

**INFLUENCE OF SECONDARY SCHOOL ADMINISTRATORS'
PERFORMANCE ON THE TEACHERS' PERFORMANCE
AND STUDENTS' ACHIEVEMENT IN PUBLIC
SECONDARY SCHOOLS**

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**In Partial Fulfillment of the Requirements
for the Degree Master of Arts in Education
Major in Administration and Supervision**

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APPROVAL SHEET

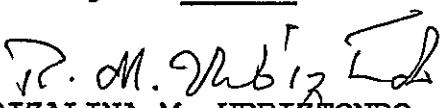
In partial fulfillment of the requirements for the degree, Master of Arts in Administration and Supervision, this thesis entitled "Influence of Secondary School Administrators' Performance on the Teachers' Performance and Students' Achievement in Public Secondary Schools", was prepared and submitted by DOMINGO D. BACSAL, JR., who having passed the comprehensive examination, is hereby recommended for oral examination.

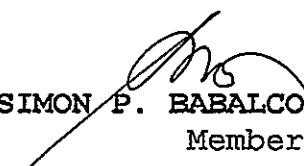
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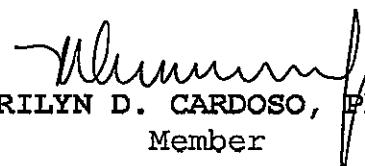
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DEDICATION

To LITA,
My Ever Supportive &
Loving Wife

Mother to
ROJA AND CHRISTINE...

with Pride & Love
I Dedicate this Book

-Jun-

ABSTRACT

This study attempted to establish the relationship among the performances of secondary school administrators, of secondary school teachers, and of fourth year students in the NSAT- based achievement test in selected national high schools in the Division of Samar during the school year 1995-1996. On the correlation between the PASKO ratings of secondary school administrators and the average ratings of the students in the achievement test in every school, the results were the following: Pearson $r+ 0.66$ resulted when the official PASKO ratings of secondary school heads and the students average ratings in the achievement test were tested for their correlation, which indicated a substantial but not significant correlation. Pearson $r + 0.17$ resulted when the combined performance ratings of the secondary school administrators and students average ratings in the achievement test were tested for their correlation, which indicated a low, insignificant correlation. There was no significant correlation between the performance of the secondary school administrators and the average ratings of the students in the NSAT- based achievement test in every school. But two sets of variables resulted in substantial correlation between the performances of school administrators and students, although their actual relationship was not direct, because the teachers were directly in charge of the students. The official PASKO ratings of high school administrators and the official PAST ratings of high school teachers under them were deliberately increased compared to the perception and actual experiences of teacher-raters and students-raters respectively; and these facts were also reflected in the actual, very low ratings of the students in the NSAT-based achievement test.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Viewed historically in the eyes of nationalist Filipinos, the Philippine educational system was established by the Americans in 1899 as an adjunct of their colonial policies in the country. According to Constantino (1969:2), "The education of the Filipinos was designed to make them good colonials." This colonial education was designed as a giant propaganda machine to hide the fact that the Philippines, as a colony, was being exploited economically, among others, by the American colonizers. "The imperialist needs sphere of influence as sources of raw materials and as markets for their finished products", Senator Claro M. Recto was quoted as saying, in the book authored by Constantino (1991:158). "A nation that falls into an imperialist sphere of influence loses its freedom and remains poor because it is forced to remain agricultural". From its inception, our education was not geared to make Filipinos technologically and technically equipped for industrialization, which was the key to economic progress, but to systematically indoctrinate the people that is was the best interest of the Philippines to

remain as a poor, agricultural country, subservient to American policies and colonial rule. The education of the Filipinos, then, was actually mis-education.

On top of this historical reality, lately, the Congressional Education Committee (EDCOM) Report of 1992 described the entire educational system of the Philippines as "underachieving". The report further pointed out, basing on the National College Entrance Examination performance results of each high school during that period, that the national high schools in the provinces have been generally getting very low ratings compared to secondary schools in Metro Manila. Comparing the NCEE results per region, the report ranked Region VIII among the lowest. Although the National Secondary Achievement Test (NSAT) results for School Year 1995-96 raised the ranking of Region VIII in this new nationally-prescribed test for high school graduating students, its validity and consistency must still be studied and confirmed.

As if to confirm that the quality of Philippine education has not yet improved, an article by Tess Rapadas in Bandera (December 12, 1997:2), informed that "the assessment by the Third International Mathematics and Science ranked the Philippines in the 40th and 41st in

Mathematics and Science, respectively... This recent survey showed that the Mathematics and Science skills of Filipino students are nearer the bottom of the heap compared to 41 other countries."

In an editorial written by Letty Jeminez-Magsanoc, in the Philippine Daily Inquirer (December 30, 1997:8) titled: "Learning from Rizal", it said in part that, "it is true that since Rizal's time the system of education has improved, but its present level still leaves a lot to be desired. The public school system, in particular, is deteriorating and is turning out graduates who know little science and mathematics and who are illiterate in two languages."

It might be true that in the secondary level, the NCEE, or it's replacement, the NSAT, alone is not a valid measure to judge the entire scholastic or skills performance of the student of a certain DECS Region or a particular school division, for NCEE ratings and NSAT ratings were, and still are, notoriously prone to different kinds of manipulation. Furthermore, there are also other types of test like the Dexterity Test, Mechanical Aptitude Test, etc. which were, and still are, not included in both NSAT and the NCEE. But, the fact cannot also be

denied that the quality of education of the students in the Division of Samar, particularly in the secondary level, still needs considerable improvement, if the statement of the general aims and objectives of the DECS secondary curriculum shall be used as bases.

In contrast, the present general standard for the education of the Filipino students is found in the Philippine constitution. Section 1 of Article XIV provides, "The state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all (1987:52). It is clearly provided by our fundamental law that education to which all the Filipinos are entitled to is not just any education, but quality education. And by quality education, the term generally means, to paraphrase Philips in his book (1978:53), three interrelated component parts: (1) Use of appropriate teaching strategy so that pupils and students shall attain at least 75 percent mastery level of every subject matter in every subject area; (2) relevance of education to Philippine condition and overall development plans; (3) Inculcating a genuine sense of nationalism to strengthen national unity and common national aspirations.

Not a few educators are quick to point out the teacher factor, the socio-economic factor, and other factors as the important causes of the generally poor quality of education the Samarnon students are getting in schools both public and private. Admittedly, to a certain degree, this is true, considering that teachers and other factors are in daily contact with or daily influence the process of learning of pupils and students. Teachers must really exert all efforts to improve their classroom teaching as well as their performance of their school related work. But, while this researcher is not absolving the teachers for their poor performance, nor is disregarding other vital factors, the greater responsibility lies on the shoulders of secondary school administrators or principals to make sure that quality education is achieved by the students in high school. As it is, the school administrator formulates the school development program and its corresponding targets, strategies and policies of attaining it; organizes and directs all staff and personnel in the school to perform their task well in conformity with the targets, strategies and policies related to the school program; administers and supervises the activities of his staff and personnel accordingly; and performs other pertinent functions relative to his managerial position in the school. It is

therefore but proper to analyze the role of secondary school administrators in the investigation related to the quality of education the high school students are getting in school, most particularly in public secondary schools.

This research asserts that the school administrators of public secondary schools play a key or a very decisive role in providing quality education to high school students envisioned by the fundamental law of the land. The quality of the performance of school heads is the most important factor that affects the quality of education the students acquire from all secondary schools.

Statement of the Problem

This study attempted to establish the relationship among the performances of secondary school administrators, of secondary school teachers, and of fourth year students in the NSAT-based achievement test in selected national high schools in the Division of Samar during the school year 1995-1996. Specifically, this study sought to answer the following questions:

1. What are the performance ratings of the administrator-respondents under the Performance Appraisal System for Key Official (PASKO) during the school year 1995-1996 in terms of the following indicators:

1.1 Planning and Organizing Work;
1.2 Leadership and Personnel Management;
1.3 Problem Analysis and decision Making;
1.4 Utilization and Allocation of Resources;
1.5 Promptness and accuracy in Submission of Reports and Statistics; and
1.6 Public Relations and Community Involvement?

2. What are the performance ratings of the administrator-respondents as perceived and rated by their respective teachers?

3. Is there a significant difference between the PASKO ratings and the teachers' perceived ratings on the performance of their school administrators?

4. What are the performance ratings of secondary school teachers in the selected public secondary schools under the Performance Appraisal System for Teachers (PAST) for the school year 1995-1996?

5. What are the performance ratings of the above named respondents as perceived and rated by their respective students?

6. Is there a significant difference between the teachers' PAST ratings and students' perceived ratings on the performance of their teachers?

7. What is the performance level of the fourth year students in the NSAT-based achievement test?

8. Is there a significant relationship between the secondary school administrators' performance and,

8.1 teachers' performance?

8.2 Students' performance?

9. what implications for policy redirections and recommendations can be derived from the results of the study to improve:

9.1 teachers' performance?

9.2 students' performance?

Hypotheses

The following specific hypotheses were tested by the researcher:

1. There is no significant difference between the PASKO ratings and teachers perceived ratings on the performance of their secondary school administrators.

2. There is no significant difference between the teachers PAST ratings and students perceived ratings on the performance of their teachers.

3. There is no significant relationship between the secondary school administrators performance and

3.1 teachers' performance.

3.2 Students' performance.

in selected public secondary schools in the Division of Samar.

Theoretical Framework

The theoretical framework of this study is anchored on Gregorio's (1984:10-11) goals of administration and supervision. He said:

All administrative and supervisory efforts have as their ultimate objective the best possible teaching and learning considerations for both the teachers and the pupils. Supervision as a special type of service, is distinctive in that its immediate purpose is the improvement of the teaching-learning situation. It touches the teacher, the learning conditions, and the child directly. Administrative function has the same goal, but only remotely. The planning of the school building, the selection and the employment of teachers, and the purchase of equipment and other instructional materials all have as their final objective the most effective learning on the part of the pupils or students.

Stated simply, there is no other goal of the administrative and supervisory efforts of school administrators and other DECS officials except the best quality education for pupils or students. Poor education of learners reflect the manner in which school administrators and DECS officials perform their supervisory and administrative functions.

To make school administration and supervision more effective, democratic style of school management must be applied. Sison (1981:7) wrote:

The human relations movement...emphasized the need for active participation of subordinates in decision-making and for treating them with dignity as an important element in the organization. The old autocratic methods of supervision and control were replaced by a more permissive type of control under which subordinates were encouraged to express themselves freely, to make suggestions, and to participate in decision-making.

Drucker (1993:365) also expounded on the importance of the participation of the rank and file in decision-making.

He said:

The people who have to carry out the decision should always participate in the work of developing alternatives. Incidentally, this is also likely to improve the quality of the final decision, by revealing points that the manager may have missed, spotting hidden difficulties and uncovering available but unused resources... Precisely because the decision affects the work of other people, it must help these people achieve their objectives, assist them in their work, contribute to their performing better, more effectively and with greater sense of achievement. IT cannot be a decision designed merely to help the manager perform better satisfaction from it.

The high quality performance of high school administrators in their administrative and supervisory work is the key to high quality education in public secondary

schools. Why? Because it will motivate and guide the latent potentials of the school staff and personnel to do their level best to effect quality education to the recipient: the high school students.

Conceptual Framework

This study correlated the performances of the secondary school administrators, secondary school teachers and fourth year students in selected public secondary schools in the Division of Samar.

Figure 1 presents the conceptual framework of the entire study. Through documentary analysis, the performance ratings of the secondary school administrators based on their PASKO ratings were determined. Likewise, with the use of the modified PASKO rating sheets, selected secondary school teachers were made to rate their respective school administrators. These two ratings were compared to determine the similarity or variation in the ratings.

Moreover, through documentary analysis, the performance ratings of the secondary school teachers based on their PAST ratings were identified. Using again a modified PAST rating sheets, students under each teacher concerned were made to rate their teachers. These two

ratings were compared to determine the similarity or variation in the ratings.

The averages of the first and second set of performance ratings of the secondary school administrators were then correlated with the averaged PAST ratings of the secondary school teachers and the performance of the fourth year students based on NSAT-based achievement test.

The results of the comparison elicited implications for the policy redirections and recommendations, which would hopefully improve the performances of the secondary school administrators, secondary school teachers and high school students.

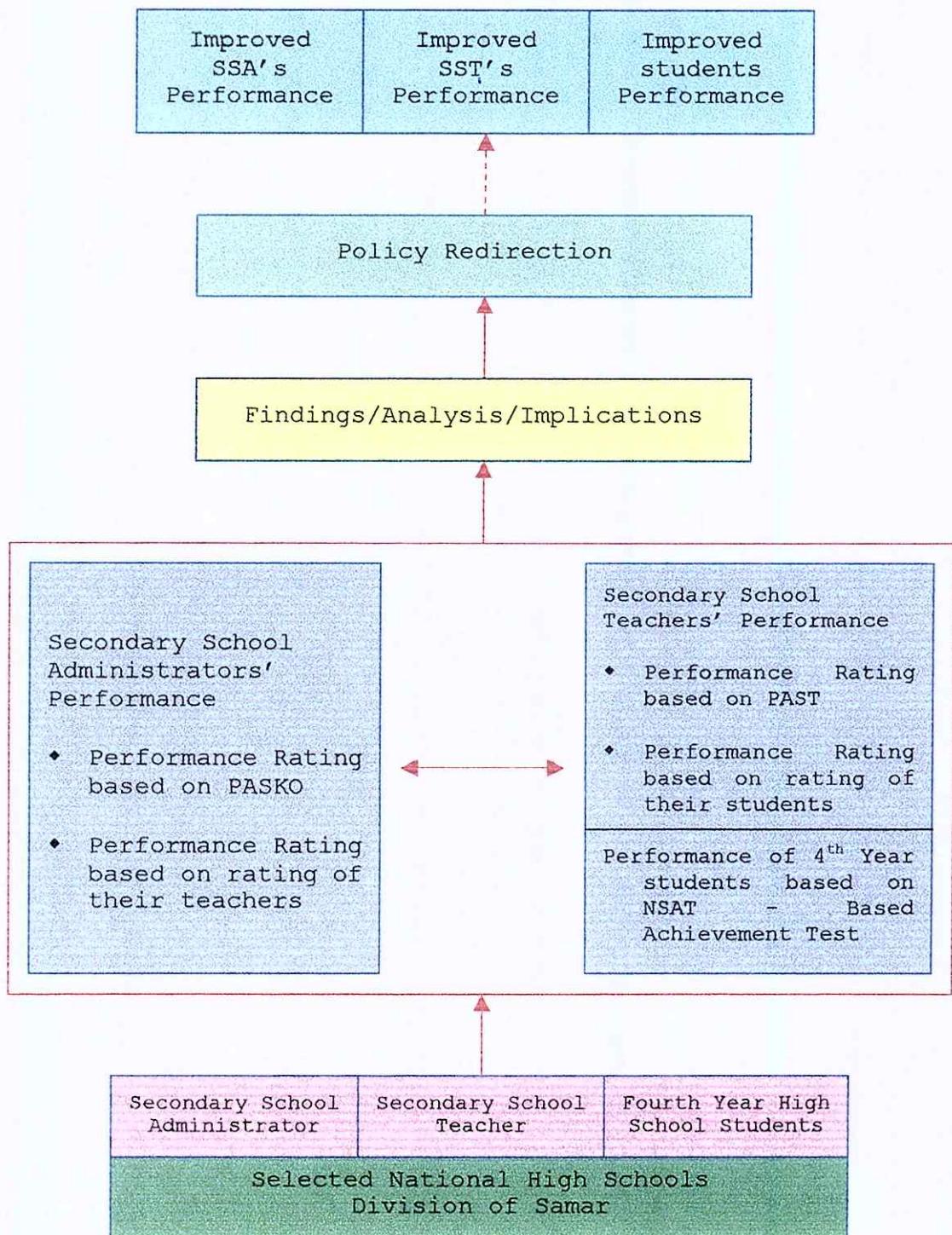


Figure 1. A schematic diagram of the study showing the hypothesized relationship among the performances of the Secondary School Administrators, Secondary School Teachers, and Fourth year students.

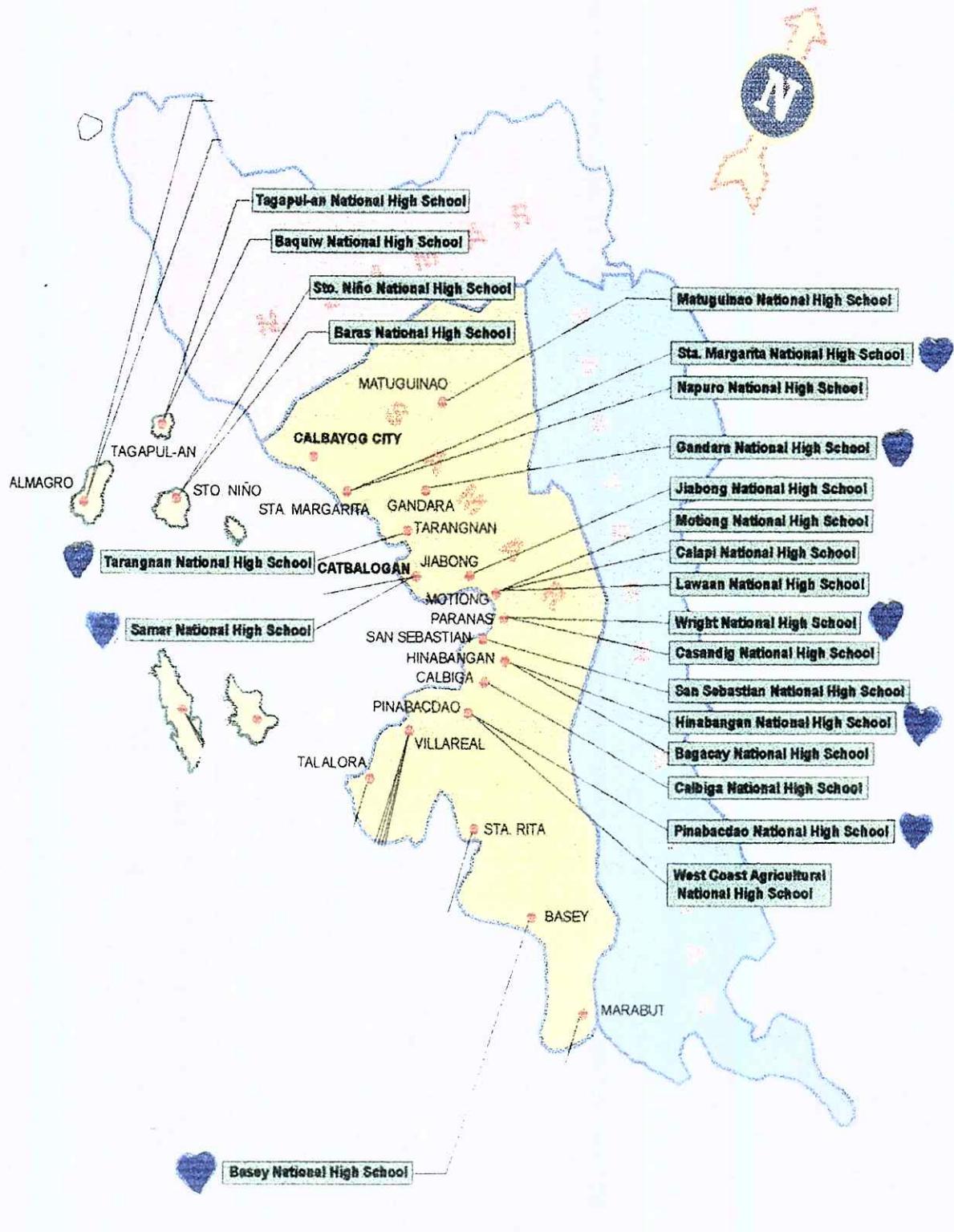


Figure 2. Map of Samar Showing the location of the Public Secondary Schools which were studied.

Significance of the Study

This modest study is not comprehensive, as it should be due to the researchers' limited finances and time. But, nevertheless, it hopes to encourage some improvement in the way the Department of Education, Culture and Sports, Division of Samar directs and supervises the entire educational system within its area of responsibility, in general; and to serve as an added catalyst for further improvement of the performance of the public secondary schools in Samar, in particular.

To Administrators. This study would serve as a feeble reminder to supervisors as well as to the superintendent as to what proper action to take and as to who give focus upon in their supervisory work and in giving expert assistance in order that students would eventually acquire quality education.

To Secondary School Administrators. This modest work would also serve as a simple reminder to high schools administrators, especially in public secondary schools regarding their leadership and management styles, so that they would become conscious of their strong and weak points, exert serious efforts to correct their weaknesses and considerably improve their performance, and eventually

Scope and Delimitation

This study focused on establishing the relationship among the performances of the secondary school administrators, secondary school teachers and fourth year students in selected public secondary schools in the Division of Samar. The performance ratings of secondary school administrators for the school year 1995-96 and the teachers' perceptions of the performance of their school principals, the secondary school teachers performance ratings for the school years 1995 to 1997 and the students' perception of the performance of their teachers, and the results of the students achievement in an actual test, using an NSAT-based achievement test, comprised the data to answer the specific questions, posed.

Eight public secondary schools selected from among those high schools evaluated by PASKO, Basey National High School, Gandara National High School, Hinabangan National High School, Pinabacdao National High School, Samar National High School, Sta. Margarita National High School, Tarangnan National High School, and Wright National High School are involved in this study. (Please see map on preceding page).

Eight secondary school administrators, 104 teachers and 317 fourth year students were involved in the study, for a total of 429 respondents.

The study was conducted during the SY 1997-1998.

Definition of Terms

To provide common understanding for the readers of the terms used in this research, the following terms are hereby defined both conceptually and operationally.

Achievement Test. A test to measure the knowledge attained or skills developed in the school subjects usually designated by test scores or marks assigned by teachers, or by both. This is the conceptual meaning given by Good (1973:7). Operationally, this is the NSAT-based achievement test given to the fourth year students in eight selected public secondary schools in the DECS Division of Samar.

Administration. The direction, control and management of these aspects of school activities most directly related to the instructional process, such as teacher and student personnel, program of studies, program of activities, curricula, methods, instructional aids, and guidance; including the financial aspects and all pertinent school affairs (Good, 1973:14).

