

*EDUCATIONAL QUALIFICATION AND INSTRUCTIONAL COMPETENCE
OF ELEMENTARY GRADE TEACHERS*

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A T Y

DEDICATION

to

*The Staff of Talalora Central
Elementary School*

and to my

FAMILY

*this research work is
humbly dedicated.*

Empa

ABSTRACT

This study attempted to determine the correlation between educational qualification and instructional competence of elementary grade teacher in Zumarraga-Talalora District. This study used an analytical-descriptive research where the educational qualifications of the elementary grade teachers were described and evaluated in relation to their corresponding instructional competence. For the finding, all of the teachers in the district have high performance ratings. Proper motivation and encouragement from administrators will give equal chance or opportunity to teachers to upgrade their educational qualification and consequently improve their skills in teaching. For the conclusion, most of the teachers in the district were educationally qualified with majority of them as Bachelor of Science degree holders and 52 of them having units in graduate studies. That the teachers were efficient workers as clearly suggested by their performance ratings. Ratings given to the teachers were predominantly “very satisfactory” and some were “outstanding.” No rating of “satisfactory,” nor “unsatisfactory” was given. The teachers were aware of the improvement on their professions after they obtained units in advanced studies. For the recommendation, teachers should take the opportunity to avail of the Human Resource Development Program suggested in this study for their professional advancement.

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENT	iii
DEDICATION	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii

<u>Chapter</u>	<u>Page</u>
1. THE PROBLEM: Its Background	1
Introduction	1
Theoretical Framework	4
Conceptual Framework	6
Statement of the Problem	8
Hypothesis	9
Significance of the Study	9
Scope and Delimitation of the Study	11
Definition of Terms	13
2. REVIEW OF RELATED LITERATURE AND STUDIES	15
Related Literature	15
Related Studies	23
Relationship With the Present Study	32
3. METHODOLOGY	34
Research Design	34
Instrumentation	35

<u>Chapter</u>	<u>Page</u>
Validation of the Instrument	35
Sampling Procedure	36
Data Gathering	36
Statistical Treatment of the Data	39
4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	41
Educational Profile	41
Instructional Competence of Respondents by Schools Based on Performance Rating.	44
Age Profile of the Elementary Grade Teachers	51
Number of Years of Experience of the Respondents by Sex	53
Relationship Between Educational Qualifi- cation and Instructional Competence of Elementary Grade Teachers Based on Their Performance Ratings	55
Problems Encountered by the Teachers of the District Relative to Educational Qualifications and Instructional Compe- tence	63
Findings or Implications Derived from the Study for Development Program	64
5. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	65
SUMMARY	65
FINDINGS	66
Profile of the Teachers' Educational Qualifications	66
Level of Instructional Competence of Elem. Teachers in the District Based on Performance Rating	66

<u>Chapter</u>	<u>Page</u>
Relationship of Educational Qualifications and Instructional Competence of Teachers	67
Solutions/Suggestions Recommended in Relation to Problems Identified . . .	68
Implications for Policy Redirections for Staff Development	69
CONCLUSIONS	70
RECOMMENDATIONS	71
6. Proposed Human Resource Development Program	73
Introduction	73
Rationale	74
Legal Anchorage	75
Objectives	76
Schedule for the Development/Study Leave Program	76
Qualification of Teachers/Prioritization.	79
Field of Specialization	79
Schools Where to Study	80
Flexibility of the Program	81
BIBLIOGRAPHY	84
APPENDICES	88
A. Letter to the Dean, Graduate/Post Graduate Studies Requesting Approval for Research Study	89
B. Letter to the Schools Division Superintendent Requesting Permission to Field the Questionnaire	90

<u>Chapter</u>	<u>Page</u>
C. Letter to the Schools Division Superintendent Requesting Permission to Conduct a Dry-Run of the Questionnaire	91
D. Questionnaire	92
E. Performance Appraisal Sheet for Teachers.	95
F. Indicators Under Item B - Teacher Competence	98
G. Magna Carta for Public School Teachers .	110
H. Department Order No.12, Series 1978 . . .	116
I. Computation of the Pearson r Between Educational Qualifications (Y) & Performance Rating (X)	117
J. District Map	121
CURRICULUM VITAE	122
LIST OF FIGURES	129

Chapter 1

THE PROBLEM: Its Background

Introduction

Education is an important factor in the broad spectrum of development by which an organized society achieves stability, progress and prosperity. Through education, the citizenry is imbued with proper ideals, values and aspirations, provided with opportunities to acquire essential knowledge and understanding, habits and skills, and otherwise given the training and instruction so vital to the development of the individual's intellectual, physical, social, emotional and spiritual faculties so that he can achieve maximum self-realization and contribute to the well-being of the group. "As the citizens of country become better educated, they come to enjoy a richer life, characterized by economic and social prosperity."¹

An educator should be receptive to modern practices; he should welcome change and not resist it. Each new idea he adopts will enrich him professionally and experientially in order to be effective. The effective teacher is not born. Teaching competence is gained through hard work and a

¹Macaraig Naval and Gaudencio V. Aquino, Administration and Supervision for Philippine Schools, (Quezon City: Alemar-Phoenix Publishing House, 1967), p. 33.

genuine desire to improve. Teaching is effective to the extent that the teacher acts in ways that are favorable to the development of a desirable personality in the learner. The task of a teacher is complex and many-sided and demands a variety of human traits, abilities and competencies. It is a task that calls for an assessment of one's personal qualifications and a genuine desire to improve on them. An effective teacher must possess both professional and personal qualities. Professional qualities refer to the teacher's knowledge of general subject matter to be taught, his understanding of psychological and educational principles and his understanding and appreciation of the teaching profession. Personal are those that stem from the teacher's personality, his interests, attitudes, beliefs, and his behavior in working relationships with pupils and other individuals. The competent teacher must possess instructional competencies with regards to teaching, guidance and evaluation skills.²

Through feedbacks, the researcher learned that there are teachers who have higher educational qualifications but still lack teaching competence in actual classroom instructions and there are those with just the minimum educational qualifications but have better instructional

²Amparo S. Lardizabal, Principles and Methods of Teaching, (Phoenix Publishing House, Dec., 1977), pp. 1-5.

competencies. Ideally though, it is expected that a teacher who chooses to grow professionally by either pursuing a higher degree or be updated with the latest trends in education as well as the different teaching methods deemed effective in the teaching-learning process is supposed to be more competent than one who chooses to be professionally stagnant.

According to Professor Stephen Cahn, the teacher plays a most significant role in education and he associates that role with the responsibility that should accompany it.³ The school must re-assess values and attitude of their teachers. Therefore, the best thing to do is to make the initial selection good. A good teacher is a master of his subject and expects his pupils to show the same mastery. He knows what he is teaching, having gained instructional competence. Professor Cahn will probably agree with Edward B. Buluer in his description of the best teacher.

"The best Teacher is one who suggests rather than dogmatizes and inspires his listeners with the wish to teach themselves."⁴

In the Philippine context, Professor Cahn's message

³Stephen Cahn, Saints and Scamps. (Published by Rowman and Littlefield, New York, 1987); Philippine Journal of Education, July, 1988, pp. 51, 83.

⁴Edward B. Buluer, "Food for Thoughts," The Modern Teacher. June, 1993, p. 7.

would be to raise the standards in the selection of competent teachers and to invite better-equipped minds into the teaching profession.

The researcher pursued this study in order to establish the relationship of a teacher's educational qualification and his/her instructional competence. Since the findings of this study revealed that there is a positive relationship between educational qualification and instructional competence, the researcher developed and proposed a development program to be followed by the district of Zumarraga-Tlalalora. The development program will benefit the elementary grade teachers in the said district since all teachers will have the chance to be granted a study leave and thus will have an opportunity to pursue a higher educational degree.

Theoretical Framework

This study is anchored on Brownell's and Spalding's basic principles on the fundamentals of effective teaching, cited by Aquino, which are the following:⁵

1. Teaching is indispensable to the preservation and improvement of any nation.
2. There must be a continual, concerted and purposeful effort to improve teaching through the upgrading of

⁵Gaudencio V. Aquino, Fundamentals of Effective Teaching, (National Book Store, Inc. 1974), p. 1.

educational qualifications and instructional competence.

3. To have high-quality schools and high-quality products of these schools, we must have high-quality teachers.

Cited by Aquino, at the best level of quality a teacher is a knowledgeable, educated person with highly developed personal arts of teaching with intense commitment to personal and professional improvement and with a deep love for mankind.⁶

It is obvious that the teacher's responsibility is great and the challenge is overwhelming. Therefore, school administrators and teachers must constantly update their knowledge and competencies and must strive persistently for excellence if they are to perform their role successfully in the educational setting.

The idea of teacher development program is based on an educational belief that "no teacher should remain on a professional plateau."⁷ Juanta said:

There are constant changes in education as there are methods that require careful attention and scrutiny. There is a continual supply of latest techniques and

⁶Ibid.

⁷Reynaldo Dante C. Juanta, "The Principal and the Teacher on Growth in the Service," The Progressive Teacher, (New York: The Center for Applied Research in Education, Inc., 1963), p. 9.

materials of instruction which are indispensable. If members of the profession are to be kept up-to-date, they need opportunities to learn while on the job.

In consonance with this idea, Moffitt⁸ stated: "injustices to children and youth will be certain unless education for teachers increases in quality and quantity after teaching commences."

Conceptual Framework

The conceptual framework of this study provides the readers a bird's eye view of the study. As applied in Figure 1 of the succeeding page, elementary grade teachers of Zumarraga-Talalora, Division of Samar is at the base with the Central as the representative schools. An arrow pointing to educational qualification with its correlation to instructional competence is determined. A broken line from the findings or implications, labeled as FEEDBACK, is directed back to the base which provides inputs whether educational qualifications and instructional competence in Zumarraga-Talalora district is correlated. The findings provide information relative to the level of instructional competence of the teachers within the district, the significant relationship between the educational

⁸John Clifton Moffitt, In Service Education for Teachers, (New York: The Center for Applied Research in Education, Inc., 1963), p. 9.

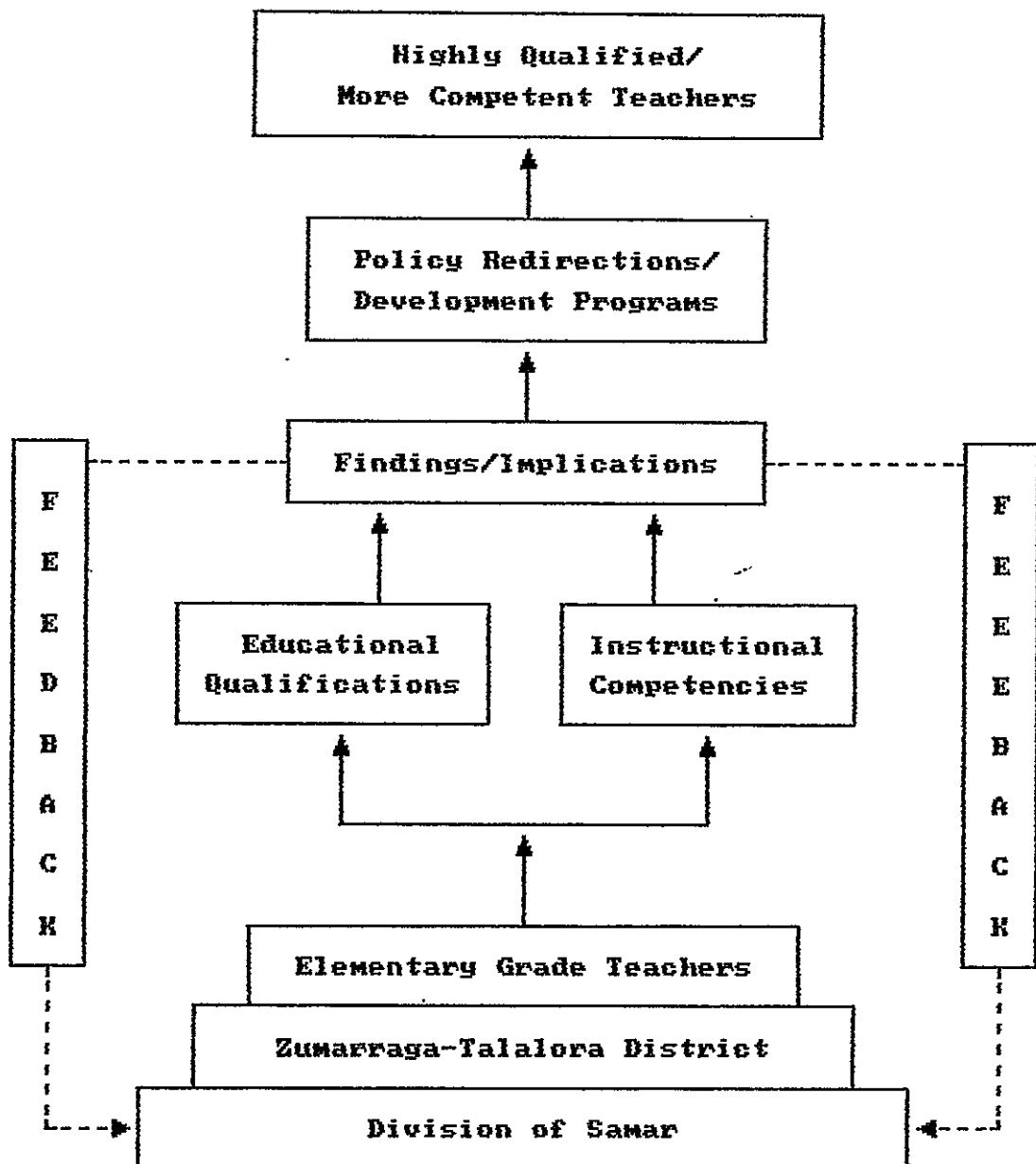


Figure 1

**Conceptual Framework of the Study Showing
the Research Environment and the
Variables Involved**

qualification and the instructional competence of the teachers, and the problems encountered by them. Implications for policy redirections or development programs relative to professional growth and instructional competence are derived in order to have highly qualified and more competent teachers, which could finally lead toward the achievement of quality education.

Statement of the Problem

This study attempted to correlate the educational qualification and instructional competence of elementary grade teachers in the district of Zumarraga-Talalora. Specifically, it sought to answer the following questions:

1. What are the educational qualifications of the elementary grade teachers?
2. What is the level of instructional competence of the elementary teachers in the district?
3. Is there a significant relationship between the educational qualification and the instructional competence of the teachers in Zumarraga-Talalora district?
4. What are the problems encountered by the teachers of the district relative to educational qualifications and instructional competence?
5. What implications may be derived from the findings of the study for policy redirection?
6. What human resource development program can be drawn

up from this study?

Hypothesis

1. There is no significant relationship between the educational qualification and instructional competence of elementary grade teachers in the district of Zumarraga-Talalora.

Significance of the Study

This study led to the unending quest for better educational qualifications and instructional competence relevant to the needs of the pupils and the nation as a whole. It cannot be denied that yesterday's efforts, techniques, teaching procedures, educational philosophies and psychology are truly inadequate to sustain the varied challenges of today and tomorrow in the pursuit of qualitative education.

The findings will induce school administrators with improving the quality of instruction through a study of the needs and feelings of their teaching staff or a re-examination of their educational qualifications and instructional competence in order to discover feasible means for a continuous professional growth. Reliable data will be furnished to school administrators on the present status of the teachers under their direct supervision which may help them revise and revitalize their policies. This may prove

stimulating to school officials to gear teachers' educational qualifications along new directions, promotions and needs in line with instructional competence spearheaded by the schools in the district or throughout the provinces in the country.

To the teachers, this study hopes to determine the various conflicting problems encountered in the elementary grade schools development programs and at the same time effect solutions to such problems in relation to the present and future demands for quality education. Since this investigation included an evaluation of the Performance Appraisal System for Teachers (PAST), enhancing instructional competence, all teachers in the district will strive to avail themselves of any relevant form of in-service training and development programs being instituted in their respective schools, if only to build them up and upgrade their educational qualifications and instructional competencies.

To the pupils, they will be the recipient of the output of this study by having qualified and competent teachers in the field. They will be sure of gaining quality education and thus competent and educated citizens will be produced.

The study will be beneficial to the community where the learners live. Having produced such pupils or citizens through qualified and competent teachers, the community will be more progressive, advanced or developed and most especially peace will reign in the place for its citizenry

are contented and satisfied of how the mentors taught the learners. Values learned from them will flow to the community making it a better place to live in.

And lastly, to the researcher, this study will help her a lot, personally, socially, and economically. The researcher's educational qualification will be upgraded so with her salary may be, and with the knowledge gained, instructional competence will be more manifested in actual classroom instruction and socially, the researcher will be of great assistance to the community for she can adjust immediately to the needs and demands of other agencies who seek her assistance in any way. Through her trainings in such qualified institution of learning, the researcher can extend her services but the priority will be in favor for quality education especially for the benefit of the elementary grade teachers in the district of Zumarraga-Talalora.

