of the following items by checking (✓) the space before each that corresponds to your answer. In case you have something to add, please state it on the blank provided for.

- |               |             |                |
|---------------|-------------|----------------|
| 1. Sex:       | _____ Male  | _____ Female   |
| 2. Age range: | _____ 20-24 | _____ 45-49    |
|               | _____ 25-29 | _____ 50-54    |
|               | _____ 30-34 | _____ 55-59    |
|               | _____ 35-39 | _____ 60-64    |
|               | _____ 40-44 | _____ 65 above |

##### 3. Civil Status:

- |               |                  |
|---------------|------------------|
| _____ Single  | _____ Separated  |
| _____ Married | _____ Divorced   |
| _____ Widow   | _____ Others     |
| _____ Widower | (Please specify) |

## 4. Present Position:

\_\_\_\_\_ Instructor II  
                   \_\_\_\_\_ Instructor I  
                   \_\_\_\_\_ Teacher III  
                   \_\_\_\_\_ Teacher II  
                   \_\_\_\_\_ Teacher I

## 5. Highest Educational Attainment:

\_\_\_\_\_ Bachelor's Degree (Please indicate on  
 the space provided for) \_\_\_\_\_  
 \_\_\_\_\_ Bachelor's Degree plus MA/MS units  
 (Please indicate on the space provided  
 for) \_\_\_\_\_  
 \_\_\_\_\_ MA/MS Degree  
 \_\_\_\_\_ Ph.D./Ed.D.  
 \_\_\_\_\_ Others (please specify) \_\_\_\_\_

## 6. Length of Service in Years:

_____ 1 - 5	_____ 26 - 30
_____ 6 - 10	_____ 31 - 35
_____ 11 - 15	_____ 36 - 40
_____ 16 - 20	_____ 41 above
_____ 21 - 25	

## II. Directions:

The following are statements/descriptions regarding teaching in your school. Indicate the frequency of such an existence or practice by you as a teacher by ENCIRCLING the number corresponding to your opinion.

At the right side of each item, there are numbers written from 5, 4, 3, 2, and 1. To determine the degree of frequency to the statement/description, please encircle the number in the column that corresponds to your response, using the code given below. If you have something to add, please feel free to state on the space provided for.

<u>Response</u>	<u>Scale Value</u>
Very Often	5
Often	4
Sometimes	3
Seldom	2
Never	1

Statements/Descriptions	5	4	3	2	1
-------------------------	---	---	---	---	---

A. Criteria of Teaching Effectiveness.

1. The Teacher's Personal Competencies:

- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 1. Sets an example in moral and ethical behavior to students and peers. | : 5 | : 4 | : 3 | : 2 | : 1 |
| 2. Shows honesty and integrity in all his activities.                   | : 5 | : 4 | : 3 | : 2 | : 1 |
| 3. Accepts and performs leader-   |     |     |     |     |     |

Statements/Descriptions		:	5	:	4	:	3	:	2	:	1
ship roles competently in the school and the community.		:	5	:	4	:	3	:	2	:	1
4.	Accepts the followership role whenever the need arises and assumes this intelligently	:	5	:	4	:	3	:	2	:	1
5.	Gets along well with the students, the school staff, and the community	:	5	:	4	:	3	:	2	:	1
6.	Shows evidences of mental health and stability.	:	5	:	4	:	3	:	2	:	1
7.	Shows evidences of sound physical health.	:	5	:	4	:	3	:	2	:	1
8.	Observes proper grooming and attire.	:	5	:	4	:	3	:	2	:	1
9.	Shows creativeness and resourcefulness in his performance	:	5	:	4	:	3	:	2	:	1
10.	Prepares and submits neat and accurate reports on time.	:	5	:	4	:	3	:	2	:	1
11.	Observes official time and is ready to serve beyond the call of duty when the need arises.	:	5	:	4	:	3	:	2	:	1

12. Uses free time wisely. : 5 : 4 : 3 : 2 : 1
13. Others (Please specify)

---

Statements/Descriptions	:	5	:	4	:	3	:	2	:	1
-------------------------	---	---	---	---	---	---	---	---	---	---

