THE COMPETENCIES OF SECONDARY SCHOOL TEACHERS AND THE ACADEMIC PERFORMANCE OF FOURTH YEAR STUDENTS: BASIS FOR POLICY REDIRECTIONS

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APPROVAL SHEET

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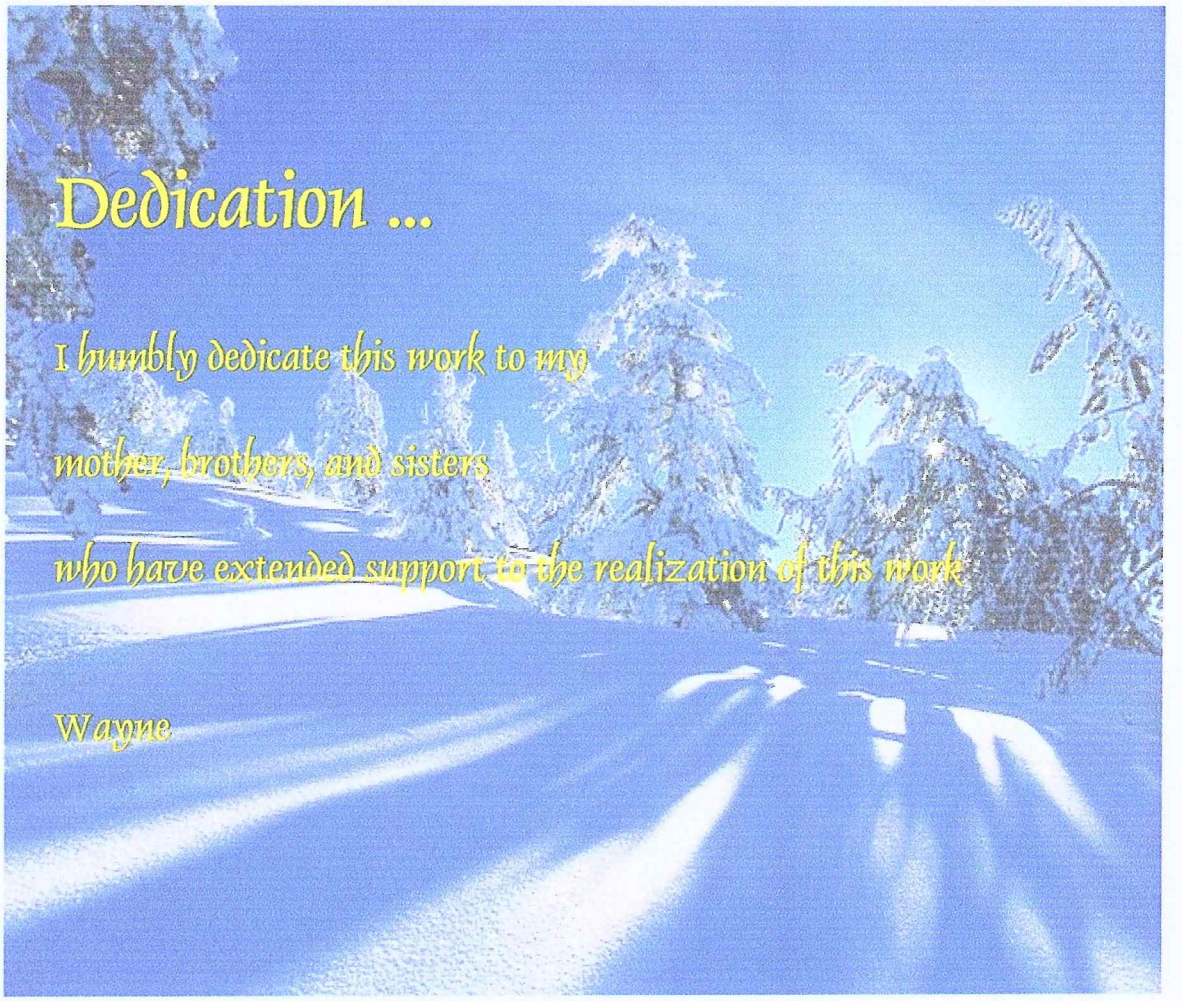
Dedication ...
I humbly dedicate this work to my
mother, brothers, and sisters
who have extended support to the realization of this work
Wayne

ABSTRACT

This study assessed the competencies of secondary school teachers in the Division of Samar and the academic performance of fourth year high school students. The research utilized the descriptive-correlational method using the questionnaire as the main instrument in data gathering. Two groups of respondents were involved to determine the level of teachers' competence which was correlated to the students' MPS in the five subject areas (Mathematics, Science, English, Filipino, and Social Studies) as well as the teachers' personal profile. Along student development, teacher's competence and teacher's personality and human relations, the correlation coefficients between the level of competence of Social Studies teachers and their profile proved to be not significant inasmuch as all the p-values were greater than the level of significance, which was set at 0.05. Along student development, teacher's competence and teacher's personality and human relations, the correlation coefficients between the level of competence of Social Studies teachers and their profile proved to be not significant inasmuch as all the p-values were greater than the level of significance which was set at 0.05. Among Filipino teachers, educational background is positively and significantly correlated to their level of competence along student development, while civil status was significantly correlated to their level of competence among teacher's competence. Thus, Filipino teachers who have higher educational qualification tend to have higher level of competence along student development and those who are married tend to have higher level of competence along teacher's competence than those who are single.

Among the Social Studies teachers, none of their personal profiles was found to be significantly correlated to their level of competence along the three considered areas.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

The teacher is the most important input to the teaching learning process. Because of this, he must possess the necessary qualities, knowledge and information, skills and abilities, as well as interest and attitude. He is the molder of the youth, a mentor in the development of knowledge, habits and skills, and builder of future leaders, a creator of quality citizenry, and proactive individual who assists the youth to become worthy members of the community and nation as a whole. Above all, he is an instrument of quality education.

It is worthwhile to note that the academic performance of fourth year students is relatively low in Science and Math where these are the two subjects which are considerably difficult in the high school curriculum. Students somehow have difficulty in understanding basic concepts in these subjects which led to failures in examinations. Thus, it is imperative for the teachers and administrators to find where the teachers are weak or strong in their competencies, for this might affect the performance of the students.

It is said that the teaching profession is one of the oldest professions known in civilization. However, it would be difficult to overestimate the teacher's importance in the teaching and learning situation, as well as the student's part in the situation. The greatest work that can engage the thought

and invite the activity of man is the education of the young. Upon the education of the young on its broadest sense, quality education foretells the future welfare of the individual, the home, the community, the nation, and the world.

It is undeniable that quality education as an objective characteristic of the present Philippine education is a recognition that the system has not been up to par and therefore, short of what a dynamic, progressive society needs. Thus, a lot of factors should be considered in achieving quality education in the country and one of these is the competence of the teaching force.

It is therefore essential that administrators should be serious enough to evaluate the competencies and other qualities of teachers if only to come up with the expectation of turning out quality output. Indeed, competent teachers are the radical components of the school in its pursuit for quality education. One should be able to understand and look deeply into the competencies of teachers by means of appraising carefully, and most objectively their performance and provide them with the necessary trainings and guidance where their weakness and deficiencies are noted.

It is noted that there are some experienced teachers who do not work effectively and religiously on their task, but there are some also who are young in the teaching professions who work better in the pursuit of quality education. It is also evident that some undesirable and incompetent teachers are not rated accordingly in their performance of their work than the ones possessing the qualities of competence and dedication. Thus, administrators should be objective

enough in evaluating the competences of teachers so that they may function effectively in the teaching and learning process as it is main core in education.

The primary obligation of the teaching profession is to direct and guide the children, the youth, and adults in all the broad phase of their growth and development, both personal and scholastic. To accomplish this obligation, the teachers must deal impartially with the students regardless of their racial, social, physical, mental, emotional, and religious characteristics. The students should likewise be encourage to formulate and work for high individual goals in the development of their social, physical, mental, and emotional endowments. Thus, teachers must be alert for opportunities to improve the quality of teaching and should impart maximum knowledge and effectiveness for the betterment of the students and its development. It is said that the output or the product, i.e., growth and development of the learners are the index of the competencies and effectiveness of teachers in the transfer of learning. Nevertheless, it is necessary that proper appraisal of the performance and competencies of the teachers should be given more importance as they are the ones that deliver goods and services for the total development of the students (Gregorio, 1960: 508).

Thus, this study is conducted in order to assess how competencies of teachers affect the performance of students.

Statement of the Problem

This study assessed the competencies of secondary school teachers in the Division of Samar and the academic performance of fourth year high school students. Specifically, it sought answers to the following questions.

1. What is the profile of the secondary school teachers as to:

   1.1 age and sex;

   1.2 civil status;

   1.3 educational background;

   1.4 teaching experience;

   1.5 number of in-service training hours attended, and

   1.6 teaching load/number of preparation?

2. What is the level of competence of high school teachers in the division of Samar by subject area s perceived by the teachers themselves and their school heads along the following:

   2.1 student development;

   2.2 teacher's competence; and

   2.3 teacher's personality and human relation?

3. Is there a significant difference between the perceptions of the two groups of respondents relative to the level of competence of the teacher-respondents along the three aforementioned aspects?

4. What is the Mean Percentage Scores (MPS) of fourth year students based on the Division Achievement Test (DAT) during SY 2002-2003 in the following subject areas:

4.1 Mathematics;

4.2 Science;

4.3 English;

4.4 Filipino; and

4.5 Social Studies?

5. Is there significant relationship between the level of competence of teachers by subject area and their student's MPS for SY 2002–2003?

6. Is there a significant relationship between the level of competence of teachers in the five subject areas and their personal variates?

7. What are the problems encountered by the teacher-respondents in their teaching job?

8. What solutions are suggested by the respondents regarding the problems they have encountered.

9. What policy redirections can be made from the findings of this study.

Hypotheses

The following hypotheses were tested in this study:

1. There is no significant difference between the perception of the high school teachers and their school heads relative to the level of teaching competence of teachers by subject area along the following subject areas:

1.1 student development;

1.2 teacher's competences; and

1.3 teacher's personality and human relations.

2. There is no significant relationship between the level of teacher's competence by subject area and their students' MPS in the said subjects for SY 2002 – 2003.

3. There is no significant relationship between the level of teachers competence and their personal variates.

Theoretical Framework

The study is anchored on the address given by Carlos P. Romulo (1976: 28), to the teachers at Baguio Summer Camp, when he said, in part:

> ... Upon you the government has placed the burden of keeping the flame of knowledge and civilization burning. For if the government is the guardian of the people's welfare, you are the immediate agents of that government in the performance of the duties of the guardianship. If the government is the protector and consumer of society, then you, fellow teachers, are the ones by whom that protection and conservation are accomplished.

The teacher is an agent of change for the better. Parents always expect their children in school to attain quality education. Of course, this is the highest expectation of everybody, including the school administrators and supervises. It

is believed that the teachers are the single most important factor in attaining quality education or academic excellence (Yarcia, 2000: 141).

It can be said, therefore, that the primary objective of the Filipino teacher in a democracy is to act as the agent of the government in promoting, protecting, and conserving the national ideals and rights for individuals in a free and independent nation. It is the teacher's duty, in a democratic nation, to produce and train free men, intelligent citizens who are conscious of their rights wisely, and discharge their responsibility faithfully, develop their moral quality, and self-respect above all. This quality can be best developed by integrating the activities of the school with the whole life of the individual on the basis of what is conceived as the democratic life or good life.

The teachers are to be blamed if the students do not achieve quality education, for the mentors are in the forefront, in the battle field so to speak, in the education of the schoolchildren. This would further mean, that the most important factor in attaining quality education is the teacher, for he is the central figure in all teaching activities and the child is the heart of the matter. The teacher takes over the starring role of leading the young under his charge to become useful, upright and law abiding members of the society. Thus, the teacher's role and responsibility is to serve as value developer, model and advocate. He acts as adviser, facilitator, friend, parent or even architect. In other words, the teacher is the change agent (Yarceia, 2000: 141).

Teachers are considered as nation- builders. They are builders of people who will soon become assets not liabilities of society. Teachers have the ability to produce nationalistic, enlightened, self-reliant, creative, versatile, productive, useful, literate, God-fearing and disciplined citizens of this country. Therefore, there is a need to support and encourage them in bring the light of wisdom and knowledge to the minds of their students.

It is said that if the medical doctor fails, his patient will die; if the lawyer fails, his client will land in jail or will suffer death penalty through lethal injection; if the teacher fails, his students/pupils will be consigned to eternal darkness of ignorance (Yarcia, 2000: 141).

It is good that teachers are no longer unsung heroes. On teachers' Day, the most outstanding teachers are being honored and recognized. Organizations like the Masons, Metrobank Foundations and others, are awarding most outstanding teachers. This is only fitting and proper so that teachers will be motivated to perform their duties well if not better and their efforts for quality education will be acknowledge.

According to John Dewey (1976: 506), education is growth, skills, abilities, and attitudes. Education grows with the growth of human society. In the language of John Dewey, "Education is a continuous process of experiencing and of revision or reorganizing experiences." This concept connotes that education is a continuous process of growth and development. As long as growth continue, education is taking place. Education grows with the growth of

humanity. Education is a continuous process because its source is life, hence, education is life and life means growth of development.

The total growth of the child must be development. This means that the child must be developed mentally, physically, socially, emotionally, and spiritually. This concept is based on the principle that the child grows as a whole. The aim of education based on the principle of wholeness is to develop an integrated personality or well-disciplined citizens.

As enunciated in the Constitution, the Filipino teacher has the right and the freedom to promote and imbue the minds and hearts of the youth with the ideals and principles of Filipino democracy. If it is the sacred duty of every citizen to defend, and if necessary to fight and die for the preservation of his country's ideals and principles, by the some token it is the duty of every Filipino teacher both in war and peace, to promote and inculcate these ideals and principles in the minds of the Filipino (Gregorio, 1976: 58).