Scope and Delimitation of the Study

This study involved gathering information on the educational qualifications and instructional competence of elementary grade teachers of Zumarraga-Talalora, Division of Samar, during the school year 1992-1993.

The respondents included all the teachers in the district which comprises the two municipalities of Zumarraga and Talalora. It specifically included data under

educational qualifications, the number of teachers by school with: M.A. with PH.D./Ed.D. units; M.A. degree/(CAR); BSEED with 30 MA units-up; with 20-29 units; with 20 M.A. units below or BSEED degree holders.

The subject content of the study is limited to the following areas: the status of the teachers in the district in terms of educational qualifications and the instructional competence of teachers based on the descriptive rating of their PAST. Any correlation on these two aspects will be studied. The investigation will be confined to the variables mentioned in the whole district.

The choice of the said district is based on the fact that it is the district where the researcher is residing and teaching and she has knowledge on the location of the place and the acquaintance of its administrators who are both willing to give their moral support. It is hoped then that district records concerning the study will be made available and assistance be extended for this study to succeed.

The bases of the study were the estimates of what the respondents freely know, think and feel about each of the items to be included in the questionnaire on the status of educational qualifications and instructional competence. The information gathered was limited only to the items contained in the teachers' program for educational qualifications, in the PAST for instructional competence, and in the

questionnaire for other information relevant to the study.

The value of the findings of this study largely depended on the sincerity, truthfulness and objectivity of the respondents.

Definition of Terms

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

CAR. Certificate of Academic Requirement issued by the Office of the Dean of Graduate Studies after successfully passing the comprehensive examination for such degree.

Competence. The quality or state of being functionally adequate or of having sufficient knowledge, skill or strength in one's work.

Competent. Possessed of or characterized by marked on sufficient aptitude, judgment and skills needed to perform an indicated action.

Educational Qualification. Refers to the degree successfully earned with formal schooling, a finished course in college or other system of upgrading one's professional growth.

Human Resource Development Program. A plan of procedure to form or train the mind by education which involved all the staff/faculty of any district/institution managed by skilled/trained facilitators which follow a set of agreement

and timetable.

Instructional. Relates to serving for, or promoting instruction, as educational method or services.

PAST. Performance Appraisal System for Teachers, a rating instrument for teachers to measure pupil achievement and the teacher's competence, personality and human relations accomplished at the end of the school year.

Policy Redirection. Refers to redesigning or redirecting of the school's policies based on the newly-set policies of the DECS, Region, or Division.

Professional Growth. Means increase in knowledge of subject matter, teaching skills, efficiency and insight into the educational problems, with a concomitant increase in competencies as a teacher.⁹

Teachers' Competence. Refers to the adequacy and sufficiency of knowledge of the teachers¹⁰ in the subject areas for elementary level as perceived by the teachers themselves and school administrators.

Teaching Competency. Involves professional skills developed through educational training and continuous upgrading of instruction while in the actual practice of the teaching profession.

⁹Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1973), p. 258.

¹⁰Daniel Webster, Webster Third New International Dictionary, (USA: G and C Meriam Company, 1976), p. 463.

Chapter 2

Review Of Related Literature And Studies

The researcher enriched the contents of this study by spending time in reading books, periodicals, journals and other reading materials relevant to the study. It included summaries of studies, theories and assumptions made by both local and foreign researchers.

Related Literature

Education in all its aspects has to keep pace with the needs of the society it serves. It should not remain fixed but constantly growing and changing. It requires new and rapid adjustments to the demands of time. Its curricular offerings should be purposeful and relevant. Equipment and facilities have to be adequate and up to date and its corps of teachers, who are directly responsible for the training of the young, should be abreast with the new trends and developments.

A number of investigations were conducted concerning the educational qualifications of teachers. Studies were focused on pre-service and in-service preparations and on the role of teachers in the educational process. This is a healthy sign

for teachers in all levels of education.¹¹

The teaching profession is one of the oldest of all the learned professions known in civilization. The important role played by the teaching personnel in this country, whether rural or urban, is a bulwark of democracy and shares the great task of education. The first duty of the Filipino teacher is therefore to build democracy. Upon the teachers the government has placed the burden of keeping the flame of knowledge and civilization burning. Because of this great responsibility, Commonwealth Act No. 578 included teachers as persons in authority.

Professor Hayden wrote about the importance and responsibility of the Filipino teacher to quote:

"Although formal training of many Filipino teachers is not as high as the Philippine educational authorities wish it were, the personal qualities of the teachers as a body, in part at least, offset their deficiencies in education. The Philippine school teacher is expected to be an example of all the virtues as well as a dispenser of knowledge to the young."¹²

Dr. Peralta¹³ strengthened the significance of in-

¹¹Isabel A. Gacula, "The Faculty Development Program of the Public Vocational Schools in Samar," (Unpublished Master's Thesis, University of the Visayas, Cebu City, January 1981).

¹²Herman G. Gregorio, Principles and Methods of Teaching, (R.P. Garcia Publishing Co., Quezon City, 1976), pp. 506-540.

¹³Crescencio Peralta, "Revitalizing Teacher's In-Service Education," Challenge to Filipino Educators, (Manila: 1956), p. 15.

service education as a "must" in the teaching profession when he said:

"Teachers must grow in service. Once a teacher, always a student. Only those who continue on learning have any right to continue teaching. By the special nature of teaching only those who regularly replenish themselves are in a position to give and share. This is a continuous process of extending oneself and a continuous giving of service to others."

The need for massive retraining of the teachers has been emphatically mandated in a Letter of Instruction No. 552, directing the Secretary of Education, Culture and Sports to "establish and implement a continuing program of teacher development."¹⁴

Thus it becomes apparent that an effective teacher development program must be carefully planned, systematic and continuing if we are to insure the survival of our Philippine educational system of which the teacher is the key agency in carrying its goals to successful implementation.

Mohl, Mills and Douglas understood the importance of growth when they stated that:

"Life soon loses the zest for the person who makes no effort to advance his own knowledge or deepen his understanding. The best insurance for mental health is the stimulus of a strong impelling interest on personal and professional improvement. In the field of intellectual achievement, the teacher should be a worthy

¹⁴Letter of Instruction No. 552, Manila, Malacañang, March 24, 1971.

representative of the culture she serves. The teacher's interests could be constantly revitalized by new ideas...

"In-service education is based on the philosophy that learning in life is continuous and that, in the case of teachers, the learning they acquired during their actual teaching becomes more meaningful because they understand better the application of knowledge and experience acquired during the pre-service period of their particular assignments in the school system."¹⁵

Every teacher should feel concerned to grow continually and develop himself professionally through purposeful continuing education activities. She emphasized the need for continuing education on the part of the teacher:

"It is inherent in the teacher to continually grow in order to be effective and successful in his profession. This is so because of all the professions, it is the teaching profession that carries the greatest responsibility for self improvement and growth."¹⁶

C. A. Weber¹⁷ made a study of obstacles to be overcome in a program of educating teachers in the service. He observed that the most serious obstacles are lack of time, heavy teaching loads, heavy extra-curricular activities and worse, the unprofessional attitudes of teachers, which he

¹⁵Marie S. Mohl, et.al., Teaching in Elementary Schools, (New York: The Ronald Press Co., 1960), pp. 464-465.

¹⁶Ibid.

¹⁷C. A. Weber, "Obstacles to be Overcome in a Program of Educating Teachers in Service," Educational Supervision and Administration, (1962), p. 28.

listed as follows:

1. Older teachers have little interest in any kind of in-service education;
2. Indifference, inertia and complacency of teachers;
3. Vested interests of departments;
4. Lazy teachers shun work;
5. Teachers' think a master's degree makes study unnecessary;
6. Tenure make teachers indifferent.

He concluded that the goals of teacher's growth will not be accomplished unless teachers themselves willingly exert effort and interest to play the role as agents of change for professional competency and cultural enrichment.¹⁸

Former Senator Eva Estrada Kalaw,¹⁹ in her speech delivered before the members of the Philippine Association of State Colleges and Universities at the Philippine College of Arts and Trades on January 21, 1972, underscored the significance of upgrading competencies of the faculty in higher education and proposed six steps towards its realization, which may be also applicable to elementary grades teachers, among which are:

1. The teacher should be committed. He should look at teaching as an apostleship.
2. A continuing effort should be made to enrich the reservoir of knowledge about teaching, making this store of knowledge the basis for practice and for planning programs.
3. There should be intensification of

¹⁸Ibid.

¹⁹Eva Estrada Kalaw, Speech delivered at the Philippine College of Arts and Trades, Manila, January 21, 1972.

communication and relationship among teachers.

4. There should be a continuing improvement of conditions for growth and development in schools. Facilities for study and learning like the library and the laboratory need continual improvement.

5. There should be a system which would result in cooperative control. This system should succeed in the development of social and educational policies which will provide for a broader base for the effective regulation of standard of preparation and practice in teaching.

6. Lastly, teachers' attitude towards new innovations and current trends or thrust in education must be manifested in actual teaching experiences for better instructional competence.

Energio²⁰ in observing teacher's reaction to professional growth said, that the reasons why interest of in-service education has lost its former compulsive nature, its genuine appeal such as the desire for excellence in teaching performance and for professional growth were due to the teachers' attitudes. Today, many teachers undergo in-service training to qualify for salary scale or to earn a promotion in position through an abundance of certificates, defeating the original purpose which was the improvement of the quality of instruction.

Rosendo²¹ in his write-up revealed that motives in undertaking professional growth vary. Some of them are the following: to enjoy salary adjustment, to specialize in

²⁰Joseph Energio, "The Government System of Recruitment Development and Promotion of Teachers," The Philippine Journal of Education, Vol. XLI, (April, 1960), p. 59.

²¹Jose Rosendo, "Teachers' Professional Growth Values and Problems," PPSTA Herald, (October, 1977), p. 6.

certain subjects, to improve competency for ranking purposes, and to add personal prestige. The improvement of values obtained by teachers as a result of their professional growth are improvement of attitudes towards job, public relations, efficiency, skills in teaching and increase of social competence and cultural outlook.

Cited by Rosendo²², Karl Kempf emphasized the need for school personnel to grow professionally when he said, "Today, school personnel are encouraged to grow professionally so that they may become more competent as teachers and administrators for the promise of education rests upon the competence of the school staff." Educators are aware that students' progress is synonymous with the school's personnel progress. Unless the teachers, supervisors, and administrators are constantly on the alert to changing conditions and fail to envision the need for self-growth, they will be at a loss as teachers and administrators.

The government has recognized the need for improving the quality of instruction in our schools. To show its concern and encouragement, guidelines in the form of presidential decrees, letter of instruction, bulletins, memoranda, and circulars were issued by the Office of the President and the Department of Education, Culture and Sports.

Presidential Decree No. 6-A known as "Educational

²²Ibid.

Development Decree of 1972," stated as one of its guiding principles for the ten year national education development plan contained in Section 4-a:

"Improvement of curricular programs and quality of instruction of all levels by way of upgrading physical facilities, adoption of cost saving instructional technology, and training and re-training of teachers and administrators."²³

Letter of Instruction No. 468 issued by the President to all head of departments and agencies of the government which established a program, referred to as "National Scholarship for Development" beam towards providing formal education to those employees who wish to complete professional or technological courses, and those who desire to pursue higher studies, particularly in those areas determined to be critical to the implementation of development programs.²⁴

Lastly, Bent²⁵ gave us some ideas on quality teachers:

Quality teachers help pupils think, solve problems, exercise and develop creative ability and imagination, otherwise learning is ornamental or consists of memorized verbalisms.

Quality teachers have vitality in the classroom. They employ expressive as well as

²³Presidential Decree No. 6-A, s. 1972, The Educational Development Decree of 1972.

²⁴Letter of Instruction No. 468, s. 1976, Malacañang, Manila, 1976.

²⁵Rudyard K. Bent, "Essential Principles of Quality Teaching," The Filipino Educator, Vol. I, No. 4, (January-February, 1968), p. 12.

linguistic activities in instruction. They keep "the personality turned on," make use of instructional materials, dramatize and demonstrate, for learning activities can be interesting and exciting if they are presented by teachers who have developed desirable teaching personalities. The inspiration of and the attitudes created by great teachers are the most permanent and lasting of all educational outcomes. These are retained long after facts are forgotten.

Quality teachers are few and it takes a long time to educate them, therefore, when we do find one, let us hope that the rest of us will get out of the way and let him perform.

While Marquez²⁶ said that "Some educators say: Use any method in your teaching that you can use effectively in making your pupils learn."

But what our educational system needs are competent classroom teachers who really teach and deliver the goods necessary for the development of an informed citizenry.²⁷

Related Studies

Inquiry and thorough investigations were made in some graduate institutions here in Catbalogan, Samar, to ascertain whether there were studies made on the present subject. Research was conducted and there were studies found that

²⁶Alberto T. Marquez, "Teachers and Good Teaching Methods," Philippine Journal of Education, (February, 1979), p. 464.

²⁷Andrea Dadaro, "Monetary Award System for Elementary Grade Teachers", Philippine Journal of Education, (September, 1978), p. 184.

mentioned about the variables as aspects of investigation. These studies are briefly described here for reference.

Cited by Mabini²⁸, Caiso's study on the "Evaluation of the Performance Ratings of the Public School Teachers of La Trinidad District," revealed the following findings:

1. There were no "outstanding" nor "satisfactory" ratings of teachers in the PAST. 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 a few who have finished or holder of Masters degree.

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

The present study and that of Caiso's both deal with the relationship of educational qualifications and performance ratings of teachers based on their instructional competence. The two studies differ only in geographical locations for Caiso's study was conducted in Ilocos Region while the present study in Region VIII. Caiso's study had given

²⁸Cresencia A. Mabini, "The Performance of the College Teachers of the Samar State Polytechnic College for School Year 1984-1985: An Evaluation." (Unpublished Master's Thesis, Baguio Central University, Baguio City, 1986).

the researcher some background into the details of how such study maybe conducted.

A study conducted by Mabini²⁹ on the "Evaluation of the Performance of the College Teachers of the Samar State Polytechnic College," revealed that there was a relationship between educational qualification and performance ratings of teachers. She further cited other variables that affect the performance and instructional competence of teachers such as teaching experiences, age level, subject handled and even how the teacher was employed.

One of the findings as revealed by Mabini is the following: There were relationships between performance rating with educational qualifications, academic rank, number of years of teaching experience, sex and the manner by which the teachers got their employment. Those who were employed through application had higher educational qualifications and instructional competence than those who were employed through recommendations.

The study has bearing on the present study. It treats the evaluation of teachers' performance based on certain indicators and criteria. It also tried to analyze the items or criteria of the present Performance Appraisal System for Teachers. The present study however, focuses more on the influence of educational qualification and the instructional

²⁹ Ibid.

competence of the elementary grade teachers in the district of Zumarraga-Talalora.

Montejo³⁰ in her study aimed to look into the educational qualifications and job performances of public elementary teachers in Catbalogan Central Schools, Division of Samar.

Some of the findings revealed that majority of the teachers in Catbalogan Central Schools have units in advanced studies and that all of the teachers in the three central schools have high performance ratings. The findings suggested that as teachers upgrade their educational qualifications, they also improve their teaching competencies.

On the other hand, another finding showed that there must be some other factors which affected the performance of the teachers inspite of their efforts to upgrade their educational qualifications. In the light of Montejo's findings, the following conclusions were arrived at:

1. Most of the teachers in Catbalogan Central Schools were educationally qualified with a majority of them having units in graduate studies.
2. That the teachers were efficient workers as clearly suggested by their performance ratings.

³⁰Dionisia C. Montejo, "Educational Qualification and Job Performance of Public Elementary School Teachers in Catbalogan Central Schools," (Unpublished Master's Thesis, Samar State Polytechnic College, Catbalogan, Samar, 1989).

3. There was significant relationship between educational qualification and job performance of teachers. As teachers upgrade themselves professionally, they likewise improve their competencies in the teaching-learning process.

4. The teachers were aware of the improvement on their professions after they obtained units in graduates studies. These have motivated most of them to grow professionally.

Montejo recommended that teachers should endeavor 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 and thereby improve their skills and competencies in the teaching-learning process; that administrators in the division should encourage their teachers to attend Saturdays and summer classes in the graduate and doctoral level.

The above-mentioned study is related to the present investigation since both studies assert on the vitality of qualified and competent teachers. The teachers' development program being the focal point of the present study is aimed for the improvement of teachers' competencies.

Prias³¹ made a study of the relationship between teacher's job satisfaction and school climate and came out

³¹L.T. Prias, "A Study of the Relationship Between Teacher's Job Satisfaction and School Climate." (Unpublished Master's Thesis, Central Philippine University, Iloilo City, 1980).

with the findings that teachers were most dissatisfied with superiors who did not give recognition for their work. That teachers were most dissatisfied with their failures to get promotions and pay increases despite the fact that they have more educational qualifications and instructional competence in their respective classes and have attended various in-service trainings.

