

**PREDICTORS OF JOB PERFORMANCE  
OF TEACHERS**

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**A Thesis Proposal**

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**In Partial Fulfillment  
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# DEDICATION

TO

*My loving wife and children*

*this research work is*

*humbly dedicated.*

*DAN*

## **ABSTRACT**

The study attempted to determine the predictors of the job performance of teachers of complete elementary schools in the District of Pinabacdao-San Sebastian, Division of Samar. Since this study delved on the predictors of job performance of teachers as revealed by the Performance Appraisal System of Teachers (PAST), the descriptive-correlation method was used. This was directed towards ascertaining facts that prevail among the respondents or cases/samples. The hypothesis for testing the significance of the relationship between job performance rating of the teacher-respondents and the in-service training they attended was rejected. This was anchored on the fact that the computed Pearson  $r$  of 0.23387 contributed to a Fisher's  $t$ -value of 2.327 which turned out greater than the tabular  $t$ -value of 1.960. The results of the test of hypothesis indicate that for the teachers in the district of Pinabacdao-San Sebastian, Division of Samar, only their age and in-service training influenced their job performance ratings. Therefore, only these two factors are considered predictors of their performance. Sex, civil status, academic experiences and educational qualification have minimal effect on the job performance of these teachers and thus, cannot predict how these teachers will perform in their teaching jobs. The PAST can be considered a valid and reliable measure of the teachers' job performance. This conclusion is anchored on the information that the teacher-respondents considered themselves to have obtained objective rating from this instrument and have manifested that they agree to the items in the PAST.

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## Chapter 1

### THE PROBLEM: ITS BACKGROUND

#### Introduction

Filipino teachers have been looked up to as the greatest influence on the youth next to parents. They are tasked with the primordial and sensitive responsibility of preparing the minds of the young, of moulding these little individuals into civic-minded, self-reliant, nationalistic and God-fearing citizens of the country. For the government, teachers are considered strategically important because they propagate ideas that shape the consciousness of society in its efforts to change.

The teacher is the single most important factor in education. Her or his far-reaching influence as an agent of constructive change in society is beyond question. The teachers who are considered as nation builders have a major role to play in improving the quality of life in this still developing country. They are entrusted the main task to develop the youth into an enlightened, patriotic, useful and upright citizenry in a democratic society. Of all societies, the free people depend most surely on quality education for the fulfillment of their destiny. Thus, the teacher and quality of his training are of paramount importance. Teachers are important agents in the learning

of students, as they should always have that in mind, for students reflect the kind of teachers they had during their student days. Thus, Gregorio (1975:248) described the teaching profession as follows:

The teacher is the high priest of the future... while teaching is a great responsibility, it is also a great opportunity... the noblest of all human endeavors, the greatest of all privileges, and the most sacred duty that one can undertake. no one should enter into this work without an appreciation of the great opportunity it offers for high service, gratifying achievement, and without the sense of the responsibilities involved in being a leader and instructor of young children.

A careful scrutiny of the foregoing statement, affirms that the teacher should develop his potentialities in order to be of optimum service. He has to keep on growing professionally. He is a multi-purpose worker, a catalyzer, coordinator and adviser (Bernardino, 1958:209).

Teachers should respond to the challenges of their profession and make a difference in the lives of the children entrusted to them. A teacher should know how to be an effective teacher.

The classroom teacher is a salient factor in moulding the personality and character of his pupils. It is therefore important that a teacher must be a good individual radiating joyfully to his young pupils his capability of doing right things morally, emotionally,

spiritually and physically (Divina, 1987:51).

We always hear the demand for quality education without understanding the many pressures and functions that the teachers are subjected to. There seems to be less concern with the factors or variables that help teachers perform and develop more satisfaction with their work. If it is said that one of the surest signs of deteriorating conditions in an organization is low job satisfaction, then we should recognize possible effects of change and give adequate attention to human needs that will render teachers more effective. Work can be meaningful and satisfying to a teacher when his inner motivation is elicited and stimulated. His full potential then, as a person is realized after his experiences on the job is being made a part of historical life experiences as he moves toward total development.

The rationale for educating the individual has thus continuously changed through the times. From education as preparation for life, and now to education as life. The individual's life relates to the environment, to people, things and events, for these are the factors that help shape him as a person. Education must not only help the individual to acquire knowledge but it must also develop his

ability to determine which knowledge is useful to his life here and now (Navarro, 1986:8).

Teachers occupy a vital position in a society which is aware of the teachers' influence on the total development of the child. Teachers are expected to achieve maximum effectiveness on this development. However, schools have no right to expect professional conduct from these teachers if time, support, encouragement and development could not be provided for them.

According to Stoner (1980:406) the performance of an employee depends upon his motivations, skills and prescriptions in his assigned functions. The leader should show his skillful administration and his leadership behavior for they are significant factors, a catalyst to the subordinates' performances in an organization.

Moreover, in the field of the teaching profession there is a keen need for administrators to carefully update teachers' competencies by appraising their performance if only to come up with the expectation of turning out quality output.

Appraisal of personnel performance entails numerous sensitive problems. While it is generally agreed that the most dependable approach to appraisal of teachers'

effectiveness is to appraise the result of the product of teaching, i.e., the growth of the learner. This approach, indeed, has not yet reached the stage where its effectiveness is beyond question.

Another method of appraising personnel effectiveness involves evaluation of the teachers' behavior in the actual process of instruction; or evaluating the teachers' attributes which are of paramount importance to effective instruction. These inherent difficulties, coupled with criticism of the negative attitude towards personnel appraisal, make it one of the most formidable problems which every administrator has to face (Castitter, 1976:179).

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 most objectively their performances and provide them with the necessary training and guidance where their weaknesses and deficiencies are noted.

It has been observed and noted that in the public elementary schools in the District of Pinabacdao-San Sebastian, particularly, the administrators sometimes do

not altogether appraise the performances of their teachers objectively. In some cases, teachers who do not possess high educational qualification obtain higher performances ratings than those with higher and better educational training. There seems to be a claim that teachers with no masteral or post graduate studies are far better, efficient and effective in the job than those with masteral units or master's degree holder. Teachers of yesteryears were not as highly educated as our teachers today, but their products were better than the output of our present crop of teachers. Another factor is the attitude of teachers today who is a far cry from those of yesteryears who were more committed, more missionary, and less materialistic. In this, it is presumed that teachers with high educational qualifications tend to be lax in their functions. It is in this light that this researcher conceives to undertake this study.

#### Statement of the Problem

This study attempted to determine the predictors of the job performance of teachers of complete elementary schools in the District of Pinabacdao-San Sebastian, Division of Samar, SY 1996-1997. Specifically, it sought to answer the following questions:

1. What is the profile of the teachers in complete elementary schools in the District of Pinabacdao-San Sebastian, Division of Samar with respect to:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 academic experience;
- 1.4 in-service trainings;
- 1.5 educational qualification; and
- 1.6 job performance

2. To what extent do the following variables affect the job performance rating of the respondents:

- 2.1 sex;
- 2.2 age;
- 2.3 civil status;
- 2.4 academic experience;
- 2.5 in-service trainings; and
- 2.6 educational qualification?

3. Is there a significant relationship between job performance of the respondents and the above-named predictors?

4. To what extent do these teachers agree with the various criteria in the Performance Appraisal System for Teachers (FAST)?



5. How do the teachers feel about the manner with which they are rated in job performance by their rating officials?

6. What implication for policy redirections may be drawn from the findings of this study?

### Hypothesis

Based on the listed specified questions, the following hypothesis were pursued in this study:

1. There is no significant relationship between job performance of teachers and the following predictors:

1.1 sex;

1.2 age;

1.3 civil status

1.4 academic experience

1.5 in-service trainings; and

1.6 educational qualification

### Theoretical Framework

The study is anchored on the following theories:

The elementary level which is the foundation of education has really a great need for quality education. The 1986 Philippine Constitution has mandated quality

education in all schools. It says "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all."

Schools are established because of the children. The children are sent to the learning institutions to be guided towards the fulfillment of their plans in life and for the achievement of objectives they have set for themselves. Useful and good citizenry is the basis of the strength of a nation.

Republic Act 4670 better known as the Magna Carta for Public School Teachers, dated July 24, 1966 provides that the minimum educational qualification for teachers in the kindergarten and elementary grades is a Bachelor Degree in Elementary Education (BSEED). The law provides further that in the absence of the applicants who possess the minimum educational qualifications, the school superintendent may appoint, under temporary status, applicants who do not meet the minimum qualification but should pass a competitive test.

For employees covered by the civil service rules and regulations permanency in one's position is assured by passing an appropriate civil service examination. Since the

elementary school teachers are government employees, the tenure of office will depend on the appropriate civil service eligibility they possess.

Republic Act No. 2260, otherwise known as the Civil Service Act of 1959, Section 26, provides that a rating system be established which shall be administered in accordance with rules, regulations and standards established by the Commission of Civil Service for all officials and employees. In compliance with the law, Circular No. 31, s. 1964 was promulgated establishing policies to continually foster the improvement of individual employee performance by providing effective supervision and counseling through identification of the employee's strong and weak points as well as to develop standards of satisfactory performance, strengthen supervisor-employee relationship and continue objectively the application of personnel administration of the Bureau of Public Schools including a new performance rating scale (Form 8-c), for classroom teachers and instructors.

Memorandum Circular No. 3, s. 1978, of the Civil Service Commission entitled "Implementation of the New Performance Appraisal System" was issued to the field. To implement this Memorandum Circular of the Civil Service

Commission, the Ministry of Education, Culture and Sports passed MEC Order No. 2, s. 1979 directing all school heads to use the Performance Appraisal System for Teachers (PAST) in appraising the performance of teachers employees. In this New Performance Appraisal System, teachers and other school personnel on the teachers leave basis shall be rated at the end of each school semester. This new rating system is expected to provide a basis for teachers to improve their performance.

Tanner and Tanner (1987:525) asserted that in service education is very important for two reasons: First, professional knowledge is continually evolving; and second, teachers have only began to develop as teachers at the time of graduation. Thus, they have little or no knowledge of the programs. Furthermore, they asserted that "In-service education program provides teachers with sufficient time to reflect on their work and to develop the means of improving the effectiveness."

### Conceptual Framework

The schematic diagram in Figure 1 shows the conceptual framework of the study. The research environment covers the complete elementary schools of the district of Pinabacdao-San Sebastian, Division of Samar.



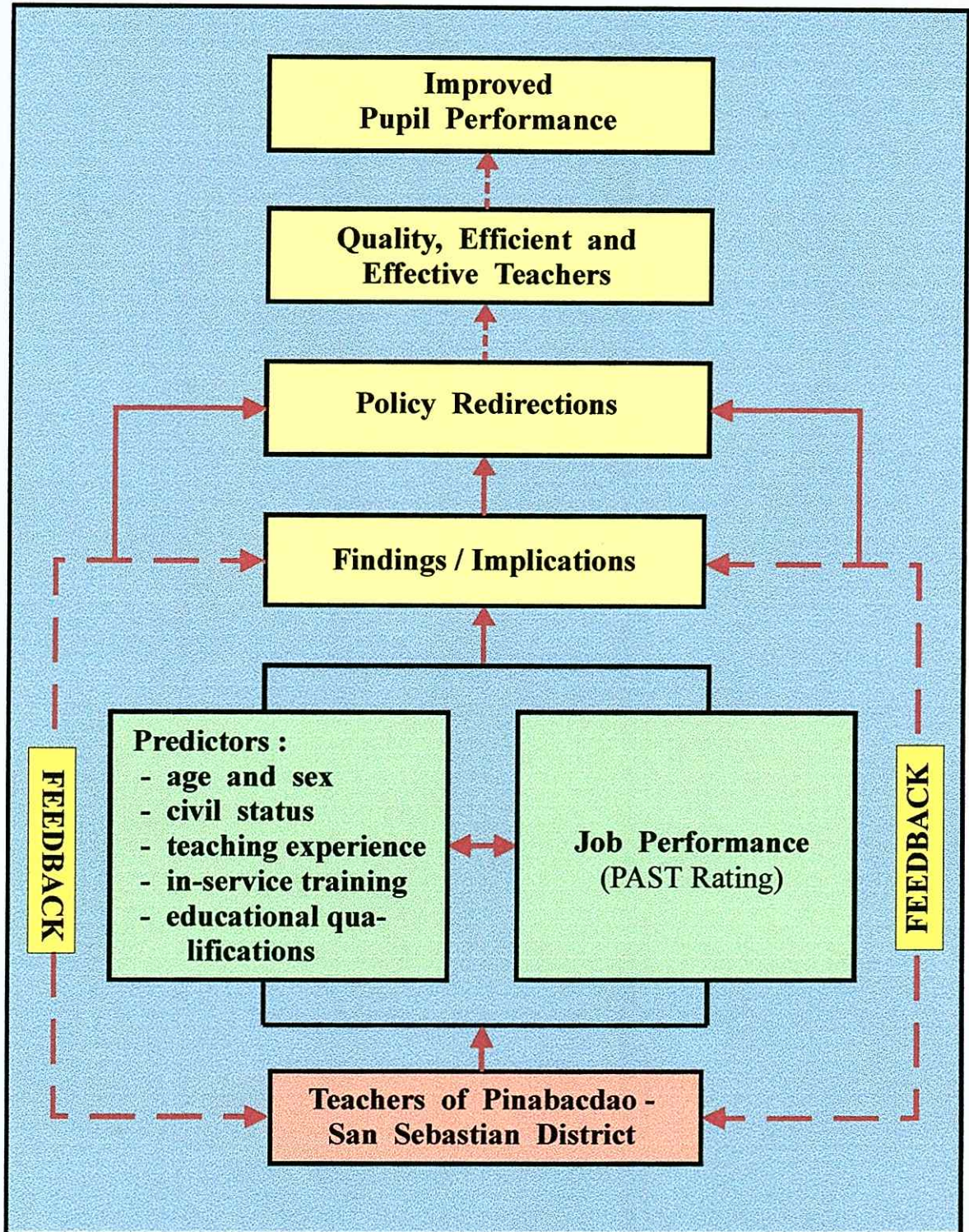


Figure 1. The conceptual framework of the study showing the hypothesized relationship between the predictors and job performance of teachers which redound to policy redirection and improved teacher and performance.