Conceptual Framework

The schematic diagram in figure 1 shows the conceptual framework of the study. The research environment includes selected public secondary schools in the Division of Samar as reflected at the base of the diagram. It is followed by the school heads and secondary school teachers, respectively. It further explains that one of the functions of the school heads is to assess or evaluate the competencies of teachers in their respective schools, while the teacher should

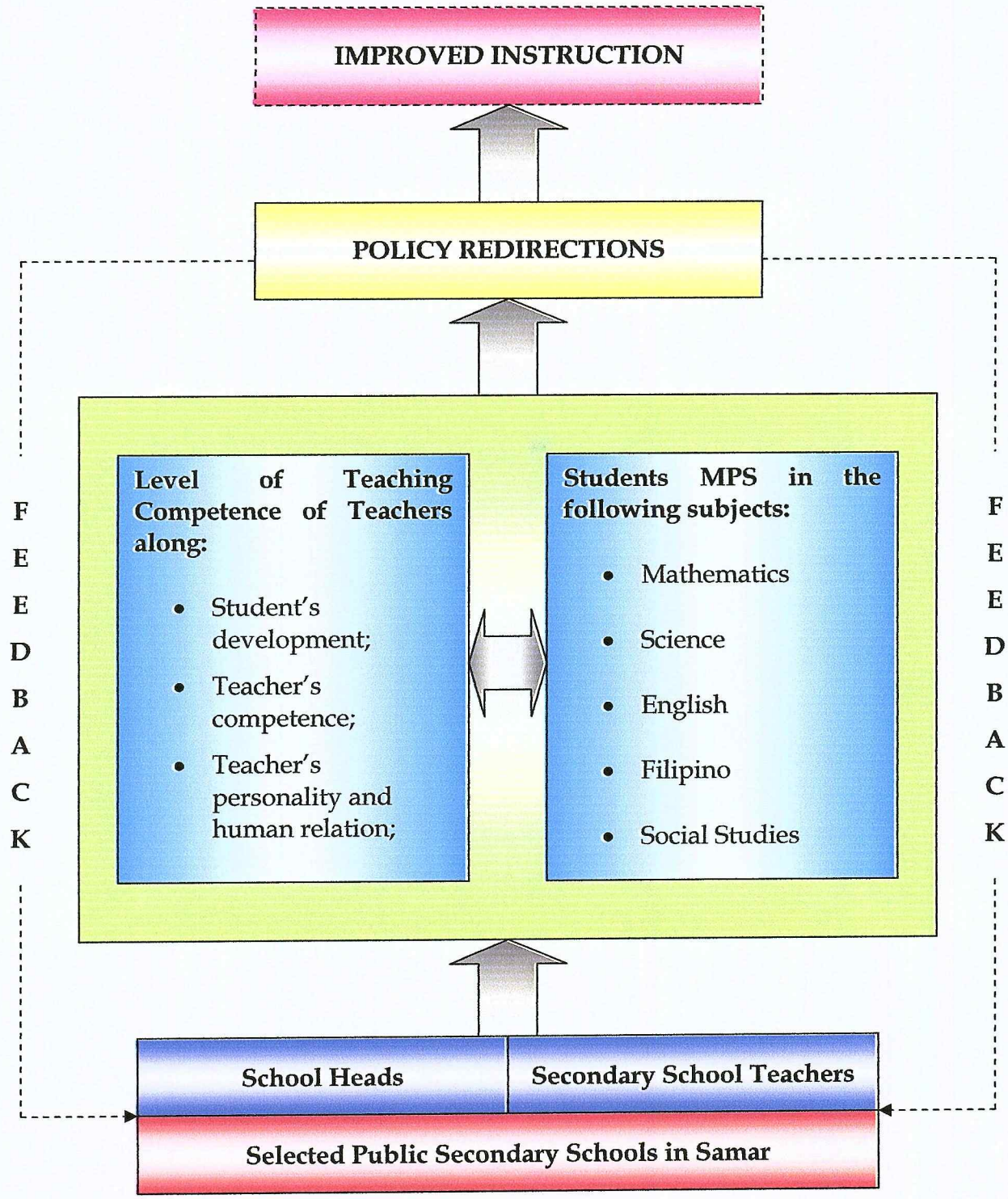

Figure 1. The Conceptual Framework of the Study

possess the level of competencies in the transfer of learning. It is then connected by an arrow upward which shows the level of teaching competence of teachers and students' grade point average in the five subjects, namely: Mathematics, Science, English, Filipino and Social Studies. By this, it is expected to determine whether there is a significant relationship between the level of teaching competence of teachers and the students' grade point average in the named subjects. Thus, it includes a feedback from the inner point of the study of competencies of public secondary teachers which served as springboard for redefining and redirecting the polices of educational instruction in the secondary schools in the Division of Samar. It is envisioned also that with well-defined and a well directed polices, the school would likewise develop qualified, efficient and effective teachers. It is generally accepted that the efficient and effective teachers produce well developed citizenry. Hence, competent and highly qualified teachers would lead to improved instruction and eventually embrace quality student's performance.

Significance of the Study

The findings of this study are expected to bring about benefits to the following:

To the teachers. They would become more aware that upgrading their competencies is deemed important towards the demand of quality education and for the betterment of the children. Through this study, teachers would be able to

evaluate their strengths and weaknesses which would enable them to improve their effectiveness as well as efficiency.

To the students. They would be informed as to how their teachers' efforts would relate to their achievement and vice-verse. Thus, students would be able to alleviate or improve their performance. Moreover, changes that coul be effected based on the results of this study would redound to improved performance on their part.

To the administrators. They would be better guided on how to work about in upgrading the teacher's competence based on their upgrading educational qualifications and their actual performance. By this, teachers would be helped on their strength and weaknesses.

To the community. They could be assured of a better and quality output in the educational pursuit of the children which in turn would redound to a productive and progressive society in the future.

To the future researchers. This study would encourage them to embark in related studies especially on achieving the competencies of public secondary school teachers.

Scope and Delimitation

This study assessed the level of competence of secondary school teachers in selected schools of the Division of Samar along five subject areas, such as: Mathematics, Science, English, Filipino and Social Studies. Three aspects were

MAP OF SAMAR

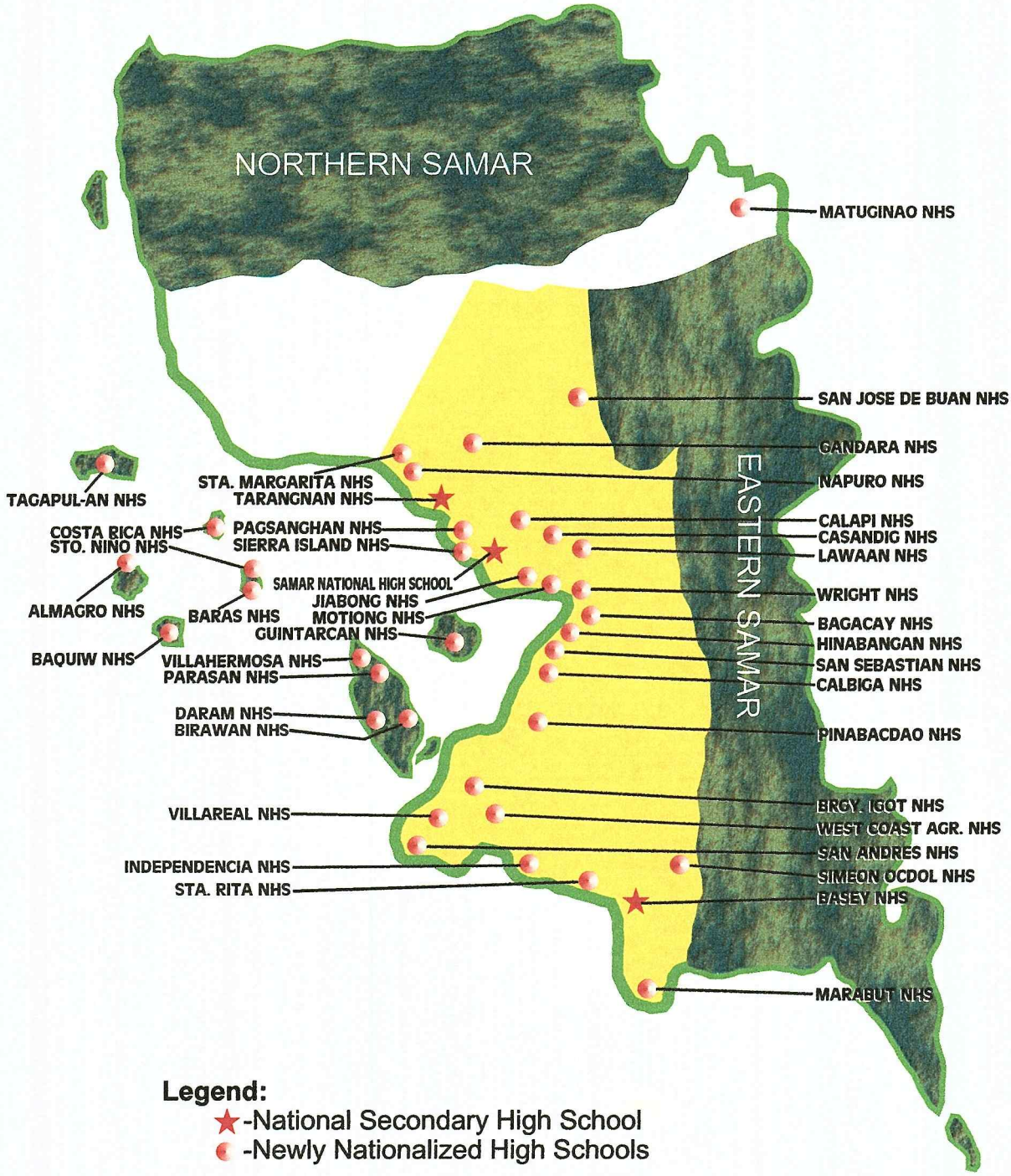

Figure 2. Map of Samar Showing the Locations of the Respondents' Schools.

considered in the assessment, namely: 1) student development, 2) teachers' competence, and 3) teacher's personality and human relations. Furthermore, the achievement of fourth year students in the five aforementioned subjects in the Division Achievement Test during the school year 2002-2003 was determined and correlated to the teacher's level of competence.

The study involved two groups of respondents. The first group was the teachers and the second group was the administrators/school heads of the high schools where they are the full-fledged principals and head teachers. The schools involved are as follows: 1) Tagapul-an NHS; 2) Sto Niño NHS; 3) Sta. Margarita NHS; 4) Ramon T. Diaz Memorial High School; 5) Pagsanghan NHS; 6) Tarangnan NHS; 7) Samar National School; 8) Daram NHS; 9) Jiabong NHS; 10) Wright Vocational School; 11)Wright National High School; 12) Calapi NHS; 13) Casandig NHS; 14) Bagacay NHS; 15) Hinabangan NHS; 16) West Coast Agri. HS; 17) Pinabacdao NHS; 18) Sta. Rita NHS; 19) Villareal NHS; 20) Igot NHS; 21) Guintarcan NHS; 22) San Andres NHS; 23) Valeriano Yancha Memorial Agricultural School; 24) Simeon Ocdol NHS; 25) Basey NHS; and 26) Marabut NHS.

This study was conducted during the school year 2002–2003.

Definition of Terms

The following terms are defined to establish a common frame of reference for the readers.

Academic performance. It refers to the students' raw score in the division achievement test which involved only the five subject areas namely: Mathematics, Science, English, Filipino and Social Studies.

Competence. The quality or state of being functionally adequate or of having sufficient knowledge, judgment, skill, or strength for a particular duty or in a particular respect (Merriam Webster, 1986: 463). Operationally, it is meant to described the teacher's level of performance in English, Filipino, Science, Math and Social Studies.

Educational qualification. Refers to the degree successfully earned with formal schooling, a finished course in college or other system of upgrading one's professional growth (Merriam Webster, 1986: 727). In this study, it refers to the degree finished, major/ minor field of specialization, and graduate units/degree earned.

Instructional. Relates to serving for, or promoting instruction, as educational method or services or information in form of an outline of procedure (Merriam Webster, 1986: 1172). In this study, it refers to the instruction where it achieves learning.

Mean. A measure of central tendency which is the average of the scores a measures and is the center of gravity or balance point of the score.

Mean percentage score. Otherwise referred to as MPS, this term refers to the mean divided by the number of items, multiplied by 100.

Policy redirection. This refers to a policy which need to enrich, modify, abolish or maintain, as the case maybe, towards achieving a common goal (Webster, 1977: 1057).

Professional growth. Means increase in knowledge of subject matter, teaching skills, efficiency and insight into the educational problem, with a concomitant increase in competencies as a teacher (Webster, 1977: 559)

Profile. It refers to a group of data representing qualitatively the extent to which an individual exhibits traits or abilities as determined by tests or ratings; or it is a set of characteristics or qualities that identify a type or category of a person or thing (Merriam Webster, 1986: 1811). In this study, it refers to the important data of teachers and other concerns which are indeed significant in the study.

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

School administrators. Refers to people who occupy a strategic position in the educational system where the position is important and revolved around the fact that it is concerned with the total functioning of the school (Aquino, 2000: 1). In this study, they are the secondary school principles, the secondary head teachers, and teacher-in-charge.

Teaching Competency. Involves professional skills developed through educational training and continuous upgrading of instruction while in the actual practice of the teaching profession (Webster, 1977: 267).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

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

Related Literature

The important role played by the teaching personnel in this country, whether rural or urban, is a bulwark of democracy and shares the great task of education. The first duty of the Filipino teacher is therefore to build democracy. Upon the teachers the government has placed the burden of keeping the flame of knowledge and civilization burning. Because of this great responsibility, Commonwealth Act No. 578 included teachers as persons in authority. Concerning the importance and responsibility of the Filipino Teacher, it is worthwhile to quote what professor Hayden (1976: 504-506); wrote:

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

It is pertinent however to recall at this juncture what a columnist has to comment regarding the country's educational system when he said; "the Philippines today is a condemnation of the failure of its educational system. Other institutions must take portions of the blame, but the educational system more than the others stand indicted (Dizon, 1992: 10).

In answer to the blatant and straight-forward comment, the Master Plan of Basic Education (1996: 15) suggested, that since education is the most powerful tool in bringing about desirable change in the individual as well as in the nation, it should be effective. To be, effective, it must have a definite, specific and clear-cut direction. The foundation laid in childhood by basic education must be reinforced in high school and college.

It went on to say that greater focus should be given to the primary actors in the teaching - learning process - the student and the teacher. Their physical, intellectual, economic, social and emotional needs should be met to the optimum level, on one hand, and to maximize learning potential, on the other hand.

The teacher being the fundamental tool in the enterprise is playing the very crucial and delicate role in the educative process, should be highly competent and exercise balance in all aspects and disciplines in life in order to be effective and powerful radiating examples to children. Such that, their values must be re-oriented and commitment be developed and strengthened in them (report of the Congressional Commission on Education in 1992, Sec. 27: 8). As (1998: 46) shared:

> A teacher's personality has an incalculable impact on students. It is within the teacher's power to inspire students, to encourage and challenge them, to implant a sense of responsibility and perseverance, and to develop their creativity and imagination. But the reverse is true; a teacher can have an undesirable effect in a class to be sure, the perfect teacher does out exist, yet there are teachers, who possess qualities of excellence. Superior teachers have most of these qualities and average teachers, some.

A teacher's role is vital to the performance of students to a degree that he makes himself vulnerable to the opinions, judgment even blame in case there is an inking of failing, but the following observations may be valid and true as remarked by Aquino (1998: 52) that performance is not a perfect measure of learning. At times there may be major discrepancies between learning and performance. These differences may be due to factors as illness, lack of time, fatigue, anger, lack of motivation nor inability to concentrate.

It is therefore a truism that student's performance is an attribution of different factors surrounding the learner including the orientation or upbringing of children at home, study habits, economic status plus the other factors such as school facilities, the learning environment, teacher factors and the like. In order words, the circumstance where the child is in, is definitely a contributing factor to the amount of learning he has.

Thus, Leonor (1975: 3) pointed that, school related factors were identified to have varied contributions to optimized the learning outcome or ability levels of high school students. These factors were school facilities, curricular offerings, teaching and non-teaching staff and campus climate. He articulated that

intelligence of the teacher, not his number of years in the service has substantial impact on the quality of aptitude and achievement of his students. It is the innovative teaching strategies and classroom management that spelled-out the quality output.

Succinctly stated, Lardizabal (1988: 295) opined, students differ from one another physically and emotionally. Not only do they differ from each other, they also have different relative levels of aptitude and achievement. Since each student is a unique individual, it is the teacher's responsibility to understand the needs, interest and capacities of each student so that his emotional growth and development can be intelligently guided and effectively provided for.

Teaching always has been, is, and always will be the primary means of human progress and survival. Likewise, the progress of any system such as the school is dependent on the kind of faculty and staff it has. It should be emphasized that a single crook in the public service is enough to tarnish the image of the government. He can easily undo what a thousand other honorable public servants have painstakingly done. And this is true even in a small group (Drilon, 1991: 3).