Educational Planning. Good (1973:425) defines this as a process by which a group works together to determine goals, selects experiences that may help it reach the goals, and decides how to appraise its progress toward them. Operationally, this refers to the short term (only one year) and long term (five years or over) sound educational development plans of a given high school, which include the targets to be achieved in all aspects therein, the resources and finances to be utilized, and the strategies and policies to be adopted to attain the objectives of said plans.

Good Relations. According to Good (1973:575), this means the activities chosen by supervisors or the persons involved in supervisory responsibilities who set out to influence other persons and situations with respect to the task of directing the education of the youth. Operationally, this means a personal trait of school heads characterized by warm-heartedness, open-mindedness, and genuine desire to help their subordinates and the people of the community at large, thereby creating a condition of open communication and friendly atmosphere.

National Secondary Achievement Test (NSAT). It is a test given by the National Government of the Philippines

to fourth year students in every high school in the country to measure the level of the students' accumulated knowledge and skills in certain subjects the result of which comprises 20 percent of the final grade of student with subject.

Performance Appraisal System for Key Officials (PASKO). This is an evaluation system for DECS key officials, from Directors, Assistant Directors, Superintendents, Assistant Superintendent, Division Supervisors, District Supervisors, and School Administrators (PASKO:Guideline:1). As used in this study, this is used in the performance evaluation of school administrators on the following indicators: Planning and Organizing Work; Leadership and Personnel Management; Problem Analysis and Decision Making; Utilization and Allocation of Resources; Promptness and Accuracy in Submission of Required Reports and Statistics; and Public Relations and Community Involvement.

Performance Appraisal System for Teachers (PAST). This is a systematic evaluation of the work of an instructor in relation to such factors as achievement, personality and participation in extra class activities and community affairs (Good, 1973:269). Operationally, it

is a performance evaluation of teachers on the following indicators: Pupil or Learner Achievement; Instructional Competence; Management of Learning Environment; Professionalism; Attitude and Values; Punctuality and Attendance; and Parent and Community Interaction.

Personnel Management. This is the task of handling the problems arising from the varied relationships of the local staff, such as appointing, supervising and dismissing of teachers, principals and other employees of a school system (Good, 1974:14). Operationally, the term means the proper recruitment, training and development, placement and utilization, motivating, evaluating and compensating school personnel and employees.

Public Secondary Schools. Good (1973:460) defines this as a secondary school organized under a school district of a state, supported by tax revenues, administered by public officials, and open to all. This conceptual definition shall be adopted operationally, but with one additional idea: that public secondary education in the Philippines is free, that is, without tuition and matriculation fees, and other involuntary contributions.

Quality Education. The term refers to the attainment of superior scholastic success in all school subjects and

activities taken by students during a specific term or semester, or accumulated for several terms or semesters (Good, 1973:202). Used operationally however, this means the level and kind of education the students acquire in high school, characterized by at least 75 percent mastery and internalization of the subject matter in every subject area in all year levels; the relevance of their education to Philippine setting and national development goals; and appropriate training and application of nationalistic and patriotic values and attitudes.

School Administrator. This refers to the high school principal or head teacher who is responsible for the direct management and direction of a public secondary school (Good, 1973:436).

School Administrator Performance Rating. This rating falls under the following range of categories: 87% to 100%- Outstanding (O); 73% to 86%- Very Satisfactory (VS); 53% to 72%- Satisfactory (S); 35% to 52%- Unsatisfactory (US); and 34% and below- Poor (P). Each school head's rating depends upon the results of the computation of his achievement on the following indicators: Planning and Organizing Work (30% weighted rating); Leadership and Personnel Management (25% WR); Problem Analysis and

Decision Making (15% WR); Utilization and Allocation of Resources (10% WR); Promptness and Accuracy in Submission of Required Reports and Statistics (10% WR); and Public Relations and Community Involvement (10% WR); and Plus Factor (5% WR).

School Plant Management. This term, according to Good (1973:348), refers to a distinct process consisting of planning, organizing, actuating and controlling the work of others, related to the school plant, in order to determine and accomplish objectives. Operationally, this term refers to the development efforts, security and proper maintenance of the school area, buildings, facilities and other equipments by the responsible school head, so that the said school will be conducive to the teaching-learning process.

Student Performance. Good (1973:600) defined this term as measure of actual accomplishment rather than potential ability or aptitude of students. Operationally, this means the actual scores and ratings of fourth year high school students in the NSAT-based achievement test.

Supervision. Good (1973:572) gave the meaning to this term as that function of control which evaluated current educational actions while in progress and assures that

execution of tasks of school staff and personnel are taking place in accordance with school development plans and directives; the only function of control that can lead directly to corrective action while execution is taking place. The operational meaning of the word adopts the original conceptual definition.

Teachers Performance Rating. This rating is based from a range of ratings, which are: 93% or higher- Outstanding (O); 75% to 92%- Very Satisfactory (VS); 30% to 49%- Unsatisfactory (US); and 29% or below- Poor (P). The rating depends upon the results of the computation of the achievement of each teacher on the following PAST indicators: Learners Achievement (40% Weighted Rating); Instructional Competence 35% WR); Management of Learning Environment (7% WR); Professionalism (5% WR); Attitudes and Values (5% WR); Punctuality and Attendance (5% WR); Parent and Community Interaction (3% WR); and, Plus Factor (10% WR).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

To be more thorough and to enrich the contents of this research study, the researcher, as a matter of course, proceeded to read, examine, and analyze books, dissertations, periodicals, published and unpublished these, and other related materials which were relevant to this study. These materials were carefully considered and studied to clearly illumine this research work.

Related Literature

At the outset, let the most leading authority of the Catholic Church be cited. Pope John Paul II in his encyclical letter, Veritatis Splendor (1993:4), explained that it is part of the nature of man to seek the truth. He said;

In the depths of man's heart there always remains a yearning for absolute thirst to attain full knowledge of it. This is eloquently proved by man's tireless search for knowledge in all fields. It is proved even more by his research for the meaning of life. The development of science and technology, this splendid testimony of the human capacity for understanding and for perseverance...spurs us on to face the most painful and decisive of struggles...

In the sphere of governance or administration, the Pope further asserted in the same encyclical letter (1993:151):

It must be noted that the truthfulness in the relations between those governing and those governed, openness in the public administration, impartiality in the service of the body politic, respect for the rights of political adversaries, safeguarding the rights of the accused against summary trials and convictions, the just and honest use of public funds, the rejections of equivocal or illicit means in order to gain, preserve or increase power at any cost - all these principles which are primarily rooted in, and in fact derive their singular urgency from, the transcendent value of the person and the objective moral demand of the functioning of states.

The Pope insisted that the foregoing principles are indispensable (1993:152):

When these principles are not observed, the very basis of political coexistence is weakened and the life of society itself is gradually jeopardized, threatened and doomed to decay.. (I)f there is no ultimate truth to guide and direct political activity, then ideas and convictions can easily be manipulated for reasons of power. As history demonstrate, a democracy without values easily turns into open or thinly disguised totalitarianism.

Gregorio (1986:18), quoting from the book on Supervision by Barr, Barton and Bruekner, stated that "administration and supervision are expert technical service primarily concerned with studying, improving and

evaluating teaching-learning situation, and conditions that affect them."

It must be noted that the school head gives "expert technical service", and not merely ordinary coaching and educating, to improve the teaching-learning situations inside as well as the outside the classrooms together with the conditions that affect them. An expert is one who has broad knowledge and specialized skills regarding a given work. And, in this case, the expertise of the school heads means identifying and solving the problems(s) connected with and, consequently, improving the teaching-learning process-for better quality education. Thus, a school administrator is, expectedly, an expert in most, if not all, aspects of educating the youth and the teachers themselves.

The supervisory function of a school head principally focuses on improving teacher's performance. This is done through valid appraisal of the performance of teachers under him through direct observation, reports, checking of lesson plans and classroom devices, students' and self-evaluation of teachers, and other relevant work.

Gregorio's list of scope of supervision includes, among others, the following: (1) development and maintenance of morale and esprit de-corps; (2) selection

and organization of the materials of instruction; (3) determining the physical conditions of learning.

This related literature taken from Gregorio's book was included here for it clearly determines the scope and focus of the supervisory functions of a school administrative vis-à-vis improving teaching-learning in the classroom.

Because of the government thrust to make secondary education readily available to all interested students, the Barangay High School - now referred to as the National High Schools - were established by law. As a result, the high schools proliferated throughout the archipelago. This condition brought about the lack of competent school administrators in the newly opened high schools.

In the book collectively authored by Guiang, et. al. (1974:97-98), it explained that the management of secondary schools is faced with the inadequacy of qualified men and women who are prepared to assume the duties and responsibilities of secondary school principalship. The rapid expansion and establishment of high schools, especially vocational school, within the past years has made this problem a very serious one. Classroom teachers were promoted to principalship without appropriate training and qualification for the position.

The poor efficiency level of a secondary school head has inevitably certain unavoidable effects in the quality of both teachers and students performance in that school. Guiang et. al. (1974:98) averred that there is an urgent need for adequate training of secondary school administrators. In addition, the minimum educational qualification of high school administrators should be an M.A. degree, preferably major in educational administration and supervision.

Side by side with the efforts to gradually upgrade the high school administrators, the in-service training of teachers must also be effective. According to the revised Service Manual of the Bureau of Public Schools before, in number 370, it provided that, "Divisions superintendents, district supervisors, and principals are expected to plan for the development of teachers in the service. This is generally done by attendance of a vocation normal schools and workshops, teachers' conferences, seminars, demonstration classes and guided professional readings."

From the Code of Ethics for Public School Teachers and Officials, the following provisions were found to be very pertinent to the professional relations of school administrators and teachers:

Article VI-The School Official and the Teachers

Section 8. In the interest of the service, a school official, before formulating major policies or introducing important changes in the system, should give his teachers opportunity for broad-minded discussion and constructive criticism in the spirit of earnest inquiry and for the good of pupils or students.

Section 9. No official should stand in the way of the just promotion of a deserving teacher. Moreover, school official should encourage and carefully nurture the professional growth of worthy and promising teachers by recommending them for promotion.

As a parting citation of the significant tenets and principles in administration and supervision relevant to this study, it is pertinent to mention certain conclusions by the Guiang et.al. (1974:172) when they said that "responsibility of supervision" in secondary school rests heavily on the shoulders of the school principal or school head. The authors gave stress to participation style of educational leadership. They emphasized a cooperative way in developing a program, in determining policies, and in solving problems."

The foregoing concepts are included here for they clearly show that (1) supervision in secondary schools, especially in public secondary schools, lies primarily on

the hands of its school heads; and (2) supervision on secondary schools must be cooperative in its style.

The secondary school head must also exercise efficient management of the school plant in order to establish an environment conducive to the teaching-learning process. Paul N. Jacobson, et. al., in their book (1963:436), asserted: "The principal must look upon the school plant as an integral part of a learning environment... As a learning environment, the school plant may serve either as a stimulating influence on school children or as a depressing influence."

A modern school building, according to Jacobson, must be designed to actualize the role of the school plant in education: It must have superior lighting, relevant decoration, and comfortable seating. The school must also have functional service facilities, such as library, multi-purpose rooms, and playground; and must also have classrooms with chalkboards, sinks, work areas, and storage facilities. If the school plant is to serve as a valid learning environment, the plant must be planned to provide the conditions desired. The school plant is a comprehensive term, which includes buildings, grounds, school furniture, and other equipment and apparatuses.

Gregorio (1986:306) stated, "School administration and supervision have to provide a school system with adequate plant and equipment, to provide efficient instruction and to meet the requirements of space and safety." He said that if the school building is not properly planned and constructed and the equipment for it is not well selected, these are bound to go to waste. It is near impossible to do a good job of teaching in a poor building and without adequate equipment. Even if the teacher exerts his best efforts in beautifying and structuring his room, it is still impossible to give the students the opportunities they should have if the entire school plant is unsuited to the educational program. A school building must be built with due regard to its educational objectives.

Sison (1981:191) stated the operative functions of personnel management as follows:

Recruitment, selection, hiring, and placement of employees based on their proper qualifications. Placing Employees on the job where their skills and experience would be best utilized and where they would be happy. Adequately training and developing employees while on the job. Motivating employees adequately so that they will be

inspired to give their best in their work. Giving a fair compensation.

Ceneso (1976:72), paraphrasing Dr. Abraham Felipe, cited important steps in making a school development plan: The school administrator creates a planning team. This is composed of the school administrator, the planning officer, the school registrar, the school treasurer, and representatives from the teachers, students and PTA. This team reviews and analysis the situation and trends. It also reviews school mission strategy and goals, and submits the institutional mission to the governing board. This team likewise approves or modifies the plan of the academic committee; and prepares an activity plan for the following year, based on the approved program plan submitted by the planning officer. The school head also creates four (4) support committees; finance, administration, student affairs, and academic affair to review, modify or correct the program plans affecting them. Finally, the planning team collects all the forms and evaluation of the support committees and prepares all documents for the long range plan.

This literature was included in this study for it enumerates the necessary steps in school planning. Sound planning will eventually result in quality education for

students for this sets up an effective system for utilizing resources to their best advantage.

Several ideas were likewise propounded regarding the upholding of good relation between the superior or manager and the employees. For good relation between the administrator and the employees head and the school personnel will enhance better efficiency of teachers, and, consequently, better quality education for students.

In the book written by Robert W. Eckles, et. al. (1981:9-11), it was asserted that a wholesome relation between the superior and employees will ensue after a thorough understanding of the work force. It maintained that the people-oriented superior can better understand the differences that exist among the employees. The superior's recognition of these differences will enable him or her to make better use of the talent possessed by each employee. Efficiency can be enhanced, along with improving each employee's work attitude and toward the school, if each employee knows that he or she is treated and respected as an individual. According to Eckles that "one important human aspect of supervision is trying to cooperate with the individual employee and maintain his or her desire and motivation to work. These are the

emotional, behavioral and psychological aspects of supervision..."

In another book authored by Sison (1981:439), this is what it says about good relations between management and employees: "Today, employees are no longer consider mere cogs in the industrial machine. They are human beings with distinct personalities and must be treated with dignity." According to Sison that modern management realized that people can be motivated to do their best by wise leadership rather than by force. Wise leadership and proper motivation have been proved to result in bigger production and larger profits.

Related Studies

Quality education is as slippery as an eel, if not more so, in the Philippine educational setting. Aside from the wide divergent nuances being attached to its "real" meaning, it seems that it is much more difficult to attain it. The announcement by Malacañang and the DECS that one year of schooling shall be added to the secondary level (*Philippine Daily Inquirer*, May 21, 1994:5), raising high school study from four to five years-is an admission that our high school graduates fall too short of a quality education standard.

However, our concern here is not the pro and con of the idea of increasing the number of years that students should be staying in high school. Rather, we are striving to pinpoint in clearer terms what or who is the biggest factor that affect the quality of education the students in high school are getting.

In her dissertation, "Management System of Newly Nationalized High School in Samar: Basis for a Development Plan", Quitalig (1993) concluded: The school heads rated themselves very high on management of personnel, students, and curriculum and instruction. Whereas, both the students and the teachers rated their respective school heads lower than the ratings of their superiors on themselves.

Quitalig further concluded that with respect to physical facilities and fiscal resources management, the three groups of respondents (including the school heads themselves) have agreed to the same opinion that the school heads' management of these concerns is "poor".

Quitalig's study is similar to the present one for it analyzed how high school administrators' manage the public secondary schools; but it differed in content for this observation spoke only of management systems. The present study expounds on the effects of the performance

of high school administrators on the performances of secondary school teachers and students.

The conclusion of Calumpiano (1992) in her thesis "Teaching Effectiveness at Samar Regional School of Fisheries: Perceptions of Teachers and Students", also spoke, to some degree, of the poor management of school managers concerned. She wrote that the constraints that beset the school in the achievement of its goals as commonly agreed by the respondents were as follows: good and qualified teachers were in short supply, there were curricular deficiencies including the use of unsuitable textbooks and other instructional materials, there was ineffective school management and supervision, the inadequate provision for research and development, and the lack of definite official channels of responsibilities in school.

Calumpiano's thesis is similar to the present study in that it explained about the performance of school managers in managing the school under them respectively; but her study was different from the present research for it mentioned a different set of factors or constraints why the achievement of school goals were not attained. Moreover, it did not mention the influence of high school administrators' performance on the performance of

secondary school teachers and the achievement of high school students.

Jabiñar (1989) in her thesis entitled, "Motivational Practices of Elementary School Principals in Relation to the Four Major Functions of Management", made the following observations: Employees who were adequately motivated move and act to follow the desired direction made by management. Motivated employees accept willingly the changes made by management provided that the changes to be implemented have been previously explained to and understood by them, and proper training is provided to adjust them to the change. And employees willingly respond in times of emergencies or during rush periods or occasions requiring special efforts, overtime and similar instances.

Jabiñar recommended among others that elementary school principals must use motivational practices that are patterned with the concept of theory, so that he shall be effective in performing his management functions. The principals must likewise observe the required span of control laid down by proper authorities and must establish an "open" policy so that be able to maintain good relation with subordinates.

The foregoing related study was a set similar to the present study for it expounded the principles related to the school officials' attitude towards subordinates, and spoke of the weaknesses of school management. But it differed in the content - not to mention the place, time, samples and focus - of the present study in that their topic and scope was different. Its effort also to suggest how to upgrade the level of performance of the school administrator did not include the quality of education of students resulting from which.

In her doctoral dissertations entitled, "Management Style on the Quality of School Governance in Selected Private High Schools and Colleges in Eastern Visayas, Philippines", Guerra (1990) observed that on the staff development - the eight respondent schools applied the traditional/conventional management style all subscribed to the bureaucratic management style; whereas, Guerra posited four basic principles which should be faithfully followed in effective school management, as some sort of yardstick with which to compare actual management performance of schools surveyed (1990) which were: Decentralization of staff members; maintaining accountability; development and growth of school personnel; and personnel involvement.

This study was similar to the present study in the sense that it discussed the weaknesses of school administrators in their management styles and the methods of correcting them; but it did not specify the effects of certain management styles on the achievement of high school students.

Mabini (____) in her thesis, "The Performance of College Teachers of the Samar State Polytechnic College School Year 1984-85; An Evaluation", made the following important conclusion: Attendance to in-service training was not properly distributed among teachers. There were those who were sent very often and there were also some teachers who had not attended any.

Some of her recommendations were: Administrators or department heads of the school should make it a policy that attendance to in-service training's be properly distributed among the teachers to avoid jealousy among them. And, teachers should teach their major or minor subject or a combination of both. No teacher should be assigned to teach a subject area, which is not his field of specialization.

This study was related to the present research because it stressed what school heads or department heads in both public high schools and colleges should do - but

failed to do - and certain recommendations as to what ought to be done to further improve management. On the other hand, the previous study differed with the present one for the former was conducted in a different setting, and did not mention the quality of education of high school students.

To Bulut (1991) in her dissertation, "Management of Fishery Schools in Eastern Visayas", effective management presupposed prompt assistance and recognition of merit by the school head to the teaching personnel and other staff. Expounding on the important concepts, she said that staff selection had to be on the basis of sound criteria, that is, qualifications, potential, experience and not on the basis of some extraneous considerations. If there were district supervisors, principals, superintendents and other school authorities concerned who made a choice on bases other than professional criteria, they must stop this most insidious form of corruption and destruction that breed disillusionment to everyone concerned.

Employees needed to be trained and retrained in order to contribute to the productivity and success of the organization. Part of their development was the way their performance was appraised from time to time by their immediate supervisor who is responsible for giving them

this efficiency evaluation. One of the best incentives for employees so that they would give their maximum effort and loyalty to any department in government they belong to, was the recognition of and reward for good performance.

Bulut recommended that the school administrator, in coordination with the responsible staff in the organization, should design a faculty development program where a faculty member is given the chance to develop professionally. He should not play favorites but must apportion promotion and responsibility based on seniority. The designed faculty development program should be a continuous process in every school to cope up with new trends and development brought about by the rapid growth and change in the field of technology. This should include provisions on scholarships, grants, seminar-workshops, conferences and others.

Bulut's study just cited was related to the present work for it discussed the need to adopt a faculty development program and the need to recognize and to reward good performance of employees. Through those, the efficiency of teachers and other school employees would surely improve. But the present study differed from Bulut's research in that its scope was broader and that the quality of the performance of school administrators

should be measured by the quality of education actually attained by high school students under them.

Namia's thesis (1979), "Administration and Supervisory Competencies of Public and Private Secondary School Principals", revealed that the significant relationship between human relation skills and the administrative and supervisory competencies of public and private secondary school principals, implied that the school administrator should develop interrelated skill in human relation. The development of strong human relation skills undoubtedly strengthened administration and supervision and improve classroom instruction.

Namia's study was similar to this study for it talked about developing human relation skills of school administrators to improve the efficiency of teachers. But the present research differed from Namia's thesis, for its scope was broader, and that the performance of school administrators in all aspects of their school work influenced the achievement level of high school students.

One of the recommendations of Bacho (1991) in her thesis, "Factors Affecting the NCEE Performance of Students of Five Selected Coastal High School in Samar", was that school administrators should regularly supervise and assist teachers so that the latter would be conscious

of their weaknesses and strengths, in order to help students achieve better and acquire quality education.

Although Bacho' was more concerned with the improvement of teachers efficiency in teaching the students and deliberately narrowed the responsibility of supervision since, she, evidently, did not include the school administrators as one of the factors affecting the NCEE performance of the students, she nevertheless inadvertently 'let the cat out of the bag', so to speak, that school heads should regularly supervise and assist teachers. Thus, this made her study relevant to my research. However, her work focused on a different set of factors, omitting the important role of school heads in helping students acquire quality education.

There was an assertion by Llauder (1988) in her thesis, "Influence of PAST on the Achievement of Teachers in Wright District, Division of Samar", that the mere act of foisting the Performance Appraisal System for Teachers, an instrument used to measure teachers' efficiency, upon the teachers in the District of Wright, influenced "very much" the achievement of teachers. Hence, her recommendation was the continuous use of PAST in order to continually raise, or at least maintain, the effectiveness and efficiency of teachers.

This related study distantly touched the present study for it explained the importance of PAST as a better measure of the performance of teachers. To a large degree, however, the two studies were diametrically opposed in content, scope and focus because the conclusion that the mere use of PAST to evaluate the performance of teachers raised their efficiency level, was based on raw perceptual empirical data and did not very well consider the established principles of how teachers performance should improve. If ever, the effect of PAST on teachers would be very, very minimal in terms of improved performance. Other factors, most importantly the better performance of school heads, significantly influenced the higher efficiency of teachers, and, consequently, resulted in better quality education of pupils or students.