It further illustrates that the different predictors and performance rating of teachers are interrelated and are essential for the making of an efficient and effective elementary school teachers. In this particular study, feedback from the different predictors and job performance of teachers serve as a springboard for redefining and redirecting the policies of educational instructions in the district of Pinabacdao-San Sebastian. It is envisioned that with the well-defined and well-directed policies, the school would likewise develop qualified, efficient and effective teachers. It is generally accepted that efficient and effective teachers produce a well-developed citizen workers. Hence, improved instruction will lead to improved pupil's performance and eventually quality education.

#### Importance of the Study

This study was conducted because the researcher believed that the result of this study would be beneficial to the teachers of the different schools in the district of Pinabacdao-San Sebastian and teachers, of other districts in the Division of Samar as well as to the pupils, teachers, administrators and community.



To the pupils. The findings of this study may somehow benefit the pupils in terms of better services as a result of improved performance of their teachers.

To the teachers. The result of this study would be of help to the teachers in terms of encouragement to upgrade their educational qualifications, job competence and performance, so that they may be able to benefit from the subsequent privileges like promotion in position and salary as a result of good performance.

To the administrators. The administrators would likewise be benefited in terms of insights into the needs and problems of teachers of their respective schools so that they can help in the professional upgrading of the personnel through staff development.

To the community. The result of this study would finally benefit the community through the sharing of updated knowledge and technical skills acquired by the teachers by the way of staff development.

To the prospective researchers. Others researchers can utilize this study as a take-off for further studies on the same subject.

#### Scope and Delimitation of the Study

This study dealt with determining the predictors of job

performance of teachers and their relationship with their job performance. It involved 101 teachers in twelve complete public elementary schools of the district of Pinabacdao-San Sebastian, Division of Samar, namely: (1) Pinabacdao Elementary School, (2) Bangon Elementary School, (3) Botoc Elementary School, (4) Calamping Elementary School, (5) Mambog Elementary School, (6) Obayan Elementary School, (7) Parasanon Elementary School, (8) San Sebastian Elementary School, (9) Balogo Elementary School, (10) Caman-hagay Elementary School, (11) Canduyocan Elementary School, (12) Hitaasan Elementary School (see Figures 2 & 3). Table 1 presents the schools involved and the specific number of teachers who served as respondents in the study.

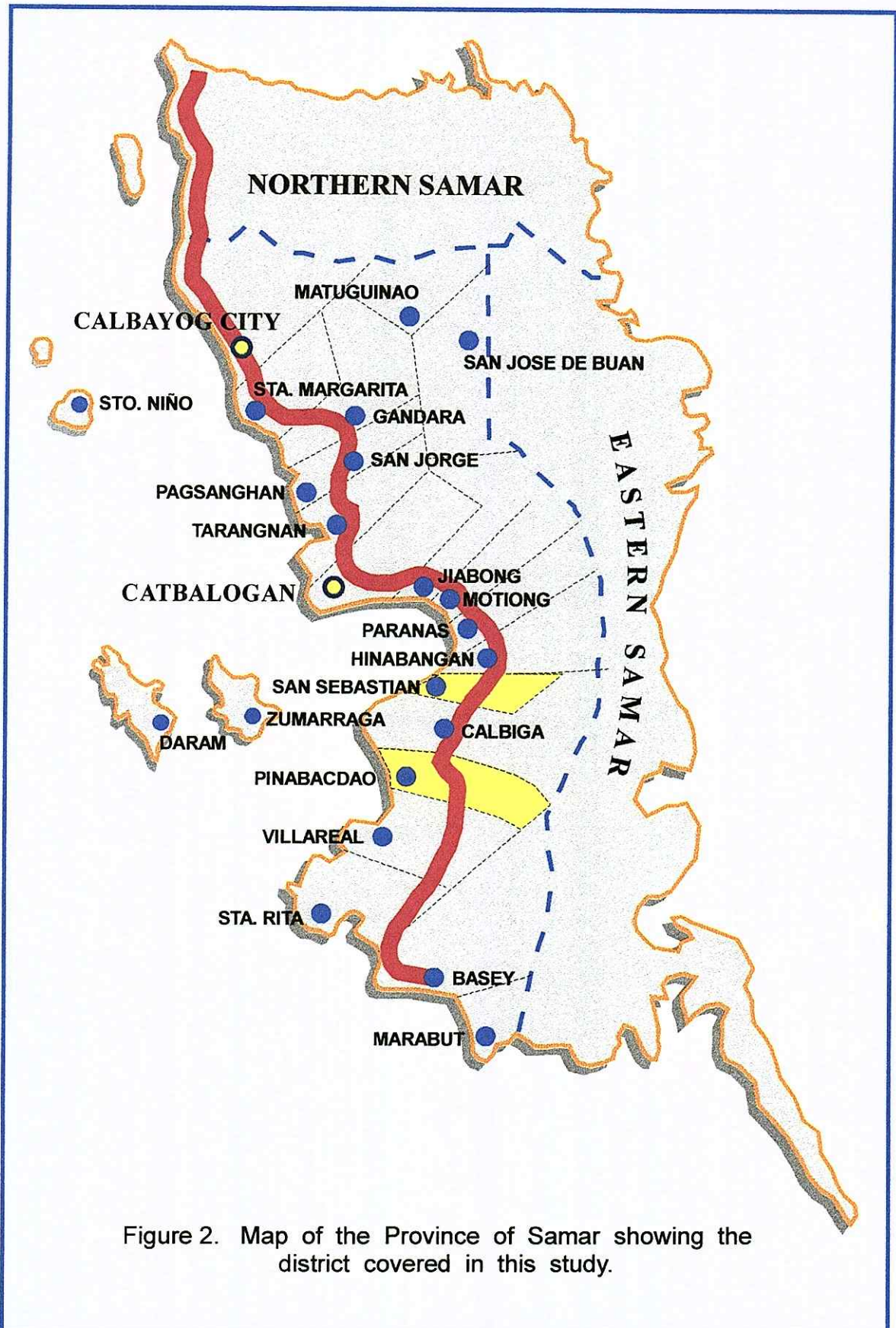
From the results of this study, the researcher was able to draw implications that would improve staff development of teachers in the district.

#### Definition of Terms

To enable the readers to grasp a full understanding of the topic, the following major terms are herein defined conceptually and operationally.

Achievement. This refers to something accomplished with great efforts or persistence (Webster, 1976:6). In this particular study, this refers to the accomplishments of teachers as perceived in the PAST.





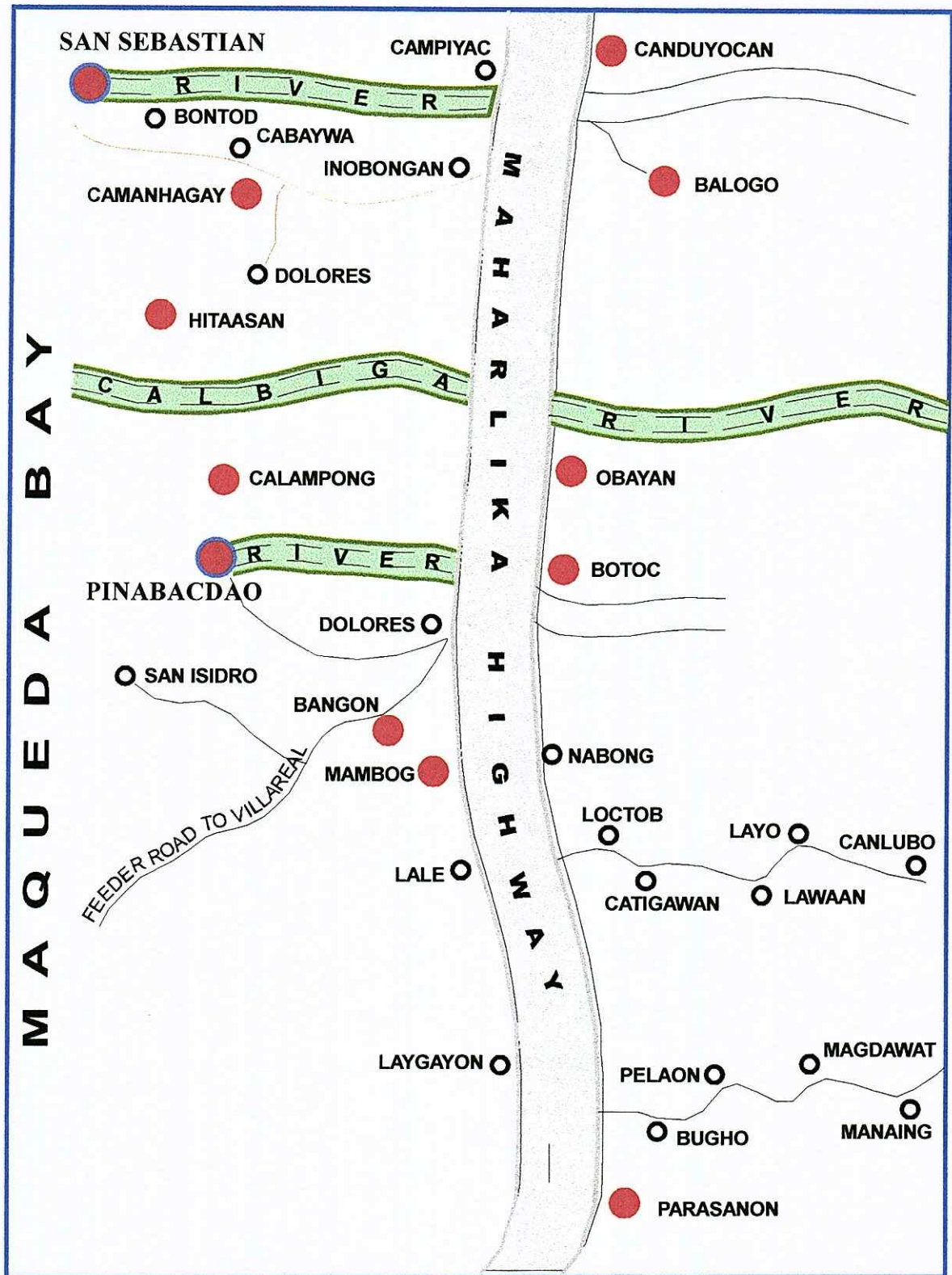


Figure 3. District Map of Pinabacdao - San Sebastian District indicating the schools covered in the study.

Table 1

Name of Schools and Number of  
Teacher Respondents

Name of Schools	Number of Teacher Respondents
Pinabacdao Elementary School	11
Bangon Elementary School	9
Botoc Elementary School	3
Calampong Elementary School	5
Mambog Elementary School	11
Obayan Elementary School	10
Parasanon Elementary	13
San Sebastian Elementary School	15
Balago Elementary School	5
Camanhagay Elementary School	6
Canduyocan Elementary School	7
Hitaasan Elementary School	6
Total	101

The study was undertaken during school year 1996-1997.

Competence. This term refers to the state of being functionally adequate or of having sufficient knowledge, judgment, skill or strength (Webster, 1976:463).

Educational Qualification. As used in this study, educational qualification refers to the degree successfully earned with formal schooling, a finished course in college or other systems of upgrading one's professional growth.

Efficiency. Efficiency is the accomplishment of a task with the least expense of time, money and efforts (Kast,

1984:2). In this study, this refers to the effective techniques performed by teachers in accomplishing his/her tasks.