Hanna (1991: 58), said many high performing organizations also take time to get a clear sense of mission, or a more personal vision of the future: missions supplement the purpose of identifying what a person's distinctive competencies are; what his unique contributions are; and how he wants his life expressed in his work: This is more important to members of the system than a statement of

purpose. Yet both are important for maintaining clarity of direction and high commitment over time.

According to Fulmer and Franklin (1982), individuals who had undergone advance education and good training will give the best job performance.

Rojas (1982) disclosed that instructors should possess the following traits in order to be successful, neat in personal appearance, sincere, optimistic, enthusiastic, creative, intelligent, dedicated and loyal to the service and have standards of morality.

Aldecoa (1995) identified certain traits that make better instructors: pleasing personality, neat in general appearance, refined in manners and speech, with cheerful disposition, ability to give clear assignments which are adopted to the experiences, and abilities of the students are in line with motivating lessons and checking the homework assigned; mastery of the subject matter; presentation of the lesson in interesting manner; speaking good English, with good sense of humor; presenting practical and varied-visual devices; providing a permissive climate in the classroom, and willingness to try out new methods and techniques in teaching.

Salazar, Frederick (1998) sketched a profile of a good teacher that should lead a teacher to know what is his task in education and in extension, know what his contribution to human resource development would be. He called the profile, the Loom, the Love, the Like, the Learning.

The Loom is a way a teacher should provide to connect and integrate, link and interconnect things with the web that could see beyond what one has of knowledge and reach out to the inter-connectedness of things. The love, the like is the teacher's attitude towards the subject loving it could make one point pictures before the learners with enjoyment, hence given the respect and liking of students. The learning is both the process and the fruit; the motive and the mark-of education. Teaching is – "to let learn".

Aquino, (1988) presented some of the following desirable behavior of teachers: warmth, cognitive, organizational, orderliness, indirectness, and ability to solve instructional problems.

He also presented collected reasons of administrators for giving a rating of excellence to some of their teachers. Majority of the administrators agreed on the following: an "excellent teacher" is a person who has the personal qualification of agreeableness, consideration for others, sincerity and the like, which make one a desirable associate, who is also professionally interested and competent; who has among other qualities, scholarship and culture; and who, in addition has respect for children and establish wholesome pupil-teacher relationship.

Aquino (1988) also said that he agrees with the following list of desirable characteristics of superiors teachers: emotional stability and sound mental health; physical health and dynamic personality; above-average intelligence; creativity, imagination, and resourcefulness, good grooming; poise, and refinement in voice and action; courtesy, kindness, sympathy and tact; patience, sincerity and

honesty; firmness, promptness, efficiency, and ability to organize; positive and encouraging attitude; democratic leadership; and professional status.

He also presents the following fundamentals of "good" teaching: The teacher's mental health, and the principle of good health.

Aquino (1988) also enumerated some statement of teaching competence: The competent teacher he said, provides for the learning of students through the use of psychological principles of learning; a competent teacher maintains an atmosphere in the classroom that is conducive to learning and is marked by a sense of balance between freedom and security; a competent teacher plans effectively; a competent teacher counsels and guides students wisely;' maintain effective relationship with parents; collects and uses significant counseling data; a competent teacher aids students to understand and appreciate our cultural heritage; a competent teacher participates effectively in the activities of the school; a competent teacher assumes his share of the responsibility for school activities; a competent teacher assist in maintaining good relations between the school and the rest of the community; a competent teacher works on a professional level.

He also suggests the following strategies that would contribute to teaching effectiveness: individual teacher effort; in-service education; planned programs of supervision; experimentation and research; evaluation and accountability system.

He describes teaching techniques by superior teachers as their practices and refinements of presentation, which a teacher employees to make instruction more effective when using a specific method or teaching aid. He further describes instructional methods as the orderly procedures that direct learners in developing skills and habits and assist them to acquire knowledge and attitudes. This he said would include demonstration, lecture, discussions, directed research, visual presentation, programmed instruction, student team projects, television, individualized instruction sheets, student-directed activity, use of directed references., students planning, supervised performance at a work station, experimental work, field trips, writing and presenting a technical report, interviewing an authority, evaluating a project or unit, and testing.

He also included in his discussions the four steps in the teaching-learning sequence developed by Parker and Rubin in 1967: step I- Memory and Information Output-Processes which expose the student to a particular body of knowledge (formulating questions, reading expository material, observing a phenomenon, collecting evidence, listening to a presentation, discovering principle); step II – deriving meaning – processes which allow the student to extract meaning from the body of knowledge (analyzing the materials, experimenting with the materials, reorganizing the materials, consolidating the material, integrating the material); step III – attaching the significance – processes which enable the learner to affix significance to the knowledge (interring generalizations from the material, relating the material to other situations, testing

for usability); step IV – Action – processes which cause the learners to put to use his knowledge (using the material to solve a problem, using the material to create a problem, using the material to clarify a problem).

He said, that classroom management encompasses six elements: discipline, democratic techniques, use of supplies and reference materials, the physical features of the classroom, general housekeeping and the social relationship of pupils. He added, that this further includes clerical duties, routine tasks, and the teacher's own self – management. What is generally agreed on, he said, is that, the result of classroom management is a well-organized environment that is conductive to both teaching and learning.

Calderon (1998) explains classroom management to be concerned with the proper arrangement of seats and seating of students plus attention given to proper lighting, ventilation, heating, cleaning, cleanliness of the classroom fixtures. This includes of course classroom discipline, which to him means the process of developing among the students self-control, sense of responsibility and orderly conduct and recognition of, and submission of legitimate authority and control. To Calderon the teacher must be concerned much with the maintenance of discipline in the classroom.

He gave some factors that competent teachers should consider to facilitate learning: participation in the learning process- they must be made to recognize the personal significance of the ideas being taken up: encourage free expression of ideas but not necessarily accepting all- they never ridicule mistakes, use

encouraging words instead; learning is facilitated by self evaluation-make the learners feel that day are very much accepted and respected; deliver good teaching to facilitate learning; proper motivation facilitates learning; good classroom management and discipline facilitate learning.

He also listed the following instructional competencies of a good teacher: mastery of the subject matter, methods, strategies, approaches, techniques and tools of teaching; mastery of the medium of instruction; mastery of lesson planning and organizing instructional materials and other resources; mastery of the psychology of learning or educational psychology; mastery in the formulation of goals and objectives, of classroom management, of measurement and evaluation, of the techniques of motivation, of the art of questioning, and of the basic of guidance and counseling.

Joyce and Weil, (1996) agree with Gagne that competent instructors operate with the following instructional functions: informing the learner of the objectives; presenting stimuli; increasing learner's attention; helping the learner recall what he or she has previously learned; providing conditions that will evoke performance; determining sequences of learning; prompting and guiding the learner. They added, that instructors encourage the student generalize what he or she is learning so that the new skills and knowledge will be transferred to other situations.

Joyce and Weil (1996) stated that the instructors' task is to participate in the activities of developing the social order in the classroom for the purpose of

orienting it to inquiry, and "the house rules" to be developed are the methods and attitudes of the knowledge on the discipline to be taught. The instructor influences the emerging social order toward inquiring, when he brings out and capitalizes on differences in the way the students act and interpret the role of investigators, which is also the role of every member in the classroom.

They came up with a teaching model designed to teach students to: attack problems inductively (concept formation); attain concepts and analyze thinking strategies (concept attainment); analyze social issues and problems (jurisprudentially and role playing); break set and think divergently (synectics and groups investigation); work together to generate a hypothesis (group investigation and scientific inquiry), reason casually (inquiry training, scientific inquiry, synectics group investigation, simulation); master complex bodies of information (memory, scientific inquiry, group investigation).

Ornstein (1992) mentioned that good teachers become better teachers when they use appropriate materials in their lessons, and learning what material to use, and how to use them, which comes with experience.

According to him, the kind of teacher one chooses is based in part of his/her reasons for teaching, professional knowledge, and pedagogical skills. To him, teachers make a difference in student achievement. However, the differences vary with classroom and school conditions and are not easy to discern. Effective teachers he said are good classroom managers, provide direct instruction, keep students on task, ask appropriate questions, emphasize comprehension

monitoring and learning-to-learn skills, and provide small group and individualized instruction. The variables that affect student achievement are instructional feedback, reinforcement and correction, cues and explanations, reading and study skills, graded homework, and cooperative learning. He explains that quality and quantity of academic instructional and engaged time affect student performance. He also mentioned that moral knowledge can be acquired through academic content, but moral character takes many years to develop and it reflects the whole person. He also said, that students can be taught learning-to-learn skills and critical thinking skills.

He stated, the classrooms can be organized or disorganized, the climate can be positive or negative, and students can experience succeeds and pleasure or frustration and tension in dealing with the teaching and learning process. It would be up to the teacher on how he is to control the classroom situation and succeed with his day's objectives.

According to Hidalgo (1984), the beginning of knowledge must be with the senses, and the beginning of teaching should be made by dealing with actual things. The object must be real, and useful, capable of making an impression upon the senses, as much as possible; that is, what is to be learned is visible with the eyes or audible with the ears, or tangible with the touch; or odorous with nose; or sapid with the taste. First we start with the presentation of the thing itself and the real intuition of it, then, proceed to the explanation for further elucidation about the object. Students therefore, must always be encouraged to

learn by means of direct sensory impressions gained by actually manipulating the materials for study.

Currie (1997) said, that the quality of the relationship between teacher and student has an impact on the student's willingness to participate in the classroom. In Currie's words, "if a sound positive relationship exists between instructor and student, the student makes a great efforts to enter into the work of the instructor, both from his instinct of imitation, and from the happiness he derives from his relations with the instructor. Abracia (1987) said:

> instructors feel a sense of well being and fulfillment when their students progress or succeed. They feel frustrated when their students fail to learn. This is because instructors fell responsible for helping students' progress from one level to another which is in keeping with instructors' accountability, which means that every instructor is expected to account for result of his/her efforts. This means that every instructor is held accountable for the success or failure of his/her students.

Thus, an evaluation of teaching and its outcomes is necessary so that an instructor can assess his/her strengths, weaknesses, and is able to work for self-improvement.

The need for massive retraining of the teachers has been emphatically mandated in a letter of Instruction no. 552, directing the Secretary of Education, Culture and Sports to Establish and implement a continuing program of teacher development (Letter of Instruction No. 553, Malacañang, Manila, March 24, 1971).

Thus, it becomes apparent that an effective teacher development program must be carefully planned; must be systematic and continuing; to insure the survival of the Philippine Educational System of which the teacher is the key agency in carrying its goals to successful implementation.

Former Senator Kalaw (1972: 59) in her speech delivered before the members of the Philippine Association of State Colleges and Universities at the Philippine College of Arts and Teachers; underscored the significance of upgrading competencies of the faculty in higher education and proposed six steps towards its realization, which may be also applicable to secondary level teachers. Among these are: 1) The teacher should be committed. He should look at teaching as an apostleship; 2) A continuing effort should be made to enrich the reservoir of knowledge the basis for practice and for planning program; 3) There should be intensification of communication and relationship among teacher; 4) There should be a continuing improvement of conditions for growth and development in schools. Facilities for study and learning like the library and the laboratory need continual improvement; 5) There should be a system which would result in cooperative control. This system should succeed in the development of social and educational policies which will provide for a broader bone for the effective regulation of standard of preparation and practice in teaching; 6) And lastly, teacher's attitudes towards new innovations and current trends on trust in education must be manifested in actual teaching experiences for better instructional competence.

Rosendo (1977: 6) in his write up revealed that motives in undertaking professional growth vary. Some of them are the following: to enjoy salary adjustment, to specialize in certain subjects; to improve competency of teaching, and to add personal prestige. The improvement of values obtained by teachers as a result of their professional growth are improvement of attitudes towards job, public relations, efficiency, skills in teaching and increase of social competence and cultural outlook.

Kempt as cited by Rosendo (1977: 6), emphasized the need for school personnel to grow professionally. He said that today, school personnel are encouraged to grow professionally so that they may become more competent as teachers and administrators, for the promise of education rests upon the competence of the school staff. Educators are aware that students' progress is synonymous with the school's personnel progress. Unless the teachers and administrators are constantly on the alert to changing conditions and fail to envision the need for self-growth, they will be at a loss as teachers and administrators.

All of the above readings served as the references and guide of the researcher in the design of his stud, including the content of his study, including the content of his evaluation survey questionnaire and it helped him to narrow down or give insights on specific focus of this study to realize or achieve towards a plan for redirection of the teaching practices of secondary school teachers in the

Division of Samar so as better competencies be achieved and eventually lead to better performance of students.

Related Studies

This section presents important findings and conclusions derived from completed researches that are similar to the present study.

De la Cruz (1990), in his study said, "the teacher is one of the most important factors in the educative process, and that in the success of a person, there is always a teacher involved."

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

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

In the study conducted by Ynalbis (1994) entitled "Educational Qualification and Instructional Competence of Elementary Grade Teachers", it was recommended that administrators must devise a more realistic teacher

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

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

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

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

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

Bacula's study is similar to the present study since both described the competencies of teachers. The difference between the two studies was on the focus. While Bacula's study dealt with work attitudes of elementary Home Economics and Livelihood Education teachers, the present study dealt on the competencies of secondary teachers and the academic performance of fourth year students.

The study conducted by Montejo (1990) on the "Educational Qualification and Job Performance of Public Elementary School Teachers in Catbalogan Central Schools" revealed that most of the teachers in Catbalogan Central

Schools were educationally qualified and majority of them earned units in graduate studies. Teachers were efficient workers as clearly suggested by their performance ratings. Ratings given to the teachers by their supervisors were predominantly "outstanding" and "unsatisfactory" was given. Majority of the teachers from the central schools strongly agreed to the inclusion of the different criteria now found in Revised Performance Appraisal System for Teachers. Most of the teachers felt that they have been rated subjectively by rating officials. There was significant relationship between educational qualifications and job performance of teachers, that is, as teachers upgraded themselves professionally, they likewise improved in their competencies in the teaching-learning process. The teachers were aware of the improvement on their professions after they obtained units in graduate studies.

Montejo gave the following recommendations which were relevant to the present study, as follows: 1) Teachers should endeavor to grow professionally. They should not depend on their own time, money and efforts to upgrade themselves and thereby improve their skills and competencies in the teaching-learning process; 2) Administrators in the division should encourage their teachers to attend Saturdays and Summer classes in the graduate and doctorate level. This is now attainable as Samar State Polytechnic College already offers several graduate programs; 3) It was noted that no teacher was rated "satisfactory" nor "unsatisfactory" by their rating officials. Administrators should not hesitate to give such ratings as long as it is given objectively; 4)

Seminar – Workshops on the Performance Appraisal System for teachers should be conducted yearly to acquaint teachers on the different indicators in the instrument. Teachers should be guided properly on how to achieve their ratings especially on the "Plus Factor."

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

Javier (1990) found out that teacher competence based on educational qualifications and attitude inventory had no significant relationship to teacher effectiveness in terms of students' performance. The subjects of her study were 48 teachers and 4,335 high school students of the Rossevelt College System which included seven high schools located in Montalban, San Mateo, Cainta, Rizal, Marikina and San Juan, Rizal; and homesite and Cubao, Quezon City. He used the Skinnerian Approach which, as explained is a behavior pattern of instruction that measure teacher's effectiveness in terms of students' achievements. She used the pretest post-test scores to judge the teacher's ability to accomplish the stated task.