---

II. The Teacher's Instructional Competencies and Managerial Skills:

1. Entrusts his students to carry out responsible tasks. : 5 : 4 : 3 : 2 : 1
2. Uses multiple texts. : 5 : 4 : 3 : 2 : 1
3. Maintains and cultivates the curiosity of the students. : 5 : 4 : 3 : 2 : 1
4. Presents life-like learning problems to the students. : 5 : 4 : 3 : 2 : 1
5. Engages students in active mental and physical learning. : 5 : 4 : 3 : 2 : 1
6. Plans carefully and thoroughly classroom activities. : 5 : 4 : 3 : 2 : 1
7. Encourages and uses students' ideas and suggestions. : 5 : 4 : 3 : 2 : 1

Statements/Descriptions		:	5	:	4	:	3	:	2	:	1
8.	Adopts methods and activities based on the unique characteristics of students.	:	5	:	4	:	3	:	2	:	1
9.	Presents subject matter interestingly.	:	5	:	4	:	3	:	2	:	1
10.	Fosters divergent thinking.	:	5	:	4	:	3	:	2	:	1
11.	Makes students aware of their responsibility to the group and of group service.	:	5	:	4	:	3	:	2	:	1
12.	Provides remedial teaching to specific errors and weakness of students.	:	5	:	4	:	3	:	2	:	1
13.	Forms in the students a sense of values.	:	5	:	4	:	3	:	2	:	1
14.	Maintains an aesthetically pleasant and orderly classroom	:	5	:	4	:	3	:	2	:	1
15.	Uses classroom space time and equipment effectively.	:	5	:	4	:	3	:	2	:	1
16.	Demonstrates concern for safety and security of students and materials.	:	5	:	4	:	3	:	2	:	1
17.	Involves students in classroom managerial tasks.	:	5	:	4	:	3	:	2	:	1



---

Statements/Descriptions	:	5	:	4	:	3	:	2	:	1
-------------------------	---	---	---	---	---	---	---	---	---	---

---

### III. Student Development and Achievement:

1. Develops in the students skills, attitudes, and talent which will benefit them in their various roles in society. : 5 : 4 : 3 : 2 : 1
  
2. Promotes values, ideas, knowledge, and obligations required of students as citizens in a democratic society: 5 : 4 : 3 : 2 : 1
  
3. Sets as an example of values and ideals worthy of imitation by the students. : 5 : 4 : 3 : 2 : 1
  
4. Gives the students accurate and immediate information concerning their accomplishments and success in school. : 5 : 4 : 3 : 2 : 1
  
5. Sets high but attainable goals for performance of the students. : 5 : 4 : 3 : 2 : 1
  
6. Emphasizes positive achievements of the students. : 5 : 4 : 3 : 2 : 1
  
7. Sets appropriate standards/rules for performance of the students. : 5 : 4 : 3 : 2 : 1



Statements/Descriptions	5	4	3	2	1
8. Anticipates successful performance of the students.	5	4	3	2	1
9. Encourages the students to develop their potentials for self-fulfillment.	5	4	3	2	1
10. Develops good relation between the teacher and the students and among the students themselves.	5	4	3	2	1
11. Others (Please specify)					

**Directions:**

The following are statements/descriptions regarding effective teaching in your school. Indicate your agreement or disagreement to such an existence or practice by encircling the number corresponding to your opinion.

At the right side of each item, there are numbers written starting from 5, 4, 3, 2, and 1. To determine the degree of your agreement or disagreement to the statement/description, please ENCIRCLE the number in the column that corresponds to your response, using the code given below. If you have something to add, state it on the space provided for.

<u>Responses</u>	<u>Scale Value</u>
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

---

Statement/Description	: 5	: 4	: 3	: 2	: 1
-----------------------	-----	-----	-----	-----	-----

---

B. Constraints in the Attainment  
of Teaching Effectiveness

1. Good and qualified teachers are in short supply. : 5 : 4 : 3 : 2 : 1
2. There is lack of attractive salaries and other benefits available to teaching. : 5 : 4 : 3 : 2 : 1
3. There are curricular deficiencies including the use of unsuitable textbooks and other instructional materials. : 5 : 4 : 3 : 2 : 1
4. There is ineffective school management and supervision. : 5 : 4 : 3 : 2 : 1
5. One constraint to achieve effective teaching is the inadequate provision for research and development. : 5 : 4 : 3 : 2 : 1
6. The school is well-housed with excellent facilities and equipment but very much underutilized.: 5 : 4 : 3 : 2 : 1
7. There is lack of definite official channels of responsibilities in school. : 5 : 4 : 3 : 2 : 1