Evaluation. It is the process of ascertaining or judging the value or amount of something by careful appraisal. It is the step in directed study in which teachers and pupils appraise the programs made in the study, unit or subject. (Good, 1956:156)

Job Evaluation. The term means the systematic qualitative appraisal of each job or position in an establishment either through assignment of points for job character or through comparison of job factors (as mental efforts, experiences and responsibilities required) for determining the relative position of the job in the job hierarchy and for fixing wage rates (Webster, 1976:1217).

Job Performance. It refers to the achievement of a piece of work done in the course of one's profession or occupation (Good, 1981:1217). In this study, it is the performance rating of the teacher as measured by the PAST.

Job Qualification. The state of being qualified to do a situation or position of employment (Good, 1981:1217). Defined operationally as to the minimum educational qualification for teachers in elementary grades.

PAST. PAST is an acronym for Performance Appraisal System for Teachers. This is the rating system suggested by the Civil Service Commission to rate the performance of teachers every end of the semester.

Performance. Good defines performance as actual accomplishment as distinguished from potential ability, or any action requiring the manipulation of any sort (Good, 1959:49).

Performance Rating. This term means the orderly, systematic, and carefully considered analysis and evaluation of a person's services based on observation over a considerable period of time and study of all available records of performance and behavior (Good, 1981:1678). In this study, it is the rating obtained by the teacher using the PAST.

Performance Evaluation. This term refers to the orderly systematic method of administering a continuing appraisal, accurate recording and periodic rating of employee performance (Good, 1959:230).

Plus Factor. As used in this study, the "Plus Factor" is one item in the Performance Appraisal System for Teachers (PAST). "Plus Factors" are earned by the teachers who have overshoot their targets by seventy-five percent or if she

had effectively accomplished a task that is assigned to her but not in her performance targets for the period.

Predictors. In this study, they refer to the variables that significantly affect job performance of the respondents. They refer to age, sex, civil status, educational qualification, experience and in-service training.

Rating. Rating means a mark indicating one's standards or standing in relation to prescribed criterion for the evaluation for achievement (Webster, 1976:1844).

Teacher's Morale. As used in this study, this refers to the collective feelings and attitudes of teachers related to their duties and responsibilities, goals and achievement.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE AND STUDIES

In gathering relevant information pertaining to the problem under study, the researcher looked for vital documents, books, magazines, journals, published and unpublished master theses and dissertations which could give more substance to this particular study.

#### Related Literature

In order to understand the teaching process, the learners or the teachers must first know something about the learning process. Although the teacher cannot do the actual learning for the learner, she can facilitate learning through effective teaching. Effective teaching and learning according to Aldana (1949:23) demand mutual understanding between teacher and learner.

Various studies have been conducted to define scientifically the distinguishing characteristics of an effective teacher, however, a common criterion has not as yet been established. Lardizabal (1978:3-5) in her book Principles and Methods of Teaching points two major categories into which the characteristics of an effective teacher are grouped, namely:



(a) professional qualities and (b) personal qualities. Lardizabal maintains that there are five professional qualities of a good teacher, namely: (a) mastery of the subject matter; (b) understanding of the learner, (c) understanding of other branches of knowledge; and (d) understanding and appreciation of the teaching profession. She also says that the effective teacher should possess the following personal qualities: (a) pleasing personal qualities: (b) pleasing personal appearance, manner, courtesy, and pleasant voice; (c) intelligence, emotional stability, and self-control; (d) sympathy, kindness, helpfulness, patience; (e) integrity, trustworthiness, honesty, loyalty; (f) flexibility, creativeness, resourcefulness; (g) sociability, impartiality, tolerance; (h) sense of humor, cheerfulness, and enthusiasm.

One's awareness of the job to be performed is an aid to effective performance. It is, therefore, vital to cite the different functions of a teacher. Lardizabal points out some of the important aspects of the teacher's job, to wit: (a) guiding the learning process; (b) counseling and guidance; (c) sponsoring extra-class activities; (d) working with parents and the community; and (e) professional responsibilities.



Efficiency in teaching is one of the bases for determining teachers' performance rating. Education as a profession, does not have a comprehensive instrument for evaluating teaching efficiency. Isidro (1968:153-155) discusses the importance of evaluating teaching efficiency. The absence of a valid instrument for measuring teaching efficiency defers the correct training of a teacher and hinders the proper administration of the school system. Imparting knowledge and skills which is the core of the teacher education program will not succeed and education as a profession would not advance very far because the teacher is not aware of the extent to which he has succeeded in the teaching process. Observations made by principals and supervisors are good but the point is there are a number of principals and supervisors who simply evaluate teaching efficiency on the bases of casual observations, chance remarks made by fellow teachers or those of students who personally knew the teacher. Their unofficial comments of a teacher lack the fairness and objectivity required in a matter so serious which may determine the future of the teacher's career.

Good teaching must be the ultimate goal of every teacher. Gregorio (1976:83-84) in his book, Introduction to

Education in Philippine Setting, points out the following criteria of good teaching: (a) Good teaching is well-planned. The activities and experiences of the learner are continuously related and interrelated into a larger, more meaningful, and more inclusive reaction pattern; (b) Good teaching is based on the psychology of learning. How the teacher will stimulate, direct, guide, encourage and evaluate the learner must be grounded on sound psychological principles; and (c) Good learning makes review or drill an integral part of the teaching process. Drill makes the response automatic and permanent.

Establishing criteria for good teaching necessitate criteria for good learning principles for effective good learning, to wit: (a) Good learning utilizes the theory of self-activity. This is in consonance with the theory of learning by doing. The individual learns and reacts to practices and experiences; (b) Good learning is purposeful. The learner must have an inner desire to learn. No one learns without some urge to learn; (c) Good learning utilizes the laws of learning; (d) Good learning is a process of understanding. The meaning attached to any situation comes from experience related to it; (e) Good learning is transferable; (f) Good learning depends on the senses

utilized in the process: (g) Good learning has provision for individual differences. Each individual differs from one another in their learning potential; (h) Good learning is best when differentiation and integration occur in the process. Through integration, related experiences are organized into bonds of greater meaningfulness; (i) Good learning is governed by democratic principles. Democratic procedures stress individual worth and integrity of the human personality on a plans of mutual respects, cooperation, tolerance and fair play; (j) Good learning includes evaluation. To learner must be appraised of his progress; and (k) Good learning is based on accepted educational theory and practices. A theory without practice is futile and practices not based on theory is dangerous.

John Dewey (1987:4) proponent of learning by doing, offered several points of entry for us to consider in our thinking about teacher empowerment. He emphatically said that the schools, whether they focused on the primary grades or the university level, need to be staffed by scholars and not technicians. Scholars, he wrote "are full of spirit of inquiry," they are investigators who posed interesting questions, who explored new ways of thinking about the world.

There is an urgent need for educational planners to make frequent redefinition of goals and objectives of education and redirect training of the youth to meet the socio-economic demands of time. In like manner, teachers must reexamine their role and consequently do the restructuring of their competencies. The present generation of teachers must be wise to meet the challenge of change (Navarro, 1986:8). She must envision a future which inevitably leads to a better quality of life. She must possess foresight and drive in order that she can truly educate the young.

Education has always been considered a vital factor in achieving the general objectives of national development and progress. As an investment in the nation, economic recovery, social unity, and political stability, education calls for a sincere and full commitment by the political leadership and all sectors of society to give our teachers, administrators, children and youth, better educational opportunities, for and developing necessary skills, attitudes, values and scientific creativeness to become self sufficient, self reliant and ultimately lead a useful and productive life in a fast changing world of modern times (Sutaria, 1989:292-293).

The teacher in our educational system holds the central position in its spectrum. For this reason, his training must be one of the state's greatest concern. The untrained teacher is a community liability. Santos (1983:511) affirmed that modern educator must keep on moving forward, formulating modern methods and innovative techniques suited to the pressing demands of modern society.

Evaluation can be made largely on the basis of introspection (Bloom, 1975:185). Such internal standards of criticism are most concerned with the external flaws. It is recognized that even when a document, product or work which can be valued highly is less appreciated unless it also satisfies certain external standards.

All supervisors appraise the performance of their subordinates. It is also suggested that a better job appraisal be effected through the adoption of some conscious and systematic approaches. After eliminating the casual and haphazard approach, formal appraisal can be classified into two categories: (1) traditional assessment using such methods of ranking, man-to-man comparison grading graphic scales checklist, forced-choice descriptions and incidents; and (2) behavioral evaluation which emphasizes mutually established goals and goals accomplishments (Flipppo,

1966:267-268).

Performance appraisal is one of the most important tasks any administrator has, yet it is one that most administrators freely admit they have difficulty in handling adequately. It is not always easy to judge a subordinate performance accurately and it is often harder still to convey that judgment to the subordinate in a painless and helpful manner.

Performance appraisal means the continuous process of feeding back to subordinate information on how well they have done their work for the organization. This process occurs both informally and systematically. The teacher performance may be appraised at least twice a year, but unknowingly performance in the job is being appraised every-day or every week by the superior, that when encouragement or scolding is necessary.

According to Hobbe (1976:241) the values of a rating program do not depend upon a knowledge of its reliability and validity. Hundred of companies have operated rating programs for years knowing little or nothing of their reliability and validity. It would be difficult to convince them that their programs have not produced substantial values, and that the reliability and validity of the rating

could be increased, and that even greater values might be realized.

Hobbe considered the existence of reliability and validity in performance appraisal system. Through careful planning and developing evaluation scheme, these values could be increased.

On the validity of performance rating scales, Garret (1965:195) states that "rating scales could be validated by analyzing the content." If the factors in the rating system correspond with what is really being measured, then the rating system or scales has content validity.

Another method of validating rating scales, according to Garret, is based on the judgment of the user. If the user thinks that the scales is measuring what he intends to measure, then it is valid. He calls this "face validity".

These articles on the validation of performance rating have bearing on the present study. They clearly identified not only validity and reliability but also relevance, bias-free, objectivity and practicability of the Performance Appraisal System for Teachers, which is the concern of this study.

Wakensky (1976:81-62) in his study on multiple approach to faculty evaluation said that when evaluation policies and

procedures are clearly understood and accepted by the faculty members, the process of evaluation can continually contribute to professional growth and rewards. Administrators must take responsibility in discussing the evaluation outcomes freely with each faculty members and explore ways and means in overcoming identified deficiencies.

While it is undoubtedly true that some teachers have been crying in the wilderness for better evaluation, school administrators must work together with teachers for better and objective evaluation performance. The most powerful humanistic forces on earth are understanding, cooperation and respect for each other. These force should be explored for maximum effects.

Michaels and Karnes (1976:59) are of the idea that the purpose of teachers' evaluation is to improve the work of the teacher for the upgrading of the standard of the school. The role of the supervisors in this process is to aid in the improvement of instruction. They suggested two steps in measurement, namely: (1) determining exactly what is to be measured, and (2) selecting or developing an instrument that would best do the measuring.

In the present scheme of evaluation, which is the subject of this study, there are provisions in determining



exactly what is to be measured with the aid of indicators. This particular aspect was looked into in the documentary analysis of accomplished performance rating sheet.

The existing performance appraisal system with the indicators emphasizes accuracy and congruency of rating vis-a-viz the items to be rated. The researcher of the present study availed of the analysis of the rating sheets to find out whether congruency and accuracy had been observed by the rater in the accomplishment of the rating sheet.

One of the major aspects to be evaluated in the Performance Appraisal System for teachers is pupil/student management. How accurate the teachers rate themselves in this aspect was also looked into by the researcher taking into consideration the target set by the rater. This was done by the researcher in the analysis of rating sheet. This was based on the assumption that it is possible for for schools principal, administrators and supervisors or other education experts to recognize good teaching when they have seen one and to make comparative judgment of individual teacher's performance in a semester or school year, in the primary objective to this kind of assessment. The expert is most likely to bring along a whole set of personal biases about what an effective teacher does in the classroom.

According to Leffingwell and Robinson (1970:68), performance rating should be distinguished from merit ratings, performance ratings should be limited to the evaluation of performance to determine its monitorial value. It should be gauged by the product it produces. Merit rating on the other hand should be to know not only the money value of the performance but also the potentiality of the individual for promotion, or incentive award.

The last two articles were on the criteria often employed in the evaluation of teachers' performance. These criteria provided the researcher a background for the interpretation of the objectivity of the results of the performance Appraisal System for Teachers.

The New Performance Appraisal System should be given a better understanding and more trials but while so doing, one should look at it with an open mind with a view to making it simple and less expensive. There is a need for an in-depth study of the scheme, proper training scale before embarking into the full implementation of the scheme to avoid errors and defeat the objectivity of rating.

The article of Russell (1979:5) shows the importance of assessing an individual in his job. The task is a delicate matter that diplomacy and care are needed in order that the

performance appraisal would bring out functional results. It is tried to emphasize how to obtain an accurate picture of an individual's performance both objectively and subjectively.

The values of rating programs do not depend upon acknowledgment of its reliability and validity. Hundreds of companies have operated rating programs for years knowing little or nothing of their reliability and validity. It would be difficult to convince them that their programs have not produced substantial values, and that the reliability and validity of the rating would be increased, and that even greater value might be realized.