As far as teachers' performance is concerned, Sibal (1990) conducted a study on content knowledge competency of teachers in the province of Palawan. She arrived at the following conclusions: 1) Most of the high school mathematics teachers in Palawan had inadequate content knowledge on the subject they are

assigned to teach. In general, they had fairly low level of mathematics content knowledge competency. This was particularly true of teachers whose schools were located in the barrios; 2) The content knowledge competency possessed by secondary Mathematics teachers was related to the location of the school where they teach but not to school classification nor faculty size; 3) Content knowledge competency possessed by secondary school teachers was positively correlated to length of teaching experience, attitude towards teaching mathematics and mathematics graduate units; and 4) The best predictors of teachers' Mathematics knowledge competency were: number of graduate units earned in Mathematics and attitude towards teaching Mathematics.

A very recent study on mathematics teachers' content knowledge was conducted by Pacolor (1993), entitled "Determinants of Achievement in Mathematics of Fourth Year Secondary Students in Samar Island: An input to a Model Training Design," and arrived at the following conclusions: 1) In Samar Island there was a lack of Mathematics teachers with appropriate educational qualifications; 2) Some of the mathematics IV teachers in Samar Island had inadequate content knowledge on the subject they were assigned to teach. Generally, the knowledge on content by teachers teaching mathematics IV expressed in terms of mean percentage score fell under the "average" achievement level; 3) On the average, teachers teaching mathematics IV in Samar Island manifest the skills and qualities to a very good extent. The skills and qualities of the teachers were practiced most of the time in the teaching-

learning process; 4) The teachers were very much committed and rated to as good extent the implementation of the present secondary Mathematics curriculum. The possible reasons Mathematics teachers were committed to the program was that, they would like to determine the effectiveness of the learning experience they were providing and to see changes in students' learning upon the completion of a topic or a year level course; 5) There was a negligible relationship between the students' achievement in Mathematics and teachers' educational qualifications; 6) There was a slight relationship between students' achievement in Mathematics and teachers' knowledge on content and attitude; 7) There was a moderate or substantial relationship between the students' achievement in Mathematics and teachers' skills, teachers' qualities, socio-economic status and study habits.

He recommended that: 1) The training of mathematics teachers on content, teaching strategies, and assessment techniques is imperative, to improve their teaching skills and competencies; 2) Curriculum of teacher training institutes may contain courses for the development of teachers' personality traits and other traits affecting teachers' skills and competencies; 3) Since the change in students' learning outcomes in Mathematics is the ultimate criterion in evaluating the effectiveness of the secondary mathematics curriculum, desirable change in teachers' classroom practices is imperative in order to achieve the minimum competency level of the students in the some subject; 4) An in-depth evaluation and review be made of the present multi-lateral learning contents of

the secondary mathematics curriculum to determine the possible effects on students' retention and transfer of basic mathematical learning; 5) Mathematics educators may use tests to gather empirical data for future planning and innovations in secondary mathematics education; 7) The findings of the study stressed the need for mathematics teachers training program n order: a) to improve the teaching of the students, first by identifying specific sources of errors requiring remediation, as well as, developing proper students' study habits and attitudes; b) to improve the teaching of the lesson, by identifying those instructional strategies which are most successful; c) to improve the student learning outcome, by improving the teacher's qualities and skills and address issues of concern recognized by the teachers themselves; 8) It was further recommended that the proposed training design for mathematics educators be tried out and validated for its maximum use in the future; 9) Researches should be conducted to determine home and school factors that influence teaching-learning effectiveness in Mathematics education.

The studies of Montejo, Javier, Sibal, and Pacolor bear similar aspects with the present study on the account that these studies dealt with teachers' competence. However, these studies differed from the present study in terms of procedure, setting, and scope.

The study of Tereza (1997) entitled "Influence of Teachers' Instructional Competence on Pupils' Achievement Test," revealed that the majority of the teacher – respondents were female and above middle – age; most of the teacher –

respondents were married; the teacher respondents proved to be experienced relative to their teaching experience, and have-earned units in graduate studies. Among the three areas of instructional competence, teaching performance of Grade VI pupils in the National Elementary Achievement Test, followed by professional skills, personal skills and teacher instructional competence.

Tereza concluded that the "very satisfactory" rating of teachers in the area of instructional competence is indicative of their dedication to the teaching profession, and this instructional competence should be considered as good predictor of the achievement test. These conclusions attested to the fact that there is a significant relationship between pupils performance in the NEAT and teachers' instructional competence.

Tereza's research resembled the present study since both focused on the competency of teachers as a contributory factor to students' performance. They differed on the aspect of respondents since the previous focused only on teachers' instructional competence while the present study was concerned with the competencies of secondary school teachers and the academic performance o fourth year students.

In the study of Ultra (1996) entitled "Determinants of the Academic Performance of second year students in Biology in secondary schools in Northern Samar" it was found that a significant relationship existed among the academic performance of the second students and their mental ability, entry behavior related to biology, attitudes, parental authority, teachers' qualifications,

teaching behavior, library facilities. From the same study, it was found out, however, that laboratory facilities were not significantly related to the academic performance of the students.

It was further revealed that the performance of the students in Biology was most affected by their entry behavior related to Biology. The variable which least affected their performance in such subject was teachers' qualifications.

The study of Ultra is similar to the present study since they both cited the academic performance of students in the secondary schools. However, Ultra's study focused on the determinants of academic performance of students in the secondary school. However, Ultra's study was focused on the determinants of academic performance of second year students in Biology, while the present study was concerned on the competencies of secondary school teachers and the academic performance of fourth year students in Mathematics, Science, English, Filipino and Social Studies.

Nuñez as cited by Dimakiling (1998), stressed the importance of attitudes towards Chemistry in secondary schools. She stated that student's interest in the subject will be aroused if science teaching will be effective, meaningful and fascinating. The teacher should put more emphasis on the lives of the students for them to appreciate Chemistry as a curricular subject in the secondary education program.

She further said that the teacher is one of the factors that affected the attitudes of the learner. The teacher should be competent in implementing

teaching strategies that will make the students alert and awake in the chemistry classes. Teachers should be well-acquainted with the different teaching strategies on order that students will appreciate the lessons in chemistry. Based on the findings of the study, the students preferred the modern methods of teaching chemistry rather than the traditional method.

This study gave the researcher insights on the importance of in-service trainings in upgrading the teaching competencies of teachers.

The study of Nuñez is related to the present study since both cited the performance or competencies of teachers. They differed because the former is focused only to a specific area in science, which is chemistry, the latter considered students' performance in five subjects.

In the study of Radam (1995), entitled "The In-Service Trainings and Teaching Strategies of Chemistry teachers and their Relationship to Academic Achievements of the students in Technical Vocational Schools in Biliran," the following are some of the conclusions were drawn: 1) The in-service trainings for the teachers were made available to chemistry teachers in various levels and with all types of trainings; 2) The Chemistry teachers were exposed to various approaches and methods in the trainings attended; 3) The teaching strategies used by the teachers were based on the applicability and effectiveness. The strategies oftentimes used were: laboratory, conceptual approach, discovery method, lecture discussion and process approach; 4) The achievement level of students in chemistry in the vocational schools in Biliran was average; 5) There

was significant relationship between age of teachers and students' academic achievement in majority of the school; 6) Sex did not relate significantly to students' academic achievement in majority of the schools; 7) All the schools had contrasting opinions regarding the influence of civil status to academic achievement; 8) All schools had contrasting opinions about the relationship of teaching experience to students academic achievement; 9) Educational qualifications did not relate significantly to student's academic achievement as evaluated by majority of the schools; 10) All the schools had contrasting opinion regarding the relationship of professional characteristics of teachers and students' academic achievement; 11) The teaching strategies had significant relationship in majority of the schools while others did not; 12) The achievement level of students in chemistry in the areas identified: classification, observation description and problem solving, was satisfactory; 13) The achievement level of students by school and areas differed significantly.

Radam's study relates to the present study because it dealt with the competencies of teachers and the academic performance of students. They differed on the location of the study and the type of schools because the former focused on vocational schools, while the latter was on the general secondary schools. Furthermore, the former study was focused only for a particular subject which is Chemistry, while the present study considered five subject areas.

Chapter 3

METHODOLOGY

This chapter presents the methods and procedures that were used in the conduct of this study. It discusses research design, instrumentation, validation of the instrument, sampling procedure, data gathering procedure and statistical treatment of data.

Research Design

The research utilized the descriptive-correlational method using the questionnaire so the main instrument in data gathering. Two groups of respondents were involved to determine the level of teachers' competence which was correlated to the students' MPS in the five subject areas (Mathematics, Science, English, Filipino and Social Studies) as well as the teachers' personal profile.

The statistical tools used were the mean, standard deviation, Pearson – Product Moment Correlation Coefficient, Fisher's t-test and t-test for independent samples.

Instrumentation

The research instrument that was used in the collection of data for this research was the questionnaire and documentary analysis. They are discussed below.

Questionnaire. The questionnaire was used in gathering information. It is composed of three parts. Part I included respondents' information like name, age, sex, civil status, educational qualification, teaching experience, and in-service trainings attended. Part II, required data regarding the level of competencies of secondary school teachers in the division of Samar. Where the Revised Performance Appraisal System for Teacher (RPAST) was the instrument that was used for the standard competencies of secondary school teachers as defined. Part III focused on problems and suggestions that were made by the respondents with respect to the problem they have encountered in classroom instruction and management.

Documentary analysis. To obtain data on the Mean Percentage Score (MPS) of fourth year students, documentary analysis was resorted to. Records of this were taken from the Division of Samar which has a compilation of the said document for school year 2002 – 2003.

Validation of the Instrument

The main instrument was used in this study is a questionnaire which was developed by the researcher himself. In order to ascertain the validity of said instrument, the research utilized expert validation. This was done by presenting the draft of the questionnaire to his adviser and other experts in research and instrument development. Corrections/or suggestions that were given by the

aforesaid persons were incorporated to the questionnaire before it was finalized and administered to the target respondents of the study.

Sampling Procedure

The respondents of the study were 482 secondary school teachers and 26 school administrators/principals/or head teachers in both urban and rural schools. The Sloven's formula was used in determining the number of respondents.

There were 26 respondent - schools from the Division of Samar. These schools were involved in this study inasmuch as there were full-fledged principals or head teachers, namely: Tagapul-an National High School; Sto. Niño National High School; Sta. Margarita National High School; Ramon T. Diaz Memorial High School; Pagsanghan National High School; Tarangnan National High School; Samar National High School; Wright Vocational School; Wright National High School; Calapi National High School; Casandig National High School; Bagacay National High School; Hinabangan National High School; West Coast Agri High School; Pinabacdao National High School; Sta. Rita National High School; Villareal National High School; Igot Andres National High School; Valeriano Yancha Memorial Agri School; Simeon Ocdol National High School; Basey National High School; Marabut National High School.

In the selection of the teachers who served as respondents, stratified random sampling was used, thus, more samples were taken from schools with more teachers.

Table 1

Sample Size of Teacher-Respondents by School

School	Number of Samples
Tagapul-an National High School	8
Sto. Niño National High School	10
Sta. Margarita National High School	19
Ramon T. Diaz Memorial High School	27
Pagsanghan National High School	14
Tarangnan National High School	18
Samar National High School	114
Daram National High School	13
Jiabong National High School	15
Wright Vocational School	16
Wright National High School	23
Calapi National High School	10
Casandig National High School	9
Bagacay National High School	12
Hinabangan National High School	14
West Coast Agricultural High School	21
Pinabacdao National High School	7
Sta. Rita National High School	12
Villareal National High School	15
Igot National High School	7
Guintarcan National High School	7
San Andres National High School	9
Valeriano Yancha Memorial Agricultural School	33
Simeon Ordol National High School	10
Basey National High School	44
Marabut National High School	10
Total	**482**

Data Gathering Procedure

The researcher sought approval from the Schools Division Superintendent and administrators of concerned high schools to allow him to field and administer the questionnaire to the respondents.

The researcher visited the respondent-schools, met the teachers and school administrators and explained the nature and objective of the study. Nevertheless, the questionnaires were personally fielded by the researcher.

It took weeks for the administration and retrieval of the instrument. The wholehearted support and cooperation by the teacher-respondents and school administrators enabled him to obtain 100 percent retrieval of the questionnaires.

To gather additional information and to supplement the data that were gathered through the questionnaire, the researcher also conducted informal interview with the respondents.

Statistical Treatment of Data

The data gathered were tallied, analyzed and collatered. The statistical measures used in this particular study were frequency counts, percentages, weighted mean, Pearson-Product Moment correlation Coefficient and the t-test.

Frequency distribution and percentages. Frequency distributions and percentages were utilized to present the profile of the respondents, such as: age, sex, civil status, educational background, teaching experience, in-service trainings attended, teaching load and number of preparation.

Weighted mean. To obtain the perceptions of the two groups of respondents on the high school teachers' level of teaching competence, the weighted mean was used. Five descriptive ratings were used such as: outstanding (5), very satisfactory (4), satisfactory (3), fair (2), and needs improvement (1). Moreover, the computed weighted means were interpreted using the guide below.

Scale	Weighted Mean	Interpretation	
5	4.51 - 5.00	Outstanding	(O)
4	3.51 - 4.50	Very satisfactory	(VS)
3	2.51 - 3.50	Satisfactory	(S)
2	1.51 - 2.50	Fair	(F)
1	1.00 - 1.50	Needs Improvement	(NI)

Pearson Product – Moment Correlation Coefficient. To establish the significance of the relationship between the level of teaching competence of teachers in the five considered subject areas and their students' grade point average in the said subjects for the second grading period, the Pearson-Product Moment Correlation Coefficient was applied as follows (Santos, et. Al., 1998: 124):

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

where:

x - the mean of teaching competencies;

y - the mean of academic performance of fourth year students;

n - the number of cases; and

r - the correlation coefficient between x and y.

t-test for independent samples. To test the significance of the difference between the perceptions of the two groups of respondents, t-test for independent samples was used.

The formula suggested by Pagaso, et. al. (1978: 202) was used, as follows:

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

where:

$\bar{X}_1$ & $\bar{X}_2$ - refer to the means of the two groups of data;

S_1^2 & S_2^2 - refer to the variances of the two groups of data; and

n_1 & n_2 - refers to the number of items for the two groups.

Fisher's t-test. This statistical tool was used to test the significance of the computed correlation coefficient, to wit (Santos, et. al., 1998: 127).

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

where:

t – refers to the t-ratio;

r – refers to the computed correlation coefficient; and

n – refers to the number of pairs.

Chi-square (χ^2) test. This statistical tool was used to establish relationship between teachers' level of competence and their personal profile. The formula suggested by Santos, et. al., (1998: 139) was used, as follows:

$$\chi^2 = \Sigma \frac{(O-E)^2}{E}$$

where:

O – refers to the observed frequency; and

E – refers to the expected frequency.

All the hypotheses were tested using $\alpha = 0.05$.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the pertinent data gathered, the analysis done as well as its corresponding interpretation. Specifically, the following are herein presented: 1) profile of the teacher-respondents, 2) their level of competency along student development, teacher's competence as well as teacher's personality and human relations, 3) their students' MPS is Mathematics, Science, English, Filipino as well as Social Studies, 4) problems encountered as well as suggested solutions, and 5) tests of hypotheses.

Profile of the Teacher-Respondents

This section presents the data gathered relative to the profile of secondary school teachers involved in the study in terms of their age and sex, civil status, educational background, teaching experience, number of in-service training hours attended and teaching load/number of preparation.