Cairo's (1986) observation in her thesis, "Perceptions on the PASKO: Their relation to the Performance of Key Officials in the Division of Samar", reiterated the generally accepted principle that the economic and social aspects of labor (job security, opportunity for promotion, social recognition and retirement benefits) increased the performance ratings of school officials. And, one of her conclusions she stated that the extent to which the indicators in the PASKO were

satisfied by the key officials reflected the degree of performance of the key officials.

Cairo's masteral thesis was similar to my study in the sense that both studies agreed that the PASKO rating was more or less an objective measure of the performance of key officials in the Department of Education, Culture and Sports, particularly the school heads. But, her study focused on the PASKO as a measure of the efficiency of DECS key officials, *per se*; and the present study only made use of PASKO ratings to determine the effects of the secondary school administrator's performance on the efficiency of teachers under him, and, ultimately, on the quality of education the students got in the school he headed.

Finally, some of Caveiro's conclusion (1997) in his thesis, "The Administrative and Supervisory Styles of Secondary School Administrators: Bases for Policy Redirection", were that, "the Secondary School Administrators were neither democratic nor autocratic or free-rein in their management". Supposedly, they could easily shift from one style or another as they saw fit. These secondary school heads were also supposedly versatile in their supervisory styles, and could readily

adjust to cater to their supervisory needs and (the) needs of their teachers.

But, the administrator-respondents and teacher-respondents "varied significantly in their perceptions on the administrative and supervisory styles employed by high school heads in the Division of Samar. This meant that what the administrators believed they were practicing were not the ones perceived by their teachers..."

Although high school administrators could shift with ease from one management style to another, and were versatile in their supervisory styles, Caveiro's first recommendation, surprisingly, was that Secondary School Administrators must be properly acquainted, through training, seminars and other related activities, regarding administrative and supervisory styles for their management styles belonged to a more larger category. And another recommendation of his was that, another study might be conducted (as if anticipating this present research) which would determine the effect of administrative and supervisory styles on student achievement.

Caveiro's study was similar to the present research for it dealt with the way high school administrators conducted school management and supervision in their respective schools. But his study differed with this one

because, in the first place, they differed in the manner of determining the efficiency of secondary school administrators, and, in the second place, Caveiro's thesis did not proceed to study the effect of school management and supervision on the achievement of the students.

Chapter 3

METHODOLOGY

This chapter presents the data to be collected in this study based on the present existing conditions: the actual and current conditions of the respondent school heads and the teachers under them, and the present quality of education the graduating students possess in the school concerned. Included in this chapter are: Research Design, Instrumentation, Validation of Instruments, Respondents and Sampling Procedure, Data Gathering Procedure, and Data Analysis.

Research Design

The main instruments for gathering data were PASKO and PAST ratings of the school heads and teachers respectively, as well as the scores of the fourth year students in the respective public secondary schools selected in the achievement test, using the 1995 NSAT questions. Questionnaires were utilized as secondary instruments for gathering data: they supplemented the data gathered from document. Additional documents on major and routinary activities of the secondary school heads and their teachers and those of the students like those

pertaining to: staff and facilities development plan of the school, department or institution plans, instructional devices, lesson plans, administrative and supervisory activities, and the like - were likewise gathered and analyzed. Unstructured interviews were also conducted to confirm or discredit documentary data and information as well as to check some responses to the questionnaires. Books, magazines and other reading materials were also availed and reviewed to view and analyze the different write-ups related to the study. The data gathered were the bases to recommend policies and practices that would hopefully improve the performance of secondary school administrators, secondary school teachers and students.

Instrumentation

The researcher tried his best to gather documents pertaining to the public secondary school administrator's and the public high school teacher's performance during the school year 1995-96 in their respective services. These documents were thoroughly analyzed and correlated.

Documentary Analysis. The documents gathered in the DECS Division Office of Samar about each respondent public secondary school administrators', as well as the documents pertaining to the PAST ratings of each respondent public

high school teacher given by the school head were scrutinized as to their authenticity and were subjected to statistical test.

Questionnaire. These were the sets of questions based on the indicators of PASKO, which were modified and accomplished by teachers under each respondent public secondary school head to find out how the high school teachers rated their immediate school superior; and another sets of questions based on the indicators of PAST, which were accomplished by sample high school students under each respondent public high school teacher to examine also how the students rated their respective teachers.

NSAT-based Achievement Test. These were the test questions found in the 1995 sets of NSAT pamphlets which were given to sample graduating high school students in the selected public secondary schools to measure their achievement or the quality of education they got in high school.

The NSAT-based achievement test was a 299 test-item examination: 75 items were on the Mathematical Ability; 74 items were about Science; 70 items were English questions; 30 items were about Filipino Language; 24 items were about

Figural Manipulative Ability; and 26 items were about Clerical Ability.

Unstructured Interviews. These were the routinary and random questions, which were not pre-planned, asked by the researcher on the school heads, teachers, students, or the people in the community near the school, to enrich the researcher's understanding of the real situation vis-à-vis the efficiency of the school heads and the effects of such performance on both teachers and students.

Validation of Instrument

In the validation of instruments, documents need to be validated, except to establish their authenticity, reliability and objectivity. Only the questionnaires were validated in the following manner.

The two sets of questionnaires which were based on PASKO rating sheet and PAST rating sheet respectively and one set of NSAT-based achievement test were submitted to the adviser and faculty committee for editing.

After such editing, a dry-run was conducted among specific respondents in Calbiga National High School (CHNS). The modified PASKO questionnaires were distributed to selected high school teachers, so that they would be able to rate the school principal of CNHS. Likewise, a

modified PAST questionnaire regarding the performance appraisal of selected teachers were distributed to samples students, so that they in turn would be able to rate the performance of their respective teachers. Finally, a NSAT-based achievement test was conducted among the sample graduating students of CNHS, to find out if said test was a valid measure of their academic performance, and, at the same time, to measure the performance of the said students samples.

The main purpose of this dry-run was to further review and improve the questionnaires, and to test if the NSAT-based achievement test was a valid measure of the fourth year students performance.

No major errors were discovered both in the two sets of questionnaires and in the NSAT-based achievement test that required changes. So, these data gathering instruments were administered to the eight selected public secondary schools as they were, without any change.

The only suggestions given by some teachers was in the manner of distributing and answering the PASKO questionnaire: If it be possible, the secondary school teacher-respondents be grouped before they answer the questionnaire at the same time. In this way, the researcher can further clarify the specific questions

contained therein, as some of them were beyond the experience of the teachers; and, the answered sheets were very easy to retrieve.

Sampling Procedure

The respondents in this research were eight secondary school administrators, one each from the eight selected secondary schools; 104 secondary school teachers and 317 fourth year students.

A combination of purposive and random sampling were used. Purposive sampling was resorted to in selecting the eight public secondary schools to be studied. In small high schools also where there were only thirty teachers or less, all teachers present were respondents. Random sampling was used for students in every school selected, and also for teachers respondents when the faculty members of the school were more than thirty.

In random sampling, this researcher used the fishbowl technique or lottery sampling. The fishbowl technique was applied by first assigning numbers to the participants of the population, assembling them in a sampling frame. Then the numbers to the participants were written in small pieces of paper, one to a piece. Next, these small pieces of papers were rolled and placed in a container big enough to

allow all the rolled papers to move freely in all directions. Every time the researchers picked each name in the rolled paper, somebody first shaked the container thoroughly - until the required number of samples were reached. The 'sampling without replacement' was used, in which the drawn pieces of paper with the names of the respondents were no longer returned to the container.

The number of respondents was based on the fact that the minimum, acceptable size of samples for correlational research was thirty subjects. The total number of respondents is shown in Table 1.

Table 1

**The Schools and the Corresponding Number of
Respondents and Target Percentage of
Respondents to Population
to be Sampled**

Public Secondary Schools	Number of Respondents			Percentage of Respondents to Population		
	Administrators	Teachers	4 th Year Students	Administrators	Teachers	4 th Year Students
1. Basey National High School	1	15	42	100%	24.19%	21%
2. Gandara National High School	1	14	46	100%	77.78%	51.11%
3. Hinabangan National High School	1	8	39	100%	50.0%	45.88%
4. Pinabacdao National High School	1	12	39	100%	75.0%	41.94%
5. Samar National High School	1	17	41	100%	11.18%	4.66%
6. Santa Margarita National High School	1	8	37	100%	50.0%	45.1%
7. Tarangnan National High School	1	12	33	100%	57.14%	36.67%
8. Wright National High School	1	18	40	100%	75.0%	48.19%
Total	8	104	317	800%	420.29%	294.57%
Average	1	13	39.63	100%	52.54%	36.82%

Data Gathering Procedure

The PASKO ratings of respondents public secondary school administrators for the school year 1995-1996 were secured from the DECS Division Office of Samar. Aside from these documents, PASKO rating sheets, with corresponding performance indicators were fielded to the teachers-respondents to get their perceptions and ratings on their respective high school administrators. A particular high school administrator's PASKO rating was taken from the rating given him by the DECS Division Office of Samar for school year 1995-1996 and the average of the PASKO ratings given to him by the sample teachers under the said high school head. The PASKO ratings and the teachers perceived ratings of the performance of their respective high school heads were compared to determine their difference. Each rating counterchecked each other.

The PAST ratings of the respondents secondary school teachers for the school year 1995-1996 were secured either from the school files or from the Division Office of Samar. In addition to these documents, PAST ratings sheets, with corresponding performance indicators were distributed, to get their perceptions and ratings of their respective teachers. A particular teacher-respondent's PART ratings were taken from his PAST rating filed in the

school or in the Division Office of Samar, and the average of the PAST ratings given by the students-respondents taking subjects under them at present. The teachers-respondents self-ratings were not taken to preserve the objectivity of the PAST ratings.

The data about the students performance, or the ratings which reflected the quality of education the students obtained in the entire term that they studied in public secondary schools, were secured by giving the examination: the NSAT-based achievement test. After the test was corrected, an equivalent grade was given to the total score of each student. The rating of a particular fourth year student respondent reflected the quality of education said student got in the public secondary under study.

Statistical Treatment of Data

The data gathered through documentary analysis and those that were gathered through the data-gathering instruments previously enumerated were systematically recorded and tabulated. These were later analyzed and interpreted quantitatively and qualitatively in accordance with the correct statistical measures that were used by the researcher.

The statistical technique and tools that were used by the researcher include mean frequency counts, ranking, percentage, t-test of significance, and Pearson Product Moment Correlation.

To test the first and second hypothesis, t-test for independent or uncorrelated means was used. The formula were as follows: (/ D/α D:t):

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

And:

$$\text{Percentage Equivalent} = \frac{\text{No. of points earned}}{\text{Total points for the criteria}} \times 100$$

To test the third hypothesis, the Pearson Product-Moment Coefficient of relation was used. The formula for finding the Pearson r is (Walpole, 1982:375):

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

All tests of hypothesis were set at .05 level of significance.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretations of data obtained from the principal instruments of the study, namely: questionnaire, achievement test results, documentary analysis, unstructured interview and actual observation. Included in this chapter are PASKO ratings of public secondary school administrator-respondents, the performance ratings of secondary school teachers and achievement test results of fourth year students, all needed to establish the relationship among the performance of secondary school heads, teachers and students.

PASKO Ratings of Secondary School Administrators

The PASKO ratings of the administrator-respondents are summarized in Table 2. For easier interpretation of the ratings of the administrator-respondents in the different criteria, the researcher computed its equivalent in percent also. The percentage equivalent was then interpreted using the table of equivalent embodied in the PASKO guidelines as:

<u>Range</u>		<u>Description</u>
87% to 100%	-	Outstanding performance
73% to 86%	-	Very Satisfactory performance
53% to 72%	-	Satisfactory performance
35% to 52%	-	Unsatisfactory performance
34% and below	-	Poor performance

Planning and Organizing Work. As specified in the PASKO guidelines for rating, "targets, in accordance with a work plan, should be set at the start of the rating period. The targets should reflect the major thrusts of the division/region, such as for example, in the area of raising pupil achievement, school site development, teacher development and special projects, to name a few. The targets should represent what is deemed as a satisfactory level of performance and should be agreed upon by both the rater and the ratee.

As can be observed in Table 2, three or 38 percent of the secondary school administrator-respondents got a rating of 30, the highest possible rating in this criterion; while five or 62 percent other high school heads studied got a rating of 24. This meant that the three high school heads had actual accomplishments exceeding the targets by 25 percent or more, in quantity,

quality or in time; while the five other high school heads had actual accomplishments exceeding the target by 10 percent in quantity, quality and time, or by 25 percent in either quantity, quality or time.

The average rating of all the secondary school administrator-respondents, which was 26.25 points, was relatively high. Using the 100 percent transmutation, this rating was equivalent to 87.5 percent, an outstanding performance.

Leadership and Personnel Management. Under this criterion, the perfect rating was 25. As can be observed in the table, five or 62 percent of eight secondary school administrator-respondents got the perfect 25 rating; while three or 38 percent got the rating of 20.

A rating of 25 meant that: 1) Personnel matters like appointments, salary adjustments, promotions, etc. were promptly attended to no complaint on unjustified delays in salary; 2) Work targets/policies clearly communicated to subordinate units or personnel; 3) Motivation/incentives and support provided at all times to enable subordinates to achieve targets effectively; support given in terms of advice, ideas, structures or process; 4) Systematic programs to develop personnel instituted/implemented such as training programs, scholarships, special assignment for

those with potential; counseling or coaching to those who need it; 5) Efficient control mechanism set up to check or monitor progress of subordinates' work; feedback provided to units on the quality of their work; 6) Employee welfare programs instituted; and 7) Has full confidence and support of subordinates.

There were three secondary school administrator-respondents who were rated 20. The rating of 20 in this criterion had almost the same accomplishments as those rated 25, except that: 1) A program of development set up for personnel such as training, coaching, apprenticeship but not welfare program for employees instituted; 2) Generally, except in one or two instances, motivation, incentives, and support provided as well as assistance in terms of advice or mechanism to enable subordinates to achieve performance goals.

The average rating of the eight secondary school administrator-respondents in this criterion was 23.13 which, if transmuted in the 100-points scale, was equivalent to 92.52 percent denoting an outstanding performance.

Problem Analysis and Decision Making. The perfect rating in this criterion was 15. Based on the table, four or 50 percent of the secondary school administrator-

respondents got a perfect 15; while the remaining four or 50 percent got a rating of 12.

A rating of 15 means that "All problematic matters that can be resolved at their level satisfactorily acted on; no such matters elevated to a higher office. Evidence of a workable solution attempted on critical, urgent matters generally beyond their level of decision at least to minimize effects of the problem; absence of any problem in the division/region left without corrective action; no complaint submitted to higher offices regarding problems in the area. All these factors should be present to merit a rating of 15."

On the other hand, the rating of 12 meant that, "All problems that can be resolved at their level satisfactorily acted on; no problem left without corrective action; no complaint that could be settled at their level elevated to higher offices; but no evidence or attempts at workable solution on critical, urgent matters usually beyond their level of decision."

The average rating of the eight secondary school administrator-respondents in this criterion was 13.5, which, if transmuted using the 100-point scale was 90 percent. This indicated an outstanding performance.

Utilization and Allocation of Resources. One or 13 percent secondary school head got a rating of 10, the highest rating in this indicator, so far; while seven or 87 percent of the eight secondary school administrator-respondents got a rating of 8.

The rating of 10 meant that, "All funds were judiciously utilized observing priorities in the purchase of equipment and supplies; no non-priority items purchased; fairness observed in allocation of travel funds so that all officials requiring travel fund enabled to perform work efficiently; buildings fairly allocated; all needs of office/region/division provided for with a minimum of 10 percent savings realized. No excess personnel and basic needs attended to even with scant resources."

Those school heads who were rated 8 were presumed to have accomplished the following: "All funds judiciously utilized observing priorities in purchase of equipment and supplies; no non-priority items purchased; fairness observed in allocation of travel funds so that all officials enabled to perform work efficiently; no excess personnel but no saving realized."

The average rating of secondary school administrator-respondents under this criterion was 8.25 points.

Transmuted in percent, this rating was equivalent to 82.5 percent, which indicated a very satisfactory performance.

Promptness and Accuracy in Submission of Reports and Statistics. Under this criterion, three or 38 percent secondary school heads got a perfect rating of 10; four or 50 percent others got a rating of 8; and, one or 12 percent got a rating of 6 points.

A rating of 10 points here meant that, "All required reports, statistical, (and) budget proposal (are) submitted before due date with all required information accurately given, no revision necessary; no discrepancies or inconsistencies noted"; while a rating of 8 meant that, "All required reports, statistics, budget proposals submitted on the date due with not more than one instance of inaccuracy, incompleteness, or necessity of revision."

The average rating of the secondary school administrator-respondents was 8.5. In the percent, it was equivalent to 85 percent, indicating a very satisfactory performance.

Public Relations and Community Involvement. Five secondary school administrator-respondents out of eight got a perfect rating of 10, while three got a rating of 8 under this indicator.

This rating of 10 meant that the performances of the secondary school administrators were as follows: 1) They had excellent public image in the community as well as among peers in other agencies. They gave full cooperation in the implementation of regional programs of

Table 2

Summary of PASKO Ratings of Secondary School Administrators

Schools	CRITERIA						Total	Description
	Planning and Organizing Work (30%)	Leadership and Personal Management (25%)	Problem Analysis and Decision Making (15%)	Utilization and Allocation of Resources (10%)	Prompt and Accurate Reports and Statistics (10%)	Public Relations and Community Involvement (10%)		
H.S. - 1	24	25	15	8	8	10	90%	O
H.S. - 2	30	20	15	8	8	8	89.0%	O
H.S. - 3	24	20	12	10	10	10	86.0%	VS
H.S. - 4	30	25	12	8	10	10	95.0%	O
H.S. - 5	30	25	12	8	8	8	91.0%	O
H.S. - 6	24	20	15	8	8	10	85.0%	VS
H.S. - 7	24	25	15	8	6	8	86.0%	VS
H.S. - 8	24	25	12	8	10	10	89.0%	O
Average	26.25	23.13	13.5	8.25	8.5	9.25	88.88%	O

Legend:

Range	Description
87-100	Outstanding (O)
73-86	Very Satisfactory (VS)
53-72	Satisfactory (S)
35-52	Unsatisfactory (US)
34-below	Poor (P)

government; 2) They were held in highest regard by leaders in socio-civic agencies and by members of his various publics, including parents, religious leaders, etc.; and 3) They were facilitative in action.

While a rating of 8 meant that the secondary school administrators performance was as follows: 1) They had very satisfactory image in the community; 2) Most of their peers in various agencies held them in high regard for their cooperation in various government programs; and 3) They are generally held in high regard by most of the leaders of socio-civic agencies and organizations, teachers, parents and other sectors.

The average ratings of all secondary school administrator-respondents of 9.25 was quite high. Translated into its 100 percent equivalent, this meant a rating of 25.5, an outstanding performance rating.

To summarize the ratings in all the criteria, secondary school administrators had a PASKO rating of 88.88 percent. Interpreting it on the basis of the Table of Equivalent, it meant that all administrator-respondents obtained an OUTSTANDING performance rating.

Performance of Secondary School
Administrators as Rated by
Respective Teachers

The teachers under every administrator-respondent were made to rate their respective secondary school administrators using a modified PASKO Rating Sheet. (Please see Appendix D). It was used to find out what their perceptions were about the performance of their immediate superiors. The perceived ratings on the indicators are shown in Table 3.

Planning and Organizing Work. As gleaned from the table, the teacher-respondents gave their secondary school administrators an average rating of 19.61 out of a maximum of 30 in this indicator. Transmuted into 100 percent rating, it was equivalent to 65.37 which indicated a satisfactory performance. And, if 75 percent is to be considered as the passing grade, none of the administrator-respondents passed under this indicator as far as their respective teachers were concerned.

Particularly, as viewed by the teachers: 1) the secondary school administrator-respondents failed to specify an effective strategy or strategies in order to attain the targets Mean or MPS to be achieved in every subject area of the students; 2) the school heads fail to improve the instructional performance or abilities of

their respective teachers through seminars, trainings, etc.; 3) the school heads failed to achieve the targets in the development of the school site and the school plant; and 4) the school heads failed to accomplish anything of lasting value in their special projects, if ever there was any.

Leadership and Personnel Management. Under this indicator, the secondary school administrator-respondents were rated by their respective teachers 17.79 out of a maximum of 25 points. Specifically, as perceived by the teachers: 1) the school heads got low ratings as far as the promotion and salary adjustment of each teacher was concerned; 2) the school heads did not clearly explain work targets of all school activities and their attendant strategies and policies; 3) the school heads did not perform well in their task of giving motivation, incentives and support to their respective teachers so that the latter can achieve work targets of all activities effectively; and, the school heads only earned low performance ratings in their work of developing the potentials of the teachers and of supervising them.

Transmuted in percent, the average rating of school heads in this criterion was equivalent to 71.16, which indicated a satisfactory performance.

Problem Analysis and Decision Making. In this indicator, the secondary school administrators were rated by their respective teachers an average of 10.1 out of a maximum of 15 points. If this was translated into its 100 percent equivalent rating, the school heads collective performance here was only 67.67 percent. If 75 percent was again used as the passing grade, only one school head passed with a rating of 75 percent, while the seven others failed.

This simply meant that the school heads were poor in the task of analyzing and solving problems at the school level.

Utilization and Allocation of Resources. In this indicator, the teachers rated their respective school administrator an average of 6.8 out of a possible 10 points. Computed into its 100 percent equivalent rating, this average was 68 percent. If, again, the passing grade was pegged at 75 percent, only one school administrator passed, while the seven others failed. This data proved that the high school administrators were not judicious in the allocation and utilization of school funds and other school resources.

Promptness and Accuracy in Submission of Reports and Statistics. The performance of the high school

administrators under this indicator was rated by the teachers an average of 7.65 out of a possible 10 points. Translated into its 100 percent equivalent, 7.65 was equal to 76.5 percent. Now, at least, this low passed. But even if the average was low passed, there were four schools who failed in this indicator, if 75 percent was considered as the passing mark. This meant that one half of the school administrators were prompt and accurate in the submission of reports and statistics, while one half were not.