This study is related to the present study since this is done for the enhancement of the teacher and dissatisfaction is out of the question when the school administrators desire to update its staff or teachers on the latest trends in education. In-service training is mentioned in the present study as a means of obtaining the goals of the teacher development program.

De la Cruz in his study said, "The teacher is one of the most important factor in the educative process, and that in the success of a person, there is always a teacher involved."³²

His findings may serve as an eye opener to the school authorities concerned with the task of alleviating the plight of the teachers. The research hoped to help teachers evaluate themselves and to awaken in them a desire to grow

³²Eleno de la Cruz, "Classification and Compensation: Their Relationship to Attitudes Towards Work, Performance Rating, and Socio-Economic Status of the Faculty Members of the Vocational-Technological State Colleges in Region VIII," (Unpublished Master's Thesis, 1990).

professionally and to upgrade their competencies in the performance of their duties and responsibilities.

De la Cruz noted that since performance rating depends to a large extent, on the educational attainment, there is a need for a continuing self-development through a pursuit of higher studies or by reading new materials, attending workshops, seminars and other development programs to upgrade their instructional competencies.

The administrators must devise a more realistic teacher development program to allow more teachers to enroll and finish their master's degree or in the meantime, they should be given in-service trainings, seminars or workshops. A five-year teacher development plan should be made. The present ranking procedure should be improved such that there should be a sound criteria for classification, so that only those deserving teachers get promoted. Teachers should be given freedom to participate in conferences, meetings and assemblies to provide room for harmony, positive attitudes towards work and better performance. The absence of all these could possibly effect negative relationship between the administrators and the teachers which may also affect their instructional competence.

This study is relevant to the present study since these all dealt with, and discussed the teachers' educational qualifications and instructional competencies in their

present assignments.

Gacula³³ in her study aimed to look into the faculty development program of the Vocational schools in Samar. Some of her findings stated that the status of the faculty development programs of the eight vocational schools in Samar was ascertained in terms of its objectives which are: to enhance the scientific professional and technical training of teachers; to achieve and maintain an adequate supply of competent teachers who are continuously growing professionally and culturally; to acquaint the teachers with new techniques, methodologies and devices; to prepare teachers for new fields and responsibilities; encourage and undertake research and contribute to growth and dissemination of knowledge.

In the light of the findings revealed in this study, it is safe to conclude that the faculty development program was implemented by its faculty members and administrators but only limited to a certain extent since not all schools have satisfactorily implemented their development program and only a few availed of such program.

Gacula recommended that to bolster the impact of the program towards upgrading faculty competence, recipients of

³³Isabel A. Gacula, "The Faculty Development Program of the Public Vocational Schools in Samar," (Unpublished Master's Thesis, University of the Visayas, Cebu City, January 1981).

the scholarship program must be required to conduct seminar-workshops to promote the faculty development programs of the school. A definite scholarship/study grant committee should be created to formulate policies, adopt programs and institute innovations for faculty development programs.

The related study discussed has bearing on the present study. It treats the evaluation of teachers' development program based on certain indicators and criteria of the program. The present study however, gives more emphasis on how educational qualifications affect teachers instructional competence on actual classroom instructions. It gives more emphasis on how educational qualifications affect or influence performance of teachers in the field.

Espino, in his study, tried to investigate through a job description index the true feelings of the elementary teachers toward their job. The study measured job satisfaction of teachers in some selected elementary schools in Nueva Vizcaya. The teacher-respondents as a whole, or even when grouped according to age, sex, marital status, educational attainment, years of teaching experience, and grade or year assignment, had varied job satisfaction for the five indices (job, co-workers, supervision, pay and promotion).³⁴

³⁴D.N. Espino, "A Job Description Index of Elementary and Secondary Teachers in Some Selected Schools in Nueva Vizcaya." (Unpublished Doctor's Dissertation, Centro Escolar University, Manila, 1983).

Adaya's³⁵ study attested that there is a significant effect of teachers' salary to their instructional competence.

Gabat³⁶ affirmed that the administrative practices significantly correlate to teachers' performance on the aspects of orienting, training and developing in teaching function, delegating, motivating and managing differences in directing functions and measuring results and rewarding in controlling functions.

Valencia³⁷ claimed that teachers' work values such as communication, openness to criticism, skills competence are positive forces to improve teachers' performance or instructional competence in actual classroom situations.

Relationship With the Present Study

This study is related to all literature and studies reviewed in this chapter because they are correlational studies on educational qualification and instructional competence. It has provided insights into other

³⁵ Aurora Adaya, "Administrative Impact on the Effectiveness of Instructors of Private College of Isabela, SY 1981-1982," (Unpublished Master's Thesis, St. Ferdinand College, Isabela, 1982).

³⁶ Fidelina Gabat, "The Management Practices in Relation to Teacher's Performance," (Unpublished Master's Thesis, Leyte Institute of Technology, Tacloban City, 1987).

³⁷ Luzviminda B. Valencia, "The Performance Ratings of Elementary School Teachers in the District of Balayan in Relation to Certain Variables," (Unpublished Master's Thesis, Golden Gate College, Isabela, 1981).

investigations which were done on the area of professional growth. The same methods and procedures were employed although some differed in the number of respondents involved and the kind of samples.

Upon reading the above discussions, the reader is assumed to digest an insight and ideas on the educational qualifications and instructional competence of the teachers in the district which the researcher assumed as requisite in comprehending the entire study.

Chapter 3

Methodology

This chapter deals with the methods that were utilized in the conduct of this study, vis-a-vis, the research design, the instrumentation, validation of the instruments, the sampling procedure, the data gathering and the statistical treatment of the data.

Research Design

This study used an analytical descriptive research where the educational qualifications of the elementary grades teachers in the District of Zumarraga-Talarora were described and evaluated in relation to their corresponding instructional competence, thus, this study included the comparison of the educational qualifications of 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 1992-1993 Performance Appraisal System (PAST).

The primary instrument used in this study was a questionnaire which elicited information regarding the target respondents in terms of their highest educational attainment, length of service, in-service trainings attended and the like.

Instrumentation

The following were the instruments used to gather the needed data for this research study.

Questionnaire. The principal instrument of this study was the questionnaire. It consisted two main parts; Part I - personal data and Part II - the status of teacher's qualifications/teacher's development program in terms of objectives, scope and component. The items in Part I elicited information in terms of the respondents' educational qualifications and descriptive performance ratings of the last school year, 1992-1993.

Documentary Analysis. In determining the instructional competence of the respondent-teachers, the researcher made use of some documents from the Division and District Offices to ensure consistency of the responses of the teachers in the questionnaire.

Interview. To verify and supplement some of the responses of the respondents, unstructured interviews were conducted by the researcher.

Validation of the Instrument

Since the Performance Appraisal System for Teachers (PAST) is already standardized, there was no need to validate it. It had been used in the field for the past years. Until

at present, no report yet was made on the inconsistency and unreliability of the instrument.

A dry run of the questionnaire was conducted in Daram Central Elementary School to test its validity. The items included in this instrument were simple, brief and clear. The researcher believed that the respondents were honest in giving their answers for the study to be more valid.

Sampling Procedure

All the teachers in the District of Zumarraga-Talalora comprising twenty-nine (29) schools with one hundred forty-one teachers (141) were considered the respondents for this study and thus, no sampling technique was utilized.

Data Gathering

As soon as the questionnaire was prepared and approved the researcher personally went to all the schools in the district which were involved in this study to administer and gather all accomplished copies of the instrument. Permission was requested and obtained from the Schools Division Superintendent; from the District Supervisor and principals for the participation of all teachers in answering the questionnaire.

The questionnaire was given individually to the respondents. They answered every item sincerely and seriously taking into consideration the importance of the

study for the good of the service. The result were tallied and tabulated by school under which the respondents were systematically identified. Each of the responses were weighed and percentage taken and the results were interpreted using the assessment scale. This was a type of a qualitative ranking to which the researcher believed that it provided quantitative basis for the interpretation of results.

To come up with the arbitrary value for educational qualification, an interval of .26 was constructed to correspond with the different educational qualifications of teachers. The intervals that were constructed were 9.88-10.13 for Master of Arts with units in doctoral studies, 9.62-9.87 for one who finished Master of Arts degree, 9.36-9.61 for one who is a C.A.R. holder in Masteral studies, 9.10-9.35 for BSEED with 30-36 Masteral units, 8.84-9.09 for BSEED with 20-29 units in M.A., 8.58-8.83 for BSEED with below 20 Master of Arts units, and 8.32-8.57 for a holder of Bachelor of Science degree.

After the above intervals were constructed, the mid-point of these intervals were then assigned as the numerical ratings for educational qualification of teachers. These numerical ratings are shown below:

<u>Educational Qualification</u>		<u>Numerical Rating</u>
M.A. with Ph.D./Ed.D. units	-	9.88 - 10.13
Master of Arts	-	9.62 - 9.87

Certificate of Academic Requirement (CAR-M.A.)	-	9.66 - 9.61
B.S. with 30-36 M.A. units	-	9.10 - 9.35
B.S. with 20-29 M.A. units	-	8.84 - 9.09
B.S. with 20 M.A. units below	-	8.58 - 8.83
Bachelor of Science	-	8.32 - 8.57

The numerical ratings assigned to the instructional competence of teachers were the same equivalent numerical ratings under the Performance Appraisal System for Teachers (PAST). This numerical ratings are presented as follows:

<u>Descriptive Ratings</u>		<u>Numerical Rating</u>
Outstanding	-	9.3 - above
Very Satisfactory	-	7.5 - 9.2
Satisfactory	-	5.0 - 7.4
Fair	-	3.0 - 4.9
Unsatisfactory	-	2.0 - 2.9

After the numerical ratings were assigned to the two variables, namely: educational qualification and instructional competence of teachers based on their performance ratings, Pearson r was solved. To verify the reliability of the computed r , it was compared to the tabular value of r where .05 was the level of significance adopted, with N equals 141.

Statistical Treatment of the Data

The various data gathered were subjected to statistical treatment to answer the questions proposed in the study and to test the hypothesis.

The treatment included the following:

1. Use of frequency distribution and weighted mean in the two Tables.

2. Use of the Pearson Product-Moment Correlation of Coefficient r^{38} where in the degree of relationship between the educational qualifications and the instructional competence were determined among the two independent variables.

Considering the data for educational qualifications of the teachers in the District of Zumarraga-Talalora as the first independent variable and their corresponding instructional competence as the second variable, the degree of relationship, r between them was computed as followed:

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

³⁸ LR Gay, Common Statistics in Educational Research, (New York: McGraw-Hill Book Co., Inc., 1981), p. 50.

Where: X referred to the data in educational qualifications

Y referred to the data on teachers' instructional competence

N referred to the number of teachers in the district

$\sum X$ referred to the total of the X -values

$\sum Y$ referred to the total of the Y -values

$\sum XY$ referred to the total of the product of the X and the Y value

r was the correlation coefficient

In determining whether the null hypothesis of the study was to be accepted or rejected, the critical r was compared to the tabular r at $\alpha = .05$. The decision rule or the critical region adopted was:

"Accept H_0 if the absolute value of the computed r is less than the tabular/critical value."

"Reject H_0 if the absolute value of the computed r is greater than the tabular/critical value."

Chapter 4

Presentation, Analysis And Interpretation Of Data

This chapter presents the findings of the study. Information of these aspects were evolved through documentary analysis and from the questionnaire. They are presented correspondingly as to the specific questions raised from the statement of the problems.

Educational Profile

The educational qualification (profile) of the elementary grade teachers in the district of Zumarraga-Talalora, Division of Samar is shown in Table 1 and Table 3 showed the instructional competence of the respondents. The table shows that there is only one or 0.71 percent of the 141 teachers involved in the study who is a Master of Arts degree holder with units in doctoral studies. This teacher is from Zumarraga Central School. Five or 3.55 percent have completed the academic requirement for the Masteral's degree and are CAR holders. One is a male teacher and four are females. Sixteen or 11.35 percent have certified that they have 30 units and above in masteral studies. Twenty or 14.18 percent signified that they have twenty to twenty-nine units and ten or 7.09 percent have less than twenty units in masteral studies.

Table 1

**Educational Qualifications of the
Respondents by Schools**

Schools in the District	M.A. w/ Ph.D./Ed.D. units (6)	M.A. Degree/ (CAR) (5)	BSEED w/ 30 to 36 units (4)	BS w/ 20-29 units (3)	BS w/ 20 units below (2)	BSEED (1)	Total	Percentage (%)
1. Zumarraga Central Elem.	1	1	4	7	1	15	29	20.57
2. Alegria Bo. School	0	0	0	0	0	3	3	2.13
3. Arteche Bo. School	0	0	0	0	0	3	3	2.13
4. Bioso Bo. School	0	1	2	0	0	5	8	5.67
5. Boblaran Bo. School	0	0	0	0	1	0	1	0.71
6. Botaera Bo. School	0	0	0	0	1	1	2	1.42
7. Camayse Bo. School	0	0	0	0	0	1	1	0.71
8. Ibarra Bo. School	0	0	0	0	0	1	1	0.71
9. Lumalantang Bo. School	0	0	1	1	1	1	4	2.84
10. Macalunod Bo. Elem. Sch.	0	0	0	0	0	7	7	4.96
11. Magaan Bo. School	0	0	0	2	0	2	4	2.84
12. Maputi Bo. School	0	0	0	0	0	2	2	1.42
13. Marapilit Bo. School	0	0	0	0	1	0	1	0.71
14. Mualbual Bo. Elem. Sch.	0	1	0	2	2	2	7	4.96
15. Pangdan Bo. School	0	0	0	0	0	1	1	0.71
16. Poro Bo. School	0	0	1	0	0	1	2	1.42
17. San Isidro Bo. Elem.	0	1	1	2	0	6	10	7.09
18. Sugod Bo. School	0	0	0	0	0	1	1	0.71
19. Talib Bo. School	0	0	0	0	0	1	1	0.71
20. Tinaogan Bo. School	0	0	1	2	1	1	5	3.55
21. Tubigan Bo. School	0	0	0	0	1	2	3	2.13
22. Talalora Central Elem.	0	1	4	0	0	15	20	14.18
23. Independencia Bo. Sch.	0	0	1	0	0	3	4	2.84
24. Malaguining Bo. School	0	0	0	0	0	2	2	1.42
25. Mallorga Bo. School	0	0	0	1	0	3	4	2.84
26. Navatas Daku Bo. School	0	0	0	0	0	3	3	2.13
27. Navatas Guti Bo. School	0	0	0	0	0	2	2	1.40
28. Placer Bo. School	0	0	0	0	0	3	3	2.13
29. Tatabunan Bo. Elem. Sch.	0	0	1	3	1	2	7	4.96
Total	1	5	16	20	10	89	141	100.00

Table 2

**Profile on Educational Qualifications by Sex
of the Elementary Grade Teachers in
Zumarraga-Talalora District**

Educational Qualifications	S e x		Total	Percentage
	Male	Female		
M.A. with Ph.D/Ed.D. units	1	0	1	0.71%
Master of Arts Degree	0	0	0	0.00%
Certificate of Academic Requirement (CAR-MA)	1	4	5	3.55%
BSEED w/ 30 M.A. units and above	3	13	16	11.35%
BSEED with 20-29 M.A. units	6	14	20	14.18%
BSEED with less than 20 M.A. units	2	8	10	7.09%
BSEED degree holder	7	82	89	63.12%
Total	20	121	141	100.00%

The table also shows that a significant number of 89 or 63.12 percent of the 141 teachers have not started taking up units in graduate studies. They are holder of the degree on Bachelor of Science in Elementary Education. Of this number, seven are male teachers and eighty-two are female teachers from the twenty nine schools in the district.

Of the total respondents, only 52 teachers or 36.88 percent showed interest of the importance of upgrading their

educational qualifications for professional growth and personal upliftment. Majority of the teachers involved in the study did not show interest in upgrading their educational qualifications. This information is reflected on tables 1 and 2. Table 1 shows the educational qualifications of the respondents by schools while Table 2 shows the profile on educational qualifications by sex. The highest number of responses determined the highest level of educational qualifications and instructional competence of the respondents and interpreted according to the assessment scale used. This significantly shows that the teachers from this district relatively possessed only the minimum educational qualifications, hence this research study.

Instructional Competence of Respondents
by Schools Based on Performance
Rating

Table 3 showed that the instructional competence of Elementary grade teachers by schools based on 1992-1993 Performance Appraisal System for Teachers (PAST) from the district of Zumarraga-Talalora. The data clearly illustrated that the teachers were very competent and efficient in the performance of their tasks. Three or 2.13 percent of the 141 teachers obtained a rating of "outstanding". They are from Zumarraga schools, and 138 or 97.87 percent were rated "very satisfactory". Of this number, 95 or 67.38 percent come from

Zumarraga's schools and 46 or 32.62 percent come from the eight schools in Talalora. These two municipalities comprise the district. There were no ratings of "satisfactory" nor "unsatisfactory".