Age and sex. As shown in Table 2, the age distribution of the 482 teachers involved in the study ranged from 20 years old to 59 years old. The highest number of them, that is, 200 teachers or 41.49 percent was 28 to 35 years old, followed by 145 teachers or 30.08 percent who were 36 to 43 years of age. Moreover, the lowest number, that is, 14 teachers or 2.90 percent were from 20 to

Table 2

Age Distribution of the Teacher-Respondents

Age bracket (in years)	f	Percent
52 – 59	26	5.39
44 – 51	97	20.12
36 – 43	145	30.08
28 – 35	200	41.49
20 – 27	14	2.90
Total	**482**	**100.00**
Mean	**38.19 years**	-
SD	**7.68 years**	-

27 years old. As a whole, the 482 secondary teachers involved in this study posted an average age of 38.19 years with a standard deviation of 7.68 years. This indicates that they were in their late 30's.

As regards their sex distribution, Table 3 shows that majority of these teachers were females, that is, 406 or 84.23 percent while there were 76 males of 15.77 percent. This finding validated results of other studies, which pointed the dominance of females in the teaching profession.

Table 3

Sex Distribution of the Teacher-Respondents

Sex	f	Percent
Male	76	15.77
Female	406	84.23
Total	**482**	**100.00**

Civil status. In terms of civil status, Table 4 shows that majority of the secondary teachers involved in the study were married, comprising 429 of them or 89.00 percent, followed by 50 teachers or 10.37 percent who were single. Only three or 0.63 percent were widow/widower.

Table 4

Civil Status Profile of the Teacher-Respondents

Civil Status	f	Percent
Single	50	10.37
Married	429	89.00
Widow/er	3	0.63
Total	**482**	**100.00**

Educational background. The educational background of the teachers in terms of highest educational attainment and specialization are presented in Table 5. The highest number of them, that is 400 out of 482 or 82.99 percent had earned units in MA/MS, followed by 41 teachers or 8.51 percent who were bachelor's degree holders. Five of the teachers (1.04 percent) were holders of MA/MS degree. The data indicates that, while most of the teachers were pursuing graduate courses, there were those who need to pursue professional growth inasmuch as they remained without any units towards higher degrees.

Table 5

Teacher-Respondents' Educational Background

Educational Qualification	f	Percent
MA/MS	5	1.04
MA/MS (CAR)	36	7.47
With MA/MS units	400	82.99
Bachelor's Degree	41	8.51
Total	**482**	**100.00**

Teaching experience. Presented in Table 6 are data on the teaching experience of the teacher-respondents. As gleaned from the table, 220 teachers or 45.64 percent had been teaching for 6 to 10years; followed by 181 teachers (37.55 percent) who had been teaching for 11 – 15 years. Fourteen teachers (2.90 percent) had been teaching for 21 to 25 years. The average teaching experience of the teacher-respondents was 10.96 years with a standard deviation of 4.17 years; which implies that they have earned sufficient number of years of experience in teaching?

Table 6

Teaching Experience of the Teacher-Respondents

Teaching Experience (years)	f	Percent
21 - 25	14	2.90
16 - 20	43	8.92
11 - 15	181	37.55
6 - 10	220	45.64
1 - 5	24	4.98
Total	**482**	**100.00**
Mean	**10.96 years**	-
SD	**4.17 years**	-

In-service trainings attended. Table 7 presents data on in-service trainings attended by the teacher-respondents in hours. The highest number of them (391 teachers or 81.12 percent) attended less than 100 hours of trainings. This was followed by 66 teachers or 13.69 percent who have attended between 100-199 hours. Moreover, one teacher (0.21 percent) attended 300-399 hours of training. On the average, the secondary teachers involved in the study attended 74.60 hours of training with a standard deviation of 58.44 hours. This indicates that generally, the teacher-respondents had attended sufficient trainings.

Table 7

In-Service Training Attended by the Teacher-Respondents

In-Service Trainings (hrs.)	f	Percent
400 up	2	0.41
300 – 399	1	0.21
200 – 299	22	4.56
100 – 199	66	13.69
below 100	391	81.12
Total	**482**	**100.00**
Mean	**74.60 hrs.**	-
SD	**58.44 hrs.**	-

Teaching load/number of preparation. Presented in Table 8 are data on the teaching load of the teacher-respondents. As gleaned from this table, 382 teachers or 79.25 percent were handling five to six subjects followed by 62 teachers (12.86 percent) who were teaching seven to eight subjects. The least number of teachers (three teachers or 0.62 percent) were handling 7 subjects and 4 subjects. On the average, the teachers involved in the study were handling 6 subjects with a standard deviation of one subject; which indicated that the norm of their teaching load ranged from 5 subjects to 7 subjects. Hence, the secondary school teacher-respondents were carrying heavy teaching loads, thus they have limited time to undertake research and other co-curricular activities that could enhance their teaching competencies.

Table 8

Teaching Load of the Teacher-Respondents

Teaching Load (subjects)	f	Percent
9 – 10	4	0.83
7 – 8	62	12.86
5 – 6	382	79.25
3 – 4	31	6.43
1 – 2	3	0.62
Total	**482**	**100.00**
Mean	**6 subjects**	-
SD	**1 subject**	-

As regard number of preparation, Table 9 shows that majority of these teachers, that is, 368 or 76.35 percent had three preparations followed by 106 teachers or 21.99 percent who had one preparation and eight teachers or 1.66 percent who had two preparations. This indicated that in general, number of preparations the teacher-respondents had was not too heavy for them.

Table 9

Teacher-Respondents Number of Preparations

Number of Preparations	f	Percent
3	368	76.35
2	8	1.66
1	106	21.99
Total	**482**	**100.00**
Mean	**3 preparations**	-
SD	**1 preparation**	-

Level of Competence of High School Teachers in the Division of Samar by Subject Area

This section discusses the level of competence of the teacher-respondents by subject area as perceived by the teachers themselves and their school heads along three areas, namely: 1) student development, 2) teacher's competence, and 3) teacher's personality and human relations.

Student development. Table 10 shows the self assessments of the teacher-respondents relative to their level of competence. In the five subject areas, the teachers perceived themselves as "very satisfactory" in all the seven indicators of student development inasmuch as the weighted means ranged from 3.97 to 4.50.

Table 10

Level of Competence of High School Teachers by Subject Area Along Student Development as Perceived by the Teachers Themselves

Indicators	Subject Area										Overall Mean/ Interpretation	
	Mathematics		Science		English		Filipino		Social Studies			
1. Provide maximum involvement in varied learning activities.	4.16	VS	4.17	VS	3.91	VS	4.10	VS	4.40	VS	4.15	VS
2. Maximize utilization in the scope and sequence.	4.19	VS	4.14	VS	3.97	VS	4.16	VS	4.50	VS	4.19	VS
3. Provide opportunities for free expression of ideas	4.22	VS	4.23	VS	4.21	VS	4.20	VS	4.42	VS	4.26	VS
4. Provide opportunities for students' participation in decision making.	4.17	VS	4.10	VS	4.13	VS	4.18	VS	4.37	VS	4.19	VS
5. Anticipate difficulties of students, e.g. unlock difficult terms.	4.16	VS	4.26	VS	4.19	VS	4.25	VS	4.40	VS	4.25	VS
6. Provide appropriate reinforcement' feedback to students' behavior.	4.15	VS	4.15	VS	4.07	VS	4.21	VS	4.32	VS	4.18	VS
7. Monitor student progress through appropriate assessment tools and technique.	4.25	VS	4.13	VS	4.04	VS	4.41	VS	4.34	VS	4.23	VS
Total	29.30	-	29.18	-	28.52	-	29.51	-	30.75	-	29.45	-
Area Mean	4.19	VS	4.17	VS	4.07	VS	4.22	VS	4.39	VS	4.21	VS

LEGEND:

4.51 - 5.00 Outstanding (O)
3.51 - 4.50 Very Satisfactory (VS)
2.51 - 3.50 Satisfactory (S)
1.51 - 2.50 Fair (F)
1.00 - 1.50 Needs Improvement (NI)

In Mathematics, the highest weighted mean of their responses was 4.25 for "monitor student progress through appropriate assessment tools and technique," while the lowest was 4.15 for "Anticipate difficulties of students, e.g. unlock difficult terms." Thus, the area mean resulted to 4.19, which means that the

Mathematics teachers assessed themselves as "very satisfactory" along student development.

In Science, the highest weighted mean was 4.26 for "Anticipate difficulties of students, e.g. unlock difficult terms" while the lowest was 4.10 for "Provide opportunities for students' participation in decision making." The overall mean was posted at 4.17 indicating that the Science teachers assessed their competence along student development as "very satisfactory."

In English, the highest weighted mean was 4.21 for "Provide opportunities for free expression of ideas" while the lowest was 3.91 for "Provide maximum involvement in varied learning activities." Thus, the area mean resulted to 4.07 implying that the English teachers assessed their level of competency along student development as "very satisfactory."

In Filipino, the highest weighted mean was 4.41 (Monitor student progress through appropriate assessment tools and technique) and the lowest was 4.10 (Provide maximum involvement in varied learning activities). The overall mean of 4.22 indicates that the Filipino teachers considered their level of competence along student development as "very satisfactory".

In Social Studies, the highest weighted mean was 4.50 (Maximize utilization in the scope and sequence) and the lowest was 4.32 (Provide appropriate reinforcement feedback to students' behavior). The area mean resulted to 4.39 which implies that the Social Studies teachers assessed their level of competence along student development as "very satisfactory."

By subject area, the following were the area means arranged in descending order: 4.39 (Social Studies), 4.22 (Filipino), 4.19 (Mathematics), 4.17 (Science), and 4.07 (English). The overall area mean was posted at 4.21 which implies that the secondary school teachers in the Division of Samar assessed their level of competence along student development as "very satisfactory."

As regards the assessments given by the school heads, Table 11 shows that the school heads considered their teachers "outstanding" (mean = 4.73) in providing appropriate reinforcement feedback to students' behavior, and "very satisfactory" in the remaining six indicators, where the lowest weighted mean was 4.15 that corresponded to four indicators, namely: 1) maximize utilization in the scope and sequence, 2) provide opportunities for free expression of ideas, 3) anticipate difficulties of students, e.g., unlock difficulties, and 4) monitor student progress through appropriate assessment tools and technique. The area mean was posted at 4.25, which indicates that the school heads assessed their teachers' competence along student development as "very satisfactory."

Teacher's competence. Along this area, the perceptions of the teacher-respondents are shown in Table 12. In Science and English, the teachers perceived themselves as "very satisfactory" in all the fifteen indicators while in Filipino and Mathematics, the teachers considered themselves "outstanding" in one indicator and "very satisfactory" in the 14 remaining indicators; in Social Studies, the teachers considered themselves "outstanding" in two indicators and "very satisfactory" in the 13 remaining indicators.

Table 11

Level of Competence of High School Teachers Along Student Development as Perceived by the Administrator-Respondents

Indicators	Responses					Total	Mean	Interpretation
	5 (O)	4 (VS)	3 (VS)	2 (VS)	1 (NI)			
1. Provide maximum involvement in varied learning activities.	6	20	0	0	0	26	4.23	VS
2. Maximize utilization in the scope and sequence.	5	20	1	0	0	26	4.15	VS
3. Provide opportunities for free expression of ideas	5	20	1	0	0	26	4.15	VS
4. Provide opportunities for students' participation ideas in decision making.	4	22	0	0	0	26	4.16	VS
5. Anticipate difficulties of students, e.g. unlock difficult terms.	4	22	0	0	0	26	4.15	VS
6. Provide appropriate reinforcement' feedback to students' behavior.	20	5	1	0	0	26	4.73	O
7. Monitor student progress through appropriate assessment tools and technique.	5	20	1	0	0	26	4.15	VS
Total	-	-	-	-	-	-	29.74	-
Area Mean	-	-	-	-	-	-	4.25	VS

LEGEND:

4.51 - 5.00 Outstanding (O)
3.51 - 4.50 Very Satisfactory (VS)
2.51 - 3.50 Satisfactory (S)
1.51 - 2.50 Fair (F)
1.00 - 1.50 Needs Improvement (NI)

Table 12

Level of Competence of High School Teachers by Subject Area Along Teacher's Competence as Perceived by the Teachers Themselves

Indicators	Subject Area										Overall Mean/ Interpre-tation	
	Mathematics		Science		English		Filipino		Social Studies			
1. Present lesson on love of country, brotherhood and fellowship with mankind.	4.43	VS	4.23	VS	4.08	VS	4.30	VS	4.40	VS	4.29	VS
2. Observe significant national celebration and events.	4.39	VS	4.18	VS	4.21	VS	4.45	VS	4.31	VS	4.31	VS
3. Appreciate and preserve Filipino cultural heritage and love for Philippine made products.	4.34	VS	4.29	VS	4.08	VS	4.24	VS	4.37	VS	4.26	VS
4. Demonstrate desirable habits and values to the learners by modeling.	4.55	O	4.22	VS	4.20	VS	4.23	VS	4.43	VS	4.33	VS
5. Follow-up learners' behavior consistently through consultation of peers and parents.	4.13	VS	3.96	VS	4.19	VS	4.14	VS	4.38	VS	4.16	VS
6. Always have well prepared lesson plan, availed of appropriate teaching techniques and utilize necessary support teaching aids/ materials.	4.25	VS	4.18	VS	4.13	VS	4.14	VS	4.38	VS	4.22	VS
7. Administer periodic tests and at least ten other written performance tests every rating period per subject.	4.39	VS	4.35	VS	4.40	VS	4.35	VS	4.39	VS	4.38	VS
8. Provide remedial instruction to under-achievers.	4.10	VS	3.91	VS	4.25	VS	4.18	VS	4.41	VS	4.17	VS
9. Upgrade oneself by pursuing graduate/post graduate courses at his/her own expense.	4.10	VS	3.95	VS	3.92	VS	4.00	VS	4.34	VS	4.06	VS
10. Actively participate in all school in-service training and special courses as provided.	4.43	VS	4.32	VS	4.31	VS	4.51	O	4.35	VS	4.38	VS
11. Keep complete, accurate, neat, up-to-date records and submit reports and forms before due date.	4.22	VS	4.26	VS	4.34	VS	4.46	VS	4.49	VS	4.35	VS

Table 12 continued

Indicators	Subject Area										Overall Mean/ Interpre-tation	
	Mathematics		Science		English		Filipino		Social Studies			
12. Participate actively in all school activities either as chairman, leader or as member.	4.36	VS	4.30	VS	4.40	VS	4.53	O	4.46	VS	4.41	VS
13. Arrive in school or in place of activity at least 15 minutes before official time and leave only after the end of the class or school activity.	4.18	VS	4.19	VS	4.10	VS	4.36	VS	4.61	O	4.29	VS
14. Voluntarily render service beyond official time.	4.35	VS	4.21	VS	4.36	VS	4.43	VS	4.42	VS	4.35	VS
15. Do not make unnecessary absences that will be detrimental to the class.	4.30	VS	4.19	VS	4.45	VS	4.32	VS	4.45	VS	4.34	VS
Total	64.52	-	62.74	-	63.42	-	64.64	-	66.19	-	64.30	-
Area Mean	4.30	VS	4.18	VS	4.23	VS	4.31	VS	4.41	VS	4.29	VS

LEGEND:

4.51 - 5.00 Outstanding (O)
3.51 - 4.50 Very Satisfactory (VS)
2.51 - 3.50 Satisfactory (S)
1.51 - 2.50 Fair (F)
1.00 - 1.50 Needs Improvement (NI)

In Mathematics, the highest weighted mean of teachers' responses was 4.55 (outstanding) for "Demonstrate desirable habits and values to the learners by modeling," while the lowest was 4.10 (very satisfactory), which referred to two indicators as follows: "Provide remedial instruction to underachievers" and "Upgrade oneself by pursuing graduate/post graduate courses at his/her own expense." Thus, the area mean resulted to 4.30, which means that the Mathematics teachers assessed themselves as "very satisfactory" along teacher's competence.