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### Related Studies

Studies conducted earlier by administrators and researchers like dissertations and master's theses give support to this study. Some of these are treated here in relation to the present study.

Caiso (1982) as cited by Mabini (1986) on the "Evaluation of the Performance Ratings of the Public Elementary School Teachers of La Trinidad District", revealed the following findings:

1. There was no "outstanding" nor "satisfactory" ratings of teachers. More of the ratings were concentrated on the "very satisfactory" category and only few were given "unsatisfactory." There were no definite direction or trend for improvement shown during the years of the study.

2. Most of the teachers were BSEED degree holders. There were only few who have finished or holders of the Masters degree. Teachers assigned to handle Practical Arts were either graduate of bachelor of Science in Agricultural Education or Bachelor of Science in Industrial Education.

3. The Chi-square( $\chi^2$ ) test showed no significant relationship between performance ratings and educational qualifications at the .05 level of significance.

The present study and that of the Caiso's both deal with the relationship of educational qualifications and performance ratings of teachers. The two studies differ only in geographical locations for Caiso's study was conducted in Ilocos Region while the present study was conducted in Region VIII. Caiso's study had given researcher much background into the details of how such study maybe conducted.

Domingo (1971), as cited by Espinosa (1983) gave a different view on the relationship between the educational qualifications and efficiency ratings of teachers. He found out that high educational qualification of a teacher is not an insurance of him to perform well. In his study, he claimed that not at all times that highly qualified teachers perform better than those with lower education qualification.

The similarity of this study with the present study is that both discuss the relationship between the teachers' educational qualification and their teaching performance. The two studies differ only in educational level for Espinosa's study was conducted among secondary teachers while the present study was conducted among elementary teachers.

Maglasang (1986) who conducted a study on "The Performance of the Lower Primary Mathematics Teachers of Ormoc City West District: Proposed Updating Activities" found out that the educational qualifications of the 84 respondents in the study, 74 (88.10%) were holders of Bachelor of Science in Elementary Education (BSEED). Only 10 teachers had degree other than BSEED. Their degrees include Bachelor of Science in Education-Inverted Course (BSE-IC), Bachelor of Science in elementary Education-Home Economics (BSEED-HE), Bachelor of Science in Agricultural Education (BSAE), Bachelor of Science in Industrial Education (BSIE) and Elementary Teachers Certificate (ETC). Only (19%) took units in Mathematics as part of their MA degree. Of the 16, 11 teachers earned 3 units while 4 other earned 6 units. One teacher earned a total of 21 units. Sixty-eight (80.95%) do not have any mathematics units at all.

The performance of teachers' as revealed in the subject matter competency test, the teachers' over-all performance in the computational and mathematics concepts was average. This means that teachers did not come up to standard expectation which were fixed at 75% of the total test items.

Maglasang's study almost runs parallel with the present study as both tried to analyze the performance rating of teachers. However, the present study delves with the predictors of job performance of teachers while the former gives emphasis on the relationship of educational qualifications and teachers performance in the computational skills and mathematics concepts and how these variables affect the teaching competencies of mathematics teachers in the New Elementary School Curriculum (NESC).

The study conducted by Mabini (1986) on the evaluation of the performance of the college teachers of the Samar State Polytechnic College revealed that there was a relationship between educational qualifications and performance ratings of teachers. She further cited other variables that affect the performance of teachers such as the teaching experiences, age level, subject handled by the teacher and even how the teacher was employed by the college.

Some of the findings as revealed by Mabini were the following:

1. There were twenty-two of the 113 teachers of the school who were qualified to teach in the college level.
2. Majority of the teachers were young and belong to

the age level 20-25 years old. There were sixty-nine percent who were married and forty percent who were single and only one, separated from her spouse.

3. About sixty-two percent had the academic rank of instructor, two percent as professor, seven percent as assistant professor and the rest were secondary level school teachers.

4. Majority of the teachers were young in the service. Twenty-six had 1-4 years experience, thirty-two had 5-10 years, and nineteen had 11-15, years.

5. There were only fifteen percent of the teachers who did not possess any civil service eligibility. The others passed either the teacher's board examination or the civil service examination for teachers.

6. Hence, there were relationship between performance rating with educational qualifications, academic rank, number of years of teaching experience, age level, sex, subject taught and the manner by which the teachers got their employment. Those who were employed through application had higher performance ratings than those who were employed through recommendations.

7. There was no relationship between performance rating and civil status in both academic and vocational teachers.



The similarities of Mabini's and the present study is that both enhanced the perceptions of teachers towards the performance rating system and both tried also to analyze the criteria of the system. The present study, however, gave more emphasis on how the different predictors affect teacher's performance while Mabini's study gives more emphasis on the evaluation of teachers performance.

A study was conducted by Cairo (1986) on the "Perceptions on the PASKO: Their Relation to the Performance of Key Officials in the Division of Samar" during the school year 1984-1985. The ultimate aim of the study was to evaluate the extent to which the performance indicators in the PASKO were satisfied by the Key Officials as perceived by the respondents so that they would reflect the degree of performance they have achieved.

The general perception on the PASKO by the four groups of respondents indicated that the Key Officials "highly satisfied" all the indicators as evidenced by the weighted means ranging from 3.67 to 4.06 or a grand weighted mean of 3.83.

Cairo gave the following recommendations which were also relevant to the present study:

1. Target-setting negotiations and performance

appraisal should be done on time to help the key officials achieve better.

2. Subordinate and non-MECS raters should be well acquainted with the performance indicators in the PASKO. The school head should take this responsibility. This could also make the evaluation more objective and valid.

3. As recommended by the respondents, the PASKO should be used for succeeding rating period.

4. A further study about the effectiveness of the PASKO should be conducted on a regional or national level.

The similarity of Cairo's study and the present study is that both enhanced the perception of teachers towards the performance rating system and both tried also to analyze the criteria of the rating system. The present study however, gave more emphasis on the predictors of job performance of teachers while Cairo's study gives more emphasis on the effectiveness of the Performance Appraisal System for Key Officials.

The study conducted by Ceblano (1987) on the "Job Performance-Related Factors Among the Agricultural Technicians in Biliran Sub-Province, Leyte" revealed that the overall results indicated that technicians who were younger, married, experienced and with major

field of specialization performed better in the field. The study further revealed that in terms of education preparation and in-service training, the findings showed that 31 or 62 percent were BSA degree holder and 27 or 54 percent had Agronomy and related sciences (plant breeding) as major fields of specialization.

As to job performance, the technicians who were young, male, married, assigned as FMTs, with high salary, less experienced, with agricultural degrees and with agronomy and related sciences (plant breeding) as major field of specialization, with short but more training were rated excellent in job performance.

Considering the significance of age, civil status, experience and major field of specialization to job performance, it was therefore, recommended that the recruitment of applicants to technician positions should give priority to those who are young, experienced, married and with a major field of specialization.

Moreover, existing technicians with no major field of specialization should be sent on specialized training to improve their job performance. In this study, the technician with high salary scale of MT's would provide incentives and motivation to the field technicians to

improve their job performance.

The present study bears similar aspects with Cebalano's work in the sense that both delved with the role of educational qualifications on the performance of teachers and technicians. The emphasis, however, in the present study is on the considered predictors of job performance of teachers while Cebalano's study looked more into the various factors that affected technicians performance.

In the study conducted by Montejo (1990) on the "Educational Qualification and Job Performance of Public Elementary School Teachers in Catbalogan Central Schools" revealed that most of the teachers in Catbalogan Central Schools were educationally qualified with a majority of them having units in graduate studies. Teachers were efficient workers as clearly suggested by their performance ratings. Ratings given to the teachers by their supervisors were predominantly "outstanding" and "very satisfactory." No rating of "satisfactory" nor "unsatisfactory" was given. Majority of the teachers from the central schools strongly agreed to the inclusions of the different criteria now found in the Performance Appraisal System for Teachers. Most of the teachers felt that they have been rated objectively by rating officials. There was significant

relationship between educational qualifications and job performance of teachers, as teacher upgraded themselves professionally, they likewise improved their competencies in the teaching-learning process. The teachers were aware of the improvement on their professions after they obtained units in graduate studies.

Montejo gave the following recommendations which were relevant to the present study:

1. Teachers should endeavor to grow professionally. They should not depend on their own time, money and efforts to upgrade themselves and thereby improve their skills and competencies in the teaching-learning process.

2. Administrators in the division should encourage their teachers to attend Saturdays and Summer classes in the graduate and doctoral level. This is now attainable as Samar State Polytechnic College already offers several graduate programs.

3. It is noted that no teacher was rated "satisfactory nor "unsatisfactory" by their rating officials. Administrators should not hesitate to give such ratings as long as it is given objectively.

4. Seminar-Workshop on the Performance Appraisal System

for Teachers should be conducted yearly to acquaint teachers on the different indicators in the instrument. Teachers should be guided properly on how to achieve their ratings specially on the "Plus Factors."

Montejo's study and the present study are similar on the aspect of analyzing the performance rating and how it affects the teacher's competencies. In fact, the informations provided the researcher sufficient background into the present study.

Legaspi (1992) undertook the study on the job satisfaction of the elementary teachers of the Division of Leyte, using some variables like age, sex and length of service. She concluded that male and female teachers had a high level of job satisfaction in advancement and personal growth. She further concluded that the younger the teachers, the higher were their expectations from their administrators in terms of their professional advancement. In relation to the study of Legaspi, Juan (1992) conducted an investigation and found out that personality, in-service training, educational qualification and experiences were positively related to their teaching performance. These studies identified some variables which were also included in the present investigation. The studies mentioned and the

present study involved elementary grades teachers.

Bacula (1993) in her study on "Work Attitudes and Job Performance of Elementary Home Economics and Livelihood Education Teachers in Eastern Samar," found out that the attitude levels acquired by the respondents were "Very Favorable." Based on the mean, HELE teacher-respondent had positive attitudes toward work.

Although qualifications based on HELE teaching experiences and total teaching experiences made no significant influence on work attitudes, it was significantly influenced by in-service trainings attended and with high significant influence by MA Units earned and highest degree obtained at .05 level of significance.

The job performance of the HELE teacher-respondents ranged from "Satisfactory" to "Very Satisfactory." Further analysis revealed that the HELE teacher-respondents got "Very Satisfactory" job performance.

Work attitudes was also observed to be significantly correlated with pupil's performance.

Bacula's study is similar to the present study as both described the job performance of teachers. The difference between the two studies is on the focus. While Bacula's study dealt with work attitudes of elementary Home Economic

and Livelihood Education teachers while the present study is on predictors of job performance of teachers.

The study conducted by Mazo (1993) on the "Predictors of Job Satisfaction Among the Secondary School Teachers in selected Fishery Schools in Leyte and Biliran" revealed the following findings:

The multiple correlation between job satisfaction and the variables age and length of service was .3394 and coefficient of determination was .1152. This meant that 11.52% of the variations on job satisfaction was due to sex and length of service of teachers. The remaining 88.48% of their job satisfaction could be due to other factors.

To test the significance of the multiple correlation coefficient of job satisfaction on sex and length of service, the F-Test was used. The computed F-value was 6.51 which was significant at the .01 level. This meant that sex and length of service when taken together could significantly predict the job satisfaction level of the teachers.

In this particular study, sex and length of service of the teacher respondents directly influenced their feeling of job satisfaction. It was found out that male teachers were better satisfied than the female teachers. Likewise, teachers with "long" service were satisfied than those with "short" service.



Other identified variable like age, department assignment, teacher's work assignment, staff size and salary did not come out as predictors of job satisfaction. These means that these variables did not affect the level of job satisfaction of the respondents. The above-mentioned study gave the writer an idea on some of the predictors that are expected to affect job performance.

Ynalbis (1994) in her study on educational qualifications and instructional competence of elementary grades teachers in the district of Zumarraga-Talalora in Samar stated that to grow professionally they should not depend too much on the privileges given by the school but should spend their own time, money and efforts to upgrade themselves. This action would provide the teachers the competence with regard to new thrusts or changes in education which would enhance quality education, and upgrade their educational qualification for the benefit of the learners and for the good of the service.

This study included the comparison of educational qualifications of the respondent in the research area with regards to the respondent in the research area with regards to the number of units earned in addition to their present degree and the descriptive ratings of all the respondents in

the district based on the 1992-93 Performance Appraisal System for Teachers (PAST). She gave more emphasis on how educational qualifications affected teachers instructional competence on actual classroom instructions. She gave more emphasis on how educational qualifications affected teachers instructional qualifications affected or influenced performance of teachers in the field.

Ynalbis in her study on educational qualifications and instructional competence of elementary grades teachers in the district of Zumarraga-Talalora in Samar revealed that educational qualifications were positively correlated with instructional competence. These studies identified some variables which were also included in the present investigation.