Of the three teachers who were rated as "outstanding", one came from Zumarraga Central School, one from Mualbual and one or .71 percent came from San Isidro. It can be noted that the outstanding teachers were from Zumarraga and none from Talalora. This could be attributed to the fact that Zumarraga had more teachers, and had been in existence much longer than schools from Talalora. More so, it is the mother district.

The table further shows that teachers who have higher educational qualifications and possess the desired instructional competence in their classroom instructions, were all rated outstanding. This is an indication that educational qualifications of the teachers are positive influences in the effectiveness of the teaching-learning process.

Table 3

**Instructional Competence of
Respondents by Schools
(Based on 1992-93 PAST)**

Schools	0	VS	S	F	US	Total	Weighted Mean
	5	4	3	2	1		(%)
1. Zumarraga Central Elem.	1	28	0	0	0	29	20.57
2. Alegria Bo. School	0	3	0	0	0	3	2.13
3. Artech Bo. School	0	3	0	0	0	3	2.13
4. Bioso Bo. School	0	7	0	0	0	7	4.96
5. Boblaran Bo. School	0	1	0	0	0	1	0.71
6. Botaera Bo. School	0	2	0	0	0	2	1.42
7. Camayse Bo. School	0	1	0	0	0	1	0.71
8. Ibarra Bo. School	0	1	0	0	0	1	0.71
9. Lumalantang Bo. School	0	4	0	0	0	4	2.84
10. Macalunod Bo. Elem. Sch.	0	7	0	0	0	7	4.96
11. Magaan Bo. School	0	4	0	0	0	4	2.84
12. Maputi Bo. School	0	2	0	0	0	2	1.42
13. Marapilit Bo. School	0	1	0	0	0	1	0.71
14. Mualbual Bo. Elem. Sch.	1	6	0	0	0	7	4.96
15. Pangdan Bo. School	0	1	0	0	0	1	0.71
16. Poro Bo. School	0	2	0	0	0	2	1.42
17. San Isidro Bo. Elem.	1	9	0	0	0	10	7.09
18. Sugod Bo. School	0	1	0	0	0	1	0.71
19. Talib Bo. School	0	1	0	0	0	1	0.71
20. Tinaogan Bo. School	0	5	0	0	0	5	3.55
21. Tubigan Bo. School	0	3	0	0	0	3	2.13
22. Talalora Central Elem.	0	21	0	0	0	21	14.89
23. Independencia Bo. Sch.	0	4	0	0	0	4	2.84
24. Malaguining Bo. School	0	2	0	0	0	2	1.42
25. Mallorca Bo. School	0	4	0	0	0	4	2.84
26. Navatas Daku Bo. School	0	3	0	0	0	3	2.13
27. Navatas Guti Bo. School	0	2	0	0	0	2	1.41
28. Placer Bo. School	0	3	0	0	0	3	2.13
29. Tatabunan Bo. Elem. Sch.	0	7	0	0	0	7	4.96
Total	3	138	0	0	0	141	
Percentage	2.13	97.87	0	0	0		100.00

It can be gleaned from the table that there were 138 or 97.87 percent of the 141 teachers who were rated "very satisfactory". The data clearly revealed that elementary grade teachers from Zumarraga-Talalora district were very competent in their teaching performance. Not a single teacher was rated "satisfactory" much less "unsatisfactory". With the very high esteem accorded them by their administrators as evidenced by their high performance rating, there is no doubt that these teachers excel in their respective classroom instructions and thus produced quality learners who later on became assets in their respective communities.

The evaluation of the teachers' instructional competencies is one of the oldest and most universal practices of management-employee relationship. Teachers' self-development is one of the objectives of good employer-employee relationship. The instructional competence of elementary grade teachers as revealed through documentary analysis of the Performance Appraisal System for Teachers are presented in Table 3, page 50.

A cursory glance at the figure as presented by table 3 indicated that 138 or 97.87 percent of the teachers were rated "very satisfactory" under "pupil/student achievement", 3 or 2.13 percent obtained a rating of "outstanding" and nobody was rated "satisfactory" or "unsatisfactory". These

data showed that there was a very effective teaching-learning process in the two central schools and all the schools in the district. Most of the pupils have mastered the learning experiences given to them.

Under "Teachers' Competence" for "instructional material development", the elementary grade teachers were aware of the importance of visual aids and instructional materials for an effective teaching-learning process. Instructional competence of elementary grade teachers in the district became evident in classroom instructions due to proper use of low cost instructional materials and harmonious relationship between school administrators and teachers.

For a rating of "very satisfactory", teachers were conscious of professional growth or upliftment. This awareness was motivated by the presence of Colleges and Universities in the region that are offering programs on advanced studies. That the teachers in all schools in the district were mostly rated "very satisfactory" was due to the fact that most of them are educationally qualified and instructional competence were manifested in the learners instruction.

The data on Table 3 showed that teachers in the district were very efficient in the performance of their various functions not only in the teaching-learning process but also in dealing with their peers and in their relationship with

the community as a whole.

The weighted mean were taken for each school with regards to instructional competence. Zumarraga Central School being the mother district with twenty-nine teachers got 20.57 percent followed by Talalora Central School having twenty-one teachers with 14.89 percent. The weighted mean of the remaining twenty-seven schools in the district are shown in table 3. The grand weighted mean for instructional competence of respondents by schools with 91 teachers was computed which was 64.54 percent of 141 teachers.

Reflected in the instrument, Performance Appraisal System for Teachers (PAST), are seven items under "Teachers Competency", in item B. Teacher's competence under these items were on "Development of National Consciousness and Desirable Values and Habits"; "Preparation and Utilization of Instructional Materials"; "Pupil/Student Evaluation "; "Professional Growth"; "Records and Reports Management"; "Community and Allied Services"; and "Punctuality and Attendance".

Teacher's instructional competence under item B mentioned above were provided on lessons/activities appropriate for the grade level of learners with the different indicators for each of the seven items. Item number one has three major indicators A, B and C. Letter A has 12 sub-indicators, B with 8 topics and C with 8

indicators. Second item has five indicators, third item with five indicators, fourth item with five indicators, fifth item with five indicators, sixth item with five indicators and the seventh item has also five indicators. All of these are appended in Appendix F, pages 99-110.

Such items of competency were shown in actual instructions as proven on the 138 teachers or 97.87 percent who got "Very Satisfactory" ratings with varied numerical points.

There was hesitancy of some teachers to undertake graduate studies at their own expenses due to economic reasons. Teachers are known to be the lowest paid employees in the government service, so they indulge in varied activities which would augment their meager income especially those with big families or with college students. Thus, teachers' instructional competencies are sometimes affected.

and 20 - 24. Ages of male teachers were separated from female teachers. The frequency distribution was used to tally the data. The following were the total ages of the two sexes for each age bracket from the highest to the lowest bracket with their corresponding percentage:

Aged 60-65, had a total of seven teachers or 4.96 percent. Of this number two are males and five are females. Eight or 5.67 percent belong to the second age bracket; all are females; six male and twenty-five females or a total of 31 or 21.99 percent belong to the third age bracket; three male and thirty females or a total of 33 or 23.40 percent to the fourth bracket; one male and thirteen female or 14 or 9.93 percent to the fifth bracket; fifteen females only or 10.64 percent to the sixth bracket; four males and eight females or a total of twelve or 8.51 belong to the seventh bracket; three males and thirteen females or 16 or 11.35 percent belong to the eight age bracket; and lastly two males and three females or five or 3.55 percent to the ninth age bracket. There was a total of 21 males or 14.89 percent and a total of 120 female teachers or 85.11 percent in the district of Zumarraga-Tlalalora. Of these nine age brackets of the respondents, thirty-three teachers were the highest number that belongs to bracket four aged 45 to 49. This shows that teachers belonging to this group have graduated in the middle or early part of the sixties and the lowest number

of teachers aged 20-24 which totaled to five only belonged to the last age bracket. These were the fresh graduates of today's learning institutions. But whatever the ages or to what age bracket these teachers belong, they have manifested as shown in their performance ratings "Very Satisfactory" achievements with regards to the instructional competence in their respective classroom instructions. But more so, teachers with higher educational qualifications excelled more in instructional competence than those with just the minimum educational qualifications with the exemption of those who were promoted to Master Teachers through other qualifications.

Number of Years of Experience
of the Respondents by Sex

Shown in Table 5 is the number of years of experience of elementary grade teachers in the district of Zumarraga-Talalora by sex. The number of years of experience of the respondents were again divided into eight brackets. The first bracket has 36-40 years experience, followed by 31-35; 26-30; 21-25; 16-20; 11-15; 6-15; and 1-5 years experience for the last bracket. An interval of five was again used. The sexes of the respondents were tallied using the frequency distribution and these total number were arrived at, with their corresponding percentage:

number of years, the third bracket received the highest number of teachers. These are the teachers with 26 to 30 years of teaching experience. And the second bracket with 36 to 40 years experience got the least number of teachers which totaled only to three teachers. This means that most of the teachers belonging to this bracket or years of experience have already retired from the service.

Again as shown in their performance ratings teachers regardless of the number of their teaching experiences or number of years in the service were very effective and efficient in their instructional competency as evidenced by their respective ratings which were mostly "Very Satisfactory". Nobody got a rating below this category.

But again higher educational qualification is an important contributory factor to teachers who received "outstanding" in their performance rating and to teachers with higher numerical ratings under the descriptive ratings of "very satisfactory".

Relationship Between Educational Qualification and Instructional Competence of Elementary Grade Teachers Based on their Performance Ratings

Teaching profession in this country plays an important role. Society became aware of the influence of teacher on the learner. It has increased its demands for higher personal and professional qualifications. It has also

demanding that teachers must only be educationally qualified but must also be efficient and effective. Quality and equity have become the two important terms in education today. It is for these facts, that teachers have endeavored to upgrade their competencies through in-service trainings, reading professional books and through schooling.

Generally, teachers endeavor to develop their effectiveness and competencies by upgrading their educational qualifications. It is the purpose of this study to find out whether teachers who gained higher educational qualifications have also improved their efficiency and effectiveness in the teaching-learning process.

To be able to come up whether there is a relationship between educational qualification and instructional competence of elementary grade teachers, these two variables were assigned equivalent numerical ratings and the coefficient correlation was computed with the use of the Pearson r .

As can be gleaned from the table, the highest PAST rating obtained by the elementary grades teachers of the District of Zumarraga-Talalora was 9.30 which is Outstanding (O) where three (3) out of one hundred forty-one (141) teachers were given. Of these three, one is a Master's degree holder with units in Ph.D., one is a Bachelor of Science (B.S.) degree holder with 30-36 M.A. units and the

other has completed the academic requirements for the M.A. degree (M.A. CAR).

Likewise, the lowest rating given to these 141 teachers was 8.00 - Very Satisfactory (VS) and the corresponding educational qualification of said teacher is B.S.E.Ed.

Using the Pearson r , the computed correlation coefficient between the PAST rating and that of the Educational Qualifications is 0.19. Inasmuch as said value is positive, then the relationship between the two independent variables is direct and substantial. This means that the PAST rating of the 141 teachers in the District of Zumarraga-Tlalalora is directly related to their level of educational qualifications. Teachers whose level of educational qualifications are higher have correspondingly higher rating in the PAST. This implies further that a teacher who pursued a higher degree could have learned and in the process led to a higher degree of mastery in their subject matter, have learned better methodologies and strategies in the discharge of their teaching functions, and are research oriented or have heightened their level of awareness of research which explained their higher rating in the PAST.

Since the computed r is greater than the critical r of 0.18, this led to the rejection of the hypothesis (H_0). It shows that there is a positive relationship between the PAST

rating for instructional competence and the corresponding educational qualifications of teachers. This implies that teachers with higher educational qualifications have correspondingly higher PAST ratings, while those who have lower educational qualifications have lower PAST ratings as to numerical value. It can be affirmed that as teachers upgrade their educational qualifications, their competencies in the teaching-learning process also increase.

Some teachers improved their competencies as they obtained higher educational qualification or advanced units in graduate studies.

The grand overall correlation for all the schools in the district is 0.19 with a level of significance of 0.05 and 141 number of pairs. This indicates a positive relationship between the two variables. The null hypothesis that there is no correlation between the two variables mentioned above is therefore rejected.

The findings suggested that as teachers upgrade their educational qualifications, they also improved their teaching competencies. Therefore, the Development Program suggested in this study is relevant for the teachers in the district.

Table 6

The PAST Rating and the Corresponding Educational Qualifications of Elementary Grade Teachers in the District of Zumarraga-Tlalalora

[illegible]

Table 6 (cont'd.)

Respondent! PAST Rating ! Educational Qualification				
Number ! Numerical ! Descriptive ! Numerical ! Descriptive				
33	8.40	VS	8.45	BSEED
34	8.80	VS	8.45	BSEED
35	9.05	VS	9.23	BS w/30-36 MA units
36	9.00	VS	8.45	BSEED
37	8.95	VS	8.45	BSEED
38	8.55	VS	8.45	BSEED
39	8.70	VS	8.45	BSEED
40	8.50	VS	8.45	BSEED
41	8.15	VS	9.23	BSEED
42	9.10	VS	9.45	M.A. w/ CAR
43	8.20	VS	8.71	BS w/below 20 MA units
44	8.50	VS	8.45	BSEED
45	8.60	VS	8.71	BS w/below 20 MA units
46	8.70	VS	8.45	BSEED
47	8.50	VS	8.45	BSEED
48	9.00	VS	8.97	BS w/20-29 MA units
49	8.95	VS	8.45	BSEED
50	8.80	VS	8.97	BS w/20-29 MA units
51	8.80	VS	8.71	BS w/below 20 MA units
52	8.85	VS	8.71	BS w/below 20 MA units
53	9.05	VS	8.45	BSEED
54	8.85	VS	8.45	BSEED
55	8.50	VS	8.45	BSEED
56	8.70	VS	8.45	BSEED
57	8.95	VS	8.45	BSEED
58	8.50	VS	8.71	BS w/below 20 MA units
59	8.40	VS	8.45	BSEED
60	9.15	VS	8.97	BS w/20-29 MA units
61	8.40	VS	8.45	BSEED
62	8.50	VS	8.97	BS w/20-29 MA units
63	8.95	VS	8.45	BSEED
64	8.75	VS	8.45	BSEED
65	8.25	VS	8.71	BS w/below 20 MA units
66	8.40	VS	8.45	BSEED
67	8.95	VS	8.45	BSEED
68	8.75	VS	8.97	BS w/20-29 MA units
69	8.95	VS	8.97	BS w/20-29 MA units
70	9.10	VS	8.71	BS w/below 20 MA units
71	9.10	VS	8.71	BS w/below 20 MA units
72	9.30	O	9.49	M.A. w/ CAR
73	8.40	VS	8.45	BSEED
74	9.05	VS	8.45	BSEED

Table 6 (cont'd.)

Respondent: PAST Rating Educational Qualification				
Number	Numerical	Descriptive	Numerical	Descriptive
75	9.05	VS	9.23	BS w/30-36 MA units
76	8.40	VS	8.45	BSEED
77	8.40	VS	8.97	BS w/20-29 MA units
78	8.40	VS	8.45	BSEED
79	8.60	VS	8.45	BSEED
80	8.40	VS	8.45	BSEED
81	8.60	VS	9.23	BS w/30-36 MA units
82	8.75	VS	9.23	BS w/30-36 MA units
83	8.80	VS	8.45	BSEED
84	8.40	VS	8.45	BSEED
85	9.05	VS	9.49	M.A. w/ CAR
86	8.80	VS	8.45	BSEED
87	8.05	VS	8.45	BSEED
88	8.25	VS	9.23	BS w/30-36 MA units
89	8.95	VS	9.23	BS w/30-36 MA units
90	8.40	VS	9.23	BS w/30-36 MA units
91	8.20	VS	8.71	BS w/below 20 MA units
92	8.70	VS	8.45	BSEED
93	8.45	VS	8.45	BSEED
94	8.80	VS	8.45	BSEED
95	8.70	VS	8.71	BS w/below 20 MA units
96	8.30	VS	9.49	M.A. w/ CAR
97	9.10	VS	8.45	BSEED
98	9.15	VS	8.45	BSEED
99	9.00	VS	8.45	BSEED
100	9.25	VS	8.45	BSEED
101	9.05	VS	8.45	BSEED
102	8.70	VS	8.45	BSEED
103	9.05	VS	8.45	BSEED
104	8.90	VS	9.23	BS w/30-36 MA units
105	8.70	VS	8.45	BSEED
106	8.95	VS	8.45	BSEED
107	9.10	VS	8.45	BSEED
108	9.05	VS	8.45	BSEED
109	9.20	VS	8.49	M.A. w/ CAR
110	9.05	VS	8.45	BSEED
111	9.00	VS	8.45	BSEED
112	8.75	VS	8.45	BSEED
113	9.05	VS	8.45	BSEED
114	9.20	VS	9.23	BS w/30-36 MA units
115	9.20	VS	9.23	BS w/30-36 MA units
116	8.80	VS	8.45	BSEED

Table 6 (cont'd.)