In Science, the highest weighted mean was 4.35 (very satisfactory) for "Administer periodic tests and at least ten other written performance tests every rating period per subject" while the lowest was 3.91 (very satisfactory) for "Provide remedial instruction to under-achievers." The area mean was posted at 4.18 indicating that the Science teachers assessed their competence along teacher's competence as "very satisfactory."

In English, the highest weighted mean was 4.45 (very satisfactory) for "Provide opportunities for free expression of ideas" while the lowest was 3.92 for "Upgrade oneself by pursuing graduate/post graduate courses at his/her own expense." Thus, the area mean resulted to 4.23 implying that the English teachers assessed their level of competency along teacher's competence as "very satisfactory."

In Filipino, the highest weighted mean was 4.53 or "outstanding" (Participate actively in all school activities either as chairman, leader or as member), followed by 4.51 or "outstanding" (Actively participate in all school in-service training and special courses as provided). Meanwhile, the lowest was 4.00 or "very satisfactory" (Upgrade oneself by pursuing graduate/post graduate courses at his/her own expense). The overall mean of 4.31 indicates that the Filipino teachers considered their level of competence along teacher's competence as "very satisfactory".

In Social Studies, the highest weighted mean was 4.61 or "outstanding" (Arrive in school or in place of activity at least 15 minutes before official time and

leave only after the end of the class or school activity) and the lowest was 4.31 or "very satisfactory" (Observe significant national celebration and events). The area mean resulted to 4.41 which implies that the Social Studies teachers assessed their level of competence along teacher's competence as "very satisfactory."

By subject area, the following were the area means arranged in descending order: 4.41 (Social Studies), 4.31 (Filipino), 4.30 (Mathematics), 4.23 (English), and 4.18 (Science). The overall area mean was posted at 4.29 which implies that the secondary school teachers in the Division of Samar assessed their level of competence along teacher's competence as "very satisfactory."

As regards the assessments given by the school heads, Table 13 shows that the school heads considered their teachers "outstanding" (mean = 4.73) in: 1) administering periodic tests and at least ten other written performance tests every rating period per subject, 2) participating actively in all school in-service training and special courses as provided, and 3) rendering voluntary service beyond official time. Moreover, the school heads rated the teachers "very satisfactory" in the remaining 12 indicators, where the lowest weighted mean was 4.00 that corresponded to seven indicators, namely: 1) appreciate and preserve Filipino cultural heritage and love for Philippine made products, 2) demonstrate desirable habits and values to the learners by modeling, 3) follow-up learners' behavior consistently through consultation of peers and parents, 4) provide remedial instruction to under-achievers, 5) upgrade oneself by pursuing graduate/post graduate courses at his/her own expense,

Table 13

Level of Competence of High School Teachers Along Teacher's Competence as Perceived by the Administrator-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 (O)	4 (VS)	3 (VS)	2 (VS)	1 (NI)			
1. Present lesson on love of country, brotherhood and fellowship with mankind.	6	20	0	0	0	26	4.23	VS
2. Observe significant national celebration and events.	5	20	1	0	0	26	4.15	VS
3. Appreciate and preserve Filipino cultural heritage and love for Philippine made products.	3	20	3	0	0	26	4.00	VS
4. Demonstrate desirable habits and values to the learners by modeling.	3	20	3	0	0	26	4.00	VS
5. Follow-up learners' behavior consistently through consultation of peers and parents.	3	20	3	0	0	26	4.00	VS
6. Always have well prepared lesson plan, availed of appropriate teaching techniques and utilize necessary support teaching aids/ materials.	5	20	1	0	0	26	4.15	VS
7. Administer periodic tests and at least ten other written performance tests every rating period per subject.	20	5	1	0	0	26	4.73	O
8. Provide remedial instruction to under-achievers.	3	20	3	0	0	26	4.00	VS
9. Upgrade oneself by pursuing graduate/ post graduate courses at his/her own expense.	3	20	3	0	0	26	4.00	VS
10. Actively participate in all school in-service training and special courses as provided.	20	5	1	0	0	26	4.73	O
11. Keep completer, accurate, neat, up-to-date records and submit reports and forms before due date.	5	20	1	0	0	26	4.15	VS

Table 13 continued

Indicators	Responses					Total	Mean	Interpretation
	5 (O)	4 (VS)	3 (VS)	2 (VS)	1 (NI)			
12. Participate actively in all school activities either as chairman, leader or as member.	1	24	1	0	0	26	4.00	VS
13. Arrive in school or in place of activity at least 15 minutes before official time and leave only after the end of the class or school activity.	4	20	2	0	0	26	4.08	VS
14. Voluntarily render service beyond official time.	20	4	2	0	0	26	4.69	O
15. Do not make unnecessary absences that will be detrimental to the class.	3	20	3	0	0	26	4.00	VS
Total	-	-	-	-	-	-	62.92	-
Area Mean	-	-	-	-	-	-	4.19	VS

LEGEND:

4.51 - 5.00 Outstanding (O)
3.51 - 4.50 Very Satisfactory (VS)
2.51 - 3.50 Satisfactory (S)
1.51 - 2.50 Fair (F)
1.00 - 1.50 Needs Improvement (NI)

6) participate actively in all school activities either as chairman, leader or as member, and 7) do not make unnecessary absences that will be detrimental to the class. The area mean was posted at 4.19, which indicates that the school heads assessed their teachers' competence along teacher's competence as "very satisfactory."

Teacher's personality and human relations. Along this area, the perceptions of the teacher-respondents are shown in Table 14. In Mathematics and Filipino, the teachers perceived themselves as "outstanding" in two indicators and "very satisfactory" in seven remaining indicators; in Science, "very satisfactory" in all indicators; in English, "outstanding" in one indicator and "very satisfactory" in the eight remaining indicators; in Social Studies, "outstanding" in three indicators and "very satisfactory" in the six remaining indicators.

In Mathematics, the highest weighted mean of teachers' responses was 4.56 (outstanding) for "Demonstrate a sense of responsibility, self confidence and control," followed by 4.55 (outstanding) for "Observe proper grooming and attire." Meanwhile, the lowest was 4.30 (very satisfactory), which referred to two indicators as follows: "Display reasonable independence of mind and correction" and "Maintain harmonious relationship with people he/she deals with both in work and in community." Thus, the area mean resulted to 4.41, this means that the Mathematics teachers assessed themselves as "very satisfactory" along personality and human relations.

In Science, the highest weighted mean was 4.45 (very satisfactory) for "Manifest love and concern for students" while the lowest was 4.25 (very satisfactory) for: 1) observe proper grooming and attire, 2) Make sound decision, and 3) display reasonable independence of mind and correction. The area mean was posted at 4.34 indicating that the Science teachers assessed their

Table 14

Level of Competence of High School Teachers by Subject Area Along Personality and Human Relations as Perceived by the Teachers Themselves

Indicators	Subject Area										Overall Mean/ Interpretation	
	Mathematics		Science		English		Filipino		Social Studies			
1. Observe the highest standard of morality with unquestioned honesty and integrity.	4.42	VS	4.31	VS	4.46	VS	4.54	O	4.37	VS	4.42	VS
2. Strictly observe rules and regulations affecting public service.	4.54	VS	4.34	VS	4.47	VS	4.40	VS	4.54	O	4.46	VS
3. Observe proper grooming and attire.	4.55	O	4.25	VS	4.54	O	4.43	VS	4.46	VS	4.45	VS
4. Demonstrate a sense of responsibility, self confidence and control.	4.56	O	4.39	VS	4.39	VS	4.63	VS	4.44	VS	4.48	VS
5. Make sound decision.	4.34	VS	4.25	VS	4.19	VS	4.50	VS	4.60	O	4.38	VS
6. Display reasonable independence of mind and correction.	4.30	VS	4.25	VS	4.26	VS	4.49	VS	4.45	VS	4.35	VS
7. Exhibit open mindedness to suggestions and criticisms.	4.38	VS	4.35	VS	4.21	VS	4.48	VS	4.47	VS	4.38	VS
8. Maintain harmonious relationship with people he/she deals with both in work and in community.	4.30	VS	4.43	VS	4.34	VS	4.27	VS	4.42	VS	4.35	VS
9. Manifest love and concern for students.	4.34	VS	4.45	VS	4.41	VS	4.77	O	4.56	O	4.51	O
Total	35.39	-	34.57	-	34.86	-	35.74	-	35.75	-	35.26	-
Area Mean	4.41	VS	4.34	VS	4.36	VS	4.50	VS	4.48	VS	4.41	VS

LEGEND:

4.51 - 5.00 Outstanding (O)
3.51 - 4.50 Very Satisfactory (VS)
2.51 - 3.50 Satisfactory (S)
1.51 - 2.50 Fair (F)
1.00 - 1.50 Needs Improvement (NI)

competence along personality and human relations as "very satisfactory."

In English, the highest weighted mean was 4.54 (outstanding) for "Observe proper grooming and attire" while the lowest was 4.19 (very satisfactory) for "Make sound decision." Thus, the area mean resulted to 4.36 implying that the English teachers assessed their level of competency along personality and human relations as "very satisfactory."

In Filipino, the highest weighted mean was 4.77 or "outstanding" (Manifest love and concern for students), followed by 4.54 or "outstanding" (Observe the highest standard of morality with unquestioned honesty and integrity). Meanwhile, the lowest was 4.27 or "very satisfactory" (Maintain harmonious relationship with people he/she deals with both in work and in community). The overall mean of 4.41 indicates that the Filipino teachers considered their level of competence along personality and human relations as "very satisfactory".

In Social Studies, the highest weighted mean was 4.60 or "outstanding" (Make sound decision), followed by 4.56 or "outstanding" (Manifest love and concern for students). Meanwhile, the lowest was 4.42 or "very satisfactory" (Maintain harmonious relationship with people he/she deals with both in work and in community). The area mean resulted to 4.48 which implies that the Social Studies teachers assessed their level of competence along personality and human relations as "very satisfactory."

By subject area, the following were the area means arranged in descending order: 4.50 (Filipino), 4.48 (Social Studies), 4.41 (Mathematics), 4.36 (English), and 4.34 (Science). The overall area mean was posted at 4.41 which implies that the secondary school teachers in the Division of Samar assessed their level of competence along teacher's competence as "very satisfactory."

As regards the assessments given by the school heads, Table 15 shows that the school heads considered their teachers "outstanding" (mean = 4.77) in observing proper grooming and attire. Moreover, the school heads rated the teachers "very satisfactory" in the remaining eight indicators, where the lowest weighted mean was 4.00 that corresponded to two indicators, namely: 1) maintain harmonious relationship with people he/she deals with both in work and in community, and 2) Manifest love and concern for others. The area mean was posted at 4.21, which indicates that the school heads assessed their teachers' competence along personality and human relations as "very satisfactory."

Comparison of the Perceptions of the Teachers and School Heads on the Level of Competence of the Teacher-Respondents

This section summarizes and compares the perceptions of the secondary school teachers in the Division of Samar and their school heads relative to the level of competence of these teachers along: 1) student development, 2) teachers' competence, and 3) personality and human relations.

Table 15

Level of Competence of High School Teachers Along Teacher's Personality and Human as Perceived by the Administrator-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 (O)	4 (VS)	3 (VS)	2 (VS)	1 (NI)			
1 Observe the highest standard of morality with unquestioned honesty and integrity.	10	16	0	0	0	26	4.38	VS
2 Strictly observe rules and regulations affecting public service.	3	22	1	0	0	26	4.08	VS
3 Observe proper grooming and attire.	20	6	0	0	0	26	4.77	O
4 Demonstrate a sense of responsibility, self confidence and control.	6	20	0	0	0	26	4.23	VS
5 Make sound decision.	3	22	1	0	0	26	4.08	VS
6 Display reasonable independence of mind and correction.	5	20	1	0	0	26	4.15	VS
7 Exhibit open-mindedness to suggestions and criticisms.	6	20	0	0	0	26	4.23	VS
8 Maintain harmonious relationship with people he/she deals with both in work and in community.	3	20	3	0	0	26	4.00	VS
9 Manifest love and concern for students.	3	20	3	0	0	26	4.00	VS
Total	-	-	-	-	-	-	37.92	-
Area Mean	-	-	-	-	-	-	4.21	VS

LEGEND:

4.51 - 5.00 Outstanding (O)
3.51 - 4.50 Very Satisfactory (VS)
2.51 - 3.50 Satisfactory (S)
1.51 - 2.50 Fair (F)
1.00 - 1.50 Needs Improvement (NI)

Student development. As shown in Table 16, the teacher-respondents assessed themselves "very satisfactory" in all the seven listed indicators, where the highest was in providing opportunities for free expression of ideas with a mean of 4.26 and the lowest was on providing maximum involvement in varied learning activities with a mean of 4.15. On the part of the administrators, they

Table 16

Summary and Comparison of the Responses of the Teachers and Administrators on the Level of Competence of High School Teachers Along Student Development

Indicators	Respondents' Category			
	Teachers		Administrators	
	Mean/Inter-pretation		Mean/Inter-pretation	
1. Provide maximum involvement in varied learning activities.	4.15	VS	4.23	VS
2. Maximize utilization in the scope and sequence.	4.19	VS	4.15	VS
3. Provide opportunities for free expression of ideas	4.26	VS	4.15	VS
4. Provide opportunities for students' participation ideas in decision making.	4.19	VS	4.16	VS
5. Anticipate difficulties of students, e.g. unlock difficult terms.	4.25	VS	4.15	VS
6. Provide appropriate reinforcement feedback to students' behavior.	4.18	VS	4.73	O
7. Monitor student progress through appropriate assessment tools and technique.	4.23	VS	4.15	VS
Total	12.66	-	13.03	-
Grand Mean	4.21	VS	4.25	VS
Computed t-value: 0.432				
Tabular/critical t-value at $\alpha = 0.05$ & df = 12: 2.447				
Evaluation/Decision: Not Significant/Accept H_o				

LEGEND:

4.51 - 5.00 Outstanding (O)
3.51 - 4.50 Very Satisfactory (VS)
2.51 - 3.50 Satisfactory (S)
1.51 - 2.50 Fair (F)
1.00 - 1.50 Poor (P)

assessed their teachers to be "outstanding" with a mean of 4.73 in providing appropriate reinforcement feedback to students' behavior; the rest of the indicators obtained means equivalent to "very satisfactory."

The grand means of the responses of the teachers and administrators were 4.21 and 4.25, respectively. Both means were equivalent to "very satisfactory" and registered a numerical difference of 0.05. To test whether the difference is significant, t-test was applied. The computed-t-value was 0.432 which is lesser than the tabular/critical t-value of 2.447 at 0.05 level of significance and df = 12, which led to the acceptance of the hypothesis that "There is no significant difference between the perceptions of the teachers and the school heads on the level of competence of the secondary teachers along student development." This means that both groups of respondents had the same assessment on the teacher's competence along this area.