Statements/Descriptions		:	5	:	4	:	3	:	2	:	1
8.	The school does not provide professional or career advancement opportunities for the teachers.	:	5	:	4	:	3	:	2	:	1
9.	One constraint is the inadequate academic background and professional training of teachers.	:	5	:	4	:	3	:	2	:	1
10.	The school has inadequate space for classrooms and time for class periods.	:	5	:	4	:	3	:	2	:	1
11.	Others (Please specify)										

---

## APPENDIX G

TEACHING EFFECTIVENESS AT THE SAMAR REGIONAL  
SCHOOL OF FISHERIES: PERCEPTIONS OF  
TEACHERS AND STUDENTSQuestionnaire-Checklist  
(For Student-Respondent)

Name : (Optional) \_\_\_\_\_

Address: \_\_\_\_\_

## PERSONAL DATA

## I. Directions:

Please indicate your response to each of the following items by checking (/) the space before each that corresponds to your answer. In case you have something to add, please state it on the blank provided for.

1. Sex: \_\_\_\_\_ Male \_\_\_\_\_ Female
2. Age: \_\_\_\_\_ 11 \_\_\_\_\_ 15 \_\_\_\_\_ 19  
           \_\_\_\_\_ 12 \_\_\_\_\_ 16 \_\_\_\_\_ 20  
           \_\_\_\_\_ 13 \_\_\_\_\_ 17 \_\_\_\_\_ 21 above  
           \_\_\_\_\_ 14 \_\_\_\_\_ 18
3. Course: \_\_\_\_\_ High School  
               \_\_\_\_\_ College (DFT)  
               \_\_\_\_\_ College (BSF)
4. Curriculum Year:  
               \_\_\_\_\_ First Year \_\_\_\_\_ Third Year  
               \_\_\_\_\_ Second Year \_\_\_\_\_ Fourth Year

## II. Directions:

The following are statements/descriptions regarding effective teaching in your school. Indicate the frequency of such an existence or practice by the teachers as a whole by encircling the number corresponding to your opinion.

At the right side of each item, there are number written from 5, 4, 3, 2, and 1. To determine the degree of frequency to the statement/description, please encircle the number in the column that corresponds to your response, using the code given below. If you have something to add, please feel free to state it on the space provided for.

<u>Responses</u>	<u>Scale Value</u>
Very Often	5
Often	4
Sometimes	3
Seldom	2
Never	1

---

Statements/Descriptions	:	5	:	4	:	3	:	2	:	1
-------------------------	---	---	---	---	---	---	---	---	---	---

---

### A. Criteria of Teaching Effectiveness

#### I. The Teacher's Personal Competencies:

1. Set an example in moral and ethical behavior to students & peers. : 5 : 4 : 3 : 2 : 1
2. Show honesty and integrity in all their activities. : 5 : 4 : 3 : 3 : 1

Statement/Description		:	5	:	4	:	3	:	2	:	1
3.	Accept and perform leadership roles competently in the school and the community.	:	5	:	4	:	3	:	2	:	1
4.	Accept the follower-ship role whenever the need arises and assume this intelligently.	:	5	:	4	:	3	:	2	:	1
5.	Get along well with the students, the school staff, and the community.	:	5	:	4	:	3	:	2	:	1
6.	Show evidences of mental health and stability.	:	5	:	4	:	3	:	2	:	1
7.	Show evidences of sound physical health.	:	5	:	4	:	3	:	2	:	1
8.	Observe proper grooming and attire.	:	5	:	4	:	3	:	2	:	1
9.	Show creativeness and resourcefulness in their performance.	:	5	:	4	:	3	:	2	:	1
10.	Prepare and submit neat and accurate reports on time.	:	5	:	4	:	3	:	2	:	1
11.	Observe official time and is ready to serve beyond the call of duty when the need arises.	:	5	:	4	:	3	:	2	:	1

---

Statements/Descriptions	:	5	:	4	:	3	:	2	:	1
<hr/>										
12. Use free time wisely.	:	5	:	4	:	3	:	2	:	1
13. Others (Please specify)	:		:		:		:		:	

---



---

Statements/Descriptions	:	5	:	4	:	3	:	2	:	1
<hr/>										
II. The Teacher's Instructional Competencies and Managerial Skills:										
1. Entrust their students to carry out responsible tasks.	:	5	:	4	:	3	:	2	:	1
2. Use multiple texts.	:	5	:	4	:	3	:	2	:	1
3. Maintain and cultivate the curiosity of the students.	:	5	:	4	:	3	:	2	:	1
4. Present life-like learning problems to students.	:	5	:	4	:	3	:	2	:	1
5. Engage students in active mental and physical learning.	:	5	:	4	:	3	:	2	:	1
6. Plan carefully and thoroughly classroom activities.	:	5	:	4	:	3	:	2	:	1
7. Encourage and use students' ideas and suggestions.	:	5	:	4	:	3	:	2	:	1