Respondent: _____				
PAST Rating		Educational Qualification		
Number	Numerical	Descriptive	Numerical	Descriptive
117	8.80	VS	8.45	BSEED
118	8.75	VS	8.45	BSEED
119	8.75	VS	8.45	BSEED
120	8.15	VS	9.23	BS w/30-36 MA units
121	8.20	VS	8.45	BSEED
122	8.00	VS	8.45	BSEED
123	8.30	VS	8.45	BSEED
124	7.90	VS	8.45	BSEED
125	8.75	VS	8.45	BSEED
126	8.95	VS	8.97	BS w/20-29 MA units
127	9.00	VS	8.45	BSEED
128	8.50	VS	8.45	BSEED
129	9.10	VS	8.45	BSEED
130	8.60	VS	8.45	BSEED
131	8.40	VS	8.45	BSEED
132	9.00	VS	8.45	BSEED
133	8.25	VS	8.45	BSEED
134	8.90	VS	8.45	BSEED
135	9.20	VS	8.97	BS w/20-29 MA units
136	9.10	VS	9.23	BS w/30-36 MA units
137	8.80	VS	8.45	BSEED
138	8.40	VS	8.45	BSEED
139	9.10	VS	8.45	BSEED
140	8.70	VS	8.97	BS w/20-29 MA units
141	9.20	VS	8.97	BS w/20-29 MA units
Computed $r = 0.19$				
Critical $r = 0.18$ ' = .05, N = 141				
Interpretation: Significant				

Problems Encountered by the Teachers
of the District Relative to Edu-
cational Qualifications and
Instructional Competence

Based on the results from the questionnaire fielded, the following problems encountered by the teachers were gathered:

1. Lack of instructional materials such as textbooks, etc.
2. Inadequate supply of school facilities, such as teachers' tables and chairs, cabinets, etc.
3. Budget for teaching aid, P300.00, is not enough to avail of all the needed instructional materials for the whole school year. Lack of workbooks for daily activities especially in Grade I.
4. Lack of knowledge towards the development of pupils or lack of the ability to impart such knowledge to the learners. Some teachers are unprepared in their daily lessons because they seem to be in a hurry in their teaching.
5. Special assignment be given to teachers who have special educational qualifications or have undergone some trainings.
6. Immediate problems by teachers - low salaries. Commercialization of education - some teachers could not continue their studies because they are financially hard-up.

7. Some teachers cannot pursue or finish their masteral studies due to the distance of the Learning Institutions from the teachers' stations. There is difficulty in commuting.
8. No time to study due to heavy teaching loads.
9. Household chores - Most teachers cannot hire helpers due to low salaries.
10. Family involvement in different community/church affairs.

Findings or Implications Derived From the Study for Development Program

The findings of the study showed the respondents' level of educational qualifications. It showed that only fifty-two (52) teachers were aware of improving their educational qualifications out of 141 teachers in the district. Eighty-nine (89) of the respondents have not shown interest in improving their professional growth due to varied reasons.

Based on the findings, implication to improve the staffs' educational qualifications was derived. The researcher proposed a human resource development program to encourage the teachers in the district to avail of the program and in the end improve their educational qualification and instructional competence in classroom instructions.

Chapter 5

Summary Of Findings, Conclusions And Recommendations

This chapter presents the summary of findings and conclusions of this investigation and offers recommendations of the re-directions of policy through development programs in order to attain highly qualified and more competent elementary teachers.

SUMMARY

The study aimed to look into the educational qualifications and instructional competence of elementary grade teachers in the district of Zumarraga-Talalora based on the 1992-'93 PAST.

Sources of data were responses from the questionnaire of 141 teachers and from the Performance Appraisal System for Teachers obtained through documentary analysis. This study is limited to school year 1992-1993.

Specifically, this study attempted to answer the questions raised on page 8, from the statement of the problems.

FINDINGS

The following findings are summarized based upon the results of the study:

Profile of the Teachers' Educational Qualifications

Majority of the teachers in Zumarraga-Talalora District are Bachelor of Science degree holders. There are 89 teachers in this category, or 125.49 percent of 141 teachers. There are 11 or 15.51 percent with below 20 M.A. units, 17 or 23.97 percent with 20-29 M.A. units, 16 or 22.56 percent with 30-36 M.A. units, 6 or 8.46 percent who have finished the academic requirements for a masteral degree and are CAR holders and there is only one or 1.41 percent who is a masteral graduate with units in the doctoral studies. This teacher comes from Zumarraga Central. A total of 52 teachers or 73.32 percent have units in advanced studies.

Level of Instructional Competence of Elem. Teachers in the District: Based on Performance Rating

The respondents' level of instructional competence based on their performance rating (PAST) is very satisfactory. Of the 141 teachers in the district three got "Outstanding" ratings. They were the teachers with high educational qualifications and the remaining 138 teachers got "Very Satisfactory" ratings. Those who got higher numerical

ratings under this category were those who belonged to the 52 teachers with advanced studies or units in masteral studies. While the remaining 89 teachers rated "Very Satisfactory" got lower numerical ratings.

This finding showed that instructional competence is affected by the teacher's educational qualification. There is a substantial or positive relationship between the two variables. As teacher keeps on upgrading his/her educational qualification through various means, instructional competence becomes evident in classroom instructions.

Relationship of Educational Qualifications and Instructional Competence of Teachers

The grand overall correlation for all the schools in the district is 0.19 with an alpha level of .05 and a number of pairs of 141, which indicates a positive relationship between the two variables namely: educational qualification and instructional competence of elementary grade teachers based on their performance ratings. The null hypothesis that there is no correlation between the two variables mentioned above is therefore rejected.

The findings suggest that as teachers upgrade their educational qualification, they also improve their teaching competencies. But since there are a majority of 90 teachers in the district who are Bachelor degree holders and only 51 have advanced units in Masteral or Doctoral studies it is

high time that teachers in the district should avail of the development program suggested in the research study.

**Solutions/Suggestions Recommended in
Relation to Problems Identified**

Based on the identified problems, the following is a summary of the solutions suggested by the respondents in the questionnaire:

1. Acquire Low Cost Instructional Material (LCIM) available in the locality.
2. DECS to supply enough books and other instructional materials.
3. Impose more programs for free education among teachers. This needs support from the government. Have enough supply of workbooks especially for Grade I.
4. Teachers should always attend seminars, professional meetings and undergo educational trainings to gain new ideas and knowledge. They should advance their studies to gain expertise in the field of teaching. Teachers should love their work and should go to their respective stations as early as possible to plan their teaching processes which may produce a successful lesson and quality learners.
5. Proper placement of teachers according to their qualifications or length of service.

6. Government should increase teachers' salary to meet all problems and improve their standard of living.
7. Teachers should be granted Study Leave with 100% benefit.
8. Give more incentives to teachers who are inspired to go on their Masteral studies such as promotion in position or increase in salary.
Administrators must be objective in dealing with subordinates.
9. Provide supplementary reading materials and other references to supplement the learners.
10. Teachers to have proper budgeting of their time.

**Implications for Policy Redirections
for Staff Development**

There must be a systematic appraisal of teachers' educational qualification and performance rating for instructional competence. A good appraisal program from the division or district should be evolved for this will provide information on up-graded professional growth through advanced formal schooling and instructional competence of teachers. Proper motivation and encouragement from administrators will give equal chance or opportunity to teachers to upgrade their educational qualification and consequently improve their skills in teaching.

Teachers must be given equal chances for professional

advancement and improved teaching competency. Hence, it is necessary that administrators get the proper idea on assisting the teachers through scheduling the first five group of teachers to avail of the development program or study leave for one year based on R.A. 4670, known as the Magna Carta for Public School Teachers. Provisions under this Act should be followed in prioritizing teachers like the length of service. The minimum teaching experience is seven years. So, one who has more years in teaching will get the first priority. It's up to the teachers who are scheduled if they will enjoy the benefit afforded to them. What is important is, they were given the chance to up-grade their educational qualifications for their own professional advancement and in the end be more competent in their chosen field of specialization.

CONCLUSIONS

In the light of the foregoing findings, the following conclusions were arrived at:

1. Most of the teachers in the district were educationally qualified with majority of them as Bachelor of Science degree holders, and 51 of them having units in graduate studies.

2. That the teachers were efficient workers as clearly

suggested by their performance ratings. Ratings given to the teachers were predominantly "very satisfactory" and some were "outstanding". No rating of "satisfactory" nor "unsatisfactory" was given.

3. There was significant relationship between educational qualification and instructional competence of elementary grade teachers. As teachers upgrade themselves professionally, they likewise improve their competencies in the teaching-learning process.

4. The teachers were aware of the improvement on their professions after they obtained units in advanced studies.

RECOMMENDATIONS

On the basis of the conclusions just presented, the researcher hereby recommends the following:

1. Teachers should endeavor 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 and thereby improve further their skills and competencies in the teaching-learning process.

2. Administrators in the Division and District should encourage their teachers to attend Saturdays and Summer classes in the graduate and doctoral level. This is now attainable for Samar and Leyte provide high learning

institutions which answer to such needs especially Samar State Polytechnic College.

3. Teachers should be guided properly on how to achieve "Plus Factors" ratings in the PAST, so a seminar-workshop should be conducted annually to include other indicators in the instrument to acquaint new teachers in the field.

4. Teachers should take the opportunity to avail of the Development Program suggested in this study for their professional advancement.

5. Teachers who are inspired to go on advanced studies should be given more incentives such as promotion in position or increase in salary than those who just meet the minimum requirement.

Finally, the following areas are recommended for further research if only to enrich the existing information on the subject:

1. Follow-up of the graduate with emphasis on the achievers.
2. Assessment of the teaching-learning activities in the Central Schools and the Barrio Schools.
3. Relationship between performance ratings of teachers and achievement of pupils.
4. Follow-up of teachers granted scholarships or study leave in the Division.

Chapter 6

Proposed Human Resource Development Program

This chapter presents the District of Zumarraga-Talalora, Samar, one year human resource development program or study leave program under R.A. 4670 known as the Magna Carta for Public School Teachers, for personal advancement and upgrading in their professional career.

Introduction

The educational qualification and instructional competence of elementary grade teachers in the district of Zumarraga-Talalora, Samar Division, is very satisfactory in point of scholastic training, as most of the teachers are BSEED holders of teacher training institutions of Leyte and Samar and other higher schools in Manila. Close scrutiny of the teachers' educational qualification proves them fully qualified to teach but education is a constant change. There are always experimentations and innovations to meet these changes and be relevant to the present learners.

Teachers should therefore strive to grow in their profession while still teaching. Reading professional books and magazines or attending short term seminars are not sufficient for them to be aware of the present trends in our educational system. Formal schooling, even for just a year,

should be a must and all teachers should be given equal chance, so that they can enjoy the benefits accorded to them by the government through Republic Act 4670, otherwise known as the Magna Carta for Public School Teachers.

Rationale

The rationale behind this study is to counter the seemingly lethargic attitude of most elementary grade teachers in the district of Zumarraga-Talalora, who seemed to be contented that they are BSEED graduates. They are not yet fully aware of the importance of gaining higher educational qualifications as teachers. One of the possible reasons is because they have not observed yet that in other agencies, employees are enrolled in higher learnings and do not seem to stop pursuing professional growth. Most of them are not contented yet when they finished masteral studies and they enroll again in doctoral studies. This only shows that education keeps on advancing. If elementary teachers in the district, will not show concern, and keep up with the trend, then there will come a time when they will realize that it is too late for them to avail of the development program: the one year study leave under R.A. 4670, because many of our young teachers today are studying to further their educational qualifications. Time will come that selection of teachers will be based on higher educational qualifications. Highly qualified teachers can easily adjust to prevailing

circumstances vis-a-vis to their instructional competences, than one who is professionally stagnant.

Legal Anchorage

The legal anchorage of this human resource development or study leave program is Republic Act No. 4670, known as the Magna Carta for Public School Teachers. This was enacted to promote and improve the social and economic well-being of public school teachers, their living and working conditions, their employment and career opportunities in order that they may compare favorably with their peers in the other professions.

The law envisions to attract and retain in the teaching profession more people with proper qualifications. It has been recognized that advancement in education depends on the qualification and ability of the teaching staff, and education is an essential factor in the economic growth of the nation. Professional growth of teachers is therefore, an investment of vital importance which the government should not overlook.

One of the important provisions of this Act may be summarized as follows: In addition to leave privileges now enjoyed, the teacher shall, after seven years of service, be entitled to a study leave not exceeding one school year and during the period of such leave, he/she shall be entitled to

100% of his monthly salary, as amended by Department Order No. 12, S. 1978.

Objectives

The following are the objectives of the program:

1. To upgrade teacher's educational qualification.
2. To promote instructional competence through higher learnings.
3. To provide equal opportunity to teachers in the district to avail of the program and grow professionally.
4. To inspire teachers to study while working and get its benefits.
5. To attain salary increases and promotion opportunities after finishing the study successfully.

Schedule for The Development/Study Leave Program

The 141 teachers in the district will be scheduled and the selections of scholars must be explicit. Only teachers with seven years teaching experience and up can avail of the program. Exemption to rule, teachers who are pregnant cannot avail of the benefit. Five teachers from each of the two municipalities comprising the district will be scheduled yearly. This will be a five-year plan. So for the district, ten teachers can go on study leave at the same time, as long

as school administrators can make the necessary adjustments in the teaching assignments by assigning those with extra/vacant periods to handle the classes of those on study leave or grant to ensure that the teaching-process will not prejudice the children. Extra sacrifices will be needed here by those concerned to implement the development program successfully.

It is the vision of this study that after all the recipients of this program shall have successfully finished or graduated, instructional competence shall have been achieved on all levels, and quality education shall then be attained thus in turn help our country achieve its economic growth.

Table 7

Department of Education, Culture and Sports
Region VIII
Division of Samar
District of Zumarraga-Talalora
Zumarraga, Samar

SCHEDULE OF STUDY LEAVE OF TEACHERS BASED ON THE
MAGNA CARTA (R.A. NO. 4670)

Name of Teachers	Date of Birth	Present Position	CSC Status	Date of Original Appointment	No. of Continuous Service	Date of Schedule to go on Study Leave
Zumarraga:						
1.						1994-1995
2.						1994-1995
3.						1994-1995
4.						1994-1995
5.						1994-1995
Talalora:						
6.						1994-1995
7.						1994-1995
8.						1994-1995
9.						1994-1995
10.						1994-1995
Another set of 10 teachers						1995-1996
Until all teachers are scheduled and can avail of the program						Up to School Year - 2004-2005

Respectfully Submitted:

District Supervisor

Recommending Approval:

Schools Division Superintendent

APPROVED:

Regional Director

Qualification of Teachers/Prioritization

Teachers qualification will be considered in order to avail of this program. The scheduling will be based on prioritization. Ten teachers annually will be selected based on their ages, present position, civil service eligibility, date of original appointment and the number of years of continuous service.

The following grouping of ages and the school year when they will be scheduled to go on study leave is suggested: Length of service will be considered in prioritizing.

<u>School Year</u>		<u>Ages</u>
1994 - 1995	-	45 - 46
1995 - 1996	-	43 - 44
1996 - 1997	-	41 - 42
1997 - 1998	-	38 - 40
1998 - 1999	-	34 - 37
1999 - 2000	-	30 - 33
2000 - 2001	-	28 - 29
2001 - 2002	-	26 - 27
2002 - 2003	-	24 - 25
2003 - 2004	-	22 - 23
2004 - 2005	-	20 - 21

After eleven years of continuous scheduling of teachers in the district, all teachers should have availed of this program except those who are on maternity or sick leave.

Field of Specialization

Teachers who can avail of this program are free to choose their field of specialization. All subject areas in the elementary grades can be specialized. Higher learning

institutions offer courses in these areas; and some offer special courses which are in demand or relevant to the present trends specially when there are many enrollees on such areas or fields to be specialized.

Only one year with full pay is granted to each scholar and it is up to the grantee if he or she will proceed to finish the degree. One is given the option to select and decide.

Scholars should also do their best to pass all the courses taken with at least 75% ratings which is the basis of passing rate of accrediting school otherwise they will pay back the government of their enjoyed privileges or benefits.

Schools Where to Study

Throughout the Philippines, schools of higher learning institutions are available. We have the state colleges and universities. In Samar, particularly, we have the Samar State Polytechnic College and Samar College. There are institutions of higher learning in Eastern and Northern Samar. In Leyte, there are the University of the Philippines and the Divine Word University, the Leyte State College, and others. Many institutions are likewise available in cities like Cebu and Manila.

Teachers are free to select the school where they will enroll for the duration of their scholarship/study leave. After one school year, if they cannot finish the course, they

can continue in nearby schools for accessibility if they plan to pursue their studies by enrolling in Saturdays or summer classes while resuming in their regular teaching.