Teacher's competence. As shown in Table 17, the teacher-respondents assessed themselves "very satisfactory" in all the 15 listed indicators, where the highest was in participating actively in all school activities either as chairman, leader or as member with a mean of 4.41 and the lowest was on upgrading oneself by pursuing graduate/post graduate courses at his/her own expense with a mean of 4.06. On the part of the administrators, they assessed their teachers to be "outstanding" in three indicators, namely: 1) administer periodic tests and at least ten other written performance tests every rating period per subject, 2) actively participate in all school in-service training and special courses

Table 17

Summary and Comparison of the Responses of the Teachers and Administrators on the Level of Competence of High School Teachers Along Teacher's Competence

Indicators	Respondents' Category			
	Teachers		Administrators	
	Mean/Interpretation		Mean/Interpretation	
1. Present lesson on love of country, brotherhood and fellowship with mankind	4.29	VS	4.23	VS
2. Observe significant national celebration and events.	4.31	VS	4.15	VS
3. Appreciate and preserve Filipino cultural heritage and love for Philippine made products.	4.26	VS	4.00	VS
4. Demonstrate desirable habits and values to the learners by modeling.	4.33	VS	4.00	VS
5. Follow-up learners' behavior consistently through consultation of peers and parents.	4.16	VS	4.00	VS
6. Always have well prepared lesson plan, availed of appropriate teaching techniques and utilize necessary support teaching aids/ materials.	4.22	VS	4.15	VS
7. Administer periodic tests and at least ten other written performance tests every rating period per subject.	4.38	VS	4.73	O
8. Provide remedial instruction to under-achievers.	4.17	VS	4.00	VS
9. Upgrade oneself by pursuing graduate/post graduate courses at his/her own expense.	4.06	VS	4.00	VS
10. Actively participate in all school in-service training and special courses as provided	4.38	VS	4.73	O
11. Keep complete, accurate, neat, up-to-date records and submit reports and forms before due date.	4.35	VS	4.15	VS
12. Participate actively in all school activities either as chairman, leader or as member.	4.41	VS	4.00	VS
13. Arrive in school or in place of activity at least 15 minutes before official time and leave only after the end of the class or school activity.	4.29	VS	4.08	VS
14. Voluntarily render service beyond official time.	4.35	VS	4.69	O
15. Do not make unnecessary absences that will be detrimental to the class.	4.34	VS	4.00	VS
Total	12.93	-	12.77	-
Grand Mean	4.29	VS	4.19	VS
Computed t-value: 1.209				
Tabular/critical t-value at α = 0.05 & df = 28: 1.701				
Evaluation/Decision: Not Significant/Accept H_o				

LEGEND:

4.51 - 5.00 Outstanding (O)
3.51 - 4.50 Very Satisfactory (VS)
2.51 - 3.50 Satisfactory (S)
1.51 - 2.50 Fair (F)
1.00 - 1.50 Poor (P)

as provided, and 3) actively participate in all school activities either as chairman, leader or as member, all with means equal to 4.73; the rest of the indicators obtained means equivalent to "very satisfactory."

The grand means of the responses of the teachers and administrators were 4.29 and 4.19, respectively. Both means were equivalent to "very satisfactory" and registered a numerical difference of 0.10. To test whether the difference is significant, t-test was applied. The computed-t-value was 1.209 which is lesser than the tabular/critical t-value of 2.447 at 0.05 level of significance and df = 28, which led to the acceptance of the hypothesis that "There is n significant difference between the perceptions of the teachers and the school heads on the level of competence of the secondary teachers along teacher's competence." This means that both groups of respondents had the same assessment on the teacher's competence along this area.

Teacher's personality and human relations. As shown in Table 18, the teacher-respondents assessed themselves "outstanding" in one indicator with a mean of 4.51 – "Manifest love and concern for students" and "very satisfactory" in the eight remaining indicators. On the part of the administrators, they assessed their teachers to be "outstanding" in one indicator with a mean of 4.77 - "Observe proper grooming and attire"; the rest of the indicators obtained means equivalent to "very satisfactory."

The grand means of the responses of the teachers and administrators were 4.41 and 4.21, respectively. Both means were equivalent to "very satisfactory"

Table 18

Summary and Comparison of the Responses of the Teachers and Administrators on the Level of Competence of High School Teachers Along Teacher's Personality and Human Relations

Indicators	Respondents' Category			
	Teachers		Administrators	
	Mean/Inter-pretation		Mean/Inter-pretation	
1. Observe the highest standard of morality with unquestioned honesty and integrity.	4.42	VS	4.38	VS
2. Strictly observe rules and regulations affecting public service.	4.46	VS	4.08	VS
3. Observe proper grooming and attire.	4.45	VS	4.77	O
4. Demonstrate a sense of responsibility, self-confidence and control.	4.46	VS	4.23	VS
5. Make sound decision.	4.38	VS	4.08	VS
6. Display reasonable independence of mind and correction.	4.35	VS	4.15	VS
7. Exhibit open-mindedness to suggestions and criticisms.	4.38	VS	4.23	VS
8. Maintain harmonious relationship with people he/she deals with both in work and in community.	4.35	VS	4.00	VS
9. Manifest love and concern for students.	4.51	O	4.00	VS
Total	39.78	-	37.92	-
Grand Mean	4.41	VS	4.21	VS
Computed t-value: 02.490				
Tabular/critical t-value at α = 0.05 & df = 16: 2.120				
Evaluation/Decision: Significant/Reject H_o				

LEGEND:

4.51 - 5.00 Outstanding (O)	1.51 - 2.50 Fair (F)
3.51 - 4.50 Very Satisfactory (VS)	1.00 - 1.50 Poor (P)
2.51 - 3.50 Satisfactory (S)	

and registered a numerical difference of 0.20. To test whether the difference is significant, t-test was applied. The computed-t-value was 2.490 which is greater than the tabular/critical t-value of 2.120 at 0.05 level of significance and df = 16,

which led to the rejection of the hypothesis that "There is no significant difference between the perceptions of the teachers and the school heads on the level of competence of the secondary teachers along personality and human relations." This means that the teachers rated themselves higher than the ratings given by their school heads/administrators.

Mean Percentage Scores (MPS) of the Fourth Year Students in the Five Subject Areas

This part of the chapter discusses the MPS in Mathematics, Science, English, Filipino and Social Studies obtained by the fourth year high school students from the respondent-schools in the Division of Samar.

Mathematics. Table 19 shows that the student-respondents' MPS in Mathematics was 40.54 with a standard deviation of 13.62, indicating that majority of the respondents' MPS ranged from 26.92 to 54.16. This result means that, generally, the students' MPS in Mathematics was lower than the targeted MPS of 75.00. Thus, their performance in this subject needed improvement.

Science. As shown in the same table, the student-respondents' MPS in Science was 41.83 with a standard deviation of 9.31, indicating that majority of the respondents' MPS ranged from 32.52 to 51.14. This result means that, generally, the students' MPS in Science was lower than the targeted MPS of 75.00. Thus, their performance in this subject likewise needed improvement.

English. For this subject, Table 19 shows that the student-respondents' MPS was 49.24 with a standard deviation of 13.70, indicating that majority of the

Table 19

Mean and SD of the Mean Percentage Scores (MPS) of Fourth Year Students in Five Subject Areas Based on the Division Achievement Test

Subject Areas	Mean	SD
1. Mathematics	40.54	13.62
2. Science	41.83	9.31
3. English	49.24	13.70
4. Filipino	51.02	8.47
5. Social Studies	45.43	9.66
Average	**45.61**	**10.95**

respondents' MPS ranged from 35.54 to 62.94. This result means that, generally, the students' MPS in English was lower than the targeted MPS of 75.00. Thus, their performance in this subject likewise needed improvement.

Filipino. Table 19 shows that the student-respondents' MPS in Filipino was 51.02 with a standard deviation of 8.47, indicating that majority of the respondents' MPS ranged from 42.55 to 59.49. This result means that, generally, the students' MPS in this subject was lower than the targeted MPS of 75.00. Thus, their performance in this subject needed improvement.

Social Studies. For this subject, Table 19 shows that the student-respondents' MPS was 45.43 with a standard deviation of 9.66, indicating that majority of the respondents' MPS ranged from 35.77 to 55.09. This result means that, generally, the students' MPS in Social Studies was lower than the targeted MPS of 75.00. Thus, their performance in this subject likewise needed improvement.

In summary, the highest MPS of 51.02 was in Filipino followed by English (MPS = 49.24), Social Studies (MPS = 45.43), Science (MPS = 41.83) and Mathematics with the least MPS of 40.54. Moreover, the MPS of the student-respondents in the five considered areas were below that targeted MPS, this implies that improvement in their performance was needed.

Relationship Between the Teacher-Respondents' Level of Competence and Their Students' MPS

The results of the correlational analysis of the teachers' level of competence by subject area and their students' MPS are discussed in this section.

Student development. As shown in Table 20, the correlation coefficients between the teacher-respondents' level of competence along student development and their students' MPS were: 0.0930 for Mathematics, 0.2510 for Science, -0.2010 for English, 0.0310 for Filipino and 0.0440 for Social Studies. Moreover, the computed Fisher's t-values for Mathematics (0.91), English (-0.92), Filipino (0.14) and Social Studies (0.20) were all numerically lesser than the critical/tabular t-value of 1.97 at $\alpha = 0.05$ and df = 94, which led to the

acceptance of the hypothesis that "There is no significant relationship between the teacher-respondents' level of competence along student development and their students' MPS in Mathematics, English, Filipino and Social Studies." Meanwhile, the Fisher's t-value in Science was 2.51 which is numerically greater than the aforementioned critical/tabular t-value, which led to the rejection of the hypothesis that "There is no significant relationship between the teacher-respondents' level of competence along student development and their students' MPS in Science.

Table 20

Relationship Between the Teacher-Respondents' Level of Competence Along Student Development and Their Students's MPS in the Five Subject Areas

Subject	r_{xy}	Fisher's t-value	p-value	Critical t – value at α = .05 & df = 94	Evaluation
Mathematics	0.0930	0.91	0.370	1.97	Accept Ho
Science	0.2510	2.51	0.014	1.97	Reject Ho
English	-0.2010	-0.92	0.049	1.97	Accept Ho
Filipino	0.0310	0.14	0.768	1.97	Accept Ho
Social Studies	0.0440	0.20	0.662	1.97	Accept Ho

The results showed that the teacher's level of competence along student development had nothing to do with their students' MPS in Mathematics, English, Filipino and Social Studies. However, in Science, there is direct relationship between students' MPS and teacher' level of competence along student development. Students' MPS in Science were high under Science teachers whose level of competence along student development were likewise high and students' MPS in Science were low under Science teachers whose level of competence along student development were likewise low.

Teacher's competence. As shown in Table 21, the correlation coefficients between the teacher-respondents' level of competence along teacher's competence and their students' MPS were: 0.0810 for Mathematics, 0.1060 for Science, -0.0620 for English, -0.0420 for Filipino and 0.0270 for Social Studies. Moreover, the computed Fisher's t-values for Mathematics (0.79), Science (1.03), English (-0.60), Filipino (-0.41) and Social Studies (0.26) were all numerically lesser than the critical/tabular t-value of 1.97 at $\alpha = 0.05$ and df = 94, which led to the acceptance of the hypothesis that "There is no significant relationship between the teacher-respondents' level of competence along teacher's competence and their students' MPS in Mathematics, Science, English, Filipino and Social Studies."

The results showed that the teacher's level of competence along teacher's competence had nothing to do with their students' MPS in these five subjects.

Table 21

Relationship Between the Teacher-Respondents' Level of Competence Along Teacher's Competence and Their Students's MPS in the Five Subject Areas

Subject	r_{xy}	Fisher's t-value	p-value	Critical t – value at α = .05 & df = 94	Evaluation
Mathematics	0.0810	0.79	0.431	1.97	Accept Ho
Science	0.1060	1.03	0.031	1.97	Accept Ho
English	-0.0620	-0.60	0.548	1.97	Accept Ho
Filipino	-0.0420	-0.41	0.689	1.97	Accept Ho
Social Studies	0.0270	0.26	0.792	1.97	Accept Ho

Teacher's personality and human relations. As shown in Table 22, the correlation coefficients between the teacher-respondents' level of competence along this area and their students' MPS were: -0.1680 for Mathematics, -0.0720 for Science, 0.0750 for English, 0.0370 for Filipino and 0.1330 for Social Studies. Moreover, the computed Fisher's t-values for Mathematics (-1.65), Science (-0.70), English (0.73), Filipino (0.36) and Social Studies (1.30) were all numerically lesser than the critical/tabular t-value of 1.97 at $\alpha = 0.05$ and df = 94, which led to the acceptance of the hypothesis that "There is no significant relationship between the teacher-respondents' level of competence along teacher's personality and human relations and their students' MPS in Mathematics, Science, English, Filipino and Social Studies."

Table 22

Relationship Between the Teacher-Respondents' Level of Competence Along Teacher's Personality and Human Relations and Their Students's MPS in the Five Subject Areas

Subject	r_{xy}	Fisher's t-value	p-value	Critical t – value at α = .05 & df = 94	Evaluation
Mathematics	-0.1680	-1.65	0.102	1.97	Accept Ho
Science	-0.0720	-0.70	0.487	1.97	Accept Ho
English	0.0750	0.73	0.465	1.97	Accept Ho
Filipino	0.0370	0.36	0.724	1.97	Accept Ho
Social Studies	0.1330	1.30	0.187	1.97	Accept Ho

The results showed that the teacher's level of competence along teacher's personality and human relations had nothing to do with their students' MPS in these five subjects.

Relationship Between the Teacher-Respondents' Level of Competence in the Five Subject Areas and Their Profile

This section presents the results of the correlational analysis between the level of competence (along student development, teacher's competence and teacher's personality and human relations) of the teacher-respondents in the five subject areas and their profile as the variates.

Mathematics. Table 23 contains the results of the correlational analysis between the Mathematics teacher-respondents' level of competence in the three areas and their profile such as: age, sex, civil status, educational background, teaching experience, in-service trainings, teaching loads and number of preparation. Along student development, three variates were found to have significant relationship with their level of competence, namely: sex (χ^2 value = 9.204; p = 0.010), educational background (χ^2 value = 8.247; p = 0.016) and teaching experience (χ^2 value = 9.396; p = 0.015) inasmuch as the computed p-values were lesser than the level of significance, α, which was set at 0.05.

Table 23

Relationship Between the Level of Competence of Mathematics Teachers and Their Profile

Personal Profile	Student Development			Teacher's Competence			Teacher's Personality and Human Relations		
	χ^2	p-value	Evaluation at α = 0.05	χ^2	p-value	Evaluation at α = 0.05	χ^2	p-value	Evaluation at α = 0.05
Age	7.956	0.438	Accept Ho	2.257	0.689	Accept Ho	6.505	0.191	Accept Ho
Sex	9.204	0.010	Reject Ho	4.589	0.320	Accept Ho	5.674	0.219	Accept Ho
Civil Status	0.662	0.780	Accept Ho	0.874	0.350	Accept Ho	31.492	0.000	Reject Ho
Educational Background	8.247	0.016	Reject Ho	0.058	0.810	Accept Ho	2.271	0.321	Accept Ho
Teaching Experience	9.396	0.015	Reject Ho	5.089	0.165	Accept Ho	4.968	0.548	Accept Ho
In-Service Trainings	1.295	0.862	Accept Ho	1.773	0.412	Accept Ho	1.176	0.882	Accept Ho
Teaching Loads	4.313	0.365	Accept Ho	2.933	0.231	Accept Ho	5.424	0.246	Accept Ho
Number of Preparations	18.452	0.000	Accept Ho	0.021	0.886	Accept Ho	1.852	0.396	Accept Ho

This results show that female Mathematics teachers had higher level of competence along student development than male teachers; those who had higher educational qualification had higher level of competence along student development than those who had lower level of educational attainment; and those who had more years of experience had higher level of competence along student development than those who were still new in the service.