## CHAPTER 3

### METHODS AND PROCEDURES

This chapter presents the methods and procedures in the conduct of this study. It specifically discusses the research design, the sampling procedure, the instrumentation, the data gathering procedure, the analysis and the treatment of the data gathered, including the statistical measures used in hypotheses testing with their corresponding formula and assessment scales.

#### Research Design

Since this study delved on the predictors of job performance of teachers as revealed by the Performance Appraisal Rating System (PARS), the descriptive-correlational method was used. This was directed towards ascertaining facts that prevail among the respondents or cases sampled. Basic data needed to answer the research methods were generated through the use of questionnaire and documentary analysis. These were carefully analyzed and tested. Implications were drawn from the results which determine the policy redirection aimed at improving the quality of teachers' as well as pupils' performance.

### Instrumentation

This research endeavor utilized the questionnaire, documentary analysis, interview and observation to gather pertinent information needed in order to answer the questions formulated. These were supplemented by an interview guide.

The questionnaire. This research instrument consisted of a cover letter and the following parts:

Part I - Personal Information about the respondents with the following sub-items (1) name of respondent, (2) sex, (3) age, (4) school, (5) position/rank, (6) civil status, (7) educational qualifications, (8) teaching experience and (9) in-service training.

Part II - is the questionnaire proper. It solicited the teachers' reaction on the various criteria of the performance Appraisal System for Teachers (PAST). It is broken down into three major aspects: (1) Pupil's Development, (2) Teacher's Competence, (3) Teacher's Personality and Human Relations.

Part III - is about the feeling, felt by the teacher when rated in the following aspects: (1) Pupils Development, (2) Teacher's Competence, (3) Teacher's Personality and Human Relations, (4) Plus factors.

Documentary analysis. To obtain data on the performance rating of teachers, documentary analysis was resorted to. Performance records of the teachers under the PAST were scrutinized. These performance ratings of teachers were taken from the division and district files. Permission likewise was sought from the Schools Division Superintendent to avail of these records. The researcher also scanned research papers, books, published and unpublished dissertations and master's theses to gather substantial information relevant to the study.

Interview. Unstructured personal interview was resorted to in order to verify or crosscheck the initial responses of the respondents obtained through the questionnaires that were doubtful to the researcher so that he could rationalize on the results of the study.

Observation. This technique was used by the researcher so that he could actually see or hear the activities and issues relative to staff development.

#### Validation of the Instrument

After the questionnaire was developed, this was tried out initially to teachers of Calbiga Elementary School and for expert validation by consulting a considerable number of

master teachers and administrators including the adviser before its final revision.

The try-out respondents were requested to indicate their comments and suggestions for further improvement of the instruments. After validation the final draft of the questionnaire was reproduced with the appropriate suggestions properly incorporated.

### Sampling Procedure

The respondents of this study were 101 ratees: 63 teachers from 7 complete elementary schools in the Municipality of Pinabacdao and 38 teachers from 5 complete elementary schools in the Municipality of San Sebastian.

Total enumeration was used for schools and teacher-respondents. There was a hundred percent retrieval of questionnaires from the one hundred one teachers coming from the complete elementary schools in Pinabacdao-San Sebastian District. These were distributed as: 63 or 63 percent from Pinabacdao and 38 or 37 percent from San Sebastian. The one hundred percent involvement of teachers gave this particular study a clear and accurate data on the predictors of job performance of teachers.

### Gathering of Data

The questionnaires were personally fielded by the researcher to ensure a 100 percent retrieval. Permission to distribute the questionnaire was sought from the Schools Division Superintendent and from the District Supervisor of Pinabacdao-San Sebastian District. The questionnaires for the teachers were personally distributed during teachers' meeting to ensure a more or less 100 percent retrieval. The researcher approached all the teachers to administer the questionnaires. Questions were asked informally to draw some reactions and interactions from the respondents. These data were later presented, analyzed and interpreted quantitatively and qualitatively in accordance with the most appropriate statistical devices.

### Treatment of Data

The statistical measures used in this particular study were the frequency counts, percentages, weighted mean, the coefficient of correlation and the t-test.

Frequency distribution and percentages. Frequency distribution expressed in percentages of the subjects' responses were used for interpretation of simple numerical facts. In this particular study, it was used to present the

different predictors profile of the respondents.

This was also utilized to present the rating tendencies of teachers towards the PAST.

Weighted mean. To obtain the reactions of the teachers towards the criteria on the PAST, the weighted mean was used. Five descriptive ratings were used—strongly agree, agree, uncertain, disagree, strongly disagree — each assigned a weight of 5,4,3,2,1, respectively.

The frequencies of each item were multiplied by the weight of the respective columns to obtain the weighted frequency. This in turn were divided by the total frequency to arrive at the weighted mean which was represented by using a scale constructed for this purpose as shown below:

<u>Assigned weight</u>	<u>Description</u>
4.51 - 5.00	Strongly Agree (SA)
3.51 - 4.50	Agree (A)
2.51 - 3.50	Uncertain (U)
1.51 - 2.50	Disagree (D)
1.00 - 1.50	Strongly Disagree (SD)

Coefficient of correlation. To establish the relationship between the predictors of job performance of teachers as revealed by the Performance Appraisal System of Teachers (PAST), the Pearson coefficient of correlation was utilized. The formula (Heath, 1984:92) for this statistical measure is given below:



$$R = \frac{EXY - \frac{(EX)(EY)}{N}}{\sqrt{EX^2 - \frac{(EX)^2}{N}} \sqrt{EY^2 - \frac{(EY)^2}{N}}}$$

Where:

$x$  = the coefficient of correlation between  $x$  and  $y$

$y$  = the sum of performance rating

$n$  = the number of cases

$r$  = the coefficient of correlation of  $x$  and  $y$

**T-test**. To substantiate the result of the Pearson  $r$ , the Fisher's  $t$ -test (Snedecor and Cochran, 1960:55) was utilized with the formula below:

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

Where:

$R$  – the coefficient of correlation between  $x$  and  $y$

$N$  – the number of cases

## Chapter 4

## PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains a detailed presentation, analysis and interpretation of data in response to the specific questions posed in Chapter 1, including the discussions relative to the results of hypothesis testing done.

### Profile of the Teachers

Tables 2 to 7 show the profile of the teachers of complete elementary schools in the district of Pinabacdao, San Sebastian as to 2) age and sex; 3) civil status; 4) academic experience, 5) in-service trainings, 6) educational qualification; and 7) job performance.

Table 2

### Age & Sex Profile of the Respondents

=====						
	Sex					
Age	-----					
	Male	Percent	Female	Percent	Total	Percent
-----						
59-63	-		2	1.98	2	1.98
54-58	4	3.96	14	13.86	18	17.82
49-53	4	3.96	17	16.83	21	20.79
44-48	2	1.98	9	8.91	11	10.89
39-43	2	1.98	12	11.88	14	13.86
34-38	1	.99	13	12.87	14	13.86
29-33	4	3.96	7	6.93	11	10.89
24-28	2	1.98	8	7.92	10	9.90
-----						
Total	19		82		101	
-----						
Percent		18.81		81.19		100
-----						
Mean	43	-	44		43.5	-
(in yrs.)						

Age and sex. Table 2 depicts the profile of the teacher-respondents in terms of their age and sex. As gleaned from the data, the complete elementary schools in the district of Pinabacdao-San Sebastian, Samar are dominated by teachers with ages ranging from 49 to 53 years of age with a total of 21 teachers out of 101 corresponding to 20.79 percent. Of this number, four are males while 17 are females. This is followed by the age group 54 to 58 years old with 18 out of 101 teachers or 17.82 percent. Four of them are males and 14 are females. The least number of teachers fall within the age range of 59-63 with 2 out of 101 or 1.98 percent. It is worth noting that the distribution of the age profile of the teacher respondents clustered in the older age group.

Moreover, it can be noted from the said table that majority of the teachers in the district of Pinabacdao-San Sebastian, Samar are females, comprising 81.19 percent of the total respondents, that is 82 out of 101, while the males comprised 18.81 percent only or 19 out of 101. This could be attributed to the fact that teaching profession appeals more to the female gender than their male counterparts.

Table 3

## Civil Status Profile of the Respondents

Civil Status	Sex				Total	Percent
	Male	%	Female	%		
Single	4	3.96	8	7.92	12	11.88
Married	14	13.86	71	70.29	85	84.16
Widow/Widower	1	.99	3	2.97	4	3.96
Total	19		82		101	
Percent		18.81		81.19		100

Civil Status. The data on marital status (See Table 3) of the teacher-respondents show that most of teachers from complete elementary schools in Pinabacdao San Sebastian District are married with 85 out of 101 or 84.16 percent. Of this number 14 or 13.86 percent are males and 71 or 70.29 percent are females. A mere 12 out of 101, that is 11.88 percent are single broken down as follows: four or 3.96 percent males and eight or 7.92 percent are females. The remaining four teachers are widow/widower, one of which is a male and three are females. This could be attributed to the fact that majority of the teacher-respondents are

Table 4

Academic Experience Profile of  
the Respondents

Teaching Experience	Sex					
	Male			Female		
	Count	Percent (%)	Count	Percent (%)	Total	Percent (%)
21 yrs. or more	6	5.94	28	27.72	34	33.66
16-20 years	3	29.7	10	9.90	13	12.86
11-15 years	1	.99	19	18.81	20	19.80
6-10 years	5	4.95	13	12.87	18	17.82
1-5 years	4	3.96	12	11.88	16	15.84
Total	19		82		101	
Mean (in yrs.)	14		15		14.95	
Percent		18.81		81.19		100

relatively old which means that they have reached or even surpassed the average marrying age of Filipinos.

Academic Experience. As demonstrated in Table 4 which depicts the profile of the teacher-respondents in terms of academic experience, it can be noted that most of the teachers, that is, 34 out of 101 or 33.66 percent have teaching experience of 21 years or more - six or 5.94 are males while 28 or 27.72 percent are females. This number is followed by teachers with teaching experience of 11-15 years and 6-10

Table 5

In-Service Trainings Attended  
by the Respondents

No. of Hours of Trainings	Sex					
	Male				Female	
	Percent		Percent		Total	Percent
	(%)		(%)			(%)
1590 - 1809			1	.99	1	.99
1370 - 1589	1	.99	2	1.98	3	2.97
1150 - 1149	1	.99	2	1.98	3	2.97
930 - 1149	2	1.98	9	8.91	11	10.89
710 - 929	2	1.98	8	7.92	10	9.90
490 - 709	5	4.95	32	31.68	37	36.63
270 - 489	5	4.95	17	16.83	22	21.78
50 - 269	3	2.95	11	10.89	14	13.86
Total	19		82		101	
Mean (in hrs.)	623		616		619.5	
Percent	18.81		81.19		100	

years with 20 out of 101 or 19.80 percent and 18 out of 101 or 17.82 percent, respectively. The least number of teachers, 13 out of 101 or 12.87 percent belong to teaching experience of 16-20 years. These data or academic experience of teachers in the aforesaid district imply that the teachers from complete elementary schools of the district of Pinabacdao-San Sebastian have been teaching for a relatively long time already. This could be explained by the fact that majority of them are already old as indicated in their age profile.







Job Performance. Table 7 depicts the job performance profile of the teacher-respondents, where majority of them, that is, 58 out of 101 or 57.43 percent obtained job performance ratings falling in the range of 88.39-92.99. This number is followed by 27 teachers or 26.73 percent who obtained ratings between 79.17 to 83.77. On the other hand 14 of these teachers corresponding to 13.86 percent obtained ratings from 83.78-88.38. One teacher or 0.99 percent obtained a rating of 74.56-79.16 and another one teacher obtained the lowest rating of 65.34-69.94. It is significant to note that on the whole, it can be generalized that the job performance of the teachers in Pinabacdao District, San Sebastian, Samar is "very satisfactory."

Table 8

Relationship Between Job Performance  
of Teachers and the Different  
Prospective Predictors

Prospective Predictors	: Computed	: Critical	: Interpretation
	:	: Coefficient:	: Fisher's
	:	: Correlation:	
Sex	-0.03439	0.342	Not Significant
Age	0.2046	2.080	Significant
Civil Status	-0.1831	1.853	Not Significant
Academic Experience	-0.11842	1.178	Not Significant
In-Service Training	0.23387	2.327	Significant
Educ'l. Qualification	-0.00528	0.053	Not Significant

\*

Fisher's t-value is compared with the tabular/critical t-value at df = 99 and L = .05 which is 1.960.

Relationship Between Job Performance  
Ratings and the Different  
Prospective Predictors

Table 8 shows the computed correlation coefficient between job performance ratings of teachers and the different prospective predictors. For the gender or sex of the teachers as predictor, it can be noted from the afore-said table that the computed correlation coefficient is  $-0.03439$ . The negative sign means that generally, in the district of Pinabacdao, San Sebastian females tend to get higher job performance ratings than their male counterparts. This could be attributed to the fact that females tend to be more dedicated and patient in preparing report and other requirements. moreover, most of the teachers in the district are females as previously discussed in the sex profile.