Flexibility of the Program

Teacher education and the training of educational personnel have been undergoing revolutionary changes in the roles and functions of teachers. They contribute to significant changes in concepts and practices in education, redefinition of educational goals and demands of development.

One guiding principle states that "advancement in education depends largely on the qualifications and ability of the teaching staff in general and on the human pedagogical and technical qualities of the individual teachers in particular." The rapid growth of the educational teaching force which consequently includes underqualified teachers with no access to in-service training poses evidently as an enormous challenge.

Teachers are the most important component of the educative process. Their quality is measured not only by their academic and professional training but also by their motivation, dedication, and commitment. Meaningful improvements in the educational qualification of teachers are crucially dependent on their inputs. This goes without saying, that teachers should enjoy public consideration, sympathy and support they rightly deserve. And one

manifestation of support is their enjoyment of the benefits accorded by R.A. 4670, known as the Magna Carta for Public School Teachers.

Finally, the following ideas should be inculcated in the minds of the teacher to motivate them to participate in any program available at the DECS:

In an organization, study grants and training programs are extended to the personnel to upgrade their competencies, efficiency and effectiveness in their areas of specialization, to enable them to contribute immensely to the productivity and progress of the system. These type of assistance extended to the personnel are also ways of boosting their morale through recognition of their talents or special intellectual capabilities.

Another study grant or training program available at the DECS is the DISP-DECS Integrated Scholarship Program. The program conducted by local colleges and universities like the U.P. and the P.N.C also offers masteral degree courses to teachers and school officials.

Some criteria for selection of nominees for DISP-DECS Scholars:

1. Educational Qualification - must be a Bachelor's degree holder.
2. Experience and Training - must be in the service for seven years and of permanent status.

3. Nominees must be in good health and good character.
4. Nominees must not be more than 40 years old as to this specific Program.
5. A woman nominee shall not be pregnant during the stipulated period of scholarship. Youngest child must not be less than two years old.
6. Nominees should not have any pending administrative/criminal case.
7. The grantee should bind himself to the terms and conditions on the contract.
8. Nominee should not have been a recipient of any DECS study/training grants for the last five years.

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APPENDICES

APPENDIX A

Samar State Polytechnic College
Catbalogan, Samar

June 2, 1993

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

Sir/Madam:

In my earnest desire to start writing my thesis proposal in my major field, I have the honor to submit for approval one of the following problems, preferably No. 1:

1. EDUCATIONAL QUALIFICATION AND INSTRUCTIONAL COMPETENCE OF ELEMENTARY GRADES TEACHERS IN THE DISTRICT OF ZUMARRAGA-TALALORA.

2. EDUCATIONAL QUALIFICATION AND TEACHING COMPETENCE OF CENTRAL ELEMENTARY GRADE TEACHERS IN THE DIVISION OF SAMAR, and

3. INSTRUCTIONAL FACILITIES AND PERFORMANCE OF PUPILS IN ZUMARRAGA-TALALORA DISTRICT, DIVISION OF SAMAR.

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.)ADELFA T. YNALBIS
Researcher

Recommending Approval:

(SGD.)COSETTE C. OLIVA
Head, Research

APPROVED:

(SGD.)DOMINADOR Q. CABANGANAN, Ed.D.
Dean, Graduate/Post Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

October 16, 1993

The Schools Division Superintendent
Division of Samar
Catbalogan, Samar

S i r:

In connection with my research work titled "EDUCATIONAL QUALIFICATION AND INSTRUCTIONAL COMPETENCE OF ELEMENTARY GRADE TEACHERS," I have the honor to request permission to field my questionnaires in Zumarraga-Talalora District and to avail of the documents necessary for my study.

Hoping for your favorable approval of this request.

Very truly yours,

(SGD.)ADELFA T. YNALBIS
Graduate Student

Recommending Approval:

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

APPROVED:

(SGD.)ALBERTO A. ARELLON, Ph.D.
Schools Division Superintendent

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

October 18, 1993

The Schools Division Superintendent
Division of Samar
Catbalogan, Samar

S i r:

In order to improve and validate the survey instrument intended for my study entitled "EDUCATIONAL QUALIFICATION AND INSTRUCTIONAL COMPETENCE OF ELEMENTARY GRADE TEACHERS IN THE DISTRICT OF ZUMARRAGA-TALALORA, DIVISION OF SAMAR," I have the honor to request permission to conduct a dry-run of my questionnaires to Daram I Central Elementary School Teachers.

Anticipating your consideration and favorable action.

Very truly yours,

(SGD.)ADELFA T. YNALBIS
Graduate Student

Recommending Approval:

(SGD.) ANTONIO PLACIENTE
District Supervisor

APPROVED:

(SGD.)ALBERTO A. ARELLON, Ph.D.
Schools Division Superintendent

APPENDIX D

QUESTIONNAIRE

T i t l e: EDUCATIONAL QUALIFICATIONS AND INSTRUCTIONAL
COMPETENCE OF ELEMENTARY GRADE TEACHERS

Direction: Please supply the necessary information
accurately and frankly as possible.

PART I. PERSONAL DATA

Name of Respondent: _____ Sex _____ Age _____

Designation: _____

Name of School: _____

Location: _____

Civil Service Eligibility: _____

Length of Teaching Experience: _____

a) Public Service _____

b) Private _____

PART II. A. Status of Teacher's Educational Qualifications

a.) Highest Educational Qualification: (Please check)

_____ Doctoral Degree
_____ Ph. D./Ed. D. (CAR)
_____ M.A. with Ph. D./Ed. D. units
_____ Master of Arts Degree
_____ M.A. (CAR)
_____ Bachelor's Degree with M.A. units
_____ Bachelor's Degree Holder

b.) Baccalaureate Degree Earned (if any) _____
Major Field of Specialization: _____

c.) Masteral Degree Earned (if any) _____
Major Field of Specialization: _____

d.) Doctoral Degree Earned (if any) _____
Major Field of Specialization: _____

B. Teachers' Development Program in Terms of:

a) Objectives:

1. Which of the following objectives are considered in your Teacher Development Program? (Please check)
 - () To achieve and maintain an adequate supply of competent teachers who are continuously growing professionally.
 - () To keep abreast of new knowledge and trends in education.
 - () To prepare teachers for new fields and responsibilities.
 - () To acquaint teachers with new techniques, methodologies and devices.

b) Scope and Components:

1. How many teacher members are there in your school? ____
2. Does school's program include the three components, like:
 - () instructional development Yes ____ No ____
 - () personal development Yes ____ No ____
 - () organizational development Yes ____ No ____
3. What are the types of in-service training does your school provide for the teachers?
 - () Saturday/Summer Classes in M.A.
 - () Seminars, workshops, conventions and conferences.
 - () Demonstration Teaching.
 - () Teachers' Professional Meeting.
 - () Sabbatical leaves (Magna Carta).
 - () School intervisitation.
 - () Writing or reading professional books and periodicals.

() Action Research.

() Membership to civic, religious or professional associations or clubs.

4. Have you been granted a study leave or scholarship?

() Yes

() No

If granted, what particular program had you pursued?

5. Have the above types of in-service training helped you improve your teaching competency?

() Yes

() No

6. How many times have you been sent to seminars, workshops, conventions/others? (Please give the total number.)

(Please check.)

!Very Often! Often !Seldom!Never

a. National Level _____ ! _____ ! _____ ! _____ !

b. Regional Level _____ ! _____ ! _____ ! _____ !

c. Division Level _____ ! _____ ! _____ ! _____ !

d. District Level _____ ! _____ ! _____ ! _____ !

C. Problems encountered relative to Educational Qualifications and Instructional Competence: (Please state below)

D. What solutions could you recommend/suggest in relation to the problems identified?

Thank you,

(SGD.)ADELFA T. YNALBIS
Researcher

APPENDIX E

PERFORMANCE APPRAISAL SHEET FOR TEACHERS

Name _____ School _____

Rating Period: _____ District _____

School Year: _____ Division _____

ITEMS	Rating	Weight	Weighted Rating
A. PUPIL ACHIEVEMENT (Skills and Knowledge) Target/s _____	_____	4.00	_____
Actual Achievement: _____	_____		_____
B. TEACHER COMPETENCE			
1. Development of national consciousness, & desirable habits and values. Support statement for rating given: _____	_____	2.00	_____
2. Preparation and utilization of instructional materials Support statement for rating given: _____	_____	1.00	_____
3. Pupil Evaluation Support statement for rating given: _____	_____	1.00	_____
4. Professional growth Support statement for rating given: _____	_____	0.25	_____
5. Records and Reports Management Support statement for rating given: _____	_____	0.25	_____

6. Community and Allied Service	_____	0.25	_____
Support statement for rating	_____		_____
given: _____	_____		_____
7. Punctuality & Attendance	_____	0.25	_____
Support statement for rating	_____		_____
given: _____	_____		_____
C. TEACHER PERSONALITY AND HUMAN	_____		_____
RELATIONS	_____	1.00	_____
Support statement for rating	_____		_____
given: _____	_____		_____

Overall weighted rating _____
 (Sum of column under weighted rating)

Average weighted rating _____
 (Overall weighted rating divided by 10)

D. PLUS FACTORS (Total not to exceed 1.00)

Enter here whatever activities or accomplishments may be credited under Plus Factors and the corresponding credit points.

ITEMS

POINTS CREDIT

Total for credit under Plus Factor . . . _____

Final Numerical Rating _____

Descriptive equivalent of Numerical Ratings:

9.3 - above	-	Outstanding (O)
7.5 - 9.2	-	Very Satisfactory (VS)
5.0 - 7.4	-	Satisfactory (S)
3.0 - 4.9	-	Fair (F)
2.0 - 2.9	-	Unsatisfactory (US)

S U M M A R Y

Final Numerical Rating _____

Descriptive Rating _____

Rated by:

(Sgd.) _____
(Name and Designation)

Shown to me and concurred in: Reviewed by:

(Sgd.) _____
Teacher

(Sgd.) _____
(Name and Designation)

Note: All signature should be above printed name.

Any additional remarks:

Signature of Rating Official

APPROVED:

Schools Division Superintendent

Appendix F

Guidelines for Rating Item B (Teachers Competence),
No. 1, Development of National Consciousness
and Desirable Values and Habits

The following indicators should be noted:

- A. Provided lessons and/or activities appropriate for the grade/year level of learners for the development of national consciousness such as:
1. Lessons/activities on development of love for one's country.
 2. Lessons/activities on development of a deep sense of commitment to use one's talent and capabilities to advance the country's progress.
 3. Study of the lives of national heroes and other Filipinos worthy of emulation, particularly those who have made significant contribution to the country's development such as scientists, inventors, successful farmers, cottage industry workers, etc.
 4. Observance of significant national celebration and events.
 5. Appreciation and preservation of Filipino cultural heritage (e.g. folk arts, music and literature), national symbols and desirable customs and traditions.
 6. Utilization and preservation of natural resources.
 7. Patronizing Philippine-made products and promotion of local industries.
 8. Inculcation of brotherhood and understanding as well as sharing with fellowmen regardless of status, religion and cultural differences.
 9. Visitation to and observation of local historical places and shrines within the municipality, city or province.

10. Construction/undertaking of activities or projects with historical or socio-economic significance.
11. Tie-up of lessons with current local/national situations/problems and thrusts.
12. Provision of story/situational problems particularly in mathematics and science, related to national development.

B. Undertook the following activities within the level and experience of the learners:

1. Provided lessons/opportunities/situations for the development and practice of self-discipline, self-reliance, self-control and tolerance.
2. Provided lessons/opportunities/situations for the development and practice of sense of responsibility, leadership/fellowship and dependability.
3. Provided lessons/opportunities/situations for the development and practice of courtesy and respect for instituted authority,-elders and peers.
4. Provided lessons/opportunities/situations for the development and practice of cooperation, helpfulness and industry.
5. Provided lessons/opportunities/situations for the development and practice of honesty and truthfulness.
6. Provided lessons/opportunities/situations for the development and practice of initiative, creativity, resourcefulness and productivity.
7. Provided lessons/opportunities/situations for the development and practice of habits of personal cleanliness, thrift and wise use of leisure.
8. Provided lessons/opportunities/situations for the development and practice of performance of civic duties and obligations.

C. Instituted measures and adopted strategies for the application and internalization of desirable values and habits particularly national consciousness and those listed in B, inside and outside of the classroom, such as:

1. Demonstrating desirable values and habits as example to the learners.
2. Setting standards of pupil/student behavior.
3. Consistent follow-up of learner's behavior particularly through consultation with parents/guardian, other teachers and peers.
4. Adopting a system of rewards for good behavior and actions for misbehavior.
5. Keeping a profile of learner's behavior and checklist of habits.
6. Displaying maxims, proverbs, mottoes, adages, posters and other visuals with focus on desirable values and habits.
7. Adapting a system of peaceful and orderly conduct of routinary and other activities in the classroom.
8. Providing opportunities/situations for values clarification.

Guidelines for Rating Item B, (Teacher Competence)
No. 2, Preparation and Utilization
of Instructional Materials

<u>Indicators</u>	<u>Rating</u>
A. Always had well prepared lesson plans* availed of appropriate teaching techniques, and utilized necessary support teaching aids/materials	10
B. Had well prepared lesson plans or availed of appropriate teaching techniques or utilized necessary support teaching aids/materials but was noted to have failed twice in any or all of these	8
C. Generally had well prepared lesson plans or availed of appropriate teaching techniques or utilized necessary support teaching aids/materials but was noted to have failed three or four times in any or all of these	6
D. Had well prepared complete lesson plans or availed of appropriate teaching techniques or utilized necessary support teaching aids/materials but was noted to have failed five times in any or all of these	4
E. Prepared complete lesson plans or availed of appropriate teaching techniques or utilized necessary support teaching aids/materials but was noted to have failed more than seven times in any or all of these	2
* A well prepared lesson plan is complete with:	
a. Specific objectives expressed in behavioral terms.	
b. Necessary support teaching aids/materials.	
c. Appropriate activities/teaching strategies/approaches.	
d. Evaluation (check-up, assessment, quiz, etc.).	
e. Assignment/homework/agreement as needed.	

Guidelines for Rating Item B. (Teacher Competence)
No. 3, Pupil/Student Evaluation

<u>Indicators</u>	<u>Rating</u>
In addition to various forms of daily evaluation, the teacher administered:	
A. One periodic test and at least ten (10) other written/performance tests every rating period for each class/subject and with at least three (3) evidence of utilization of test results, such as:	
1. presented graphically pupils'/students progress.	
2. utilized multi-level instructional materials	
3. provided remedial instruction to overcome weaknesses discovered	
4. regrouped pupils/students and conducted appropriate group activities	10
B. One periodic test and at least eight (8) other written/performance tests every rating period for each class/subject and with two evidences of utilization of test results as indicated in A above	8
C. Other periodic test and at least six (6) other written/performance tests every rating period for each class/subject and with one evidence of utilization of test results as indicated in A above	6
D. One periodic tests and at least four (4) other written/performance tests every rating period for each class/subject	4
E. No periodic test and less than four (4) other written/performance tests every rating period for each class/subject	2

Guidelines for Rating Item B, (Teacher Competence)
No. 4, Professional Growth

<u>Indicators</u>	<u>Rating</u>
A. Participated in all required in-service trainings, plus any of the following:	
1. earned at least nine (9) units in relevant undergraduate/graduate/post graduate courses provided all expenses are personal.	
2. participated in relevant in-service training activities of not less than 24 hours.	
3. attended special courses relevant to his teaching assignment with an aggregate of at least 162 hours.	
4. shared or discussed educational article/ professional book review in a district meeting at least two times a year. (This is particularly for those who have had no opportunities to enrol in graduate courses).	10
B. Participated in 90% of all required in-service trainings plus any of the items 1 to 4 listed in A.	
1. earned at least nine (9) units in relevant undergraduate/graduate/post graduate courses.	
2. participated in relevant in-service training activities of not less than 24 hours.	
3. attended special courses of not less than one year related to his teaching assignment.	
4. shared or discussed educational article/ professional book review in a district meeting at least two times a year.	8
C. Participated in not less than 70% of all requires in- service trainings, plus any of the following:	

1. earned at least six (6) units in relevant undergraduate/graduate/post graduate courses provided all expenses are personal.
 2. participated in relevant in-service activities not less than 15 hours.
 3. attended special courses relevant to his teaching assignment with an aggregate of not less than 108 hours.
 4. shared or discussed educational article/ professional book review in a district meeting at least two times a year. 6
- D. Participated in not less than 50% of all required in-service training, plus any of the following:
1. earned at least three (3) units in relevant undergraduate/graduate/post graduate courses.
 2. participated in relevant in-service activities of not less than 12 hours. 4
- E. Participated in less than 50% of all required in-service trainings. 2

Explanatory Notes:

1. Required in-service trainings may be any of the following:
 - a. School level or district level demonstration lessons which a teacher is supposed to attend.
 - b. School faculty meetings.
 - c. District meetings.
 - d. In-service activities in any curricular or co-curricular areas on the school/ district level.
2. Relevant in-service activities refer to meetings, seminars, workshops where attendance is optional or selective.