Public Relations and Community Involvement. Under this indicator, the teachers gave their high school heads an average of 7.64 out of a possible 10 points. In its 100 percent equivalent, 7.64 was 76.4 percent. This rating, too, was low passed. But, even if the general average in this category was passed, only four out of eight school heads passed, if 75 percent was considered as the passing mark; while the four other school heads failed. This meant that one half of the school administrators surveyed had relatively good performance in public relations and community involvement, while half of them were not so good at this.

Looking at the PASKO ratings of the administrator-respondents as rated by the teachers, one or 12.5 percent got a very satisfactory performance rating ranging from

64.0 percent to 70.71 percent. The average rating of the administrator-respondents was 69.64 which was equivalent to a satisfactory performance. The secondary school teachers rated their school heads lower compared to the PASKO ratings made by the raters from the DECS Division Office of Samar.

Table 3

**Summary of Teacher-Rated Performance Ratings
of Secondary School Administrators**

Secondary School Administrators	C R I T E R I A						TOTAL	Description
	Planning and Organizing Work (30%)	Leadership and Personal Management (25%)	Problem Analysis and Decision Making (15%)	Utilization and Allocation of Resources (10%)	Prompt and Accurate Reports and Statistics (10%)	Public Relations and Community Involvement (10%)		
S - 1	20.67	17.78	10.33	7.11	8	6.89	70.1%	S
S - 2	17.2	15.33	9.67	6.33	8	8.54	64.27%	S
S - 3	20.45	17.27	10.36	5.82	10	6.55	67.91%	S
S - 4	20.0	20.83	11.25	7.67	10	9.0	77.58%	VS
S - 5	17.0	20.0	9.75	7.0	8	8.0	70.25%	S
S - 6	20.5	17.92	10.5	7.33	8	7.33	71.25%	S
S - 7	19.2	15.0	9.0	6.4	6	7.2	64.0%	S
S - 8	21.86	18.21	10.36	6.71	10	7.57	71.71%	S
Average	19.61	17.79	10.15	6.8	8.5	7.64	69.64%	S

Legend:

Range	Description
87 - 100	Outstanding (O)
73 - 86	Very Satisfactory (VS)
53 - 72	Satisfactory (S)
35 - 52	Unsatisfactory (US)
34 - below	Poor (P)

Comparison Between the Administrators
PASKO Ratings and Their Teachers-
Rated Performance Ratings

Table 4 presents the comparison between the PASKO ratings of the administrator-respondents and their teacher-rated performance ratings. It can be observed that the average PASKO rating was 88.88 percent while teacher-rated performance rating was 69.64 percent with a difference of 14.24 points.

To ascertain whether this difference was significant or not, t-test of significance for independent means was applied. The computed t value turned out to be 9.97 which was greater than the tabular value of 1.761 at .05 level of significance with 14 degrees of freedom. Thus, the null hypothesis that states that "there is no significant difference between the PASKO ratings of public secondary school administrators and their teacher-rated performance rating" , was rejected. This indicated that the two performance ratings varied significantly with each other. While the PASKO Ratings Team of the DECS Division of Samar rated them outstanding, their respective teachers gave them a satisfactory performance. This meant further that the teachers perceived their school heads to be performing lower than what the Rating Team saw it. This can only meant any of the following: 1) the administrator-

respondents were overrated by the rating team; 2) the administrator-respondents tampered their supporting documents to their advantage to raise their points; 3) the rating team did not evaluate objectively based on the targets and accomplishments; 4) the teacher-respondents did not consider the targets but only what they can observed and, therefore, were a bit subjective in their evaluation; and, 5) teacher-respondents were lacking objectivity for one reason or another in rating their school head.

Table 4

Comparison Between PASKO Ratings and Teachers-Rated Performance Ratings of Secondary School Administrators

PASKO Ratings of SSAs	Teachers-Rated Performance Ratings of SSAs	Average
90	70.11	80.06
89	64.27	76.63
86	67.91	76.96
95	77.58	86.29
91	70.25	80.62
85	71.25	78.13
86	64.0	75.0
89	71.0	80.0
Total	557.08	633.69
Mean	69.64	79.21
Computed value = 9.97 ($\alpha = .05$)	Tabular t value = 1.761 ($\alpha = .05$)	

To be sure whether or not there was a significant difference between the two variables: the administrators PASKO ratings and their teacher-rated performance ratings, these were subjected to a test, using the Fisher's t-test of significance.

The computed t was equal to 9.97. This was greater than tabular t, which was 1.761. It was now therefore a fact that there was a significant difference between the official PASKO ratings and the teachers perceived PASKO ratings of their respective school administrators.

PAST Ratings of Secondary School Teachers

Table 5 shows the performance ratings of the secondary school teachers under the Performance Appraisal System for Teachers (PAST) in the eight respondent-schools. They were rated by their respective school heads using the PAST Rating Sheets covering the following criteria: learners' achievement, instructional competence, management of learning environment, teachers' professionalism, attitude and values, punctuality and attendance, and parent-community interaction.

The entries under each of the aforecited criteria represented the average points earned by the number of

teacher-respondents in each of the eight respondent-schools. Likewise, reflected in the table was the final ratings of each group of teacher-respondents representing the sum of the points under each criterion and the general final rating of the 104 teacher-respondents.

As disclosed by the table, all groups of teacher-respondents got a very satisfactory final ratings ranging from 87.96 to 91.53 and with a grand final rating of 90.06 percent which also indicated a very satisfactory performance. (Please see Table 5 on next page)

Table 5
PAST Ratings of Secondary School Teachers

Schools	No. of Teachers	Learner Achievement (40%)	Instructional Competence (35%)	C R I T E R I A				Parent-Community Interaction (3%)	Total	Description
				Mgt. of Learning Environment (7%)	Professionality	Attitudes and Values (5%)	Punctuality and Attendance (5%)			
H.S.-1	15	40	30	6.03	4.5	4	4	3	91.53%	VS
H.S.-2	14	40	28	6.22	4.5	4	4	3	89.72%	VS
H.S.-3	8	40	28	6.08	4.3	4	4	3	89.38%	VS
H.S.-4	12	40	29.5	6.3	4.12	4	4	3	90.92%	VS
H.S.-5	17	40	28	6.1	1.05	4	4	3	89.15%	VS
H.S.-6	8	40	29.5	6	4.16	4.3	4	3	90.96%	VS
H.S.-7	12	40	26.5	6.1	4.36	4	4	3	87.96%	VS
H.S.-8	18	40	9.5	6.32	4.06	4	4	3	90.88%	VS
Total	104	40								
Average	13	40	28.63	6.14	4.25	4	4	3	90.06%	VS

Legend:

Range	Description
87-100	Outstanding (O)
75-86	Very Satisfactory (VS)
53-72	Satisfactory (S)
35-52	Unsatisfactory (US)
34 - below	Poor (P)

Performance of Secondary School
Teachers as Rated by Their
Respective Students

To countercheck or verify the PAST ratings of the secondary school teachers as rated by their school heads, the researcher requested the students who were under their advisory, or students who were under them in some subjects to rate their teachers using a modified PAST Rating Sheet. This was modified in the sense that the researcher added indicators under each criterion applicable to the situation where students are the raters. (See Appendix-E).

It can be observed that a group of teachers representing one respondent-school got a Very Satisfactory (VS) performance with a final rating of 75.04. The rest of the groups from the remaining seven respondent-schools were rated Satisfactory (S) with final ratings ranging from 64.28 to 71.89%. This indicated a very low performance level. The general final rating of the whole group was 69.89, which was interpreted as Satisfactory (S) performance. (Please see table on next page).

Table 6

**Performance of the Secondary school Teachers
As Rated by Respective Students**

Schools	No. of Teachers	Learner Achievement (40%)	Instructional Competence (35%)	C R I T E R I A				Total	Description
				Mgt. of Learning Environment (7%)	Professionnalism	Attitudes and Values (5%)	Punctuality and Attendance (5%)		
H.S.-1	15	21.27	28.12	5.28	4.24	4.39	3.65	2.44	69.39% S
H.S.-2	14	26.32	25.9	5.26	3.6	3.96	3.6	1.98	70.62% S
H.S.-3	8	28.57	24.36	5.21	3.6	3.85	3.7	2.6	71.89% S
H.S.-4	12	25.97	23.78	5.26	3.82	4.05	3.83	2.27	68.98% S
H.S.-5	17	20.41	27.7	5.78	4.15	4.21	3.54	2.24	68.19% S
H.S.-6	8	19.35	29.33	6.28	4.7	4.56	3.85	2.63	70.7% S
H.S.-7	12	22.87	24.68	4.91	3.43	3.22	3.3	1.87	64.28% S
H.S.-8	18	27.43	28.35	5.34	3.86	4.03	3.83	2.2	75.04% VS
Total	104								
Average	13	24.03	26.53	5.42	3.93	4.03	3.66	2.29	69.04% S

Legend:

<u>Range</u>	<u>Description</u>
87-100	Outstanding (O)
73-86	Very Satisfactory (VS)
53 - 72	Satisfactory (S)
35 - 52	Unsatisfactory (US)
34 - below	Poor (P)

Comparison Between the Secondary
School Teachers PAST Ratings
and Their Student-Rated
Performance

Table 7 discloses the comparison between the performance ratings of the secondary school teachers based on the Performance Appraisal System for Teachers (PAST) as rated by their respective school heads and performance ratings based on the students' appraisal using a modified PAST Rating Sheet formulated for the purpose.

It can be gleaned from the table that the teacher-respondents had a final rating of 90.06 based on the PAST which denoted a Very Satisfactory (VS) performance. On the other hand, their students rated them with a final rating of 70.05 indicating a Satisfactory (S) performance with a difference of 20.01 points. To test the significance of their difference, t-test was applied, where the t-value was found to be 17.4. This value was greater than the tabular t which was 1.761 at .05 level of significance with 14 degrees of freedom. This proved that the difference of 20.01 was significant enough to reject the null hypothesis that "there is no significant difference between the teachers' PAST ratings and the students-perceived ratings on the performance of their teachers." This meant that both ratings varied significantly. This variation may be justified with the following possible

reasons: 1) The teachers were overrated by their respective school administrators; 2) The administrator-raters were subjective and did not consider the accuracy of the support endices; 3) Some teachers were rated without the bases which were the targets and accomplishments; 4) Student-raters had undersight of their teachers; they saw only what were overt to them; and 5) The indicator may not be as exhaustive as it should and failed to consider other aspects of the teachers' work and, therefore, were overlooked by the students-raters.

Table 7

PAST Ratings and Student-Rated Performance Ratings of Secondary School Teachers

PAST of SSTs	Student-Rated Ratings of SSTs	Average
91.53	69.39	80.46
89.71	70.62	80.17
89.38	71.89	80.64
90.92	68.98	79.95
89.15	68.19	78.67
90.96	70.76	80.83
87.96	64.28	76.12
90.88	75.04	82.96
Total	560.42	639.8
Average	70.05	79.98
Computed value = 17.4 ($\alpha = .05$)	Tabular t value = 1.761 ($\alpha = .05$)	

The computed t was equal to 17.4. This was greater than tabular t , which was 1.761. It was therefore a fact that there was a very significant difference between the official PAST ratings of high school teachers and the student-rated performance ratings of the same teachers.

Performance of Fourth Year
Students in the NSAT-based
Achievement Test

To determine the performance of fourth year students, an NSAT-based achievement test was administered to 317 of them in the eight respondent-schools. The number of fourth year students in each school who took the test ranged from 33 to 46. Of this number 105 were boys and 212 were girls.

The results of the test is contained in Table 8, reflecting the number of students, mean scores, transmuted rating in percent and the number of students who passed and failed the test. As seen in the table, Wright NHS, Pinabacdao NHS and Basey NHS obtained the highest mean scores with 122.71, 121.33 and 119.06, respectively. While the three lowest scores were obtained by Gandara NHS, Tarangnan NHS and SNS with mean scores of 113.92, 101.72 and 99.39, respectively. The average mean of the eight respondent schools was 114.38 equivalent to the transmuted

rating of 69.127 indicating the performance of the fourth year student-respondents.

Among the 108 boys, 8 or 7.62 percent passed the test, while 97 or 92.38 percent failed. Among the 212 girls, 30 or 14.15 percent passed the test, while 182 or 85.85 percent did not. Taking the whole group, only 38 or 11.96 percent passed but 279 or 88.04 percent failed to pass the test. The general evaluation of the achievement of student-respondents was relatively poor.

Table 8

**Mean Scores of Both Fourth Year Students
in the NSAT-Based Achievement Test**

EIGHT SELECTED PUBLIC SECONDARY SCHOOL	No. of Students	NSAT Average		PASSEES		FAILURES	
		Mean	Rating	Boys	Girls	Boys	Girls
1. Basey National High School	42	119.96	70.06	2	7	8	25
2. Gandara National High School	46	113.92	69.05	1	4	15	26
3. Hinabangan National High School	39	118.16	69.76	2	5	12	20
4. Pinabacdao National High School	.9	121.33	70.29	1	7	6	25
5. Samar National School	41	99.39	66.62	0	0	17	24
6. Sta. Margarita National High School	37	117.81	69.7	1	0	16	20
7. Tarangnan National High School	33	101.72	67.01	1	0	15	17
8. Wright National High School	40	122.71	70.52	0	7	8	25
Total	317	114.38	69.127	8	30	97	180

Relationship Between Secondary
School Administrators Performance
and Teachers' Performance

There are three computations in this particular analysis of correlation, to find out which set of variables had more significant correlation.

The first computation was based on the official PASKO ratings for school heads and the official PAST ratings for teachers, using the Pearson Product-Moment Correlation formula.

Table 9

**Secondary School Administrators PASKO Ratings
and PAST Ratings of Secondary
School Teachers**

PASKO Ratings of SSAs		PAST Ratings of SSTs
90		91.53
89		89.72
86		89.38
95		90.92
91		89.15
85		90.96
86		87.96
89		90.88
Total	711	720.5
Computed $r = 0.33$		Tabular $r = 0.707$
($\alpha = .05$)		($\alpha = .05$)

The second analysis of correlation was between the secondary school heads' combined performance and the combined performance ratings of secondary school teachers. The same Pearson Product-Moment Correlation was used here.

Table 10

**Secondary School Administrators Combined
Performance and Combined Performance
Ratings of Secondary School
Teachers**

Combined Performance Ratings of SSAs	Combined Performance Ratings of SSTs
80.06	91.53
76.64	89.72
76.96	89.38
86.29	90.92
80.63	89.15
78.13	90.96
75.0	87.96
80.36	90.88
Total 634.07	640.47
Computed $r = 0.34$	Tabular $r = 0.707$
($\alpha = .05$)	($\alpha = .05$)

The third test of correlation was between the performance of secondary school heads as perceived by their teachers, and the students perception of the performance of their teachers, using the Pearson Product-Moment Correlation formula.

Table 11

**Performance of High School Administrators as
Perceived by Their Teachers and
Performance of Secondary
School Teachers as
Rated by Their
Students**

Teachers-Rated Performance of SSAs		Students-Rated Performance of SSTs
	70.11	69.39
	64.27	70.62
	67.91	71.89
	77.58	68.96
	70.25	69.54
	71.25	70.7
	64.0	64.28
	71.71	75.04
Total	557.08	560.42
Computed $r = 0.88$		Tabular $r = 0.707$
	($\alpha = .05$)	($\alpha = .05$)

The data on PASKO ratings of secondary school administrators and the average of the official PAST ratings of teachers in every school under each of the administrators respectively had no correlation, as computed Pearson r was only 0.33 while tabular r was 0.707. Moreover, the combined PASKO and teachers ratings on the performance of their respective secondary school administrators, and the combined PAST and students ratings on the performance of their respective high school teachers had no correlation also, for Pearson r was only 0.34 lesser than tabular r which was 0.707. But, the data on teachers average ratings of the performance of their respective secondary school administrators, and on the students average ratings of the performance of their respective high school teachers in each of the eight selected pupil secondary schools have correlation, as computed Pearson r was 0.88 greater than 0.707, the tabular r .

The data on table 9 and table 10 were unrealistic. Why? Because they reflected very high performance ratings of both secondary school administrators and their respective teachers, and these high level performances of school administrators and their teachers would not result, if the data was truthful, in very low scores and ratings

of their respective students in the NSAT-based achievement test. The fact that the respondent students of the eight selected public secondary schools got very low ratings in the NSAT-based achievement test implied that the performance ratings of their high school teachers and administrators must be rated very low also. And because, the relationship between the secondary school administrators and their respective teacher was on organizational relationship between immediate superiors and immediate subordinates, their relationship must be closer, or must have higher correlation. Therefore, the data and correlational computation on Table 11 was far more credible, than those of Tables 9 and 10.

The teachers collective PASKO ratings of their school heads was directly proportional to the students collective PAST ratings of their teachers in eight selected public secondary school in Samar. Meaning to say that as the PASKO ratings of the school heads as rated by their teachers decreased there was a corresponding decrease on the PAST ratings of teachers as rated by their students.

It was therefore an established fact that there was a closer affinity between the performance of school heads and teachers. But the third set of data and correlational test was an incontrovertible proof of this significant

relationships, for the relationship here must be greater and not lesser.

Relationship Between Secondary School Administrators' Performance and Students' Performance

There were also three sets of correlational test between secondary school heads' performance and students' performance, to establish which set of variables had a more significant correlation if any.

The first correlational test was based on the official PASKO ratings of school heads and students ratings on the NSAT-based achievement test.

Table 12

PASKO Ratings of Secondary School Heads' and Students Performance in the Achievement Test

PASKO Ratings of SSAs		Students Average Ratings In Achievement Test
90		70.06
89		69.05
86		69.38
95		70.29
91		66.62
85		69.7
86		68.01
89		70.52
Total	711	554.01
Computed r = 0.66		Tabular r = 0.707
($\alpha = .05$)		($\alpha = .05$)

The second test of correlation was based on the combined PASKO ratings of school heads and the performance of the students in the NSAT-based achievement test.

Table 13

**Combined Performance Ratings of High School
Heads and Students Ratings in the
NSAT-based Achievement Test**

Combined Performance Ratings of SSAs		Students Average Ratings in Achievement Test
	80.06	70.06
	76.64	69.05
	76.96	69.76
	86.29	70.29
	80.63	66.62
	78.13	69.7
	75.0	67.01
	80.36	70.52
Total	634.07	554.01
Computed $r = 0.17$		Tabular $r = 0.707$
($\alpha = .05$)		($\alpha = .05$)

The third test of correlation was between the performance of secondary school heads as perceived by their teachers, and the students performance in the NSAT-based achievement test.

Table 14

Performance of Secondary School Heads as Rated by Their Teachers and Student Average Ratings in the Achievement Test

Teachers-Rated Performance of SSAs	Students-Rated Performance of SSTs
70.11	69.39
64.27	70.62
67.91	71.89
77.58	68.96
70.25	69.54
71.25	70.7
64.0	64.28
71.71	75.04
Total 557.08	560.42
Computed $r = 0.88$	Tabular $r = 0.707$
($\alpha = .05$)	($\alpha = .05$)

The data on PASKO ratings of secondary school administrators and the averages of the students ratings in the achievement test in every school under each particular

administrators respectively had substantial correlation, but their relationship was not significant as computed r (0.66) was lesser than tabular (0.707). The combined performance ratings of secondary school administrators and the averages of the students' ratings in the achievement test in every school under each of the administrators respectively had negligible correlation for computed r (0.17) was very much lesser than tabular r (0.707). Finally, the data on teachers-rated performance of secondary school administrators, and on the averages of students ratings in the achievement test in every school under each of the respective administrators had likewise substantial correlation, but their relationship was not also significant as computed r (0.43) was lesser than tabular r (0.707).

The relationship between the secondary school administrators and the students was not direct, considering that school principals did not handle the students' classes directly, but only the teachers did. Thus, the correlation between the PASKO ratings of the school heads and the ratings of the students in the NSAT-based achievement test was not significant, although this relationship was substantial in some respect. This substantial correlation between the performances of school

administrators and students, even if not significant, was the level or degree of influence of secondary school administrators on students' performance, as far as the obtained data here were concerned.

Implication, Policy Redirection and Recommendation

To improve the performance of school administrators', teachers and students in public secondary schools, the primary focus must first be made on the formulation of institutional plan.

Before the opening of classes in every school year, the previous school years' institutional plan must be reviewed, and a new school plan must be drafted and formulated for the current school year. This new plan shall be based on the following: the targets set by the DECS Division of Samar, the result of the review of the previous school years plan, and the present condition of the important educational factors. The task of drafting the educational plan must be assigned to a committee of select teachers, and must, of course, include the school administrators. This plan for the new school year must be for all aspects of educational activities. This shall include the different activities to be done, the targets (both quantitative and qualitative) to be attained, the

methods or strategies or policies to be employed, the resources to be used, and the schedule of activities. The formulation of this plan must be under the critical supervision of the division supervisor assigned to supervise the secondary school concerned.

As soon as the school educational plan has been drafted, a meeting of the entire school staff and personnel shall be called by the school head to discuss said plan and to amend portions thereof that need changing. A re-orientation or retraining may be resorted to if deemed necessary in carrying out smoothly the school plan, especially on such important components as the methods/strategies/policies to be employed, the resources to be utilized. This meeting, re-orientation and retraining shall be done before the start of classes. These pre-classes activities are designed to prepare both school head and staff and personnel for the coming school year.

The school year shall therefore open with everyone, from the school administrators to the teachers and staff, conscious of the quantitative and qualitative targets to be realized in the different school activities, the strategies and policies to be applied, the resources to be tapped, and the schedule of activities. The central focus

of the administrative and supervisory functions of all school officials concerned shall be the said school educational plan. Conferences and seminars in the school or in the division level shall be conducted primarily to hone the efficiency of teachers and staff to be realize well the plan.

On Secondary School Heads Performance. As proven in several tests of significant difference, and several tests of correlation among the high school heads performance, teachers performance and students performance, the valid performance ratings of school heads were the low, teachers-rated PASKO ratings. This meant that the bases and the data used in measuring the school heads performance were not objective realities.

On the other hand, the strongest basis for measuring the school heads performance was the unadulterated achievement test ratings of the students. These untampered achievement test ratings of students must be used to rationalize, primarily, the rating of each school head in every PASKO indicator.

The key to a better performance of secondary school heads is as well-drafted and well-studied school plan, setting the targets for all major activities, specifying a well-developed strategy/strategies of carrying out those

plans, and scheduling properly the activities. Of course, the school heads ability and dedication as well as their in-service training must also go along with the implementation of the school plan.

Other aspects of administration and supervision, most particularly those mentioned in PASKO, must also be mastered by secondary school administrators.