---

-----						
Statements/Descriptions	:	5	:	4	:	3 : 2 : 1
-----						
8. Adopt methods and activities based on the unique characteristics of students.	:	5	:	4	:	3 : 2 : 1
9. Present subject matter interestingly.	:	5	:	4	:	3 : 2 : 1
10. Foster divergent thinking.	:	5	:	4	:	3 : 2 : 1
11. Make students aware of their responsibility to the group and of group service.	:	5	:	4	:	3 : 2 : 1
12. Provide remedial teaching to specific errors and weaknesses of students:	5	:	4	:	3	: 2 : 1
13. Form in the students a sense of values.	:	5	:	4	:	3 : 2 : 1
14. Maintain an aesthetically pleasant and orderly classroom.	:	5	:	4	:	3 : 2 : 1
15. Use classroom space, time, and equipment effectively.	:	5	:	4	:	3 : 2 : 1
16. Demonstrate concern for safety and security of students and materials:	5	:	4	:	3	: 2 : 1
17. Involve students in classroom managerial tasks.	:	5	:	4	:	3 : 2 : 1
18. Encourage maximum student participation.:	5	:	4	:	3	: 2 : 1
19. Provide appropriate reinforcement to students' responses.	:	5	:	4	:	3 : 2 : 1



---

Statements/Descriptions	:	5	:	4	:	3	:	2	:	1
<hr/>										
20. Utilize multiple sources of information:	5	:	4	:	3	:	2	:	1	
21. Provide areas for quiet study and independent work.	:	5	:	4	:	3	:	2	:	1
22. Evaluate students' progress of learning.	:	5	:	4	:	3	:	2	:	1
23. Encourage independent learning in students.	:	5	:	4	:	3	:	2	:	1
24. Others (Please specify)										

---



---

Statement/Description	:	5	:	4	:	3	:	2	:	1
<hr/>										

---

### III. Student Development and Achievement:

1. Develop in the students skills, attitudes, and talents which will benefit them in their various roles in society. : 5 : 4 : 3 : 2 : 1
  2. Promote values, ideals, knowledge, and obligations required of students as citizens in a democratic society.: 5 : 4 : 3 : 2 : 1
  3. Set as an example of values and ideas worthy of imitation by the students. : 5 : 4 : 3 : 2 : 1
-

Statements/Descriptions	5	4	3	2	1
4. Give the students accurate and immediate information concerning their accomplishments and success in school.	5	4	3	2	1
5. Set high but attainable goals for performance of the students.	5	4	3	2	1
6. Emphasize positive achievements of the students.	5	4	3	2	1
7. Set appropriate standards/rules for performance of the students.	5	4	3	2	1
8. Anticipate successful performance of the students.	5	4	3	2	1
9. Encourage the students to develop their potentials for self-fulfillment.	5	4	3	2	1
10. Develop good relations between the teacher and the students and among the students themselves.	5	4	3	2	1
11. Others (Please specify)					

### III. Directions:

The following are statements/descriptions regarding effective teaching in your school. Indicate your agreement or disagreement to such an existence of practice by ENCIRCLING the number corresponding to your opinion.

At the right side of each item, there are number written starting from 5, 4, 3, 2, and 1. To determine the degree of your agreement or disagreement to the statement/description, please encircle the number in the column that corresponds to your response, using the code given below. If you have something to add, please feel free to state it on the space provided for.

<u>Responses</u>	<u>Scale Value</u>
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

---

Statements/Descriptions	:	5	:	4	:	3	:	2	:	1
-------------------------	---	---	---	---	---	---	---	---	---	---

---

B. Constraints in the Attainment  
of Teaching Effectiveness:

1. Good and qualified teachers are in short supply. : 5 : 4 : 3 : 2 : 1
2. There is lack of attractive salaries and other benefits available to teaching.: 5 : 4 : 3 : 2 : 1
3. There are curricular deficiencies including the use of unsuitable textbooks and other instructional materials : 5 : 4 : 3 : 2 : 1
4. There is ineffective school management and supervision. : 5 : 4 : 3 : 2 : 1



## APPENDIX H

Profile of the Samar Regional School of  
Fisheries - School Year 1987-1988  
Thru School Year 1991-1992