However, when the Fisher's t-value was computed to test the significance of the coefficient arrived at, the absolute computed t-value was  $0.342$ . This was compared with the tabular/critical t-value of  $1.960$  with  $99$  degrees of freedom and turned out to be lesser, hence, the hypothesis which states that "there is no significant relationship between job performance of teachers and their sex" is accepted. This result shows that sex of the teachers in district of

Pinabacdao-San Sebastian, Division of Samar does not affect their performance and is not considered as a predictor.

Relative to the age of these teachers, the computed correlation coefficient is  $-0.2046$  which means that generally, the relationship of the teachers' age and job performance is inversely proportional. Younger teachers tend to obtain higher job performance ratings than the older teachers. This could be attributed to the fact that younger teachers are more energetic, highly motivated and possess more enthusiasm than the older teachers. Inasmuch as they are physically stronger, they can even exert more effort in their teaching responsibilities and will not wear out immediately as compared to the older teachers. To determine the significance of the computed  $r$ , the Fisher's  $t$ -value was computed and resulted to  $2.080$  which turned out greater than the critical  $t$ -value of  $1.960$ . Thus, the hypothesis that "There is no significant relationship between job performance of teachers and their age" is rejected. Therefore, age is considered one of the predictors of job performance ratings of the teacher-respondents.

As regards the marital status of the teacher-respondents, it can be noted from Table 8 that the computed

correlation coefficient is also negative with a numerical value of  $-0.1831$ . This implies that single teachers have higher job performance ratings than those who are widow/widower and married. This could be attributed to the fact that when a teacher is single, he/she has lesser concerns to be attended. He/she has no children and spouse to take care of, hence more time is devoted in preparing for the lesson, studying the characteristics of their pupils and preparing for required reports and teaching aids as compared to the married ones. However, the computed Fisher's  $t$ -value of  $1.853$  proved to be lesser than the critical  $t$ -value of  $1.960$ . Consequently, the hypothesis stating that "there is no significant relationship between job performance of the teachers and their marital/civil status" is accepted. Hence, marital status turned out to be not a predictor of job performance of the teacher-respondents.

For academic experience of the teacher-respondents, the corresponding correlation coefficient was  $-0.11842$ . The negative sign indicates that teachers who are in the service for a longer period of time tend to obtain lower job performance ratings compared to those who are new in the service. This data prove that in the district of Pina-bacdao - San Sebastian, Division of Samar, teachers who are

relatively new in the service have better performance as compared to those who have been in service longer. This could be due to the fact that new teachers are more motivated to exert better efforts because they have not yet reached the point of boredom in their functions and responsibilities as teachers. On the other hand, older teachers might have found their jobs and responsibilities as routinary and are already reaching the point of boredom. However, when the significance of this value was tested, the computed Fisher's t-value was 1.178 and lesser than the critical t-value of 1960 at .05 level of significance and 99 degrees of freedom. Therefore, the hypothesis which states that "There is no significant relationship between job performance of teachers and their academic experience" is accepted. This implies that length of service or academic experience is not considered as one of the predictors of job performance of teachers in the district of Pinabacdao-San Sebastian, Division of Samar.

In-service trainings and job performance of teachers are directly related as evidenced by the computed correlation coefficient of 0.23387. This means that teachers who have attended more trainings, seminar-workshop and conferences tend to obtain highest job performance ratings than

those who have lesser in-service trainings. Moreover, the value turned out to be significant inasmuch as they computed Fishers' t-value of 1.960 at  $L=.05$  and  $df=99$ . Thus, the hypothesis which states that "There is no significant relationship between job performance of the teachers and their In-service trainings attended" is rejected. Consequently, this implies that In-service trainings attended by the teachers in the district of Pinabacdao- San Sebastian, Division of Samar is considered as one of the predictors of their job performance.

Educational qualification of the teachers and their job performance rating have a correlation coefficient of  $-0.00528$ . This result shows that those who have earned units in the higher level tend to obtain lower job performance rating than those who have not pursued masteral studies. This result seem to run counter to the general notion that teachers who are pursuing professional growth by enrolling in masteral or doctoral programs will get higher performance rating. The researcher tried to analyze his data collected to provide explanation of this result. Findings show that majority of the teacher-respondents pursuing masteral studies do not enroll in their corresponding fields of specialization. Rather, they

pursued management or administration and supervision. Furthermore, one probable explanation to this is the fact that teachers who are still in the process of obtaining masteral degrees have a tendency to prioritize their requirements of the subjects they are enrolled and have put aside their responsibilities as teachers. However, the computed Fishers' t-value of 0.053 turned out to be lesser than the tabular/critical t-value of 1.96 at .05 level of significance and 99 degrees of freedom. Evidently, the hypothesis that "There is no significant relationship between job performance of teachers and their educational qualification" is accepted. This result provided basis for stating that educational qualification does not influence job performance of the teacher-respondents.

In summary, among the six prospective predictors, namely: sex, age, civil status, academic experience, in-service trainings and educational qualification, only two turned out to be predictors of job performance of the teacher-respondent. These are age of the teachers and in-service trainings they have attended. The four other factors like age, civil status, academic experience, as well as educational qualification do not influence their job performance.

Table 9

**Respondents' Extent of Agreement to the  
Various Criteria in the PAST**

Criteria	Extent of Agreement					Total	Weighted Mean	Interpretation
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)			
Pupils Development								
1. Provide maximum Involvement in varied Learning activities	(210) 42	(208) 52	(15) 5	(2) 1	- -	(435) 100	4.35	A
2. Maximize the utilization of the skills contained in the ELC and MLC	(145) 29	(280) 70	(3) 1	- -	- -	(428) 100	4.28	A
Sub Total/ Sub Mean	(355) 71	(488) 122	(18) 6	(2) 1	- -	(863) 200	4.315	A

**Teacher's Competence**

1. Present lesson on Love of country brotherhood and fellowship with	(290) 58	(164) 41	(3) 1	- -	- -	(457) 100	4.57	SA
2. Observance of significant national celebration and events	(175) 35	(24) 60	(15) 5	- -	- -	(430) 100	4.30	A
3. Appreciation and preservation of the Filipino cultural heritage and love of country	(280) 56	(152) 38	(18) 6	- -	- -	(450) 100	4.50	A



Criteria	Extent of Agreement					Total	Weighted Mean	Interpretation
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)			
4. Demonstrate desirable desirable habits and values to the learner by modeling.	(275) 55	(172) 43	(6) 2	-	-	(453) 100	4.53	SA
5. Consistent follow-up of learners behavior through consultation with peers to teachers and parents.	(220) 44	(196) 49	(21) 7	-	-	(437) 100	4.37	A
6. Always had well pre- pared lesson plan availed of appropriate teaching techniques and utilized necessary support teaching techniques and utilized necessary support teaching	(265) 53	(180) 45	(6) 2	-	-	(451) 100	4.51	SA
7. Administer on periodic test and at least ten other written perform- ances test period every rating period for each class subject.	(305) 61	(156) 39	-	-	-	(461) 100	4.61	SA
8. Provide remedial instructions to under achievers.	(190) 38	(232) 58	(12) 4	-	-	(434) 100	4.34	A
9. Upgrade oneself by learning graduate and post graduate units with own expenses	(155) 31	(192) 48	(63) 21	-	-	(410) 100	4.10	A
10. Actively participate In all school in-service								

Criteria	Extent of Agreement					Total	Weighted Mean	Interpretation
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)			
Training and other special courses provided	(245) 49	(188) 42	(12) 4	-	-	(445) 100	4.45	A
11. Keeps complete, accurate, neat, up-to-date records and submits neat and accurate reports and forms before the due date.	(315) 63	(136) 34	(9) 3	-	-	(460) 100	4.60	SA
12. Participates actively in all school activities either as chairman, leader or as a member.	(290) 58	(148) 37	(15) 5	-	-	(453) 100	4.53	SA
13. Arrival in school or in place of activity at least 15 minutes before official time and left only after the end of the class or school activity.	(270) 54	(164) 41	(15) 5	-	-	(449) 100	4.49	A
14. Voluntarily renders service beyond official time.	(245) 49	(176) 44	(21) 7	-	-	(442) 100	4.42	A
15. Do not make unnecessary absences that will be detrimental to the class.	(275) 55	(168) 42	(9) 3	-	-	(452) 100	4.52	SA
16. Other, please specify	(10) 2	(32) 8	(3) 1	-	-	(45) 11	409	A
Sub Total/ Sub Mean	(3805) 761	(2480) 669	(228) 76	-	-	(6513) 1511	443	A

Table 8 cont'd.

Criteria	Extent of Agreement					Total	Weighted Mean	Interpretation
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)			
C. Teacher's Personality & Human Relation								
1. Observe the highest standard of morality with unquestioned honesty and integrity.	(345) 69	(108) 27	(12) 4	-	-	(465) 100	4.65	SA
2. Strictly observe rules and regulations affecting public service.	(295) 59	(148) 37	(12) 4	-	-	(455) 100	4.55	SA
3. Observe proper grooming and attire.	(335) 67	(120) 30	(9) 3	-	-	(464) 100	4.64	SA
4. Demonstrate a sense of responsibility, self-confidence and self control.	(315) 63	(132) 33	(12) 4	-	-	(459) 100	4.59	SA
5. Make sound decision.	(240) 48	(180) 45	(21) 7	-	-	(441) 100	4.41	A
6. Display reasonable independence of mind and self-control	(175) 35	(212) 53	(36) 12	-	-	(408) 100	4.08	A
7. Exhibit open-mindedness to suggestion and criticisms.	(175) 35	(236) 59	(18) 6	-	-	(429) 100	4.29	A
8. Maintain harmonious relationship with people he deals with both in work and in community.	(300) 60	(148) 37	(9) 3	-	-	(4.57) 100	4.57	SA

Table 8 cont'd.

Criteria	Extent of Agreement					Total	Weighted Mean	Interpretation
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)			
9. Manifest love and concern for pupils/ students.	(325) 65	(128) 32	(9) 3	-	-	(462) 100	4.62	S.A
10. Others, please specify	(5) 1	(20) 5	-	-	-	(25) 6	4.17	(A)
Sub Total / Sub Mean	(2510) 502	(1432) 358	(132) 46			(4080) 906	4.50	A
Grand Total/ Grand Mean	(6670) 1334	(4616) 1154	(384) 128	(2) 1	-	(11672) 2617	4.46	(A)

## Legend:

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

Extent of Agreement to the Various  
Criteria in the PAST

The respondents' extent of agreement to the various criteria in the Performance Appraisal System for Teachers (PAST) is contained in Table 9. For pupils development component, it can be noted that the teachers in the district of Pinabacdao-San Sebastian, Division of Samar agreed with the two Criteria included with weighted means of 4.35 and 4.28 respectively. The criteria are "Provide maximum involvement in varied learning activities." and "Maximize utilization of the skills contained in the ELC and MLC."

Moreover, for Teachers' Competence, these teachers gave a rating of "strongly agree" to seven out of 16 criteria considered in the PAST. The highest weighted mean was pegged at a value of 4.61 which corresponded to Criteria no. 7 which states that "Administer on periodic test at least ten other written performances test every rating period for each class subject." The nine other criteria were given weighted mean ratings which corresponded to "agree" where the highest value obtained was 4.50 for criteria no. 3 that "Appreciation and preservation of the Filipino cultural heritage and love for Philippine made products." On the other hand, the lowest weighted mean was 4.09 for criteria

no. 16 which corresponded to other concerns of the teacher-respondents.

Finally, for Teacher's Personality and Human Relations, the 101 teacher-respondents strongly agreed to six out of ten criteria considered. Among these, the highest value was 4.65 while the lowest value was 4.08 for "Observe the highest standard of morality with unquestioned honesty and integrity and Display reasonable independence of mind and correction." The four other criteria obtained weighted means which are equivalent to "agree," where the highest value of 4.41 was referred to "Make sound decision" and the lowest weighted mean value of 4.08 was for criteria no. 6. Display reasonable independence of mind and correction.

On the whole, the criteria in the FAST are considered by the respondents to be "agreeable" as evidenced by the obtained grand mean of 4.46. This information is a good indication of the fact that the FAST ratings of teachers are good and accurate indicators for appraising their performance.