On Secondary School Teachers Performance. The PAST ratings of high school teachers appeared to be bloated. As persons who are in charge of the direct instruction and training of the students, the teachers very high average PAST ratings cannot be justified in the face of very low ratings of students in the achievement test. Again the teachers PAST Ratings' bases and data were not anchored on firm grounds. It appeared that the more valid performance ratings of teachers were the students-rated performance ratings for teachers.

There are two ways of upgrading the performance of high school teachers. The first is through the able assistance of the school administrators, and other school officials; and, the second is through teachers self-improvement efforts.

Through closer and systematic supervision by high school administrators and other school officials, the

teachers strong and weak points, especially those that directly affect the smooth implementation of the school plan can be known and analyzed. Then coaching, guidance and training of teachers shall follow. Afterwards, there must be follow through with a series of supervision and guidance, until the desired teachers performance and level of competence shall have been attained and maintained. These activities are, aside from being SOP on the part of school heads and officials, part of PASKO indicators or measures.

On Students Performance. After the results of the NSAT-based achievement test were known, it is now very difficult to pretend that the public secondary school students, in general, are doing very well in school. Not even one-fourth of the fourth year students tested got 75 percent or above in this test.

These poor ratings of students in the achievement test may be traced to several factors, but the most important factors are the performance of high school administrators, primarily, and the performance of secondary school teachers, secondarily. These facts have been proven in the statistical computation and analyzes for tables 9 to 14 series.

To considerably upgrade students performance, effective measures and efforts must be made to improve, firstly, secondary school heads performance, most particularly in the PASKO indicators where they were rated very low by their respective teachers: Planning and Organizing Work; problem Analysis and Decision Making; Utilization and Allocation of Resources; and Leadership and personnel Management - in that order. Secondarily, secondary school teachers must likewise improve in those aspects of PAST where they were rated very low by their students: Poor Learner Achievement; Teachers Punctuality and Attendance; and Teachers Instructional Competence.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This research study was conducted to determine the relationship among the performances of the secondary school administrators, secondary school teachers and fourth year students in eight selected public secondary schools in the Division of Samar. This chapter presents the results of the investigation specifically on summary of findings, conclusions and recommendations.

Summary of Findings

Hereunder are the significant findings of the study:

1. On the performance ratings of the secondary school administrators under the PASKO, the following were the salient findings:

1.1 Under Planning and Organizing Work, three or 38 percent of the eight administrator-respondents got a perfect rating of 30. This meant that they exceeded their targets by 25 percent in terms of actual accomplishment. Five or 62 percent obtained a rating of 24 which meant that their actual accomplishment exceeded their targets by 10 percent. The average points which was 26.25 points

when transmuted in percent was equivalent to 87.5 indicating an Outstanding performance.

- 1.2 Under Leadership and Personnel Management, five or 62 percent got a perfect rating of 25 and three or 38 percent got 20 points. The average points of the eight administrator-respondents was 23.13 which was equivalent to 92.52 percent, interpreted as Outstanding performance.
- 1.3 Under Problem Analysis and Decision Making, four or 50 percent obtained perfect points of 15 and four or 50 percent obtained 12 points, with an average of 13.5 points equivalent to 90 percent. This indicates Outstanding performance.
- 1.4 Under Utilization and Allocation of Resources, one or 13 percent got perfect points of 10, seven or 87 percent got eight points with an average points of 8.25 equivalent to 82.5 percent, indicating a Very Satisfactory performance.
- 1.5 Under Promptness and Accuracy in Submission of Reports and Statistics, three or 38 percent obtained perfect points of 10; four or 49 percent obtained eight points; and one or 13 percent got 6 points. The average points was 8.5 equivalent to

85 percent indicating a Very Satisfactory performance.

1.6 Under Public Relation and Community Involvement, out of eight administrator-respondents, five or 62 percent got perfect points of 10 and three or 38 percent got 8 points. Average points was 9.25 which was equivalent to 92.5 percent, and Outstanding performance.

2. On the performance ratings of the secondary school administrators as rated by their respective secondary school teachers, the results was the following:

2.1 Under Planning and Organizing Work, the administrator-respondents obtained average points of 19.61 which was equivalent to 65.37 percent, indicating a Satisfactory performance.

2.2 Under Leadership and Personnel Management, they were rated with 17.79 points equivalent to 71.16 percent, interpreted as Satisfactory performance.

2.3 Under Problem Analysis and Decision Making, they were rated with 10.15 average points which was equivalent to 67.67 percent interpreted as Satisfactory performance.

2.4 Under Utilization and Allocation of Resources, the teachers gave their school heads 6.8 points

equivalent to 68 percent which was interpreted as Satisfactory performance.

2.5 Under Promptness and Accuracy in Submission of reports and Statistics, the administrator-respondents were rated by their teachers with 7.65 points. This was equivalent to 76.5 percent interpreted as Very Satisfactory performance.

2.6 Under Public Relations and Community Involvement, the administrator-respondents were rated with 7.64 points which was equivalent to 76.4 percent interpreted as Very Satisfactory performance.

2.7 The average performance rating of the eight administrator-respondents based on the teachers' rating was 69.64 percent which was equivalent to a Satisfactory performance.

3. There was a significant difference between the PASKO ratings of public secondary school administrators and their teacher-rated performance ratings.

4. The performance rating of the secondary school teachers based on the PAST was 90.06 which was interpreted as Very Satisfactory performance.

5. The performance rating of the secondary school teachers as rated by the respective students was 69.89 which was interpreted as Satisfactory performance.

6. There was a significant difference between the teachers' PAST ratings and their students-perceive performance ratings.

7. The mean score of the fourth year students in the NSAT-based achievement test was 114.38 which was equivalent to 69.127 percent. Based on this, 38 or 11.96 percent out of 317 examinees passed the test and the 279 or 88.04 percent failed to pass it. This indicated a poor performance.

8. On the correlation between the secondary school administrators and secondary school teachers, the results were the following:

8.1 Pearson $r = 0.33$ was the result when the PASKO ratings of school heads and PAST ratings of teachers under them were tested for their correlation, indicating a low, insignificant correlation.

8.2 Pearson $r = 0.34$ was the result when the combined performance ratings of the secondary school heads and the combined performance ratings of high school teachers were tested for their correlation, indicating once more a low, insignificant correlation.

8.3 Pearson $r = 0.88$ was the result when the teachers PASKO ratings of their respective school heads and

the students PAST ratings of their teachers were tested for their correlation, indicating high and significant correlation.

8.4 Only on the third set of variables: on the correlation between secondary school administrators and secondary school teachers, yielded high and significant correlation.

9. On the correlation between the PASKO ratings of secondary school administrators and the average ratings of the students in the achievement test in every school, the results were the following:

9.1 Pearson $r = 0.66$ resulted when the official PASKO ratings of secondary school heads and the students average ratings in the achievement test were tested for their correlation, which indicated a substantial but not significant correlation.

9.2 Pearson $r = 0.17$ resulted when the combined performance ratings of the secondary school administrators and students average ratings in the achievement test were tested for their correlation, which indicated a low, insignificant correlation.

9.3 Pearson $r = 0.43$ resulted when the teacher PASKO rating of their high school administrators and

ratings of the students in the achievement test in every school were tested for their correlation, which indicated a substantial but not significant correlation.

9.4. There was no significant correlation between the performance of the secondary school administrators and the average ratings of the students in the NSAT-based achievement test in every school. But two sets of variables resulted in substantial correlation between the performances of school administrators and students, although their actual relationship was not direct, because the teachers were directly in charge of the students.

Conclusion

Based on the aforesited findings, the following conclusions were drawn:

1. The performance of secondary school administrators affected to some extent the performance of the teachers under them, which, in turn, affected the scholastic achievement of their students.
2. The performance of secondary school heads vis-à-vis the performance of their teachers were correlated as shown through the Pearson r , using the obtained mean

method. Although there was no significant relationship between the performance of secondary school administrators and their students, there was at least, a substantial or marked correlation between them, even if their actual relation was indirect: school administrators did not handle students directly.

3. The official PASKO ratings of high school administrators and the official PAST ratings of high school teachers under them were deliberately increased compared to the perception and actual experience of teacher-raters and students-raters respectively; and these facts were also reflected in the actual, very low ratings of the students in the NSAT-based achievement test.

Recommendations

On the bases of the findings and conclusions, the following recommendations are hereby advanced:

1. A one-year school plan, which shall include academic and other important school activities and their corresponding targets, together with the methods and strategies to be employed to achieve them, shall be outlined, discussed and approved by those concerned before the formal opening of classes in each school year, taking into consideration the general plans and targets of School

Division. Such school plan, targets and strategies must be a product of the cooperative efforts of the school community.

2. Seminars, workshops, and other in-service training of teachers and other school personnel must be based principally on the said plan, targets, and strategies.

3. Closer and systematic guidance and supervision of classroom teachers and other school staff must be conducted by school heads and other supervisors, based primarily on the agreed school plan, targets and strategies, and secondarily, based on general principles and techniques of instruction and education.

4. Periodic assessment of students' scholastic progress according to the school plan must be conducted, the results of these assessments must be carefully handled so as to avoid doctoring them. Plans and targets, which shall be found unrealistic, as well as methods and strategies which, are found to be ineffective must be replaced immediately with better ones.

5. Higher incentive benefits must be given to those school staff and personnel who actually perform very well according to the school plan, instead of just giving out equal incentive benefits to all teachers, school personnel

and administrators, which, also, do not give encouragement to high performers.

6. Promotions and corresponding salary adjustments to teachers and other school personnel must be based on merit, and must be made promptly and quickly, so as to maintain their high morale and performance.

7. The names of the schools, teachers and other school personnel who performed outstandingly according to their school plan and other valid criteria must be given the widest publicity; and the lessons learned from these outstanding performance be taken and taught during seminars, workshops and other training's.

8. Government, both local and national, material and financial assistance must be sought and maintained by the schools so as to constantly improve the quality of instruction and education.

9. A sequel to this study, using private schools as sources of data should be undertaken to find out how the private schools are actually faring, sans manipulation.

average ratings of the students in the achievement test in every school were tested for their correlation, which indicated a substantial but not significant correlation.

9.4 There was no significant correlation between the performance of the secondary school administrators and the average ratings of the students in the NSAT-based achievement test in every school. But two sets of variables resulted in substantial correlation between the performances of school administrators and students, although their actual relationship was not direct, because the teachers were directly in charge of the students.

Conclusion

Based on the aforecited findings, the following conclusions were drawn:

1. The performance of secondary school administrators affected to some extent the performance of the teachers under them, which, in turn, affected the scholastic achievement of their students.
2. The performance of secondary school heads vis-à-vis the performance of their teachers were correlated as shown through the Pearson r , using the obtained mean

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A P P E N D I C E S

APPENDIX - A

LETTER REQUEST FOR APPROVAL OF PROBLEM

April 15, 1994

The Dean Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to submit herewith the titles of my proposed study for the approval and consideration, to wit:

1. Influence of Secondary School Administrators' Performance on the Teachers' Performance and Students' Achievement in Public Secondary School.
2. Administration and Supervision of the Political and Cadres Education in the Revolutionary Movement in Samar.
3. A Proposed Model for the School Plant Management.

Immediate action regarding this matter will be highly appreciated.

Very truly yours,

(SGD.) DOMINGO D. BACSAL, JR.

APPROVED:

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

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: BACSAL DOMINGO, JR. DACLAG
Surname *First Name* *Middle Name*

CANDIDATE FOR DEGREE: Master of Arts

AREA OF SPECIALIZATION: Administration and Supervision

TITLE PROPOSED THESIS OF/DISSERTATION: INFLUENCE OF
SECONDARY SCHOOL ADMINISTRATORS' PERFORMANCE ON THE
TEACHERS' PERFORMANCE AND STUDENTS' ACHIEVEMENT IN PUBLIC
SECONDARY SCHOOL.

(SGD.) DOMINGO D. BACSAL, JR.
Applicant

ALFREDO D. DACURO, Ph.D.
Name of Designated Adviser

APPROVED:

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

CONFORME:

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

In 3 copies: 1st copy - for the Dean
2nd copy - for the Adviser
3rd copy - for the applicant

Republic of the Philippines
Samar State Polytechnic College
Catbalogan, Samar
Graduate and Post-Graduate Studies

June 24, 1997

The Dean
Graduate School
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to apply for Pre-Oral Defense of my
Thesis entitled INFLUENCE OF SECONDARY SCHOOL
ADMINISTRATORS' PERFORMANCE ON THE TEACHERS' PERFORMANCE
AND STUDENTS' ACHIEVEMENT IN PUBLIC SECONDARY SCHOOL on
the data convenient for your office.

Very truly yours,

(SGD.) DOMINGO D. BACSAL, JR.
Graduate Student

Recommending Approval

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

APPROVED:

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

Date: June 25, 1997

Time: 10:00 A.M.

Republic of the Philippines
Samar State Polytechnic College
Catbalogan, Samar
Graduate and Post-Graduate Studies

June 24, 1997

The Dean
Graduate School
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to apply for Pre/Final Oral Defense of my Thesis/Dissertation entitled INFLUENCE OF SECONDARY SCHOOL ADMINISTRATORS' PERFORMANCE ON THE TEACHERS' PERFORMANCE AND STUDENTS' ACHIEVEMENT IN PUBLIC SECONDARY SCHOOL on the data convenient for your office.

Very truly yours,

(SGD.) DOMINGO D. BACSAL, JR.
Graduate Student

Recommending Approval

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

APPROVED:

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

Date: March 14, 1998

Time: 2:00 P.M.

Calbiga National High School
April 29, 1996

JESUSITA L. ARTECHE, Ed.D.
Division Superintendent of Samar
Catbalogan, Samar

Madam:

I, Domingo D. Bacsal, Jr., am requesting that your good office allows me to: a) have access to all pertinent data, documents, reports, and the like which I might need; b) conduct interviews and surveys to school officials and personnel in the Division of Samar; and c) conduct interviews, tests and surveys to high school students covered by my study.

Hoping for your favorable action on this request, I remain.

Very truly yours,

(SGD.) DOMINGO D. BACSAL, JR.
CNHS Teacher

APPROVED:

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

APPENDIX - D

MODIFIED PASKO RATING SHEET

(This was accomplished by teachers sample in a particular high school under study, in order to rate the efficiency of their school head. Each teacher sample was made to accomplish one form.)

I. Planning and Organizing Work

1. Did your school head tell you the target Mean/MPS to be achieved by the students in your subject area at the start of classes? _____ (Pls. Answer yes or no.)

If yes, what were the target Mean and MPS in your subject area for this school year? Mean? _____ MPS? _____.

Were you reminded of the strategies to be used in order to achieve the target Mean and MPS? _____. If yes, what were the strategies your school head told you to use? _____.

What were the actual Mean/MPS that your students achieved in your subject area last year generally? Were the below target? ____ Similar to the target? ____ Above the target? ____ (please check the blank corresponding to your answer).

2. What were the methods of developing teachers last school year were planned by your school head that you can recall? (Please list the methods).

When were these development seminars, trainings, etc., which were planned by your school head conducted last school year?

Did you attend any of these seminars, training, etc,? _____.

If yes, what was your experience of these seminars, trainings, etc as far as teacher development is concerned? a.) Excellent? _____ b.) Superior? _____ c.) Good? _____ d.) Fair? _____ e.) Poor? _____. (Please check the blank corresponding to your answer).

3. Were there plans by your school head about the development of the school buildings, ground, and site? _____?

If there were plans, how many were accomplished? _____. How many were not accomplished? _____.

Were these projects accomplished late? _____. On time _____ or earlier than due date? _____. (Please check the blank corresponding to your answer).

If there were projects accomplished, what do you think of the quality of the work done? a.) Excellent? _____ b.) Superior? _____ c.) Good? _____ d.) Fair? _____ e.) Poor? _____. (Please check the blank corresponding to your answer).

4. Were these special projects planned by your school head for the previous school year? _____. (Please answer yes or no.)

Who among the teachers or staff were assigned to work on these special projects that you know of? _____

_____.

Were the actual accomplishments of these special projects? _____. If yes, were these projects accomplished on time? _____. Late? _____. Earlier? _____. (Please check the blank corresponding to your answer).

5. Summary for planning and organizing work: What rating is just for your school head in the implementation of the above-mentioned plans under Planning and Organizing work, and the quality of the results?

a.) Excellent (30 pts.)? b.) Superior (24 pts.)?
 c.) Good (18 points)? d.) Fair (12 pts.) e.)
Poor (6 pts.)? . (Please check the blank
corresponding to your answer).

II. Leadership and Personnel Management

1. Have you experienced unjustified delays in your salary, appointment, promotion or salary adjustment? (Answer yes or no)
2. Were the work targets of all school activities and their attendant strategies/policies clearly explained by the school head to you? (Answer yes or no)
3. Did your school head gave you motivation, incentives and support to enable you to achieve work targets of all school activities effectively? (Support here refers to advice, ideas, structures or process given)
(Answer yes or no)
4. Did you experience any systematic program or special assignment to you by your head which was aimed at developing you potential further as a teacher?
(Answer yes or no)
5. Were you able to observe the methods used by your school head to check on the progress of his/her subordinates? (Answer yes or no)
6. Did your school head give you feedback about the quality of your work? (Answer yes or no)
7. Is there any welfare program put up by your school head? . (if there is any, please give an example:

8. Do you give full confidence and support to your school head? (Answer yes or no)
9. Summary: What rating is just for your school head in the exercise of his/her leadership and personnel management, if we summarize the answers to the questions above?

a.) Excellent (25 pts.)? b.) Superior (20 pts.)?
 c.) Good (15 pts.)? d.) Fair (10 pts.) e.) Poor
(5 pts.)? . (Please check the blank corresponding to
your answer).

III. Problem Analysis and Decision Making

1. Is there any problem related to your school known to your school head that was not resolved by him/her? (Answer yes or no)
2. Was there any complaint submitted to higher DECS office regarding problems in your school? (Answer yes or no)
3. Summary: If we shall weigh your answers to the questions above, how will you rate the ability of your school head in problem analysis and decision making?
a.) Excellent (15 pts.)? b.) Superior (12 pts.)?
 c.) Good (9 pts.)? d.) Fair (6 pts.) e.) Poor
(3 pts.)? . (Please check the blank corresponding to
your answer).

IV. Utilization of Resources

1. Were all school funds judiciously utilized observing priorities in the purchase of equipment and supplies? (Answer yes or no)
2. Were all funds available for traveling expenses fairly allocated so that these teachers requiring travel funds can perform their work efficiently? (Answer yes or no)
3. Were all the basic needs of the school attended by your school head even with scant resources? (Answer yes or no)
4. If you shall base you judgment on the summary of your answers to the questions above, what rating shall you give school head in the correct utilization of resources? a.) Excellent (10 pts.)? b.) Superior (8 pts.)? c.) Good (6 pts.)? d.) Fair (6 pts.) e.) Poor (2 pts.)? . (Please check the blank corresponding to your answer).

V. Public Relations and Community Involvement

1. Does your school head posses an excellent public image in the community, as well as among fellow-public officials in other government agencies? _____ (Answer yes or no)
2. Does your school head give full cooperation in the implementation of regional programs of government? _____ (Answer yes or no)
3. Is your school head held in highest regard by leaders in socio-civic agencies and by members of his various publics, including parents, religious leaders, etc? _____ (Answer yes or no)
4. Is your school head facilitative in his action? _____ (Answer yes or no)
5. If you base your judgment on the summary of your answers to the above questions, what rating is just for your school head in the field of public relations and community involvement? a.) Excellent (10 pts.)? _____ b.) Superior (8 pts.)? _____ c.) Good (6 pts.)? _____ d.) Fair (6 pts.)? _____ e.) Poor (2 pts.)? _____. (Please check the blank corresponding to your answer).

VI. Promptness and Accuracy in the Submission of Required Reports/Statistics

1. Are all required reports, statistics, budget proposals submitted late? _____ On due date? _____ Before the due date? _____ (please check the blank corresponding to your answer.)
2. Are all reports submitted by your school head accurately given, no errors, no revision needed, no discrepancies or inconsistencies noted? _____ (Answer yes or no)
3. If we summarize your answers to question 1 and above, what rating is just for your school head? a.) Excellent (10 pts.)? _____ b.) Superior (8 pts.)? _____ c.) Good (6 pts.)? _____ d.) Fair (4 pts.)? _____ e.) Poor (2 pts.)? _____. (Please check the blank corresponding to your answer).

APPENDIX - E

MODIFIED PAST RATING SHEET

(Ang porma ng PAST na ito ay sasagutin ng mga mag-aaral sa piling mataas na paaralan, upang mabigyan ng karampatang marka ang kakayahan sa pagtuturo ng kanikanilang mga guro.)