1. The school offers the 4-year secondary fishery curriculum, the 3-year Diploma in Fisheries Technology (DFT) and the 4-Year Bachelor of Science in Fisheries (BSF) with majors in Marine Fisheries, Inland Fisheries, and Fish Processing. By virtue of MEC Order No. 72, s. 1979, the school became a recipient of a foreign assisted project, the Regional Institute of Fisheries Technology (RIFT). The BSF course was phased out and reoffered during the school year 1989-1990.
2. There is gradual increase of enrolment in the secondary department, while there is gradual decrease of enrolment in the college department. In the Secondary Department there was an enrolment increase of 21.01 percent; for school year 1988-1989, 22.38 percent increase; for school year 1989-1990, 0.02 percent increase; for school year 1990-1991, 05.92 percent decrease; and for school 1991-1992, 11.33 percent increase. In the College Department (Diploma in Fisheries Technology), for school year 1987-1988, there was an enrolment decrease of 15.62 percent; for school

year 1988-1989, 20.37 percent decrease; for school year 1989-1990, 24.41 percent decrease; for school year 1990-1991, 23.07 percent decrease; and for school year 1991-1992, 24 percent increase. In the Bachelor of Science in Fisheries for school year 1990-1991, there was an enrolment increase of 23.07 percent and for school year 1991-1992, 20.31 percent decrease.

3. The school provides the school personnel and the students the following services: guidance service, library service, health service and canteen service.
4. There are no dormitories, cottages, and drinking facilities for the employees and the students.
5. There has been a marked deterioration in the performance of students in the National College Entrance Examination (NCEE). In 1986, of the 54 examinees, 15 or 27.77 percent qualified; in 1987, out of 54 examinees, 19 or 35.18 percent qualified; in 1989, out of 96 examinees, 5 or 05.20 percent qualified; and in 1990, of the 75 examinees, 19 or 25.33 percent qualified.
6. The school provides adequate instructional materials, tools and equipment to enable students to develop the necessary skills and abilities as well as proper training and instruction. For the improvement of instruction and competence of teachers, the school provides

and maintains the physical plant and facilities, buildings, offices and classrooms.

7. The school has 42 employees and 31 teachers, making a total of 73 workers. In the administrative and facilitative staff, there are 21 employees. The teaching force in the college department compose of 10 instructors; in the secondary department, 21 teachers. The fishing vessel has 12 employees. There are 9 casual workers.

## CURRICULUM VITAE

NAME : GAIL GABORNI CALUMPIANO  
 ADDRESS : 499 San Francisco Street  
 Catbalogan, Samar  
 PLACE OF BIRTH : Tacloban City  
 DATE OF BIRTH : March 1, 1953  
 PRESENT POSITION : Head Teacher III  
 STATION : Samar Regional School of Fisheries  
 Catbalogan, Samar  
 CIVIL STATUS : Married  
 HUSBAND : Engr. Alfredo Y. Calumpiano, Jr.

## EDUCATIONAL BACKGROUND

Elementary . . . . . Samar College  
 Catbalogan, Samar  
 School Years 1960-1963  
  
 East Catbalogan Elementary School  
 Catbalogan, Samar  
 1963-1966  
  
 Secondary . . . . . Samar National School  
 Catbalogan, Samar  
 School Years 1966-1970  
  
 College . . . . . Samar College  
 Catbalogan, Samar  
 School Years 1970-1976  
  
 Graduate Studies . . . . . Samar State Polytechnic College  
 Catbalogan, Samar  
 1987-present



Curriculum Pursued . . . . Master of Arts in Education

Major . . . . . Administration and  
Supervision

### CIVIL SERVICE ELIGIBILITY

First Grade Entrance Examination, Tacloban City, June 14, 1974.

Presidential Decree No. 907, Quezon City, April 7, 1976.

Teacher Examination, Catbalogan, Samar, December 12, 1976.