**Table 10**

**Respondent's Assessment of their Job Performance  
Rating Given by the Rating Officials**

Aspects	ASSESSMENT						Total
	Over Rated (OR)		Under Rated (UR)		Objectively Rated		
	Number	Percent (%)	Number	Percent (%)	Number	Percent (%)	
A. Pupil's Development	10	10%	17	17%	73	73%	100
B. Teacher's Competence	16	17%	14	15%	64	68 %	94
C. Teacher's Personality And Human Relation	13	13%	17	17%	70	70%	100
D. Plus Factors	7	13%	13	24%	35	64%	55

**Teachers Attitude Towards  
Their Performance Rating**

The teacher-respondents were asked their opinion about their job performance ratings in relation to whether they think were overrated, underrated or objectively rated. Their assessments are reflected in Table 10. For pupils' Development, more than one-half of the teacher respondents' assessed their performance ratings as objectively rated. This is evidenced by the fact that 73 out of 100 teacher-respondents said so. Seventeen of them assessed themselves to be "underrated while merely ten of these teachers assessed themselves to be overrated. Along teacher's

Competence, 64 out of 94 teachers or 68 percent considered their ratings as "objective," 16 of them or 17 percent considered themselves "overrated" while only 14 of them considered themselves as "underrated." On the other hand, for Teacher's Personality and Human Relation, 70 of the 100 teachers find themselves "objectively rated," 17 of them considered themselves as "underrated" and only 13 gave an "overrated" assessment. Finally, along the plus factors, 35 out of 55 teacher-respondents considered themselves to be "objectively rated," followed by 17 and 13 teachers considering themselves to be "underrated" and overrated," respectively.

It is worthwhile to note at this point that the assessments of the teacher-respondents relative to their PAST ratings for the four aspects clustered around "objectively rated" responses. This is a good indication that the raters are actually not subjective in giving their ratings to these teachers. Furthermore, only along the "Teacher's Competence" aspect where the number of teachers who answered "overrated" outnumbered those who said they were "underrated." This reinforces the observation that teachers are humble in terms of assessing themselves and are quite reluctant to rate their competence as an outsider would probably do.



## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the summary of findings, the conclusions arrived were based on the results of the analysis, as well as the recommendations formulated on the bases of the conclusions that were generated.

#### Summary of Findings

The following are the salient findings of the study:

1. The age distribution of the teacher-respondents clustered around 43.5 years old which means that they are in their middle age. Moreover, the teacher in the District of Pinabacdao-San Sebastian are dominated by the female sex comprising 81.19 percent while the males only totaled to 18.81 percent of the population.

2. As regards the marital status of the teachers, most of the them are married, followed by those who are single and widow/widower with 84.16 percent, 11.88 percent and 7.92 percent, respectively.

3. The academic experience or length of service of the teachers-respondents clustered around 14-15 years, with a mean of 14.5 years for both sexes.

4. The in-service trainings attended by the teacher in the district of Pinabacdao-San Sebastian tend to be

approximated at 619.5 hours or 77.44 days. In general the male teachers have attended longer in-service trainings than the females. This is evidenced by the fact that the mean number of hours attended by males was pegged at 623 hours while those by the females was estimated at 616 hours.

5. The educational qualification profile of the teacher-respondents denotes that majority of them are bachelor's degree holder, followed by those who have already earned units in the masteral level, and those who have already completed their academic requirements for the masteral degree, with 49.50 percent, 43.56 and 5.94 percent, respectively. Only one teacher out of the 101 have already earned a masteral degree.

6. The job performance ratings of the teacher are generally falling within the range of "very satisfactory." This is supported by the data on their performance ratings where the average rating was pegged at 87.06. The males as a whole obtained lower performance ratings than their female counterparts inasmuch as the former obtained an average performance rating of 86.81 while the latter obtained a value of 87.32.

7. To find out whether the sex of the teacher-respondents affect their performance rating, the computed

correlation coefficient of  $-0.03439$  was subjected to Fisher's t-test. The computed t-value was  $0.342$  which was found to be numerically lesser than the tabular t-value of  $1.960$ . This led to the acceptance of the hypothesis that "there is no significant relationship between job performance rating of the teachers and their sex.

8. In relation to the teachers' age, the computed correlation coefficient was  $-0.02046$ . Consequently the computed Fishers' t-value was  $2.080$  which turned out to be greater than the t-value of  $1.960$ . Therefore the hypothesis that "There is no significant relationship between job performance rating of teachers and their age" was rejected.

9. The Pearson  $r$  for job performance rating and marital status was pegged at a value of  $-0.1831$ . When its significance was tested using Fisher's t-test, the computed t-value of  $1.853$  proved to be lesser than the tabular t-value of  $1.900$ . This provided basis for accepting the null hypothesis which states "There is no significant relationship between job performance rating of teachers and their marital status."

10. Relative to academic experience of the teacher-respondents, the computed correlation coefficient resulted to a value of  $-0.11842$ . The computed Fisher's t-value was

pegged at 1.178 which was lesser than the tabular t-value of 1.960. Consequently, the hypothesis that "There is no significant relationship between job performance rating of teachers and their academic experience" was accepted.

11. The hypothesis for testing the significance of the relationship between job performance rating of the teacher-respondents and the in-service trainings they attended was rejected. This was anchored on the fact that the computed Pearson  $r$  of 0.23387 contributed to a Fisher's  $t$ -value of 2.327 which turned out greater than the tabular  $t$ -value of 1.960.

12. For educational qualification of the teachers in the district of Pinabacdao-San Sebastian, its degree of relationship to the job performance rating of these teachers was quantified to be equivalent to -0.00528. This resulted to a Fisher's  $t$ -value of 0.053 which is evidently lesser than 1.96, the tabular  $t$ -value. Consequently, the hypothesis that "There is no significant relationship between job performance rating of the teachers and their educational qualification" was accepted.

13. In general, the teacher-respondents considered the items in the PAST to be agreeable. This is supported by the fact that the grand weighted mean of their responses

for PAST resulted to a value of 4.46 which is equivalent to a qualitative response of "agree."

14. The teachers in the district of Pinabacdao-San Sebastian, Division of Samar considered themselves to be "objectively rated" with the use of the PAST. This is because the greater majority of them checked the column under "objectively rated" and the remaining small number were divided under "overrated" and "underrated" opinions.

### Conclusions

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

1. The teachers in the district of Pinabacdao-San Sebastian have already reached their maturity biologically and professionally. This is evidenced by the fact that they are categorized as middle aged as shown by their age distribution. In the professional level, they are already considered as experienced teachers and have adequate inservice trainings to enhance their expertise in their teacher jobs. Moreover, they have already realized the importance of growing professionally, hence, they are pursuing degrees in the masteral level. Finally, their job performance ratings that tend to approximate a qualitative

rating of "very satisfactory" indicate that they are aware and are doing their responsibilities to develop their pupils, to pursue their teaching competence and achieve a harmonious relationship with their colleagues and superiors in the educational community.

2. The results of the tests of hypotheses indicate that for the teachers in the district of Pinabacdao-San Sebastian, Division of Samar only their age and in-service trainings attended influence their job performance ratings. Therefore, only these two factors are considered predictors of their performance. Sex, civil, status, academic experience and educational qualification have minimal effect on the job performance of these teachers and thus, cannot predict how these teachers will perform in their teaching jobs.

3. The PAST can be considered a valid and reliable measure of the teachers' job performance. This conclusion is anchored on the information that the teacher-respondents considered themselves to have obtained objective ratings from this instrument and have manifested that they agree to the items in the PAST.

### Recommendations

With the aforementioned conclusions, the following recommendations are herein presented in order to improve the performance of the teachers in the District of Pinabacdao-San Sebastian, Division of Samar:

1. The educational managers should motivate the teachers to attend more trainings to enhance their capabilities as teachers. Selection of teachers to be sent to trainings, conferences, seminar-workshops and the like must be based on their assumed need competencies.

2. The new and younger teachers must closely work with teachers who are in the middle-age group to be able to see and identify the effective techniques utilized by the former. Academic circles/groups maybe organized with the senior teachers acting as facilitators and leaders. This method will enable the younger and unexperienced teacher to air their concerns and problems in relation to their teaching profession. The senior/teachers may provide their counsel/advice during sessions undertaken by these academic circles or groups.

3. Scholarship grants and study-leave should be granted to teachers who are enrolled in the masteral or doctoral

level. This motivation will encourage them to give their best, thereby, improving their performance.

4. Every school year, at least one study/educational tour should be arranged by education managers free of charge to relax and unwind. Furthermore, they will learn and will be exposed to the latest innovations and techniques in teaching and upgrade what they have learned.

5. Researches that would delve into stress factors among teachers and how they affect teachers' performance could be undertaken.

6. A sequel study which will focus on socio-economic status and emotional intelligence of teachers as prospective predictors of job performance of the teachers maybe undertaken.



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

**Appendix "A"**

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

July 6, 1997

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

Madam:

In my desire to start writing my thesis proposal, I have the honor to request approval of one of the following problems, preferably problem number one:

1. **PREDICTORS OF JOB PERFORMANCE OF TEACHERS**
2. **THE EFFECTS OF MULTI-GRADE CLASSES OF ELEMENTARY TEACHERS IN PINABACDAO-SAN SEBASTIAN DISTRICT.**
3. **THE EFFECTS OF LEARNING ACTION CELLS IN THE MODULAR INSTRUCTION OF ELEMENTARY TEACHERS IN PINABACDAO-SAN SEBASTIAN DISTRICT.**

Hoping for your favorable action on this request.

Very truly yours,

(SGD.) **ROLANDO M. GAVIOLA**  
*Researcher*

APPROVED:

(SGD.) **RIZALINA M. URBIZTONDO, Ed.D.**  
*Dean, Graduate/Post Graduate Studies*



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

**Appendix "C"**

Republic of the Philippines  
**SAMAR STATE POLYTECHNIC COLLEGE**  
*Catbalogan, Samar*

February 11, 1997

The Schools Division Superintendent  
Division of Samar  
Catbalogan, Samar

**Madam:**

In consonance with the DECS policies and thrusts on quality education, I have the honor to request permission to field my questionnaire and to avail of the documents necessary of my research work entitled "***PREDICTORS OF JOB PERFORMANCE OF TEACHERS.***"

In this connection, may I request that a letter of endorsement be made to the teachers/respondents and to all concerned.

Thank you in anticipation for your favorable action on this regard.

Very truly yours,

**(SGD.) ROLANDO M. GAVIOLA**  
*(Researcher)*

Recommending Approval:

**(SGD.) RIZALINA M. URBIZTONDO, Ed.D.**  
*Dean, Graduate & Post Graduate Studies*

APPROVED:

**(SGD.) JESUSITA L. ARTECHE, Ed.D.**  
*Schools Division Superintendent*

**Appendix "D"**

Republic of the Philippines  
**Department of Education, Culture and Sports**  
R e g i o n   V I I I  
Catbalogan

February 17, 1997

**The District Supervisor/Principals/  
Head Teachers/Teachers**

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***Dear Sir/Madam:***

In consonance with the policies and thrusts on quality education, the bearer, **MR. ROLANDO M. GAVIOLA**, Head Teacher In-Charge of San Sebastian Central Elementary School, Pinabacdao-San Sebastian District, Division of Samar is conducting a survey instrument intended for his study entitled **"PREDICTOR OF JOB PERFORMANCE OF TEACHERS"**

Your sincere and honest responses to the questionnaire will be very valuable in providing the researcher with the necessary data for the success of his study, the result of which will hopefully serve as guide of this Division in improving the teachers' development program.

Whatever support and assistance you will extend to Mr. Gaviola in this regard will be highly appreciated.

*Very truly yours,*

**(SGD.) JESUSITA L. ARTECHE, Ed.D.**  
*Schools Division Superintendent*

**Appendix "E"**

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
**GRADUATE/POST GRADUATE SCHOOL**  
*Catbalogan, Samar*

March 1, 1997

The Dean  
Graduate/Post Graduate Studies  
Samar state Polytechnic College  
Catbalogan, Samar

**MADAM:**

I have the honor to apply for Pre/Final Oral Defense of my Thesis/Dissertation entitled **"PREDICTORS OF JOB PERFORMANCE OF TEACHERS"** on the date convenient for your Office.

Very truly yours,

(SGD.) **ROLANDO M. GAVIOLA**  
*Graduate Student*

Recommending Approval:

(SGD.) **ALFREDO D. DACURO, Ph.D.**  
*Adviser*

**APPROVED:**

(SGD.) **RIZALINA M. URBIZTONDO, Ed.D.**  
*Dean, Graduate & Post Graduate Studies*

Date: March 12, 1997  
Time: 3:00 P.M.

## Appendix "F"

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar  
GRADUATE & POST-GRADUATE STUDIES

January 3, 1998

The Dean  
Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

Madam:

I have the honor to apply for Pre/Final Oral Defense of  
my Thesis/Dissertation entitled PREDICTORS OF JOB  
PERFORMANCE OF TEACHERS, on the date convenient for your  
Office.

Very truly yours,

(SGD.) ROLANDO M. GAVIOLA  
Graduate Student

Recommending Approval:

(SGD.) ALFREDO D. DACURO, Ph.D.  
Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.  
Dean, Graduate & Post-Graduate Studies

Date : January 31, 1998Time : 10:00 O'clock AM

## APPENDIX "G"

## QUESTIONNAIRE

## PREDICTORS OF JOB PERFORMANCE OF TEACHERS

Dear Respondents,

You have been selected as one of the respondents to the study on Predictors of Job Performance of Teachers in Elementary School Teachers in the District of Pinabacdao-San Sebastian, this division.