Pangalan: _____

Subject na tinuturo niya: _____

Pangalan ng Paaralan: _____

A. NATUTUHAN NG MGA MAG-AARAL SA GURO (40%)

1. Nagbigay ba ng pre-test ang mga guro mong ito noong nagtuturo pa siya sa iyo? _____ (Sasagutin ng oo o hindi)
2. Ilang aytem ba ang ibinibigay ng guro na pre-test? _____
3. Ilan ang iskor na nakuha mo sa pre-test noon? _____
4. Ilan naman ang iskor mo sa post-test sa katapanan ng taon na nakuha mo noong nag-aaral ka sa kanya? _____
5. Ilang puntos ang itinass ng iskor mo, mula pre-test hanggang post-test? _____.
6. Pagsusuma:

Bilang ng Aytem	Iskor sa Pre-test	Iskor sa Post-test	Itinaas ng MPS	Marka

B. KAHUSAYAN SA PAGTUTURO

Ang pagmamarka sa susunod na pangungusap tungkol sa kakayahan ng inyong guro ay ang susunod na pagmarka, at pumili ka lang kung alin ang nararapat:

5	-	Pinakamagaling
4	-	Magaling
3	-	Katamtamang Marka
2	-	Mababa ang Katamtaman
1	-	Mahina

Ang guro ay:

1. May malinaw at tiyak na mga layunin sa pagtuturo _____
2. Inaalam ang kinakailangang kaalamang dapat matutunan ng mga mag-aaral _____
3. Naghahanda ng komprehensibong banghay araling naglalayong matututo ang mga mag-aaral ng mahusay sa tiyak na mga layunin sa pagtuturo _____
4. Nagbibigay ng sapat na mga kagamitan sa pag-aaral na may iba-ibang antas (madali, katamtaman, mahirap) na kaugnay sa tiyak na mga layunin sa pag-aaral _____
5. Pinag-uugnay ang kinakailangang kaalaman sa mga bagong pinag-aaralang mga gawain na napapaloob sa mga tiyak na layunin sa pag-aaral _____
6. Hinihikayat at inihahanda ang mga mag-aaral para matuto sila sa mga kaalaman, mga kasanayan at mga aktitud na napapaloob sa mga tiyak na layunin sa pag-aaral _____
7. Gumagamit ng iba't iba at kaugnay na mga pamamaraan at may iba't ibang antas ng mga kagamitan sa pag-aaral upang matugunan ang iba't ibang pangangailangan sa pag-aaral ng mga istudyante para makamit ang pinakamahusay na kaalaman. _____
8. Pinakikinabangan ang sining sa pagtatanong upang mapauunlad ang mataas na kasanayan sa pag-iisip ng mga mag-aaral _____
9. Tumutugon sa pagkakaiba-iba ng personalidad ng mga mag-aaral sa pamamagitan ng pangmaramihang-kakayahang pagpapangkat-pangkat at pinakamagaling na paggamit ng iba't ibang antas ng mga kagamitan sa pagtuturo _____

10. Mahusay gumamit ng wikang panturo, at nagbibigay ng sapat na pagkakataon sa pagkatuto sa pamamagitan ng inter-aksyon (guro-mag-aaral/mag-aaral-mag-aaral) _____
11. Nahihiayat ang mga mag-aaral na magpahayag ng mga bagong kaalaman sa anyo ng mga tuntunin, paglalahat, pag-uugnay-ugnay at mga prinsipyo _____
12. Nagbibigay ng pinatnubay at nagsasariling paggamit ng mga bagong kaalaman sa tunay na buhay ng mga mag-aaral _____
13. Nagsusukat sa kaalaman ng mga mag-aaral sa pamamagitan ng maikli at mahabang pagsusulit na nakabatay sa tiyak na mga layunin sa pagtuturo _____
14. Gumagamit ng maikling mga pagsusulit bilang batayan sa pagbibigay sa mga mag-aaral ng mga gawaing nagpapatibay at nagpapanayam sa kanilang kaalaman, o kaya'y nagbibigay lunas sa mga suliranin sa pag-aaral ng mga istudyante _____

Kabuuang puntos dito _____

M a r k a _____

Nota:

Marka = Kabuuang puntos x .5 (pirmihang numero).

C. PANGANGASIWA SA KAPALIGIRAN NG PAG-AARAL (7%)

1. Pinangangasiwaan ng guro ang siliid-aralan at mga kagamitan (tulad ng silya, pisara, at mesa) para sa pabagu-bagong pagpapangkat-pangkat na nababagay sa gawaing pag-aaral) _____
2. Ang guro ay nagpapaskil sa kasalukuyang mga nagawa ng mga mag-aaral _____
3. Maayos at malinis ang mga kagamitang panturo ng guro para madaling nagagamit at nagagamit ng husto _____

4. Ang guro ang nagpapairal ng mahusay na kalagayang nakatutulong sa pag-aaral. (Ang mga mag-aaral ay malayang naghahanap at magbahagi ng mga ideya at mga impormasyon sa iba) _____
5. Sinisistematisa ng guro ang mga paulit-ulit na gawaing pansilid-aranan _____
6. Naitatatag at naipagpapatuloy ng guro ang disiplina _____
7. Nagbibigay ang guro ng mga responsibilidad na naaayon sa kakayahan at Interes ng mga mag-aaral _____
8. Ang guro ay nagpapairal ng napapanahon at tumpak na mga record para sa madaling paggamit ng mga ito _____
9. Ang guro ay nagsusumite ng napapanahon at tumpak na mga ulat sa petsa o bago pa dumating ang petsa na dapat sa pagsusumite _____

Kabuuang puntos dito _____

Marka _____

Nota:

Marka = Kabuuang puntos x .5 (pirmihang numero).

D. PROPESYONALISMO (5%)

1. Nag-aaral at nagpapalaganap ng mga patakaran, mga diin, at mga pamantayan sa edukasyon at mga isyung kaugnay sa edukasyon _____
2. Nakikisangkot sa pagpapatupad ng mga programa at mga proyekto na nakatutulong sa pag-aaral _____
3. Nakikisali sa pansarili at propesyonal na mga gawaing pagpaunlad (Propesyonal na pagbabasa, mga pagsasanay at mga seminar, pampangkat na pag-aaral ng mga sesyon) _____

Kabuuang puntos dito _____

Marka _____

Nota:

Marka = Kabuuang puntos x .5 (pirmihang numero).

E. MGA AKTITUD AT MGA PAGPAPAHALAGA (5%)

1. Sumusunod sa umiiral na mga tuntunin at mga regulasyon ng paaralan _____
2. Nagpapairal ng magandang pakikipag-ugnayan sa mga kapwa guro at mga opisyal ng DECS , at nagpapakita ng kahandaang tumulong _____
3. Nagpapakita ng mabuting pananamit at pag-aayos at pakikipag-kapwa _____
4. Nagpapakita ng pagiging bukas sa mga bagong kaalaman at puna _____
5. Ipinagmamalaki ang kanyang propesyon _____

Kabuuang puntos dito _____

M a r k a _____

Nota:

Marka = Kabuuang puntos x .5 (pirmihang numero).

F. PAGPASOK AT PAGLABAS SA TAMANG ORAS (5%)

Ang guro mo bang ito ay:

1. Walang absent, hindi nahuhuli sa pagpasok o hindi umuuwi ng hindi pa time sa loob ng isang taong napailalim ka sa kanya, maging sa klase o sa iba pang kinakailangang mga gawaing pampaaralan tulad ng mga miting, mga programa o mga pagtitipon? _____ (Oo o hindi?)
2. Dumarating sa paaralan o sa mga lugar ng gawain ng maaga, mga minutos bago pa nag "time" at umaalis lamang pagkatapos ng klase o mga gawaing pampaaralan? _____ (Oo o hindi?)

3. Nagbibigay ng serbisyo na lampas ng opisyal na "time" kung kinakailangan ang ganoong serbisyo? _____ (Oo o hindi?)

PAGSUSUMA: Kung susumahin ang mga sagot mo sa tanong dito sa pagpasok at paglabas sa tamang oras ng iyong guro na ito, ilan ba ang ibibigay na puntos mo sa kanya?

a. Pinakamagaling (5 puntos) _____ b. Magaling (4 puntos) _____
 c. Katamtaman (3 puntos) _____ d. Mababa sa katamtaman (2 puntos) _____ e. Mahina (1 punto) _____. (Pakilagay lang ang markang tsek sa puwang na kumakatawan sa inyong sagot.)

G. PANGMAGULANG AT PANGKUMUNIDAD NA INTER-AKSYON (3%)

1. Naghihikayat as mga magulang na makibahagi sa mga programang pang-kumunidad at pampaaralan, at sa mga proyektong makatutulong sa pag-aaral ng mga estudyante _____

2. Nakipag-usap sa indibidwal na magulang tungkol sa pag-aaral ng kani-kanyang anak _____

3. Inihuhubad sa mga salitang madaling maintindihan at pinalalaganap ang mga patakaran at mga impormasyong pang-edukasyon _____

Kabuuang puntos dito _____

Marka _____

Nota:

Marka = Kabuuang puntos x .5 (pirmihang numero).

PAGSUSUMA NG MARKA

A. Natutuhan ng Mag-aaral sa Guro (40%) _____

B. Kahusayan sa Pagtuturo (35%) _____

C. Pangangasiwa sa Kapaligiran ng Pag-aaral (7%) _____

**Rating Sheet for DECS Key Officials,
Directors Assistant Directors,
Superintendents, Assistant
Superintendents**

Indicators	Rating	Weight	Weighted Rating
Planning and organizing work, getting work done at specified time. (Maximum pts. - 30)			
Targets: a. _____ b. _____ c. _____			
Assignments: a. _____ b. _____ c. _____			
Utilization/allocation of resources (Maximum pts. - 10)			
<u>Explanatory statement:</u> _____ _____ _____			
Promptness and accuracy in submission of required reports/statistics, budget proposals. (Maximum pts. - 10)			
<u>Explanatory statement:</u> _____ _____ _____			
Problem analysis and decision making. (Maximum pts. - 15)			
<u>Explanatory statement:</u> _____ _____ _____			

Indicators	Rating	Weight	Weighted Rating
Leadership and Personnel Management			
<u>Explanatory statement:</u>			
Public relations and community development (Maximum pts. - 10)			
<u>Explanatory statement:</u>			
TOTAL			
PLUS FACTOR			
<u>Explanatory statement:</u>			

FINAL RATING:

Ratee

Rater

GUIDELINES FOR RATING

For Item A - Planning and Organizing Work
(Maximum Pts. - 30)

Targets, in accordance with a work plan, will be set at the start of the rating period. The targets should reflect the major thrusts of the division/region, such as for example, in the area of raising pupil achievement, school sites development, teacher development and special projects. The targets shall represent what is deemed as a satisfactory level of performance and shall be agreed upon by both the rater and the ratee.

Targets should, as much as possible, be quantified and time bounded.

Actual accomplishments at the end of the rating period shall be recorded and compared with the target. Rating will be in accordance with the following:

- a. Actual accomplishments exceed targets by 10% in quantity, quality or in time - 30
- b. Accomplishments exceed targets by 10% in quantity, quality, and time or by 25% in either quality, quantity or time - 24
- c. Accomplishments meet targets as set - 18
- d. Accomplishments fall short of targets by 10% as to quality, quantity or time - 12
- e. Accomplishments fall short of targets by 25% as to quantity, quality or time - 6

For Item B - Utilization of Resources
 (Maximum Pts. - 10)

<u>Indicators</u>	<u>Rating</u>
1. All funds judiciously utilized observing priorities in the purchase of equipment and supplies; non-priority items purchased; fairness observed in allocation of travel funds so that all officials requiring travel funds enabled to perform work efficiently; buildings fairly allocated; all needs of office/region/division provided for with a minimum of 10% saving realized. No excess personnel noted and basic needs attended to even with scant resources.	10
2. All funds judiciously utilized observing priorities in the purchase of equipment and supplies; non non-priority items purchased; fairness observed in allocation of travel funds so that all officials requiring travel funds enabled to perform work efficiently; all needs of personnel, units provided satisfactorily; no excess personnel but no savings realized.	8
3. All funds judiciously utilized observing priorities in purchase of supplies and equipment but evidences of either some unfairness an allocation of travel funds or non-maximization of existing positions or personnel.	

or

Travel funds allocated fairly and existing positions/personnel maximally utilized but cases of one or two purchases of non-priority equipment/supplies noted.

6

4. A want of fairness soon in allocation of travel funds so that certain personnel have not been enabled to perform their functions; cases of two or more purchases of non-priority items noted; a number of under-utilized personnel/positions noted without sufficient justification, 4

5. Gross mis-allocation of funds; items purchased of no immediate use; activities like supervision hampered by lack of funds; critical supplies requirement not provided for. 2

For Item C - Promptness/accuracy in Submission of Required Reports/Statistics

<u>Indicators</u>	<u>Rating</u>
1. All required reports, statistics, budget proposals submitted before due date with all required information, accurately given, no revision necessary; no discrepancies or inconsistencies noted	10
2. All required reports, statistics, budget proposals submitted on the date with not more than one instance of inaccuracy, incompleteness, or necessity for revision.	8
3. All required reports, statistics, budget proposals submitted on time with not more than 4 instances of incompleteness, inaccuracy, or discrepancies or two instances requiring revision	6
4. Given not more than 3 call-ups for reports or report not submitted on time but with 5 or more instances (but not exceeding 8) of necessity for review, revision or rechecking due to inaccuracies or incompleteness	4
5. Given more than 3 call-ups for overdue reports or attention called more than 8 times for inaccuracies in or incompleteness of reports	2

For Item D - Problem Analysis and Decision Making

<u>Indicators</u>	<u>Rating</u>
1. All problematic matters that can be resolved at their level satisfactorily acted on; no such matters elevated to a higher office. Evidence of workable solutions attempted on critical, urgent matters generally beyond their level of decision at least to minimize effects of the problem; absence of any problem in division/region left without corrective action; no complaint submitted to higher offices regarding problems in the area. (Note: All these factors should be present to merit a rating of 15).	15
2. All problems that can be resolved at their level satisfactorily acted on; no problem left without corrective action; no complaint that could be settled at their level elevated to higher offices; but no evidence of attempts at workable solution on critical, urgent matters usually beyond their level of decision	12
3. Not more than two cases of problems that can be resolved at their level elevated to a higher office; or not more two instances of complaints elevated to higher office for non-action on the part of the ratee's office; but evidence seen at effort to resolve problems that emerge in the area of service.	9
4. More than two but not more than five cases of problems that can be resolved at their level elevated to a higher office; or more than two but not more than five instances of complaints elevated to higher office for non-action on the part of the ratee's office. Problems in the area, generally beyond their level of decision, allowed to remain or become more acute by non-action such as bringing the matter to the attention of authorities concerned.	6

5. More than five cases of problems that can be resolved at their level elevated to a higher office; or more than five instances of complaints elevated to higher office for non-action on the part of the ratee's office; problems in the area, beyond their level of decision, allowed to remain or become more acute by non-action on the part of the ratee

3

For Item E - Leadership and Personnel Management

<u>Indicators</u>	<u>Rating</u>
1. Personnel matters like appointments, salary adjustments, promotions, etc. promptly attended to. No complaint on unjustified delays in salary;	
Work targets/policies clearly communicated to Subordinate units or personnel;	
Motivation/incentives and support provided at all times to enable subordinates to achieve targets effectively; support given in terms of advice, ideas, structures or process.	
Systematic programs to develop personnel instituted/implemented such as training programs scholarships, special assignment for those with potential; counseling or coaching to those who need it;	
Efficient control mechanism set up to check or monitor progress of subordinates' work; feedback provided to units on the quality of their work;	
Employee welfare programs instituted;	
Has full confidence and support of subordinates.	
(All these indicators should be present to merit a rating of 25)	25

2. Personnel matters like appointments, adjustments in salaries, promotions, etc. promptly attended to; no complaint on unjustified delays in salaries especially of teachers;

Work targets/policies clearly communicated to subordinate units or personnel;

A program of development set up for personnel such as training, coaching, apprenticeship but no welfare program for employees instituted. Generally, except in one or two instances, motivation, incentives, and support provided as well as assistance in terms of advice or mechanics to enable subordinates to achieve performance goals;

Efficient management control, system set up to check on or monitor programs of subordinates' work but feedback not always provided;

Has full confidence and support of subordinates. 20

3. All personnel matters like appointments, adjustments in salaries, promotions promptly and properly attended to; no complaint on unjustified delays in salaries especially of teachers;

Not more than two instances of failure to communicate clearly targets, policies, goals, to subordinate personnel;

Implemented a program for development of personnel/ or provided leadership for personnel development programs for certain groups;

Not more than 3 instances of failure to provide motivation, incentives, or assistance in terms of ideas or support mechanics, to enable subordinates to achieve their goals;

Only sometimes institutes management control mechanisms to check or monitor programs of subordinates' work;

Has full and confidence of most of his subordinates.

15

4. Generally, all personnel matters like appointments, adjustments in salaries, promotions, transfers promptly attended to but cases of at least three justified complaints on personnel matters such as delays or unfairness in appointment, delays in salaries, etc;

Policies, targets or goals seldom clearly communicated to subordinate personnel.

Minimal measures for employee development or welfare.

Subordinates only sometimes provided motivation, incentives or support measures to enable them to achieve targets;

Very seldom utilize feedback or monitoring mechanisms to check on progress of work of subordinates.

10

5. A number of justified complaints from the division/region on personnel matters like adjustment in salaries, promotions, assignments, etc.;

No systematic effort to communicate targets/policies to subordinates;

No measure instituted for employee development and welfare;

Seldom provides incentives, motivation or assistance in the form of advice or support mechanisms to enable subordinates to achieve targets.

No control or monitoring mechanisms on progress of work of subordinates.

Majority of subordinates do not have faith or confidence in his leadership.

For Item F - Public Relations and Community Involvement

<u>Indicators</u>	<u>Rating</u>
1. Has excellent public image in the community as well as among peers in other agencies. Gives full cooperation in implementation of regional programs of government; Is held in highest regard by leaders in socio-civic agencies and by members of his various publics, including parents, religious leaders, etc.;	
Facilitative in action.	10
<hr/>	
2. Has very satisfactory image in the community; Most of his peers in various agencies hold him in high regard for his cooperation in various government programs; Generally in high regard by most of the leaders of socio-civic agencies and organizations, teachers, parents and other sectors.	8 .
3. Has good image, generally, in the community; peers from other agencies satisfied with his cooperation in the implementation of government thrusts and programs; Most of the leaders of socio-civic agencies Regard him as average in his public relations.	6
4. Although generally has good image in the community, there were at least two instances of adverse observations in his behavior; A number of peers from other agencies not satisfied with his involvement or cooperation of certain government programs;	

..... Teachers Canteen Cooperative
Calbiga National High School

Secondary School Teachers
Representative to the
Adjudication Board Department of Education
Culture and Sports
Division of Samar

IN-SERVICE TRAININGS/SEMINARS ATTENDED

Division Secondary School Press Conference
October 28-30, 1991

Regional Seminar in Social Studies
November 26-27, 1991

Regional Secondary School Press Conference
December 11-13, 1991

Division Conference in Lesson Planning and Instructional
Materials in Social Studies
June 24-26, 1993

Regional Seminar in Leadership Training
October 1-2, 1992

Convention - Workshop (PGO/SBO)
January 13-14, 1995

Not very well regard by socio-civic leaders,
parents and other sectors.

4

5. Very poor public image in the community. Has been
the subject of a number of complaints from peers
or socio-civic leaders, or parents relating to his
professional conduct;

Peers from other agencies see him as uncooperative
and a difficult person to deal with;

Cannot get the cooperation of other agencies/
sectors in activities of education.

2

To be accomplished by Rating Team
(Supported by Documented Report)

	<u>Points</u>	<u>Rating</u>
PLUS FACTOR	5	

A ratee may be given additional five points for:

a. Decisive judicious action in a crisis or emergency situation where such action had significant effects.

The criteria of seriousness of situation and extent/permanence of effect may be used as guide.

b. Introducing an innovation in curricular programs, delivery system, curriculum materials, cost-saving methodologies where such innovation contributed significantly to the efficiency of the system.

c. Acts of heroism and courage beyond the normal call of duty.

d. Distinguished contribution/involvement in activities of other agencies of government or socio-civic organization.

ANNEX A

EVALUATION ON LEADERSHIP
(To be accomplished by Subordinates)

Instruction: Using a scale of 1 to 10, 1 for every poor and for outstanding, please rate (name) on the following items:

<u>Items</u>	<u>Rating Scale of 1-10</u>
<u>Targets</u>	
How efficient did he communicate work targets/requirements to you.	_____
<u>Motivation</u>	
To what extent did he provide ideas for more effective output on your part? How effectively did he provide motivations and incentives to you and your unit to enable you to work more efficiently?	_____
<u>Work Structure</u>	
How effectively did he set up structures/ processes so that targets could be efficiently realized?	_____
<u>Controls</u>	
How effectively did he implement management control mechanisms like indicating target dates, checking or monitoring progress of your unit, giving you feedback, etc. to support your unit's work	_____
<u>Development of Subordinates</u>	
To what extent did he provide opportunities e.g., through delegation, training programs, assignment to task force, special assignments, coaching, counseling, job review?	_____

Overall Rating

How would you rate your director/assistant director on his overall leadership and managerial effectiveness?

Name and Signature

Designation

ANNEX B

**RATING FOR PUBLIC RELATIONS AND
COMMUNITY DEVELOPMENT**
(To be accomplished by Non-MEC Raters)

Instructions to Raters

Using a scale of 1 to 10, 10 for outstanding and 1 for every poor, please rate (name) on the following items:

Items

**Rating Scale
of 1-10**

Cooperation

Extent to which he supported regional programs and cooperated in their implementation and quality of participation. _____

Political Sensitivity

Skill in perceiving effects of his action on other sectors of government/community, or other sectors of the population. _____

Public Relations

Degree of participation/involvement in social activities, civic programs, associations etc. Skills in dealing with various publics. _____

Overall rating in public relations, political sensitivity and community involvement. _____

Signature

Designation/Position

APPENDIX G-1

Computation of the comparison between PASKO ratings and teacher-rated performance ratings of Secondary School Administrators, using the t-test of independent or uncorrelated samples.

PASKO Ratings of SSAs	Teacher-Rated Performance Ratings of SSAs		Average
90.0	70.11		80.06
89.0	64.27		76.63
86.0	N1 = 8	67.91	N2 = 8
95.0		77.58	
91.0	Mean = 88.88	70.25	Mean = 69.64
85.0		71.25	
86.0		64.0	
89.0		71.71	
			80.36

X	X - \bar{X}	$(X - \bar{X})^2$	X	X - \bar{X}	$(X - \bar{X})^2$
90	1.12	1.25	70.11	.47	.22
89	.12	.01	64.27	-5.37	28.84
86	-2.88	8.29	67.91	-1.73	2.99
95	6.12	37.45	77.58	7.94	63.04
91	2.12	4.49	70.25	.61	.37
85	-3.88	15.05	71.25	1.61	2.59
86	-2.88	8.29	64.0	-5.64	31.81
89	.12	.01	71.71	2.07	4.29
$(X - \bar{X})^2_1 =$		78.84	$(X - \bar{X})^2_2 =$		134.15

$$SD = \sqrt{\frac{(x-x)^2_1}{N-1}}$$

$$SD = \sqrt{\frac{(x-x)^2_1}{N-1}}$$

$$SD = \sqrt{74.84/8-1}$$

$$SD = \sqrt{134.15/8-1}$$

$$SD = 3.27$$

$$SD = 4.38$$

$$\begin{aligned}
 \text{Degree of freedom} &= N_1 + N_2 - 2 \\
 &= 8 + 8 - 2 \\
 &= 14
 \end{aligned}$$

Step 2: $\alpha = .05$: df = 14 : tabular $t = 1.761$

Step 3: Statistical analysis: t-test uncorrelated samples.