Career Service Professional Examination, Catbalogan, Samar,  
July 17, 1983

### HONORS AND AWARDS

First Honors . . . . . East Catbalogan Elementary  
School, Catbalogan, Samar,  
1966

Second Honorable Mention . . . . (Fourth Year)

Outstanding Girl Student . . . . (Fourth Year)

Best in English. . . . . (Fourth Year)

Depoartment . . . . . (Fourth Year)  
Samar National School  
Catbalogan, Samar, 1970

Cum Laude . . . . . Samar College  
Catbalogan, Samar  
1974

## POSITIONS HELD

Adviser . . . . . General Parents Teachers-Employees  
Association (PTEA) SRSF, Catbalogan,  
Samar, 1988 - present

In-Charge of Records. Secondary Department  
SRSF, Catbalogan, Samar  
1988 - present

Secondary School Head  
Teacher I . . . Secondary Department (Related  
Subjects)  
SRSF, Catbalogan, Samar  
1988-1989

Head Teacher III . . . Secondary Department  
(Related Subjects)  
SRSF, Catbalogan, Samar  
1989 - present

## CO-CURRICULAR ACTIVITIES

Member . . . . . Philippine Association for  
Graduate Education (PAGE)  
Region VIII  
1987

Member. . . . . College English Teachers  
Association (CETA), Region VIII  
1988

Member. . . . . Literary League of the Philippines  
(National)  
1989

**SEMINARS ATTENDED**

Regional Live-in Training of Department Heads on the Implementation of the Secondary Education Development Program, Conducted by DECS Regional Office No. VIII, Tanauan School of Craftmanship and Home Industries, Tanauan, Leyte, March 8-10, 1989.

The Philippine Association for Graduate Education, Region VIII. (PAGE VIII), Annual Convention, Leyte State College, Tacloban City, February 18, 1989.

First National Conference on the Organization of Literature: Aspects of Teaching and Curriculum Making, conducted by the Literary Leage of the Philippines, College of Arts and Letters, UP, Diliman, Quezon City, January 13-15, 1989.

Seminar-Workshop on the Teaching of Language and Literature: An Update, conducted by the College English Teachers Association (CETA), People's Sala, Tacloban City, November 21-23, 1988.

First Regional Seminar-Workshop on Coaching and Officiating Athletics, Softball, and Swimming, conducted by DECS Regional Office No. VIII, SRSF, Catbalogan, Samar, August 22-26, 1988.

Regional Seminar-Workshop in YDT-CAT, conducted by MECS Regional Office No. VIII, Tacloban City, March 10-14, 1986.

Regional Reading Seminar-Workshop for 2nd, 3rd, and 4th Year English Teachers, conducted by MECS Regional Office No. VIII, Tacloban City, July 29 - August 3, 1985.

Division Seminar-Workshop on the Utilization of the MECS Textbooks, Curriculum Framework and Other Instructional Materials, conducted by MECS Division of Samar, SNS, Catbalogan, Samar, November 12-17, 1984.

Division Seminar-Workshop in Music Education for Secondary Schools, conducted by MECS Division of Samar, Catbalogan, Samar, September 17-21, 1984.

Division TBS Training for Secondary Teachers, Conducted by MECS Division of Samar, September 17-21, 1984.

- Regional Music Education Seminar-Workshop for Secondary Schools, conducted by MECS Regional Office No. VIII, Leyte National High School, Tacloban City, September 5-9, 1983.
- 5th Philippine Folk Festival, conducted by Folk Arts Theater, Pasay City, July 4-11, 1982.
- Regional Seminar-Workshop on the Use of Pilipino in Social Studies and YDT, conducted by MECS Regional Office No. VIII, Samar School of Arts and Trades, Catbalogan, Samar, November 11-13, 1980.
- Division Seminar-Workshop in Communication Arts (Pilipino and English), conducted by MECS Division of Samar, Catbalogan, Samar, November 13-17, 1978.
- Regional Seminar-Workshop on Music Education, conducted by MECS Regional Office No. VIII, LIT, Tacloban City, August 2-4, 1978.
- Echo Seminar-Workshop on Population Education for Secondary and Post-Secondary Vocational School Teachers/Instructors, conducted by MECS Regional Office No. VIII, Samar School of Arts and Trades, Catbalogan, Samar, July 5-9, 1978.
- DEC Mini-Jet on Leadership, conducted by DEC Division of Samar, SNS, Catbalogan, Samar, November 16-18, 1977.
- Level IV Teacher Development Training Institute, conducted by DECS Division of Samar, SNS, Catbalogan, Samar, July 2 - October 29, 1977.
- Seminar on Conducting Children's Choir, conducted by Cultural Center of the Philippines and the DEC Regional Office No. VIII, Leyte Normal School, Tacloban City, November 11-12, 1979.
- Second Division Echo-Seminar-Workshop Practicum in School Music Education, conducted by DEC Division of Samar, SNS, Catbalogan, Samar, July 7-8, 1975.

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