Guidelines for Rating Item B, (Teacher Competence)
No. 5, Records and Report Management

<u>Indicators</u>	<u>Rating</u>
Keeps complete, accurate, neat and up-to-date records and submits neat and accurate reports and forms before the due dates.	10
Keeps complete and up-to-date records except for one or 2 instances of delayed entries and submits neat reports on dates due with not more than 2 errors in all forms/reports during the year.	8
Keeps complete and up-to-date records except for not more than 4 instances of delayed entries and submits reports on dates due with not more than one instance of report delayed by one day, and one revision of reports and 4 errors in all forms/reports during the school year...	6
Records generally up-to-date with 5 or 7 instances of delayed entries and reports submitted 2-4 days after due dates and with a total of 2-3 revisions and 5-10 errors in all forms/reports during the school year.	4
Does not keep up to date records with 8 or more instances of delayed entries and submits reports one week later with more than 10 errors in all forms/reports during the school year.	2

NOTE:

1. "Delayed entries" means failure to record the needed data promptly and regularly as in the case of Forms 1, 2, 137, 138, Grading Sheets, and 18 and other required reports.
2. Revision would mean a major change in the form or reports submitted.

Guidelines for Rating Item B, (Teacher Competence)
No. 6, Community and Allied Services*

<u>Indicators</u>	<u>Rating</u>
A. Participated actively in at least four (4) activities with a role as chairman/ coordinator in one.	10
B. Participated actively in at least three (3) activities.	8
C. Participated actively in at least two (2) activities.	6
D. Participated actively in at least one (1) activities.	4
E. Did not participate in any activity.	2

*Community activities refer to activities done
in the community without sacrificing
teaching functions for the following
purposes:

1. school-community programs and fairs like
fiesta celebrations, community fairs,
and the like.
2. information drives.

Allied services include activities initiated and
undertaken by other agencies soliciting the
participation of teachers like the following:

1. plebiscite/referendum/election
2. alay lakad
3. CSC/PRC examination
4. Red Cross/MSSD relief operations
5. programs and projects of other agencies

Evidences such as letter of request, copy of the
program, pictures, and the like attesting to the
teacher's participation in the community and allied
services should be submitted for rating purposes.

Guidelines for Rating Item B, (Teacher Competence)
No. 7, Punctuality and Attendance

<u>Indicators</u>	<u>Rating</u>
<p>A. Had no absence, leaves, tardiness or undertime, during the year, in class or other required school activities like meetings, programs or assemblies.</p> <p>Arrived 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.</p> <p>Voluntarily rendered service beyond official time whenever there was a need for such service.</p> <p>NOTE: All these indicators should be present to merit a rating of 10.</p>	10
<p>B. Did not have more than 2 instances of absence the total number of days not to exceed 5 and not more than 5 instances of tardiness during the year; or had one instance of justified leave of absence such as maternity or sick leave provided that such maternity leave did not exceed 60 calendar days or such sick leave did not exceed 20 working days.</p> <p>Was noted leaving classes or other school activities at least two times before they were over.</p> <p>Rendered service beyond official time only when asked.</p> <p>NOTE: The observation of even only one of these infractions is sufficient for a rating of 8. If all 3 had been observed the rating is still 8.</p>	8
<p>C. Did not have more than 3 instances of absence, the total number of days not to exceed 10 and not more than 10 instances of tardiness/undertime, during</p>	

the school year, in class or other school activities where attendance was required; or had one instance of justified leave of absence such as maternity leave where such leave exceeded 60 days but not beyond 70 calendar days; or sick leave not exceeding 30 working days. 6

Was noted leaving classes and/or other school activities at least 4 times before they were over.

Failed or refused to render needed service beyond official time at least once during the year.

NOTE: The observation of even only one of the infractions/factors indicated above is sufficient for a rating of 6. If all 3 had been observed the rating is still 6.

- D. Did not have more than 4 instances of absence the total number of days not exceeding 12 or not more than 12 tardiness/undertime, during the school year, in class or other school activities in which attendance was required; or had an instance of justified leave of absence (maternity or sick leave) with such maternity leave exceeding 70 calendar days but not beyond 80, or such sick leave exceeding 30 but not beyond 40 working days. 4

Was noted leaving classes and/or other school activities at least five times before they were over.

Refused or failed to render needed service beyond official time at least 3 times during the year.

NOTE: The observation of even only one of the infractions/factors indicated above is sufficient for a rating of 4. If all 3 had been observed the rating is still 4.

- E. Had 5 or more instances of absence the total number of days not exceeding 12 and more than 12 instances of tardiness/undertime, during the school year, in class, or other required school activities; or had one instance of justified leave (maternity or sick) with such maternity leave exceeding 80 calendar days or such sick leave exceeding 40 working days. 2

Was noted leaving classes and/or school activities more than 5 times before they were over.

Failed or refused to render needed service beyond official time more than 3 times during the year.

NOTE: The observation of even only one of the infractions/factors indicated above is sufficient for a rating of 2. If all 3 had been observed, the rating is still 2.

APPENDIX G

**Magna Carta for Public School Teachers
(Republic Act No. 4670)**

I. DECLARATION OF POLICY-COVERAGE

Section 1. Declaration of Policy- It is hereby declared to be the policy of this Act to promote and improve the social and economic status of public school teachers, their living and working conditions, their employment and career prospects in order that they may compare favorably with existing opportunities in other walks of life, attract and retain in the teaching profession more people with the proper qualifications, it being recognized that advance in education depends on the qualifications and ability of the teaching staff and that education is an essential factor in the economic growth of the nation as a productive investment of vital importance.

Section 2. Title-Definition.- This Act shall be known as the "Magna Carta for Public School Teachers" and shall apply to all public school teachers except those in the professorial staff of state colleges and universities.

As used in this Act the term "teacher" shall mean all persons engaged in classroom teaching, in any level of instruction, on full time basis, including guidance counselors, school librarians, industrial arts or vocational instructors, and all other persons performing supervisory and/or administrative functions in all schools, colleges and universities operated by the Government or its political subdivisions; but shall not include school nurses, school physicians, school dentists, and other school employees.

II. RECRUITMENT AND CAREER

Section 3. Recruitment and Qualification.- Recruitment policy with respect to the selection and appointment of teachers shall be clearly defined by the Department of Education: Provided, however, that effective upon the approval of this Act, the following shall constitute the minimum educational qualifications for teacher-applicants:

- a. For teachers in the kindergarten and elementary grades Bachelor's degree in Elementary Education (B.S.E.ED.).

- b. For teachers of the secondary schools, Bachelor's degree in Education or its equivalent with a major and a minor; or a Bachelor's degree in Arts or Science with at least eighteen professional units in Education.
- c. For teachers of secondary vocational and two-years technical courses. Bachelor's degree in the field of specialization with at least eighteen professional units in Education.
- d. For teachers of courses on the college level other than vocational, master's degree with a specific area of specialization.

Section 4. Tenure of Office.— Stability on employment and security of tenure shall be assured the teachers as provided under existing laws.

Subject to the provisions of Section Three hereof, teachers appointed on provisional status for lack of necessary civil service eligibility shall be extended permanent appointment for the position he is holding after having rendered at least ten years of continuous efficient and faithful service in such position.

Section 5. Consent for Transfer.— Transportation Expense Receipt for cause and as herein otherwise provided, no teacher shall be transferred without his consent from one station to another.

Where the exigencies of the service require the transfer of a teacher from one station to another, such transfer may be affected by the school superintendent who shall previously notify the teacher concerned of the transfer and the reason or reasons thereof. If the teacher believes there is no justification for the transfer, he may appeal his case to the Director of Public Schools or the Director of Vocational Education, as the case may be. Pending his appeal and the decision thereon, his transfer shall be held in abeyance: Provided, however, that no transfer whatever shall be made three months before any local or national election.

Section 6. Teaching Hours.— Any teacher engaged in actual classroom instruction shall be required to render not more than six hours of actual classroom teaching a day, preparation and correction of exercises and other work incidental to his normal duties provided, however, that where the exigencies of the service so require any teacher may be

required to render more than six hours but not exceeding eight hours of actual classroom teaching a day upon payment of additional compensation at the same rate as his regular remuneration plus at least twenty-five percent of his basic pay.

Section 7. Cost of Living Allowance.— Teacher's salaries shall, at the very least, keep pace with the rise in the cost of living by the payment of a cost-of-living allowance which shall automatically follow changes in a cost-of-living index. The Secretary of Education shall recommend to Congress at least annually the appropriation of the necessary funds for the cost-of-living allowances and approval of such by the President of the Philippines. It will be biding on the city, municipal or provincial government for the purpose of calculating the cost-of-living allowances of teachers under its employ.

Section 8. Special Hardship Allowances.— In areas in which teachers are exposed to hardship such as difficulty in commuting to the place of work or other hazards peculiar to the place of employment, as determined by the Secretary of Education, teachers shall be compensated special hardship allowances equivalent to at least twenty-five percent of their monthly salary.

III. HEALTH MEASURES AND INJURY BENEFITS

Section 9. Medical Examination and Treatment.— Compulsory medical examination shall be provided, free of charge, for all teachers before they take up teaching and shall be repeated not less than once a year during the teacher's professional life. Where medical examination shows that medical treatment and/or hospitalization is necessary, the same shall be provided free by the government entity paying the salary of the teachers.

IV. LEAVE AND RETIREMENT BENEFITS

Section 10. Study Leave.— In addition to the leave privileges now enjoyed by teachers in the public schools, they shall be entitled to study leave not exceeding one school year after seven years of service. Such leave shall be granted in accordance with a schedule set by the Department of Education. During the period of such leave the teachers shall be entitled to at least sixty percent of their monthly salary: Provided, however, that no teacher shall be allowed to accumulate more than one year study leave, unless he needs an additional semester to finish his thesis for a

graduate study in education or allied course; Provided, further, that no compensation shall be due to the teacher after the first year of such leave. In all cases, the study leave period shall be counted for seniority and ranking purposes.

The compensation allowed for one year study leave, as herein provided, shall be subject to the condition that the teacher takes the regular study load and passes at least seventy-five percent of his courses. Study leave of more than one year may be permitted by the Secretary of Education without compensation.

Section 11. Indefinite leave and indefinite sick leave of absence shall be granted to teachers when the nature of the illness demands a long treatment that will exceed one year at the least.

Section 12. Salary Increase Upon Retirement.- Public school teacher having fulfilled the age and service requirements of the applicable retirement laws shall be given one range salary increase upon retirement which shall be the basis of the computation of the lump sum of the retirement pay and the monthly benefits thereafter.

V. TEACHERS ORGANIZATION

Section 13. Freedom to Organize.- Public school teachers shall have the right and without previous authorization both to establish and to join organizations of their choosing, whether local or national to further and defend their interests.

Section 14. Discrimination Against Teachers Prohibited.- The rights established in the immediate preceding section shall be exercised without any interference or coercion. It shall be unlawful for any person to commit any act of discrimination against teachers which are calculated to (a) make the employment of a teacher subject to the condition that he shall not join an organization, or shall relinquish membership in an organization, (b) cause the dismissal of or otherwise prejudice a teacher by reason of his membership in an organization or because of participation in organization activities outside school hours, or with the consent of the proper school authorities, within school hours, and (c) prevent him from carrying out the duties laid upon him by his position in the organization, or to penalize him for an action undertaken in that capacity.

Section 15. National Teachers' Organization.- National teachers' organization shall be consulted in the formulation of national education policies and professional standards, and in the formulation of national policies governing the social security of the teachers.

VI. ADMINISTRATION AND ENFORCEMENT

Section 16. Rules and Regulations.- The Secretary of Education shall formulate and prepare the necessary rules and regulation to implement the provisions of this Act. Rules and regulations issued pursuant to this section shall take effect thirty days after publication in a newspaper of general circulation and by such other means as the Secretary of Education deems reasonably sufficient to give interested parties general notice of such issuance.

Section 17. Budgetary Estimates.- The Secretary of Education shall submit to Congress annually the necessary budgetary estimates to implement the provisions of the Act concerning the benefits herein granted to public school teachers under the employ of the National Government.

Section 18. Penal Provision.- Any person who shall willfully interfere with, restrain or coerce any teacher in the exercise of his rights guaranteed by this Act or who shall in any other manner commit any act to defeat any of the provisions of this Act, shall, upon conviction, be punished by a fine of not less than one hundred pesos (P100.00) nor more than one thousand pesos (P1,000.00), or by imprisonment, in the discretion of the court.

If the offender is a public official, the court shall order his dismissal from the government service.

Section 19. Repealing Clause.- All acts, or parts of Acts, executive orders and their implementing rules inconsistent with the provisions of this Act are hereby repealed, amended or modified.

Section 20. Separability Clause.- If any provision of this Act is declared invalid, the remainder of the Act or any provision not affected thereby shall remain in force and in effect.

Section 21. This Act shall take effect upon its approval.

Approved:

(Sgd.) Arturo M. Tolentino
President of the Senate

(Sgd.) Regino S. Eustaquio
Secretary of the Senate

This Act, which originated in the Senate, was finally passed by the same on May 19, 1966 and by the House of Representatives on the same date.

(Sgd.) Cornelio T. Villareal
Speaker of the House
of Representatives

(Sgd.) Inocencio B. Pareja
Secretary of the House
of Representatives

Finally passed by the House of Representatives on May 19, 1966.

Approved: (Sgd.) Ferdinand E. Marcos
President of the Philippines June 18, 1966

APPENDIX H

Republic of the Philippines
Department of Education and Culture
Manila

June 8, 1978

DEPARTMENT ORDER
No. 12, s. 1978

FULL SALARY TO TEACHERS GRANTED STUDY LEAVE
UNDER REPUBLIC ACT NO. 4670

To: Bureau Directors
Regional Directors
Chiefs of Services and Heads of Units
Coordinator, State Colleges and Universities
Schools Superintendents

1. Section 3, Rule XII of the Rules and Regulations for the implementation of the Magna Carta for Public School Teachers (Republic Act No. 4670) is hereby amended to read as follows:

SECTION 3. In addition to the leave privileges now enjoyed by teachers, they shall be entitled to a study leave not exceeding one school year after seven (7) years of continuous service subject to the approval of the Secretary of Education and Culture or Regional Director concerned, as the case may be. During the period of such leave the teacher shall be entitled to his full monthly salary.

2. This Department Order shall take effect during the school year 1978-1979.

3. It is desired that this Department Order be disseminated to all teachers and other school personnel for their information.