Formula:

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

Computation:

$$t = \frac{88.88 - 69.64}{\sqrt{\frac{(8-1)(3.27)^2 + (8-1)(4.38)^2}{8+8-2} \left[\frac{1}{8} + \frac{1}{8} \right]}}$$

$$= \frac{19.24}{\sqrt{\frac{(7)(10.69) + (7)(19.18)}{14} \left[\frac{2}{8} \right]}}$$

$$= \frac{19.24}{\sqrt{\frac{74.83 + 14.26}{14} \left[\frac{2}{8} \right]}}$$

$$= \frac{19.24}{\sqrt{(14.935)(.25)}}$$

$$= \frac{19.24}{\sqrt{3.73375}}$$

$$t = 9.97$$

Step 4: Findings: Computed t is equal to 9.97. This is greater than tabular t , which is 1.761.

Step 5: Decision: The null hypothesis is no significant difference between the teachers PASKO ratings of the eight respondents secondary school heads, is rejected.

Conclusion: There is a significance difference between the teachers perceived PASKO ratings and the official PASKO ratings of their respective secondary school heads.

APPENDIX G-2

Computation of the correlation between the performance of the Secondary School Heads and the ratings of fourth year students in the NSAT-based achievement test.

Data:

High Schools	Official PASKO (X)	Students Ratings in Test (Y)	X^2	Y^2	XY
1. BNHS	90	70.06	8100	4908.4	6305.4
2. GNHS	89	69.05	7921	4767.9	6163.25
3. HNHS	86	69.76	7396	4855.46	5999.36
4. PNHS	95	70.29	9025	4940.68	6677.55
5. SNS	91	66.62	8281	4438.22	6062.42
6. SMNHS	85	69.7	7225	4858.09	5924.5
7. TNHS	86	68.01	7396	4625.36	5848.86
8. WNHS	89	70.52	7921	4973.07	6276.28
	$\Sigma X = 711$	$\Sigma Y = 554.01$	$\Sigma X^2 = 63265$	$\Sigma Y^2 = 38378.18$	$\Sigma XY = 49257.62$

Formula:

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

where:

$$\begin{aligned}
 N &= 8 \\
 \Sigma XY &= 492,57.62 \\
 \Sigma X &= 711 \\
 \Sigma Y &= 554.01 \\
 \Sigma X^2 &= 63,265 \\
 \Sigma Y^2 &= 38,378.18
 \end{aligned}$$

$$\begin{aligned}
 \text{Pearson } r &= \frac{8(49,257.62) - (711)(554.01)}{\sqrt{[8(63,265) - (711)^2] [8(38,378.18) - (554.01)^2]}} \\
 &= \frac{394,060.96 - 393,901.11}{\sqrt{(506,120 - 505,521) (307,025.44 - 306,927.08)}} \\
 &= \frac{159.85}{\sqrt{58917.64}} \\
 r &= 159.85 / 242.73 \\
 r &= 0.66 \\
 df &= N - 2 \\
 &= 8 - 2 \\
 &= 6 \\
 \alpha &= .05 \quad : \text{tabular } r = 0.707
 \end{aligned}$$

Conclusion: Computed r is less than tabular r . Therefore, there is no significant relationship between the PASKO ratings of secondary school administrators and the students ratings in the NSAT-based achievement test. The null hypothesis is accepted.

APPENDIX G-3

Computation of the correlation between the performance of the Secondary School Heads and the ratings of Secondary School Teachers, using the Pearson Product Moment Correlation formula

Data:

High Schools	Official PASKO (X)	Students Ratings in Test (Y)	X^2	Y^2	XY
1. BNHS	90	91.53	8100	8377.14	8237.7
2. GNHS	89	89.72	7921	8049.68	7985.08
3. HNHS	86	89.38	7396	7989.78	7686.68
4. PNHS	95	90.92	9025	8266.45	8673.4
5. SNS	91	89.15	8281	7947.72	8112.65
6. SMNHS	85	90.96	7225	8273.72	7731.6
7. TNHS	86	87.96	7396	7736.96	7564.56
8. WNHS	89	90.88	7921	8259.17	8088.32
	$\Sigma X = 711$	$\Sigma Y = 720.5$	$\Sigma X^2 = 63265$	$\Sigma Y^2 = 64901.22$	$\Sigma XY = 64043.99$

Formula:

$$\text{Pearson } r = \frac{N \Sigma XY - \bar{X} \bar{Y}}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2] [N \Sigma Y^2 - (\Sigma Y)^2]}}$$

where:

$$\begin{aligned}
 N &= 8 \\
 \Sigma XY &= 64,043.99 \\
 \Sigma X &= 711 \\
 \Sigma Y &= 720.5 \\
 \Sigma X^2 &= 63,265 \\
 \Sigma Y^2 &= 64,901.22
 \end{aligned}$$

$$\begin{aligned}
 \text{Pearson } r &= \frac{8(64,043.99) - (711)(72.05)}{\sqrt{[8(63,265) - (711)^2] [8(64,901.22) - (720.5)^2]}} \\
 &= \frac{512,351.92 - 512,275.5}{\sqrt{(506,120 - 505,521)(519,209.76 - 519,120.25)}} \\
 &= \frac{76.42}{\sqrt{(599)(89.51)}} \\
 &= \frac{76.42}{\sqrt{53616.49}} \\
 r &= 76.42 / 231.55 \\
 r &= 0.33 \\
 df &= N - 2 \\
 &= 8 - 2 \\
 &= 6 \\
 \alpha &= .05 \quad : \text{tabular } r = 0.707
 \end{aligned}$$

Conclusion: Computed r (0.33) is less than tabular r (0.707). There is but a slight positive correlation between the performance of secondary school heads and teachers performance, but this relationship is not significant.

APPENDIX G-4

Computation of the correlation between the performance of the High School Heads as perceived by their teachers and the performance of Secondary School Teachers as rated by their students.

Data:

High Schools	Official PASKO (X)	Students Ratings in Test (Y)	X^2	Y^2	XY
1. BNHS	70.11	69.36	4915.41	4814.97	4864.93
2. GNHS	64.27	70.62	4130.63	4987.18	4538.75
3. HNHS	67.91	71.89	4611.77	5096.28	4582.05
4. PNHS	77.58	68.96	6018.66	4755.48	5349.92
5. SNS	70.25	69.54	4935.06	4835.81	4885.19
6. SMNHS	71.25	70.7	5076.0	4998.49	5037.38
7. TNHS	64.0	64.28	4096.0	4131.92	4113.92
8. WNHS	71.71	75.04	5142.32	5631.0	5381.12
	$\Sigma X = 557.08$	$\Sigma Y = 560.42$	$\Sigma X^2 = 38926.41$	$\Sigma Y^2 = 39251.13$	$\Sigma XY = 39053.26$

Formula:

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

where:

$$\begin{aligned}
 N &= 8 \\
 \Sigma XY &= 39,053.26 \\
 \Sigma X &= 557.08 \\
 \Sigma Y &= 560.42 \\
 \Sigma X^2 &= 38,926.41 \\
 \Sigma Y^2 &= 39,251.13
 \end{aligned}$$

$$\begin{aligned}
 \text{Pearson } r &= \frac{8(39053.26) - (577.08)(560.42)}{\sqrt{[8(38926.41) - (577.08)^2][8(39251.13) - (560.42)^2]}} \\
 &= \frac{312,426.08 - 312,198.77}{\sqrt{(311,411.28 - 310,338.12)(311,009.04 - 314,070.57)}} \\
 &= \frac{277.31}{\sqrt{(1073.16)(61.53)}} \\
 &= \frac{277.31}{\sqrt{66031.53}}
 \end{aligned}$$

$$r = 277.31 / 256.966$$

$$r = 0.88$$

$$\begin{aligned}
 \text{df} &= N - 2 \\
 &= 8 - 2 \\
 &= 6
 \end{aligned}$$

$$\alpha = .05 \quad : \text{tabular } r = 0.707$$

Conclusion: Computed r (0.88) is greater than tabular r (0.707). Thus, there is a significant correlation between the performance of secondary school administrators as perceived by their teachers and the performance of secondary school teachers as rated by their students.

The teachers collective PASKO ratings of their school heads is directly proportional to the students collective PAST ratings of their teachers in eight (8) selected Public Secondary Schools in Samar. This means that, as the PASKO ratings of the school heads decrease there is a corresponding decrease in the PAST ratings of the teachers.

APPENDIX G-5

Computation of the correlation between the combined performance ratings of the High School Heads and combined performance ratings of Secondary School Teachers using the Pearson Product Moment Correlation formula.

Data:

High Schools	Official PASKO (X)	Students Ratings in Test (Y)	X^2	Y^2	XY
1. BNHS	80.06	.80.46	6049.6	6473.81	6441.63
2. GNHS	76.64	80.17	5873.69	6427.23	6144.23
3. HNHS	76.96	80.64	5922.84	6502.81	6206.05
4. PNHS	86.29	79.94	7445.96	6390.4	6898.02
5. SNS	80.63	79.35	6501.2	6296.42	6397.99
6. SMNHS	78.13	80.83	6104.3	6533.49	6315.25
7. TNHS	75.0	76.12	5625.0	5794.25	5709.0
8. WNHS	80.36	82.96	6457.73	6882.36	6666.67
	$\Sigma X = 634.07$	$\Sigma Y = 640.47$	$\Sigma X^2 = 50340.32$	$\Sigma Y^2 = 51300.77$	$\Sigma XY = 50778.84$

Formula:

$$\text{Pearson } r = \frac{N \Sigma XY - \bar{X} \bar{Y}}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2] [N \Sigma Y^2 - (\Sigma Y)^2]}}$$

where:

$$\begin{aligned}
 N &= 8 \\
 \Sigma XY &= 50,778.84 \\
 \Sigma X &= 634.07 \\
 \Sigma Y &= 640.47 \\
 \Sigma X^2 &= 50,340.32 \\
 \Sigma Y^2 &= 51,300.77
 \end{aligned}$$

$$\begin{aligned}
 \text{Pearson } r &= \frac{8(50,778.84) - (634.07)(640.47)}{\sqrt{[8(50,340.32) - (634.07)^2][8(51,300.77) - (640.47)^2]}} \\
 &= \frac{406,230.72 - 406,102.81}{\sqrt{(402,722.56 - 402,044.76)(410,406.16 - 410,201.82)}} \\
 &= \frac{127.91}{\sqrt{(677.8)(204.34)}} \\
 &= \frac{127.91}{\sqrt{138,501.64}} \\
 r &= 127.91 / 372.16 \\
 r &= 0.34 \\
 df &= N - 2 \\
 &= 8 - 2 \\
 &= 6 \\
 \alpha &= .05 \quad : \text{tabular } r = 0.707
 \end{aligned}$$

Conclusion: There is a low positive relationship between the combined performance ratings of the secondary school heads and the combined performance ratings of secondary school teachers. However, the correlation is not significant, because computed r (0.34) is lesser than tabular r (0.707).

APPENDIX G-6

Computation of the comparison between PAST ratings and student-related performance ratings of Secondary School Teachers, using the t-test of independent or uncorrelated samples.

Data:

PASKO Ratings of SSTs	Student-Rated Performance Ratings of SSTs	Average
91.53	69.39	80.46
89.72	70.62	80.17
89.38	71.89	80.64
90.92	68.96	79.94
89.15	69.54	79.34
90.96	70.7	80.83
87.96	64.28	76.12
90.88	75.04	82.96

X	X - \bar{X}	$(X - \bar{X})^2$	X	X - \bar{X}	$(X - \bar{X})^2$
91.53	1.47	2.16	69.39	-0.66	.44
89.72	-0.34	.12	70.62	.57	.33
89.38	-0.68	.46	71.89	1.84	3.39
90.92	.86	.74	68.96	-1.09	1.19
89.15	-0.91	.83	69.54	.51	.26
90.96	.9	.81	70.7	.65	.42
87.96	-2.1	4.41	64.28	-5.77	33.29
90.88	.82	.67	75.04	4.99	24.9
$(X - \bar{X})^2_1 =$			$(X - \bar{X})^2_2 =$		
74.84			134.15		

$$SD = \sqrt{\frac{(X - \bar{X})^2_1}{N - 1}}$$

$$SD = \sqrt{\frac{(X - \bar{X})^2_2}{N - 1}}$$

$$SD = \sqrt{10.2 / 8 - 1}$$

$$SD = \sqrt{64.22 / 8 - 1}$$

$$SD = 1.21$$

$$SD = 3.03$$

$$\begin{aligned}
 \text{Degree of freedom} &= N_1 + N_2 - 2 \\
 &= 8 + 8 - 2 \\
 &= 14
 \end{aligned}$$

Step 2: $\alpha = .05$: df = 14 : tabular $t = 1.761$

Step 3: Statistical analysis: t-test uncorrelated samples.

Formula:

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

Computation:

$$t = \frac{90.06 - 70.05}{\sqrt{\frac{(8-1)(1.21)^2 + (8-1)(3.03)^2}{14} \left(\frac{1}{8} + \frac{1}{8} \right) }}$$

$$= \frac{20.01}{\sqrt{\frac{10.22 + 64.26}{14} \left(\frac{2}{8} \right) }}$$

$$= \frac{20.01}{\sqrt{(5.32)(.25)}}$$

$$= \frac{20.01}{\sqrt{1.33}}$$

$$\begin{aligned}
 t &= 20.01 / 1.15 \\
 &= 17.4
 \end{aligned}$$

Step 4: Findings: Computed t is equal to 17.4. This is greater than tabular t , which is 1.761.

Step 5: Decision: The null hypothesis that there is no significant difference between PAST ratings and student-rated performance ratings Secondary School Teachers is rejected.

Conclusion: There is a significance difference between the PAST ratings and the students perceived ratings on the performance of their teachers.

APPENDIX G-7

Computation of the correlation between the combined PASKO ratings of Secondary School Heads and the ratings of fourth year students in the NSAT-based achievement test.

Data:

High Schools	Official PASKO (X) Ratings	Students Ratings in Test (Y)	X^2	Y^2	XY
1. BNHS	80.06	70.06	6049.6	4908.4	5609.0
2. GNHS	76.64	69.05	5873.69	4767.9	5292.0
3. HNHS	76.96	69.76	5922.84	4855.46	5368.73
4. PNHS	86.29	70.29	7445.96	4940.68	6065.32
5. SNS	80.63	66.62	6501.2	4438.22	5371.57
6. SMNHS	78.13	69.7	6104.3	4858.09	5445.66
7. TNHS	75.0	68.01	5625.0	4625.36	5025.75
8. WNHS	80.36	70.52	6457.73	4973.07	5666.99
	$\Sigma X = 711$	$\Sigma Y = 554.01$	$\Sigma X^2 = 63265$	$\Sigma Y^2 = 38378.18$	$\Sigma XY = 43847.02$

Formula:

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

where:

$$\begin{aligned}
 N &= 8 \\
 \Sigma XY &= 43,847.02 \\
 \Sigma X &= 634.07 \\
 \Sigma Y &= 554.01 \\
 \Sigma X^2 &= 38,851.71 \\
 \Sigma Y^2 &= 38,378.18
 \end{aligned}$$

$$\begin{aligned}
 \text{Pearson } r &= \frac{8(50,778.84) - (634.07)(640.47)}{\sqrt{[8(38,851.71) - (634.07)^2][8(38,378.18) - (554.01)^2]}} \\
 &= \frac{350,776.16 - 351,281.12}{\sqrt{(402,722.56 - 402,044.76)(410,406.16 - 410,201.82)}} \\
 &= \frac{-504.96}{\sqrt{(-91,231.08)(98.36)}} \\
 &= \frac{-504.96}{\sqrt{-8973489}}
 \end{aligned}$$

$$r = (-504.96) / (-2995.58)$$

$$r = 0.17$$

$$\begin{aligned}
 df &= N - 2 \\
 &= 8 - 2 \\
 &= 6
 \end{aligned}$$

$$\alpha = .05 \quad : \text{tabular } r = 0.707$$

Conclusion: Computed r (0.17) is lesser than tabular r (0.707). The correlation between the combined performance ratings of Secondary School Heads and the ratings of fourth year students in the NSAT-based achievement test is both negligible and insignificant.

APPENDIX G-8

Computation of the correlation between the performance of the Secondary School Heads as rated by respective teachers and the ratings of fourth year students in the NSAT-based achievement.

Data:

High Schools	Official PASKO (X)	Students Ratings in Test (Y)	X^2	Y^2	XY
1. BNHS	70.11	70.06	4915.41	4908.4	4911.91
2. GNHS	64.27	69.05	4130.63	4767.9	4437.84
3. HNHS	67.91	69.6	4611.77	4866.46	4734.4
4. PNHS	77.58	70.29	6018.66	4940.68	5453.1
5. SNS	70.25	66.62	4935.06	4438.22	4680.06
6. SMNHS	71.25	69.7	5076.0	4858.09	4966.13
7. TNHS	64.0	68.01	4096.0	4625.36	4352.64
8. WNHS	71.71	70.52	5142.32	4973.07	5056.99
	$\Sigma X = 557.08$	$\Sigma Y = 554.01$	$\Sigma X^2 = 38926.41$	$\Sigma Y^2 = 38378.18$	$\Sigma XY = 38596.07$

Formula:

$$\text{Pearson } r = \frac{N \Sigma XY - \bar{X} \bar{Y}}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2] [N \Sigma Y^2 - (\Sigma Y)^2]}}$$

where:

$$\begin{aligned}
 N &= 8 \\
 \Sigma XY &= 38,596.07 \\
 \Sigma X &= 557.08 \\
 \Sigma Y &= 554.01 \\
 \Sigma X^2 &= 38,926.41 \\
 \Sigma Y^2 &= 38,738.18
 \end{aligned}$$

$$\begin{aligned}
 \text{Pearson } r &= \frac{8(38,596.07) - (557.08)(554.01)}{\sqrt{[8(38926.41) - (557.08)^2][8(38738.18) - (554.01)^2]}} \\
 &= \frac{308768.56 - 308627.89}{\sqrt{(311,411.28 - 310338.12)(307025.44 - 306927.08)}} \\
 &= \frac{140.67}{\sqrt{(1073.16)(98.36)}} \\
 &= \frac{140.67}{\sqrt{105556.01}}
 \end{aligned}$$

$$r = 140.67 / 324.89$$

$$r = 0.43$$

$$\begin{aligned}
 df &= N - 2 \\
 &= 8 - 2 \\
 &= 6
 \end{aligned}$$

$$\alpha = .05 \quad : \text{tabular } r = 0.707$$

Conclusion: Computed r (0.43) is lesser than tabular r (0.707). Thus, there is a substantial positive correlation between the performance of secondary school heads as perceived by their teachers and student ratings in the NSAT-based achievement test, but this relationship is not significant.

APPENDIX H

**SUMMARY OF THE RESULTS OF THE SURVEY
IN NINE SELECTED PUBLIC SECONDARY SCHOOLS**

1. PASKO Ratings of Secondary School Administrators
2. PAST Ratings of Selected Secondary School Teachers
3. Results of the NSAT-based Achievement Test Given to Selected Fourth Year Students

CALBIGA NATIONAL HIGH SCHOOLNo. of Principal: 1No. of Teachers: 33No. of Students: 1,100Name of Principal: **PASKO RATING**

Rated by Teachers : Official

: 43 : 86

Teachers Sample: **PAST RATING**

Rated by Students : Official

1.	:	76.19	:	86
2.	:	59.66	:	91.5
3.	:	49.5	:	80.5
4.	:	77.63	:	91.5
5.	:	73.99	:	88.5
6.	:	63.88	:	90.5
7.	:	65.95	:	89.0
8.	:	78.14	:	91.5
9.	:	80.6	:	91.0
10.	:	69.54	:	89.0
Total		695.35	:	891.5
Teacher Average Rating		<u>69.25</u>	:	<u>89.15</u>

CALBIGA NATIONAL HIGH SCHOOL

Note: Questionnaires and examination were tested in Calbiga National High School. This school is supposed to be not included in the eight sample schools.