The data that you will provide will be used for educational purposes only. Please answer the questions as accurately and frankly as possible. Everything will be held confidential.

Thank you,

ROLANDO M. GAVIOLA  
Researcher

## I - PERSONAL DATA

Direction: Please supply the needed data on the blanks. For other informations, please feel free to write them below the item of the same questions.

Name (Optional) \_\_\_\_\_ School \_\_\_\_\_ Age \_\_\_\_\_  
Position/Rank \_\_\_\_\_ Civil Status \_\_\_\_\_ Sex \_\_\_\_\_

## A. Educational Qualification

Direction: Please indicate your answer with a check make (/) or write the data asked in the blank provided before/after each item.

\_\_\_\_\_ Ph.D./Ed.D.

\_\_\_\_\_ Ph.D./Ed.D. (CAR)  
 \_\_\_\_\_ MA plus Ph.D./Ed.D. units  
 \_\_\_\_\_ MA  
 \_\_\_\_\_ MA (CAR)  
 \_\_\_\_\_ Bachelor's Degree & MA Units  
 \_\_\_\_\_ Bachelor's Degree

#### B. Teaching Experience

\_\_\_\_\_ 1- 5 years  
 \_\_\_\_\_ 6-10 years  
 \_\_\_\_\_ 11-15 years  
 \_\_\_\_\_ 16-20 years  
 \_\_\_\_\_ 21 years or more

#### C. In-Service Training

Direction: Please encircle the number corresponding to the number of hours at the left side as to the total number of in-service training attended.

No. of hours	Total	No.	In-service	training	attended
8	1	2	3	4	5 or more
16	1	2	3	4	5 or more
24	1	2	3	4	5 or more
32	1	2	3	4	5 or more
40	1	2	3	4	5 or more
56	1	2	3	4	5 or more
64	1	2	3	4	5 or more
72	1	2	3	4	5 or more
80	1	2	3	4	5 or more

## D. PAST Rating

Direction: Please indicate your PAST rating below.

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

## II. TEACHERS REACTION TOWARDS THE VARIOUS CRITERIA OF THE PERFORMANCE APPRAISAL SYSTEM (PAST)

Direction: Please indicate with a check mark (/) your reaction towards the selected criteria of Performance Appraisal System for Teachers.

Strongly agree - - - - - 5 points  
 Agree - - - - - 4 points  
 Uncertain - - - - - 3 points  
 Disagree - - - - - 2 points  
 Strongly disagree - - - - - 1 point

=====					
I t e m s	: SA	: A	: U	: D	: SD :
	:(5)	:(4)	:(3)	:(2)	:(1) :
-----					
A. Pupils Development					
1. Provide maximum involve- ment in varied learning activities.	:	:	:	:	:
2. Maximize utilization of the skills contained in the ELC and MLC.	:	:	:	:	:
B. Teacher's Competence					
1. Present lesson on love of country, brotherhood and fellowship with mankind.	:	:	:	:	:
2. Observe significant national celebration and events.	:	:	:	:	:



- |                                                                                                                                                                          |   |   |   |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 3. Appreciation and pre-<br>servation of the<br>Filipino cultural heri-<br>tage and love for<br>Philippine made pro-<br>ducts.                                           | : | : | : | : | : | : |
| 4. Demonstrate desirable<br>habits and values to<br>values to the learner<br>by modelling.                                                                               | : | : | : | : | : | : |
| 5. Consistent follow-up<br>of learners behavior<br>through consultation<br>peers and parents                                                                             | : | : | : | : | : | : |
| 6. Always have well-pre-<br>pared lesson plan,<br>availed of appro-<br>priate teaching tech-<br>niques and utilized<br>necessary support<br>teaching aids/<br>materials. | : | : | : | : | : | : |
| 7. Administer periodic<br>tests and at least ten<br>other written perfor-<br>mances test every<br>rating period for each<br>class subject.                               | : | : | : | : | : | : |
| 8. Provide remedial ins-<br>tructions to under-<br>achievers.                                                                                                            | : | : | : | : | : | : |
| 9. Upgrade oneself by<br>studying graduate and<br>post graduate courses<br>at his/her own expenses.                                                                      | : | : | : | : | : | : |
| 10. Actively participate<br>in all school inservice<br>training and other special<br>course so provided.                                                                 | : | : | : | : | : | : |

- |                                                                                                                                                     |   |   |   |   |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 11. Keep complete, accurate, neat up-to-date records and submits neat and accurate reports and forms before the due date.                           | : | : | : | : | : | : |
| 12. Participate actively in all school activities either as chairman, leader or as member.                                                          | : | : | : | : | : | : |
| 13. Arrive in school or in place of activity at least 15 minutes before official time and leave only after the end of the class or school activity. | : | : | : | : | : | : |
| 14. Voluntarily render services beyond official time.                                                                                               | : | : | : | : | : | : |
| 15. Do not make unnecessary absences that will be detrimental to the class.                                                                         | : | : | : | : | : | : |
| 16. Other, please specify.                                                                                                                          | : | : | : | : | : | : |
- C. Teacher Personality and Human Relations
- |                                                                                      |   |   |   |   |   |   |
|--------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 1. Observe the highest standard of morality with unquestioned honesty and integrity. | : | : | : | : | : | : |
| 2. Strictly observe rules and regulations affecting public services.                 | : | : | : | : | : | : |
| 3. Observe proper grooming and attire.                                               | : | : | : | : | : | : |

- |                                                                                              |   |   |   |   |   |   |
|----------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 4. Demonstrate a sense of responsibility, self confidence, and self-control.                 | : | : | : | : | : | : |
| 5. Make sound decision                                                                       | : | : | : | : | : | : |
| 6. Display reasonable independence of mind and correction.                                   | : | : | : | : | : | : |
| 7. Exhibit open-mindedness to suggestions and criticism.                                     | : | : | : | : | : | : |
| 8. Maintain harmonious relationship with people he deals with both in work and in community. | : | : | : | : | : | : |
| 9. Manifest love and concern for pupils/students.                                            | : | : | : | : | : | : |
| 10. Others, please specify                                                                   |   |   |   |   |   |   |

III. HOW DO YOU FEEL YOU WERE RATED IN THE FOLLOWING ASPECTS? Check under the appropriate columns: OR - IF overrated, UR - if underrated and OB - IF objectively rated.

=====					
A S P E C T S	:	OR	:	UR	:
-----					
A. Pupils Development					
B. Teacher Competence					
C. Teacher Personality					
and Human Relation					
D. Plus Factors.					
-----					

## APPENDIX "H"

## REVISED PERFORMANCE APPRAISAL SYSTEM FOR TEACHER (RPAST)

Name: \_\_\_\_\_ School : \_\_\_\_\_  
 Rating Period: \_\_\_\_\_ District : \_\_\_\_\_  
 (School Year) \_\_\_\_\_ Division: \_\_\_\_\_

## ITEMS

**A. Learners Achievement (40%)**

Enhanced learners achievement in all subjects from pre-test to post-test by:

Direction: Encircle the weighted rating obtained by the teacher.

	Rating	Weighted		Weighted
				Rating
1) 10 points and above increase	10	x 4	=	40
2) 7-9 points increase in the mean gain	8	x 4	=	32
3) 5-6 points increase in the means gain	6	x 4	=	24
4) 3-4 points increase in the mean gain	4	x 4	=	16
5) 2 points and below increase in the mean gain	2	x 4	=	8

## LEGEND:

- 5 – Outstanding
- 4 – Very Satisfactory
- 3 – Satisfactory
- 2 – Fair
- 1 – Poor

**B. Instructional Competence (35%)**

Direction: Check the appropriate numerical rating for each indicator observed.

ITEMS	1	2	3	4	5	TOTAL
1. Specific instructional objectives						
2. Diagnosis pupils learning needs						
3. Prepare comprehensive lesson plans aimed at mastery learning of the specific objectives.						
4. Provides adequate multi-level (easy, adequate, difficult), materials relevant to the specific objectives.						

ITEMS	1	2	3	4	5	TOTAL
Relates pre-requisition learning with the learning tasks specified objectives						
6. Motivates the learners to acquire the knowledge/skills/attitudes specified in the objectives						
5. Does many varied and relevant teaching strategies/multi-level materials to address the varied learning styles pupils/students to achieve mastery learning						
8. Utilizes the art of questioning to develop high level thinking skills						
9. Addresses individual differences through multi-ability grouping and maximum utilization of multi-level materials						
10. Shows good command of the language instruction and provides adequate opportunities for interactive learning (teaching-pupil/pupil-pupil)						
11. Elicits statement of new learnings in the form of rules, generalization, synthesis and principles						
12. Provides guided and independent practice and application of new learnings in real life situations						
13. Evaluates learning through criterion-referenced formative/summative evaluation measures						
14. Utilizes formative evaluation as basis for providing reinforcement/enrichment/remedial activities						
TOTAL						

Weighted Rating = \_\_\_\_\_

Note:

Weighted Rating = total points x .5 (constant factor)

\*Total for each column can be obtained by multiplying the total number of check marks by its corresponding number factor.

**C. Management of Learning Environment (7%)**

ITEMS	1	2	3	4	5	TOTAL
1. Arranges space furniture for flexible groupings To suit the activity/task.						
2. Display current pupil work						
3. Arranges instructional materials orderly and Neatly for accessibility and optimum utility.						
4. Maintains wholesome socio-psychological climate conducive to learning (Learners are free to seek/share ideas/information/						
5. Systematizes classroom routine						
6. Establishes and sustains discipline						
7. Delegates responsibilities suited to learners capabilities and interests						
8. Maintain an updated/accurate records for easy utilization						
9. Submits updated and accurate reports on or before due date						
<b>TOTAL</b>						

\*Weighted Rating (WR): \_\_\_\_\_

Note:

\*WR = Total Points x .1555 (constant factor for this category)

**D. Professionalism (5%)**

ITEMS	1	2	3	4	5	TOTAL
1. Keeps abstract of and advocates education thrusts, Policies, standards and relevant issues						
2. Gets involve in the implementation of programs And projects to enhance learning						
3. Engages in self and professional development Activities (Professional readings, trainings and Seminars, group study seasons						

Note:

WR = Total Points x .3333 (Constant Factor)

Division Seminar-Workshop for Mathematics Teachers,  
Catbalogan, Samar, July 3-5, 1980.

Regional Seminar-Workshop on the Implementation of the  
Revitalized YCAP, Catbalogan, Samar, July 7-9, 1980.

Regional Seminar-Workshop on Physical Testing, Gymnastics and  
Athletes, Catbalogan, Samar, August 22-27, 1983.

First Regional Management Institute on Physical Education and  
School Sports, Tacloban City, September 14-18, 1991.

DELSIFE Regional Training for Low Income Municipalities,  
Camanhagay Elementary School, Camanhagay San Sebastian,  
Samar, June 10-12, 1991.

Division Seminar on the Merit and promotion System, Catbalogan,  
Samar, June 20-21, 1991.

Division Seminar Workshop for elementary and Secondary School  
Principals, Head and Teacher-In-Charge, Catbalogan, Samar,  
June 13-14, 1991.

Division Re-Orientation on Instructional Leadership for  
Principals and Head Teachers, Catbalogan, Samar, July 27-  
31, 1992.

Division Advance LAC Leader Training Program, Catbalogan,  
Samar, November 23-27, 1992.

Division Based Regional Training Program for Grades I and II  
Teachers in English, Science, Mathematics and CE/GMRC,  
Catbalogan, Samar, May 31 to June 2, 1993.

Seminar Workshop in Improving Teaching Competencies in Physical  
Education and School Sports Management, Coaching,  
Officiating and Cultural Activities in the Elementary,  
Secondary and Tertiary Level, Samar National School,  
Catbalogan, Samar, July 18-22, 1994.

District Teachers and Administrators of the Regional Reading  
Enhancement Program, Pinabacdao, Samar, August 1-2, 1994.

Orientation Seminar on Project "BRIGHT," San Sebastian, Samar, November 22-23, 1994.

Division-District Based Training of Teachers and Administrators on "Time-On-Task," Catbalogan, Samar June 17, 1994.

Division Seminar-Workshop in Designing Organization for High Performance, Catbalogan, Samar, October 30-31, 1995.

Regional Training of School Administrators for Effectiveness and Efficiency, Catbalogan, Samar, November 14-17, 1995.

Basic Training Course for Commissioners, Jiabong, Samar, April 24-26, 1996.

Training on Barangay at Pulisya Laban sa Krimen (BPLK), San Sebastian Central School, San Sebastian, Samar, February 26-28, 1996.

Division Seminar Workshop on the National Culture of Excellence, BSP, Catbalogan, Samar. July 29-30, 1997.

Division Orientation Conference-Workshop on the National Drug Education Program, BSP, Catbalogan, Samar, July 31, 1997.



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