(SGD.) JUAN L. MANUEL
Secretary of Education and Culture

Reference:

Department Order No. 25, s. 1966
Allotment: 1-2-3 (D.O. 1-76)

To be indicated in the Perpetual Index under the following subjects:

AMENDMENTS
LEAVE
LEGISLATION

RULES AND REGULATIONS
SALARY
TEACHERS

APPENDIX I

Computation of the Pearson r Between
 , Educational Qualifications (Y) &
 Performance Rating (X)

Respondent	X	Y	XY	X^2	Y^2
1	9.2	8.45	77.74	84.64	71.4025
2	8.8	8.45	74.36	77.44	71.4025
3	8.75	8.45	73.9375	76.5625	71.4025
4	8.4	8.97	75.348	70.56	80.4609
5	8.95	8.45	75.6275	80.1025	71.4025
6	9	8.45	76.05	81	71.4025
7	8.65	8.45	73.0925	74.8225	71.4025
8	9.2	8.45	77.74	84.64	71.4025
9	9	8.49	76.41	81	72.0801
10	8.75	8.45	73.9375	76.5625	71.4025
11	8.7	9.23	80.301	75.69	85.1929
12	8.75	8.45	73.9375	76.5625	71.4025
13	8.8	8.45	74.36	77.44	71.4025
14	8.7	8.45	73.515	75.69	71.4025
15	9.1	8.45	76.895	82.81	71.4025
16	9.2	9.23	84.916	84.64	85.1929
17	9.6	8.71	83.616	92.16	75.8641
18	9.15	8.45	77.3175	83.7225	71.4025
19	9.1	8.97	81.627	82.81	80.4609
20	9.1	8.45	76.895	82.81	71.4025
21	9.3	9.75	90.675	86.49	95.0625
22	8.95	8.45	75.6275	80.1025	71.4025
23	9.3	9.23	85.839	86.49	85.1929
24	9.15	8.97	82.0755	83.7225	80.4609
25	8.7	8.97	78.039	75.69	80.4609
26	8.45	8.97	75.7965	71.4025	80.4609
27	9.1	8.97	81.627	82.81	80.4609
28	9.15	9.23	84.4545	83.7225	85.1929
29	8.7	8.45	73.515	75.69	71.4025
30	8.8	8.45	74.36	77.44	71.4025
31	8.85	8.45	74.7825	78.3225	71.4025
32	8.1	8.45	68.445	65.61	71.4025
33	8.4	8.45	70.98	70.56	71.4025
34	8.8	8.45	74.36	77.44	71.4025
35	9.05	9.23	83.5315	81.9025	85.1929
36	9	8.45	76.05	81	71.4025
37	8.95	8.45	75.6275	80.1025	71.4025
38	8.55	8.45	72.2475	73.1025	71.4025
39	8.7	8.45	73.515	75.69	71.4025
40	8.5	8.45	71.825	72.25	71.4025
41	8.15	9.23	75.2245	66.4225	85.1929
42	9.1	9.45	85.995	82.81	89.3025

43	8.2	8.71	71.422	67.24	75.8641
44	8.5	8.45	71.825	72.25	71.4025
45	8.6	8.71	74.906	73.96	75.8641
46	8.7	8.45	73.515	75.69	71.4025
47	8.5	8.45	71.825	72.25	71.4025
48	9	8.97	80.73	81	80.4609
49	8.95	8.45	75.6275	80.1025	71.4025
50	8.8	8.97	78.936	77.44	80.4609
51	8.8	8.71	76.648	77.44	75.8641
52	8.85	8.71	77.0835	78.3225	75.8641
53	9.05	8.45	76.4725	81.9025	71.4025
54	8.85	8.45	74.7825	78.3225	71.4025
55	8.5	8.45	71.825	72.25	71.4025
56	8.7	8.45	73.515	75.69	71.4025
57	8.95	8.45	75.6275	80.1025	71.4025
58	8.5	8.71	74.035	72.25	75.8641
59	8.4	8.45	70.98	70.56	71.4025
60	9.15	8.97	82.0755	83.7225	80.4609
61	8.4	8.45	70.98	70.56	71.4025
62	8.5	8.97	76.245	72.25	80.4609
63	8.95	8.45	75.6275	80.1025	71.4025
64	8.75	8.45	73.9375	76.5625	71.4025
65	8.25	8.71	71.8575	68.0625	75.8641
66	8.4	8.45	70.98	70.56	71.4025
67	8.95	8.45	75.6275	80.1025	71.4025
68	8.75	8.97	78.4875	76.5625	80.4609
69	8.95	8.97	80.2815	80.1025	80.4609
70	9.1	8.71	79.261	82.81	75.8641
71	9.1	8.71	79.261	82.81	75.8641
72	9.3	9.49	88.257	86.49	90.0601
73	8.4	8.45	70.98	70.56	71.4025
74	9.05	8.45	76.4725	81.9025	71.4025
75	9.05	9.23	83.5315	81.9025	85.1929
76	8.4	8.45	70.98	70.56	71.4025
77	8.4	8.97	75.348	70.56	80.4609
78	8.4	8.45	70.98	70.56	71.4025
79	8.6	8.45	72.67	73.96	71.4025
80	8.4	8.45	70.98	70.56	71.4025
81	8.6	9.23	79.378	73.96	85.1929
82	8.75	9.23	80.7625	76.5625	85.1929
83	8.8	8.45	74.36	77.44	71.4025
84	8.4	8.45	70.98	70.56	71.4025
85	9.05	9.49	85.8845	81.9025	90.0601
86	8.8	8.45	74.36	77.44	71.4025
87	8.05	8.45	68.0225	64.8025	71.4025
88	8.25	9.23	76.1475	68.0625	85.1929
89	8.95	9.23	82.6085	80.1025	85.1929
90	8.4	9.23	77.532	70.56	85.1929
91	8.2	8.71	71.422	67.24	75.8641
92	8.7	8.45	73.515	75.69	71.4025
93	8.3	8.45	70.135	68.89	71.4025
94	8.8	8.45	74.36	77.44	71.4025
95	8.7	8.71	75.777	75.69	75.8641

96	8.3	9.49	78.767	68.89	90.0601
97	9.1	8.45	76.895	82.81	71.4025
98	9.15	8.45	77.3175	83.7225	71.4025
99	9	8.45	76.05	81	71.4025
100	9.25	8.45	78.1625	85.5625	71.4025
101	9.05	8.45	76.4725	81.9025	71.4025
102	8.7	8.45	73.515	75.69	71.4025
103	9.05	8.45	76.4725	81.9025	71.4025
104	8.9	9.23	82.147	79.21	85.1929
105	8.7	8.45	73.515	75.69	71.4025
106	8.95	8.45	75.6275	80.1025	71.4025
107	9.1	8.45	76.895	82.81	71.4025
108	9.05	8.45	76.4725	81.9025	71.4025
109	9.2	8.49	78.108	84.64	72.0801
110	9.05	8.45	76.4725	81.9025	71.4025
111	9	8.45	76.05	81	71.4025
112	8.75	8.45	73.9375	76.5625	71.4025
113	9.05	8.45	76.4725	81.9025	71.4025
114	9.2	9.23	84.916	84.64	85.1929
115	9.2	9.23	84.916	84.64	85.1929
116	8.8	8.45	74.36	77.44	71.4025
117	8.8	8.45	74.36	77.44	71.4025
118	8.75	8.45	73.9375	76.5625	71.4025
119	8.75	8.45	73.9375	76.5625	71.4025
120	8.15	9.23	75.2245	66.4225	85.1929
121	8.2	8.45	69.29	67.24	71.4025
122	8	8.45	67.6	64	71.4025
123	8.3	8.45	70.135	68.89	71.4025
124	7.9	8.45	66.755	62.41	71.4025
125	8.75	8.45	73.9375	76.5625	71.4025
126	8.95	8.97	80.2815	80.1025	80.4609
127	9	8.45	76.05	81	71.4025
128	8.5	8.45	71.825	72.25	71.4025
129	9.1	8.45	76.895	82.81	71.4025
130	8.6	8.45	72.67	73.96	71.4025
131	8.4	8.45	70.98	70.56	71.4025
132	9	8.45	76.05	81	71.4025
133	8.25	8.45	69.7125	68.0625	71.4025
134	8.9	8.45	75.205	79.21	71.4025
135	9.2	8.97	82.524	84.64	80.4609
136	9.1	9.23	83.993	82.81	85.1929
137	8.8	8.45	74.36	77.44	71.4025
138	8.4	8.45	70.98	70.56	71.4025
139	9.1	8.45	76.895	82.81	71.4025
140	8.7	8.97	78.039	75.69	80.4609
141	9.2	8.97	82.524	84.64	80.4609
Total	1237.85	1221.91	10729.73	10882.37	10604.14
ΣX	= 1237.85	ΣX^2	= 10882.37		
ΣY	= 1221.91				
ΣXY	= 10729.73	ΣY^2	= 10604.14		

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

$$r = \frac{141(10729.73) - (1237.85)(1221.91)}{\sqrt{[141(10882.37) - (1237.85)^2][141(10604.14) - (1221.91)^2]}}$$

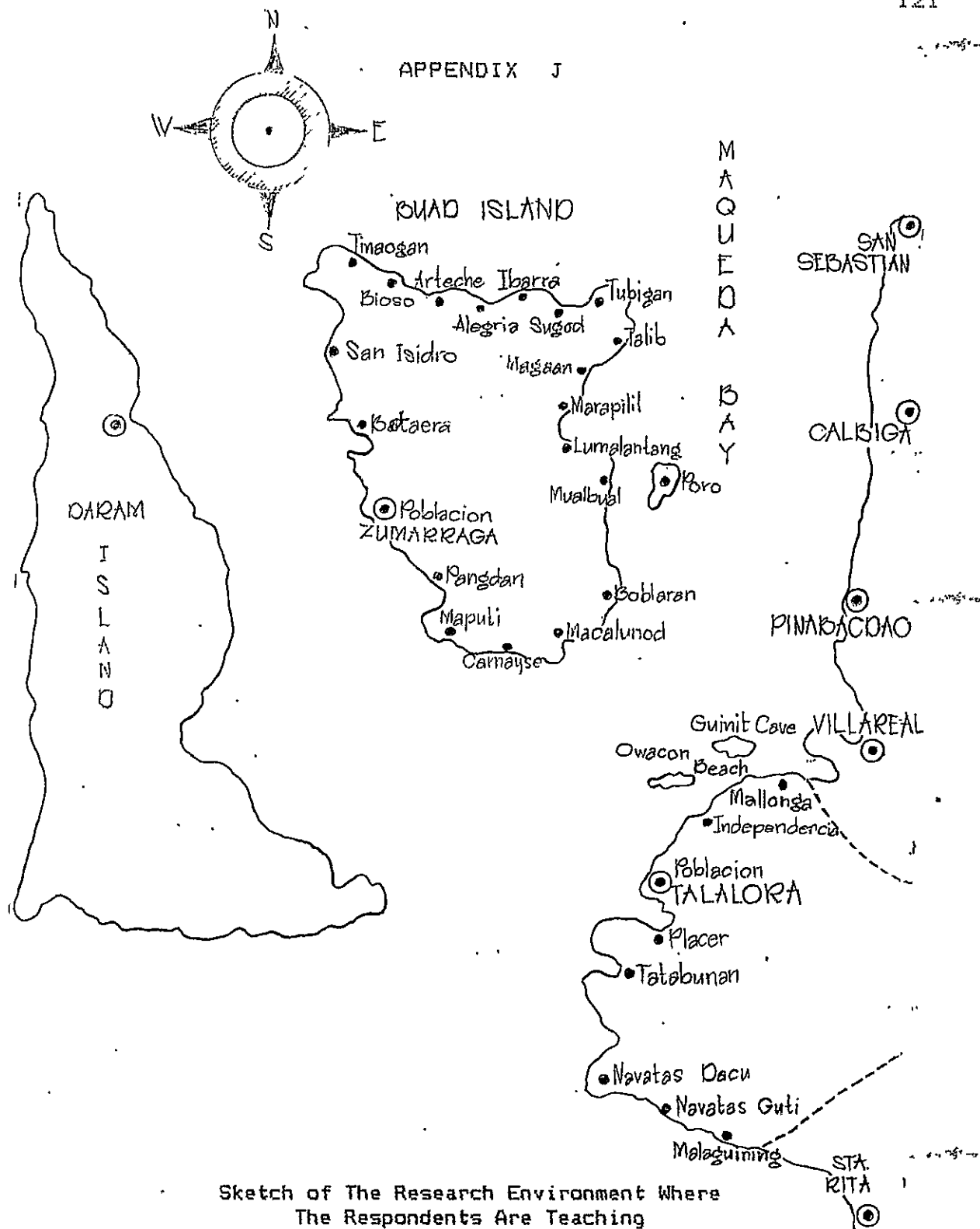
$$r = \frac{1512891.9 - 1512541.3}{\sqrt{(1534414.2 - 1532272.6)(1495183.7 - 1493064)}}$$

$$r = \frac{350.6365}{\sqrt{(2141.57)(2119.74)}}$$

$$r = \frac{350.6365}{1866.845}$$

$$r = 0.19$$

APPENDIX J



Sketch of The Research Environment Where
The Respondents Are Teaching

Zumarraga-Talalora District is composed of two municipalities. Zumarraga has 21 schools while Talalora has only 8 schools.

Source: Map of Samar
Division NFE Center

CURRICULUM VITAE

NAME	: ADELFA T. YNALBIS
ADDRESS	: Talalora, Samar
PLACE OF BIRTH	: Pinabacdao, Samar
DATE OF BIRTH	: November 23, 1944
PRESENT POSITION	: EGT - Teacher 2
STATION	: Talalora Central Elem. School
CIVIL STATUS	: Married

EDUCATIONAL BACKGROUND

Elementary Talalora Elem. School
Talalora, Samar
1951 - 1957

Secondary Assumption Academy
Tanauan, Leyte
First Year - 1957-1958
Sacred Heart College
Second - Fourth Year -
1958 - 1961

College Leyte Normal School
Tacloban City
1961 - 1965

Graduate Studies Divine Word University
Summer 1968

Samar State Polytechnic
College

Catbalogan, Samar

1989-1991, 1993-1994

Curriculum Pursued Master of Arts in Education
Major Administration and Super-
vision

CIVIL SERVICE ELIGIBILITY

Teacher Elementary Examination, December 29, 1965,
Catbalogan, Samar - 70.4%

AWARDS AND DISTINCTION

Gold Service Award For Meritorious and Out-
standing Service Rendered
to the Boy Scouts of the
Philippines, Samar-Cal-
bayog City Council
July 1, 1987

Certificate of Completion Personal Support Training
(Phase 3) of the Unit
Leader Training Scheme,
Samar-Calbayog City Coun-
cil, BSP, October 31,
1984

Pilak na Gawad sa Paglilingkod. . . Samar Council, BSP
 October 31, 1981

Certificate of Appreciation Samar Council, BSP
 October 31, 1976

Bronze Thanks Badge Samar Council, BSP
 May 10, 1973

Bronze Thanks Badge Samar Council, BSP
 Date: 1985

SEMINARS AND CONFERENCES ATTENDED

Seminar on Thesis/Dissertation Writing, May 3-4, 1990, SSPC
 Graduate Studies Department, Catbalogan, Samar.

Division Echo Seminar-Workshop on People's Forest Program
 Technologies, December 11-14, 1984, Catbalogan, Samar.

Regional KKK-YCAP Echo Workshop-Conference on the Imple-
 mentation of the Redefined YCAP, July 27-29, 1982,
 People's Center, Tacloban City.

Division Seminar-Workshop in DLRC-Communication Arts and
 Science, November 21-29, 1981, Zumarraga, Samar.

Regional Work Conference for District Non-Formal Education
 Coordinators, January 14-16, 1981, Mercedes, Catbalogan,
 Samar.

Scouting Fundamentals and Program Planning Courses, Samar
 Council, September 1-4, 1980, Daram, Samar.

Division Consultative Conference-Workshop in Non-Formal
 Education and Youth Civic Action Program, December 18-19,

1979, Catbalogan, Samar.

Division Seminar-Workshop in Elementary Science, December 10-11, 1979, Zumarraga, Samar.

Regional-Division Seminar-Workshop on DAP - YCAP and other YCAP Program Thrusts, July 16-20, 1979, Mercedes, Catbalogan, Samar.

DLRC In-Service Training, (20 consecutive Saturdays), July 7-November 24, 1979, San Isidro, Zumarraga, Samar.

Division Seminar-Workshop for District Health Guardians' Trainors Team, November 16-18, 1977, Catbalogan, Samar.

Level IV Training Course under the Teacher Development Program, (9 consecutive Saturdays), June 25-August 20, 1977, Zumarraga, Samar.

Division Seminar-Workshop on Determining a Pupil's Reading Level, August 4-6, 1976, Catbalogan, Samar.

Basic Training Course for Kawan Leaders, March 15-18, 1973, SSAT, Catbalogan, Samar, (Samar Council).

Star Age Leadership Training Course, November 21-25, 1972, GSP Samar Council, Catbalogan, Samar.

Junior Age Level Specialization Course, September 3-6, 1970, GSP Samar Council, Catbalogan, Samar.

Basic Training Course, August 8-10, 1970, GSP Samar Council, Catbalogan, Samar.

Work-Conference on Research, Evaluation and Guidance, January 15, 1968, (Division Level), Calbiga, Samar.

CO-CURRICULAR ACTIVITIES

GSP Junior Scout Troop Leader . . . Pinabacdao Elem. School
 1965-1968
 Talalora Elem. School
 1968-1972

Kawan Leader (BSP) Talalora Central Elem.
 School, 1973 - 1992

Municipal Coordinator Non-Formal Education
 1978-1993

Chairman Board of Election Inspec-
 tors, 1980 - 1992

Chairman PRODED Training for Grade
 V Teachers, Sampaguita
 Group, Cawacsi, San Jose,
 Leyte, February 11-15,
 1987.

Press Information Officer General PTA, Talalora
 *
 Central Elementary School

Delegate 1st Provincial Kab Olym-
 pics, March 4-7, 1980,
 Catbalogan, Samar.

2nd Provincial Kab Olym-
 pics, October 27-30,
 1982, Basey, Samar.

3rd Council Kab Olympics,

October 16-20, 1984,
Calbayog City.

2nd Provincial Jambo-
rette, October 22-26,
1985, Payao Hills,
Catbalogan, Samar.

Barangay 2 Secretary (Pob.) Talalora, Samar, 1984-1987.

Parish Council Secretary Talalora, Samar, 1990-
Present.

President Legion of Mary, Talalora,
Samar.

FAMILY DATA

Father - Pedro D. Tan, Ret. District Supervisor, Talalora

Mother - Caridad M. Tan, Ret. Teacher (Deceased), Pinabacdao

Brothers: 1. Reynaldo M. Tan, College Instructor, TTMIST,
Calbayog City

2. Virgilio M. Tan - Talalora, Samar

3. Pedrito M. Tan - Gandara, Samar

4. Jaime M. Tan, Engineering Aide, Manila

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LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
1 Conceptual Framework of the Study.	7