Students Sample : Score : **NSAT Rating** : **Students Sample : Score** : **NSAT Rating**

Boys:

1.	:138	:73.08	:13	:	95	:	65.89
2.	:160	:76.76	:14	:	143	:	73.91
3.	:132	:72.07	:15 (1/2)	:	54	:	68.12
4.	:154	:75.75	:16	:	160	:	76.76
5.	:178	:79.77	:17	:	171	:	78.6
6.	:170	:78.42	:18	:	145	:	74.25
7.	:144	:74.08	:19	:	119	:	69.9
8.	:232	:88.8	:20	:	151	:	75.25
9.	:187	:81.27	:21	:	158	:	76.42
10.	:136	:72.74	:22	:	178	:	78.43
11.	:187	:81.27	:23	:	156	:	76.09
12.	:151	:75.25	:24	:	193	:	82.27
13.	:132	:72.07	:25	:	152	:	75.42
14.	:214	:85.78	:26	:	129	:	71.57
15.	:137	:72.9	:27	:	139	:	73.24

Girls: :29 : 215 : 85.95
1 : 142 : 72.91 : 123 : 72.27

1.	: 143	: 73.91	: 30	: 133	: 72.27
2.	: 125	: 70.9	: 31	: 150	: 75.08
3.	: 138	: 73.08	: 32	: 131	: 71.9

Total Ratings: 3,543,921

5. : 146 : 74.42 Total Ratings: 3,545.9
6. : 166 : 77.76

7. : 132 : 72.07 : Average Ratings: 75.4
8. : 153 : 75.59 :

8. :153 :73.59 :
9. :138 :73.08 :

10. : 127 : 71.24 :
11. : 136 : 72.74 :

11. : 130 : 72.74 :
12. : 141 : 73.58 :

BASEY NATIONAL HIGH SCHOOL**No. of Principal: 1****No. of Teachers: 62****No. of Students: 1,420****Name of Principal****PASKO RATING**

Rated by Teachers : Official

: 70.11 : 90.0

Teachers Sample**PAST RATING**

Rated by Students : Official

1.	:	68.71	:	88.52
2.	:	59.1	:	90.63
3.	:	61.61	:	91.92
4.	:	70.0	:	87.84
5.	:	71.06	:	93.16
6.	:	69.52	:	86.88
7.	:	71.2	:	95.33
8.	:	65.73	:	92.95
9.	:	61.64	:	90.14
10.	:	78.0	:	96.65
11.	:	76.46	:	93.6
12.	:	72.9	:	94.81
13.	:	77.0	:	94.19
14.	:	72.33	:	87.5
15.	:	65.47	:	88.88

1040.78 1373

Average: 69.39

Average: 91.53

Students' Sample**NSAT Rating**

Boys

: Score : Rating

1.	:	93	:	65.55
2.	:	154	:	75.75
3.	:	118	:	69.73
4.	:	59	:	59.87
5.	:	131	:	71.91
6.	:	72	:	62.04
7.	:	71	:	61.87
8.	:	137	:	72.91
9.	:	157	:	76.25
10.	:	85	:	64.21

Girls	:	Score	:	Rating
1.	:	124	:	70.74
2.	:	105	:	67.56
3.	:	123	:	70.57
4.	:	102	:	67.06
5.	:	129	:	71.57
6.	:	136	:	72.74
7.	:	88	:	64.72
8.	:	111	:	68.56
9.	:	121	:	70.23
10.	:	140	:	73.41
11.	:	114	:	69.06
12.	:	153	:	75.59
13.	:	108	:	68.06
14.	:	122	:	70.41
15.	:	(1/2) - 37	:	62.42
16.	:	83	:	63.88
17.	:	166	:	77.76
18.	:	109	:	68.23
19.	:	141	:	73.58
20.	:	191	:	81.94
21.	:	113	:	68.9
22.	:	89	:	64.88
23.	:	160	:	76.76
24.	:	105	:	67.56
25.	:	170	:	78.43
26.	:	168	:	78.09
27.	:	127	:	71.24
28.	:	132	:	72.07
29.	:	97	:	66.22
30.	:	78	:	63.04
31.	:	150	:	75.08
32.	:	115	:	69.23

Total: 3012.58

Average: 70.06

GANDARA NATIONAL HIGH SCHOOL
 (Ramon T. Diaz Memorial High School)

No. of Principal: 1

No. of Teachers: 18

No. of Students: 542

Name of Principal

: PASKO RATING

Rated by Teachers : Official

: 64.27

: 89

Teachers Sample

: PAST RATING

Rated by Students : Official

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

: 69.64	: 89.29
: 80.26	: 91.15
: 54.0	: 83.44
: 68.02	: 87.99
: 62.36	: 86.95
: 61.29	: 88.84
: 85.9	: 92.66
: 65.81	: 89.16
: 87.92	: 94.75
: 90.96	: 94.99
: 58.15	: 90.52
: 50.49	: 87.92
: 75.83	: 91.75
: 78.07	: 86.65
: 65.47	: 88.88

988.7 **1256.06**

Teachers Average Rating : 70.62 : 89.72

GANDARA NATIONAL HIGH SCHOOL
 (Ramon T. Diaz Memorial High School)

<u>Students</u>	<u>Sample</u>	<u>: NSAT</u>	<u>: Students</u>		<u>: NSAT</u>	
		<u>: Score</u>	<u>: Rating</u>		<u>: Score</u>	<u>: Rating</u>
Boys:						
1.		: 142	: 73.75	: 9	: 99	: 66.56
2.		: 103	: 67.22	: 10	: 115	: 69.23
3.		: 118	: 69.73	: 11	: 158	: 76.42
4.		: 112	: 68.73	: 12	: 178	: 79.77
5.		: 142	: 73.75	: 13	: 87	: 64.55
6.		: 103	: 67.22	: 14	: 120	: 70.07
7.		: 120	: 70.07	: 15	: 114	: 69.06
8.		: 158	: 76.42	: 16	: 120	: 70.07
9.		: 86	: 64.38	: 17	: 112	: 68.73
10.		: 114	: 69.06	: 18	: 109	: 68.22
11.		: 77	: 62.88	: 19	: 120	: 70.07
12.		: 92	: 65.38	: 20	: 123	: 70.5
13.		: 84	: 64.05	: 21	: 111	: 68.56
14.		: 84	: 64.05	: 22	: 104	: 67.39
15.		: 80	: 63.38	: 23	: 175	: 79.26
16		: 104	: 67.39	: 24	: 137	: 72.91
				: 25	: 103	: 67.22
Girls:						
1.		: 121	: 71.23	: 26	: 110	: 68.39
2.		: 149	: 68.46	: 27	: 80	: 63.38
3.		: 115	: 69.23	: 28	: 109	: 68.23
4.		: 132	: 72.07	: 29	: 99	: 66.56
5.		: 92	: 65.38	: 30	: 136	: 72.74
6.		: 69	: 61.54			
7.		: 114	: 69.06			
8.		: 150	: 75.08			Total Ratings: <u>3176.37</u>
9.		: 138	: 73.08			
10.		: 127	: 71.24			Average Ratings: <u>69.05</u>
11.		: 136	: 72.74			
12.		: 141	: 73.58			

HINABANGAN NATIONAL HIGH SCHOOL**No. of Principal: 1****No. of Teachers: 16****No. of Students: 400****Name of Principal****PASKO RATING**

Rated by Teachers : Official

: 67.91 : 86**Teachers Sample****PAST RATING**

Rated by Students : Official

1.	:	86.75	:	93
2.	:	73.65	:	91
3.	:	60.92	:	90
4.	:	68.52	:	89
5.	:	65.6	:	93
6.	:	57.66	:	83
7.	:	82.84	:	93.5
8.	:	79.16	:	89.16

Teachers Average Rating	:	<u>71.89</u>	575.1	715
				: <u>89.38</u>

HINABANGAN NATIONAL HIGH SCHOOL

<u>Students</u>	<u>Sample</u>	<u>: NSAT</u>	<u>: Students</u>		<u>: NSAT</u>	
		<u>: Score</u>	<u>: Rating</u>		<u>: Score</u>	<u>: Rating</u>
Boys:						
1.		: 174	: 79.1	: 15	: 89	: 64.88
2.		: 104	: 67.39	: 16	: 161	: 76.92
3.		: 125	: 70.9	: 17	: 132	: 72.07
4.		: 99	: 66.56	: 18	: 107	: 67.89
5.		: 139	: 73.24	: 19	: 162	: 77.09
6.		: 99	: 66.56	: 20	: 87	: 64.55
7.		: 130	: 71.74	: 21	: 86	: 64.38
8.		: 125	: 70.9	: 22	: 130	: 71.74
9.		: 107	: 67.89	: 23	: 124	: 70.74
10.		: 105	: 67.56	: 24	: 127	: 71.24
11.		: 88	: 64.74	: 25	: 96	: 66.05
12.		: 175	: 79.26			
13.		: 119	: 69.9			Total Ratings: 2,720.58
14.		: 91	: 65.22			Average Ratings: 69.76

Girls:

1.		: 123	: 70.57
2.		: 90	: 65.05
3.		: 110	: 68.39
4.		: 156	: 76.09
5.		: 111	: 68.56
6.		: 83	: 63.88
7.		: 100	: 66.72
8.		: 80	: 63.38
9.		: 152	: 75.42
10.		: 141	: 73.58
11.		: 140	: 73.41
12.		: 86	: 64.38
13.		: 79	: 79.93
14.		: 76	: 62.71

PINABACDAO NATIONAL HIGH SCHOOL**No. of Principal: 1****No. of Teachers: 16****No. of Students: 560****Name of Principal****PASKO RATING**

Rated by Teachers : Official

: 77.58: 95**Teachers Sample****PAST RATING**

Rated by Students : Official

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.: 57.01 : 91
: 68.72 : 91
: 48.18 : 83
: 56.57 : 91.5
: 64.08 : 96.5
: 90.9 : 89
: 67.81 : 89
: 55.44 : 92
: 81.73 : 91
: 81.32 : 94
: 79.22 : 94
: 76.59 : 89

827.57 : 1091
Teachers Average Rating : 68.96 : 90.92**Students' Sample**

Boys

1.
2.
3.
4.
5.
6.
7.NSAT Rating
: Score : Rating
: 141 : 73.58
: 123 : 70.57
: 116 : 69.4
: 140 : 73.41
: 155 : 75.92
: 144 : 74.08
: 110 : 68.39

Girls

1.
2.
3.: 97 : 66.22
: 99 : 66.56
: 183 : 80.61

4.	:	84	:	64.05
5.	:	122	:	70.4
6.	:	124	:	70.74
7.	:	143	:	73.91
8.	:	128	:	71.4
9.	:	63	:	60.54
10.	:	151	:	75.25
11.	:	79	:	63.21
12.	:	122	:	70.4
13.	:	101	:	66.89
14.	:	97	:	66.22
15.	:	89	:	64.88
16.	:	166	:	77.76
17.	:	102	:	70.9
18.	:	173	:	78.93
19.	:	113	:	68.9
20.	:	156	:	76.09
21.	:	101	:	66.89
22.	:	158	:	76.42
23.	:	140	:	73.4
24.	:	(1/2) - 42	:	64.09
25.	:	99	:	68.4
26.	:	124	:	70.74
27.	:	117	:	69.57
28.	:	110	:	68.39
29.	:	77	:	62.87
30.	:	98	:	66.39
31.	:	197	:	82.94
32.	:	84	:	64.05
Total:				<u>2811.66</u>
Average:				<u>70.29</u>

SAMAR NATIONAL SCHOOL**No. of Principal: 1****No. of Teachers: 152****No. of Students: 5,106****Name of Principal****PASKO RATING**

Rated by Teachers : Official

: 70.25 : 91**Teachers Sample****PAST RATING**

Rated by Students : Official

1.	:	73.8	:	93.1
2.	:	65.3	:	89.59
3.	:	59.69	:	88.22
4.	:	65.7	:	90.64
5.	:	76.35	:	94.73
6.	:	69.53	:	92.05
7.	:	67.42	:	91.61
8.	:	69.26	:	89.06
9.	:	71.71	:	88.52
10.	:	60.85	:	90.87
11.	:	62.27	:	91.9
12.	:	79.63	:	95.33
13.	:	59.96	:	88.01
14.	:	72.79	:	87.47
15.	:	67.89	:	94.18
16.	:	74.92	:	90.72
17.	:	62.14	:	93.81

1159.21 1549.81Teachers Average Rating : 69.54 : 89.15

SAMAR NATIONAL SCHOOL

<u>Students</u>	<u>Sample</u>	<u>: NSAT</u>	<u>: Students</u>	<u>: NSAT</u>
		<u>: Score</u>	<u>: Sample</u>	<u>: Score</u>
		<u>: Rating</u>		<u>: Rating</u>

Boys:

1.		: 72	: 62.04	: 8		: 115		: 69.23
2.		: 87	: 64.55	: 9		: 69		: 61.54
3.		: 54	: 59.03	: 10		: 108		: 68.06
4.		: 75	: 62.54	: 11		: 111		: 68.56
5.		: 126	: 71.07	: 12		: 142		: 73.75
6.		: 97	: 66.22	: 13		: 93		: 65.55
7.		: 102	: 67.06	: 14		: 120		: 70.07
8.		: 103	: 67.22	: 15		: 106		: 67.73
9.		: 83	: 63.88	: 16		: 100		: 66.72
10.		: 88	: 64.72	: 17		: 101		: 66.89
11.		: 125	: 70.9	: 18		: 108		: 68.06
12.		: 109	: 68.23	: 19		: 145		: 74.25
13.		: 75	: 62.54	: 20		: 118		: 69.73
14.		: 92	: 63.38	: 21		: 63		: 60.54
15.		: 100	: 66.72	: 22		: 135		: 72.58
16.		: 117	: 69.57	: 23		: 66		: 61.04
17.		: 90	: 65.05	: 24		: 117		: 69.57

Girls

Total Ratings: 2,731.32

1.		: 73	: 62.2		
2.		: 96	: 66.05		Average Ratings: <u>66.62</u>
3.		: 112	: 68.73		
4.		: 76	: 62.71		
5. (1/2)		: 49	: 66.44		(IV - 5)
6.		: 118	: 69.73		
7.		: 102	: 67.06		

SAMAR NATIONAL SCHOOL

<u>Students</u>	<u>NSAT</u>	<u>Students</u>	<u>NSAT</u>
<u>Sample</u>	<u>Score</u>	<u>Sample</u>	<u>Rating</u>

Boys:

1.	: 72	: 62.04	: 8	: 115	: 69.23
2.	: 87	: 64.55	: 9	: 69	: 61.54
3.	: 54	: 59.03	: 10	: 108	: 68.06
4.	: 75	: 62.54	: 11	: 111	: 68.56
5.	: 126	: 71.07	: 12	: 142	: 73.75
6.	: 97	: 66.22	: 13	: 93	: 65.55
7.	: 102	: 67.06	: 14	: 120	: 70.07
8.	: 103	: 67.22	: 15	: 106	: 67.73
9.	: 83	: 63.88	: 16	: 100	: 66.72
10.	: 88	: 64.72	: 17	: 101	: 66.89
11.	: 125	: 70.9	: 18	: 108	: 68.06
12.	: 109	: 68.23	: 19	: 145	: 74.25
13.	: 75	: 62.54	: 20	: 118	: 69.73
14.	: 92	: 63.38	: 21	: 63	: 60.54
15.	: 100	: 66.72	: 22	: 135	: 72.58
16.	: 117	: 69.57	: 23	: 66	: 61.04
17.	: 90	: 65.05	: 24	: 117	: 69.57

Girls

			Total Ratings: <u>2,731.32</u>
1.	: 73	: 62.2	
2.	: 96	: 66.05	Average Ratings: <u>66.62</u>
3.	: 112	: 68.73	
4.	: 76	: 62.71	
5. (1/2)	: 49	: 66.44	(IV - 5)
6.	: 118	: 69.73	
7.	: 102	: 67.06	

STA. MARGARITA NATIONAL HIGH SCHOOL**No. of Principal: 1****No. of Teachers: 16****No. of Students: 390****Name of Principal****PASKO RATING**

Rated by Teachers : Official

: 71.25

: 85

Teachers Sample**PAST RATING**

Rated by Students : Official

1.	:	74.57	:	92.36
2.	:	67.29	:	87.42
3.	:	60.7	:	88.71
4.	:	68.0	:	89.35
5.	:	76.89	:	94.27
6.	:	77.23	:	93.3
7.	:	68.86	:	90.69
8.	:	72.08	:	91.33

565.62 : 727.7

Teachers Average Rating : 70.7 : 90.96

STA. MARGARITA NATIONAL HIGH SCHOOL

<u>Students</u>	<u>Sample</u>	<u>NSAT</u>	<u>Students</u>	<u>Sample</u>	<u>NSAT</u>
		<u>Score</u>		<u>Score</u>	<u>Rating</u>
Boys:					
1.		: 143	: 5	: 118	: 69.23
2.		: 106	: 6	: 107	: 67.89
3.		: 121	: 7	: 132	: 72.41
4.		: 150	: 8	: 122	: 70.4
5.		: 138	: 9	: 90	: 65.05
6.		: 129	: 10	: 148	: 74.75
7.		: 124	: 11	: 109	: 68.23
8.		: 113	: 12	: 147	: 74.58
9.		: 91	: 13	: 100	: 66.72
10.		: 82	: 14	: 126	: 71.07
11.		: 119	: 15	: 122	: 70.4
12.		: 83	: 16	: 144	: 74.08
13.		: 122	: 17	: 104	: 67.39
14.		: 137	: 18	: 87	: 64.55
15.		: 121	: 19	: 132	: 72.07
16.		: 97	: 20	: 123	: 70.57
17.		: 118			

Girls

			Total Ratings:	<u>2,578.92</u>
1.		: 125	: 70.9	
2.		: 116	: 69.4	
3.		: 106	: 67.73	Average Ratings: <u>69.7</u>
4.		: 105	: 67.56	

TARANGNAN NATIONAL HIGH SCHOOL**No. of Principal: 1****No. of Teachers: 21****No. of Students: 650****Name of Principal****PASKO RATING**

Rated by Teachers : Official

: 64: 86**Teachers Sample****PAST RATING**

Rated by Students : Official

1.	:	73.25	:	91.44
2.	:	60.87	:	86.81
3.	:	50.84	:	86.18
4.	:	65.62	:	89.04
5.	:	48.38	:	85.46
6.	:	55.61	:	86.22
7.	:	81.1	:	91.66
8.	:	67.46	:	86.15
9.	:	79.95	:	92.15
10.	:	75.78	:	88.04
11.	:	51.33	:	85.15
12.	:	61.2	:	87.22

771.39 : 1055.55Teachers Average Rating : 64.28 : 87.96

TARANGNAN NATIONAL HIGH SCHOOL

<u>Students</u>	<u>Sample</u>	<u>: NSAT</u>	<u>: Students</u>	<u>: Sample</u>	<u>: NSAT</u>	
		<u>: Score</u>	<u>: Rating</u>		<u>: Score</u>	<u>: Rating</u>

Boys:

1.		: 129	: 71.57	: 7		: 120	: 70.07
2.		: 127	: 71.24	: 8		: 130	: 71.74
3.		: 76	: 62.71	: 9		: 106	: 67.73
4.		: 86	: 64.38	: 10		: 128	: 71.40
5.		: 68	: 61.37	: 11		: 137	: 72.91
6.		: 158	: 76.42	: 12		: 109	: 68.22
7.		: 80	: 63.38	: 13		: 85	: 64.21
8.		: 88	: 64.72	: 14		: 82	: 63.71
9.		: 80	: 63.38	: 15		: 89	: 64.88
10.		: 109	: 68.22	: 16		: 86	: 64.38
11.		: 99	: 66.66	: 17		: 85	: 64.2
12.		: 84	: 64.05				
13.		: 78	: 63.04				
14.		: 122	: 70.4			Total Ratings:	<u>2211.35</u>
15.		: 80	: 63.38				
16.		: 93	: 65.55			Average Ratings:	<u>67.01</u>

Girls

1.		: 82	: 63.71	
2.		: 108	: 68.06	
3.		: 131	: 71.91	
4.		: 84	: 64.05	
5.		: 120	: 70.07	
6.		: 118	: 69.73	

WRIGHT NATIONAL HIGH SCHOOL**No. of Principal: 1****No. of Teachers: 24****No. of Students: 440****Name of Principal****: PASKO RATING**

Rated by Teachers : Official

: 71.71 : 89**Teachers Sample****: PAST RATING**

Rated by Students : Official

1.	:	86.85	:	95.61
2.	:	80.73	:	89.81
3.	:	86.1	:	94.95
4.	:	71.69	:	91.99
5.	:	66.47	:	86.84
6.	:	72.72	:	88.25
7.	:	77.87	:	87.87
8.	:	80.88	:	93.38
9.	:	63.1	:	90.19
10.	:	62.52	:	88.62
11.	:	74.77	:	91.1
12.	:	65.45	:	88.46
13.	:	66.63	:	90.78
14.	:	73.28	:	89.33
15.	:	82.57	:	96.5
16.	:	81.53	:	89.88
17.	:	75.4	:	90.14
18.	:	82.23	:	92.19

: 1635.89

Teachers Average Rating : 75.04 : 90.88

WRIGHT NATIONAL HIGH SCHOOL

<u>Students</u>	<u>Sample</u>	<u>: NSAT</u>	<u>: Students</u>	<u>: Score</u>	<u>: NSAT</u>
		<u>: Score</u>	<u>: Sample</u>		<u>: Rating</u>
Boys:					
1.		: 68	: 61.37	: 15	: 156
2.		: 82	: 63.71	: 16	: 157
3.		: 116	: 69.4	: 17	: 134
4.		: 116	: 69.4	: 18	: 135
5.		: 80	: 63.38	: 19	: 135
6.		: 70	: 61.71	: 20	: 137
7.		: 104	: 67.39	: 21	: 165
8.		: 96	: 66.05	: 22	: 137
				: 23	: 109
				: 24	: 112
				: 25	: 118
Girls					
1.		: 82	: 63.71	: 26	: 146
2.		: 108	: 68.06	: 27	: 155
3.		: 131	: 71.91	: 28	: 89
4.		: 84	: 64.05	: 29	: 111
5.		: 120	: 70.07	: 30	: 135
6.		: 118	: 69.73	: 31	: 92
7.		: 85	: 64.21	: 32	: 130
8.		: 125	: 71.24		
9.		: 137	: 72.91		
10.		: 146	: 74.41		Total Ratings: <u>2820.91</u>
11.		: 115	: 69.23		
12.		: 155	: 75.92		Average Ratings: <u>70.52</u>
13.		: 148	: 74.75		
14.		: 106	: 67.73		

CURRICULUM VITAE

CURRICULUM VITAE

NAME : DOMINGO D. BACSAL, JR.
AGE : 58 y.o.
BIRTHDATE : June 25, 1945
PRESENT POSITION : Master Teacher I
STATION : Calbiga National High School
CIVIL STATUS : Married
WIFE : Hildelita Pacuancuan Bacsal
CHILDREN : Ma. Roja Estrella and Christine

EDUCATIONAL QUALIFICATION

ELEMENTARY : Calbiga Elementary School
Calbiga, Samar
1951-1957
SECONDARY : Samar National School
Catbalogan, Samar
1957-1961
COLLEGE : Samar College
1965-1968
: Divine Word University
1968-1970
: Leyte Colleges
1970-1990
GRADUATE STUDIES : Samar State Polytechnic College
1992-1998

CIVIL SERVICE ELIGIBILITY

Career Service Professional Examination

Rating : 91.17

Taken : July 28, 1991

Place : SNS, Catbalogan, Samar

Professional Board Examination for Teachers

Rating : 79.75

Taken : November 10, 1991

Place : SSPC, Catbalogan, Samar

ACADEMIC AWARDS RECEIVED

2nd Place NACIDA Essay Writing Contest
1970

Certificate of Proficiency. Master of Arts (Administration
and Supervision): Academic
Requirements

PROFESSIONAL EXPERIENCE

Secondary School Teacher . . Pinabacdao National High
School
1991-Dec. 1993

Secondary School Teacher . . Calbiga National High School
1993-1998

Master Teacher 1 Calbiga National High School
1998-Present

POSITIONS HELD IN PROFESSIONAL/CIVIC ORGANIZATION

Teachers Club President . . Calbiga National High School
Calbiga, Samar

Board Chairman for Teachers Credit Cooperative
Calbiga National High School

..... Teachers Canteen Cooperative
Calbiga National High School

Secondary School Teachers
Representative to the
Adjudication Board Department of Education
Culture and Sports
Division of Samar

IN-SERVICE TRAININGS/SEMINARS ATTENDED

Division Secondary School Press Conference
October 28-30, 1991

Regional Seminar in Social Studies
November 26-27, 1991

Regional Secondary School Press Conference
December 11-13, 1991

Division Conference in Lesson Planning and Instructional
Materials in Social Studies
June 24-26, 1993

Regional Seminar in Leadership Training
October 1-2, 1992

Convention - Workshop (PGO/SBO)
January 13-14, 1995

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