Meanwhile, other teacher's profile such as age, civil status, in-service trainings, teaching loads and number of preparations had nothing to do with the Mathematics teachers' level of competence along student development.

Along teacher's competence, Table 23 shows that none of the teachers' profile had significant relationship with their level of competence. Thus, age, sex, civil status, educational background, teaching experience, in-service trainings, teaching loads and number of preparations had nothing to do with the Mathematics teachers' level of competence along teacher's competence.

Along teacher's personality and human relations, the teacher's civil status (χ^2 value = 31.492; p = 0.000) proved to be significantly related to their level of competence inasmuch as the computed p value was lesser than the level of significance, α, which was set at 0.05. Thus, married teachers tend to have higher level of competence along teacher's personality and human relations than those who were single. Meanwhile, other teacher's profile such as age, sex, educational background, teaching experience, in-service trainings, teaching loads

and number of preparations had nothing to do with the Mathematics teachers' level of competence along teacher's personality and human relations.

Science. Table 24 contains the results of the correlational analysis between the Science teacher-respondents' level of competence in the three areas and their profile such as: age, sex, civil status, educational background, teaching experience, in-service trainings, teaching loads and number of preparation.

Along student development, age (χ^2 value = 17.979; p = 0.011) was found to have significant relationship with their level of competence inasmuch as the computed p-value was lesser than the level of significance, α, which was set at 0.05.

Table 24

Relationship Between the Level of Competence of Science Teachers and Their Profile

Personal Profile	Student Development			Teacher's Competence			Teacher's Personality and Human Relations		
	χ^2	p-value	Evaluation at α = 0.05	χ^2	p-value	Evaluation at α = 0.05	χ^2	p-value	Evaluation at α = 0.05
Age	17.979	0.011	Reject Ho	12.291	0.013	Reject Ho	15.256	0.012	Reject Ho
Sex	7.956	0.438	Accept Ho	2.257	0.689	Accept Ho	6.504	0.591	Accept Ho
Civil Status	2.287	0.891	Accept Ho	1.525	0.822	Accept Ho	2.223	0.695	Accept Ho
Educational Background	5.920	0.432	Accept Ho	1.448	0.836	Accept Ho	3.019	0.555	Accept Ho
Teaching Experience	5.073	0.534	Accept Ho	0.396	0.983	Accept Ho	0.8	0.938	Accept Ho
In-Service Trainings	8.770	0.722	Accept Ho	7.467	0.487	Accept Ho	4.784	0.798	Accept Ho
Teaching Loads	1.429	0.964	Accept Ho	0.929	0.921	Accept Ho	0.555	0.968	Accept Ho
Number of Preparations	4.410	0.220	Accept Ho	1.602	0.449	Accept Ho	0.851	0.653	Accept Ho

This results show that older Science teachers had higher level of competence along student development than the younger teachers. Meanwhile, other teacher's profile such as sex, civil status, educational background, teaching experience, in-service trainings, teaching loads and number of preparations had nothing to do with the Science teachers' level of competence along student development.

Along teacher's competence, the same table shows that age (χ^2 value = 12.291; p = 0.013) was found to have significant relationship with their level of competence inasmuch as the computed p-value was lesser than the level of significance, α, which was set at 0.05.

This results show that older Science teachers had higher level of competence along teacher's competence than their younger counterparts. Meanwhile, other teacher's profile such as sex, civil status, educational background, teaching experience, in-service trainings, teaching loads and number of preparations had nothing to do with the Science teachers' level of competence along teacher's competence.

Moreover, along teacher's personality and human relations, the teacher's age (χ^2 value = 15.256; p = 0.012) proved to be significantly related to their level of competence inasmuch as the computed p value was lesser than the level of significance, α, which was set at 0.05. Thus, older Science teachers had higher level of competence along personality and human relations than their younger counterparts. Meanwhile, other teacher's profile such as age, sex, educational

background, teaching experience, in-service trainings, teaching loads and number of preparations had nothing to do with the Science teachers' level of competence along teacher's personality and human relations.

English. Table 25 contains the results of the correlational analysis between the English teacher-respondents' level of competence in the three areas and their profile such as: age, sex, civil status, educational background, teaching experience, in-service trainings, teaching loads and number of preparation.

Along student development, the correlation coefficients between the level of competence of English teachers and their profile proved to be not significant inasmuch as all the p-values were greater than the level of significance, α, which

Table 25

Relationship Between the Level of Competence of English Teachers and Their Profile

Personal Profile	Student Development			Teacher's Competence			Teacher's Personality and Human Relations		
	χ^2	p-value	Evaluation at α = 0.05	χ^2	p-value	Evaluation at α = 0.05	χ^2	p-value	Evaluation at α = 0.05
Age	4.769	0.782	Accept Ho	7.815	0.799	Accept Ho	13.802	0.087	Accept Ho
Sex	-	-	-	-	-	-	-	-	-
Civil Status	2.472	0.290	Accept Ho	2.614	0.455	Accept Ho	2.614	0.271	Accept Ho
Educational Background	2.457	0.873	Accept Ho	16.055	0.066	Accept Ho	6.204	0.401	Accept Ho
Teaching Experience	4.226	0.376	Accept Ho	6.529	0.367	Accept Ho	2.858	0.582	Accept Ho
In-Service Trainings	5.898	0.207	Accept Ho	19.1	0.004	Reject Ho	4.685	0.321	Accept Ho
Teaching Loads	10.800	0.213	Accept Ho	18.399	0.104	Accept Ho	11.437	0.178	Accept Ho
Number of Preparations	4.000	0.442	Accept Ho	1.919	0.927	Accept Ho	0.759	0.944	Accept Ho

was set at 0.05. Thus, age, sex, civil status, educational background, teaching experience, in-service trainings, teaching loads, and number of preparations had nothing to do with the English teacher-respondents' level of competence along this area.

Along teacher's competence, the same Table 25 shows that in-service trainings (χ^2 value = 19.10; p = 0.004) was found to have significant relationship with their level of competence inasmuch as the computed p-value was lesser than the level of significance, α, which was set at 0.05.

This results show that English teachers who attended more number of hours of in-service trainings had higher level of competence along teacher's competence than those who attended lesser number of hours of training. Meanwhile, other teacher's profile such as age, sex, civil status, educational background, teaching experience, teaching loads and number of preparations had nothing to do with the English teachers' level of competence along this area

Along teacher's personality and human relations, the correlation coefficients between the level of competence of English teachers and their profile proved to be not significant inasmuch as all the p-values were greater than the level of significance, α, which was set at 0.05. Thus, age, sex, civil status, educational background, teaching experience, in-service trainings, teaching loads, and number of preparations had nothing to do with the English teacher-respondents' level of competence along personality and human relations.

Filipino. Table 26 contains the results of the correlational analysis between the Filipino teacher-respondents' level of competence in the three areas and their profile such as: age, sex, civil status, educational background, teaching experience, in-service trainings, teaching loads and number of preparation.

Along student development, the aforementioned table shows that educational background (χ^2 value = 13.143; p = 0.011) was found to have significant relationship with their level of competence inasmuch as the computed p-value was lesser than the level of significance, α, which was set at 0.05.

Table 26

Relationship Between the Level of Competence of Filipino Teachers and Their Profile

Personal Profile	Student Development			Teacher's Competence			Teacher's Personality and Human Relations		
	χ^2	p-value	Evaluation at α = 0.05	χ^2	p-value	Evaluation at α = 0.05	χ^2	p-value	Evaluation at α = 0.05
Age	10.932	0.206	Accept Ho	3.493	0.479	Accept Ho	1.406	0.870	Accept Ho
Sex	-	-	-	-	-	-	-	-	-
Civil Status	0.296	0.863	Accept Ho	9.065	0.003	Reject Ho	1.044	0.271	Accept Ho
Educational Background	13.143	0.011	Reject Ho	2.244	0.326	Accept Ho	1.211	0.401	Accept Ho
Teaching Experience	3.864	0.695	Accept Ho	2.914	0.405	Accept Ho	1.848	0.582	Accept Ho
In-Service Trainings	4.671	0.323	Accept Ho	0.221	0.895	Accept Ho	2.685	0.321	Accept Ho
Teaching Loads	1.836	0.934	Accept Ho	0.274	0.965	Accept Ho	5.218	0.176	Accept Ho
Number of Preparations	4.454	0.348	Accept Ho	3.35	0.187	Accept Ho	3.04	0.944	Accept Ho

This results show that Filipino teachers who had higher educational attainment had higher level of competence along student development than those who had lower educational attainment. Meanwhile, other teacher's profile such as age, sex, civil status, teaching experience, in-service trainings, teaching loads and number of preparations had nothing to do with the Filipino teachers' level of competence along this area.

Along teacher's competence, the same table shows that civil status (χ^2 value = 9.065; p = 0.003) was found to have significant relationship with their level of competence inasmuch as the computed p-value was lesser than the level of significance, α, which was set at 0.05.

This results show that married Filipino teachers had higher level of competence along teacher's competence than single Filipino teachers. Meanwhile, other teacher's profile such as age, sex, educational background, teaching experience, in-service training, teaching loads and number of preparations had nothing to do with the Filipino teachers' level of competence along this area.

Along teacher's personality and human relations, the correlation coefficients between the level of competence of these teachers and their profile proved to be not significant inasmuch as all the p-values were greater than the level of significance, α, which was set at 0.05. Thus, age, sex, civil status, educational background, teaching experience, in-service trainings, teaching

loads, and number of preparations had nothing to do with the Filipino teacher-respondents' level of competence along personality and human relations.

Social Studies. Table 27 contains the results of the correlational analysis between the Social Studies teacher-respondents' level of competence in the three areas and their profile such as: age, sex, civil status, educational background, teaching experience, in-service trainings, teaching loads and number of preparation.

Table 27

Relationship Between the Level of Competence of Social Studies Teachers and Their Profile

Personal Profile	Student Development			Teacher's Competence			Teacher's Personality and Human Relations		
	χ^2	p-value	Evaluation at $\alpha = 0.05$	χ^2	p-value	Evaluation at $\alpha = 0.05$	χ^2	p-value	Evaluation at $\alpha = 0.05$
Age	6.717	0.082	Accept Ho	5.926	0.115	Accept Ho	3.022	0.388	Accept Ho
Sex	-	-	-	-	-	-	-	-	-
Civil Status	3.061	0.080	Accept Ho	0.085	0.771	Accept Ho	0.008	0.930	Accept Ho
Educational Background	0.981	0.612	Accept Ho	0.981	0.612	Accept Ho	0.373	0.830	Accept Ho
Teaching Experience	2.385	0.665	Accept Ho	3.324	0.505	Accept Ho	1.91	0.752	Accept Ho
In-Service Trainings	0.000	1.000	Accept Ho	0.877	0.349	Accept Ho	0.016	0.900	Accept Ho
Teaching Loads	0.922	0.337	Accept Ho	0.41	0.522	Accept Ho	0.315	0.575	Accept Ho
Number of Preparations	0.236	0.627	Accept Ho	0.015	0.903	Accept Ho	0.432	0.511	Accept Ho

Along student development, the aforementioned table shows that the correlation coefficients between the level of competence of these teachers and their profile proved to be not significant inasmuch as all the p-values were greater than the level of significance, α, which was set at 0.05. Thus, age, sex, civil status, educational background, teaching experience, in-service trainings, teaching loads, and number of preparations had nothing to do with the Social Studies teacher-respondents' level of competence along student development.

Likewise, along teacher's competence, the same table shows that the correlation coefficients between the level of competence of these teachers and their profile, proved to be not significant inasmuch as all the p-values were greater than the level of significance, α, which was set at 0.05. Thus, age, sex, civil status, educational background, teaching experience, in-service trainings, teaching loads, and number of preparations had nothing to do with the Social Studies teacher-respondents' level of competence along this area.

Furthermore, along teacher's personality and human relations, the correlation coefficients between the level of competence of these teachers and their profile proved to be not significant inasmuch as all the p-values were greater than the level of significance, α, which was set at 0.05. Thus, age, sex, civil status, educational background, teaching experience, in-service trainings, teaching loads, and number of preparations had nothing to do with the Social Studies teacher-respondents' level of competence along personality and human relations.

Table 28 shows the problems encountered by the teachers in teaching. It explains that 105 teachers cited the problem on "Lack of books" which ranked first. This implies that this was the problems encountered by the most of the teachers in their teaching profession. Indeed, instruction was made difficult without having books for the students. The "Insufficient school facilities" ranked second with 90 respondents. This was also a considerable problem of teachers which could affect the transfer of learning. "The lack of school buildings" was also a problem of teachers. This had been regarded as significant factors in the teaching and learning process where 81 respondents considered this as ranked third. With 50 respondents "Absenteeism of students" ranked fourth. This problem would really affect the performance of students much to the

Table 28

Problems Encountered by the Teacher-Respondents

Problems	No. of Respondents	Rank
1. Lack of books	150	1
2. Insufficient school facilities	90	2
3. Lack of school buildings	81	3
4. Absenteeism of students	50	4
5. Lack of interest in their studies	40	5
6. Inharmonious relationship of teachers and administrators.	30	6
7. Discipline of students	28	7
8. Underpayment of teacher salaries	25	8
9. Poor comprehension of students	18	9
10. Laziness of students to make assignments and other school works.	15	10

performance of the teachers. "Lack of interest in their studies" ranked fifth with 40 respondents. This would imply that students need to be properly motivated in order to have an interest in their studies. The problem on "Inharmonious relationship of teachers an administrators" ranked sixth with 30 respondents. It was believed that this problem was inevitable in an organization, for one could not please everyone, but somehow dealing with people lies on how effective is the manager. "Discipline of students" ranked seventh which was regarded also as a great problem of teachers where they should have enough knowledge in dealing students with poor behaviors. "Underpayment of teachers' salaries" ranked eighth with 25 respondents. This problem could be a reason why these teachers felt less motivated. "Poor comprehension of students" ranked ninth with 18 respondents. This would imply that the basic education on the fundamental education of the learner was important in bringing forjth a higher education. This problem could even be derived from a poor background on their previous studies or because of their being lazy and lax in their studies. However, "Laziness of students to make assignments and the school works" ranked lowest with 15 respondents. This would mean, that teachers were dedicated enough to find-out how far students work on their tasks.

Solutions Suggested by the Respondents

Table 29 reflects that "supply adequate number of books to students" ranked first with 115 respondents. This would imply that books were indeed

significant among teachers especially in the teaching and learning process. "Solicit funds for school buildings" ranked second with 95 respondents. Through this initiative, teachers would be able to realize by giving solutions on their problems of school buildings and other facilities that would definitely contribute to the upliftment of the learners. There were 86 respondents who cited "properly motivate students to avoid absenteeism in order to gain interest in their studies" ranked third. This would imply that teachers regarded this as important in achieving their goals. "Deal with teachers properly coupled with understanding and consideration to avoid inharmonious relationship between teachers and administrators ranked fourth with 64 respondents. This would

Table 29

Solutions Suggested by the Teacher-Respondents

Solutions	No. of Respondents	Rank
1. Supply adequate number of books to students.	115	1
2. Solicit funds for school buildings.	95	2
3. Properly motivate students to avoid absenteeism in order to gain interest in their studies.	86	3
4. Deal with teachers properly coupled with and consideration to avoid inharmonious relationship between teachers and administrators.	64	4
5. Implement child psychology in disciplining students.	50	5
6. Love teaching as a profession	40	6
7. Love students and learn to accept their individual differences.	32	7

mean that proper dealing was significant toward better relationship of teachers and administrators. "Implement child psychology in disciplining students" ranked fifth with 50 respondents. This would imply that the misbehavior and delinquencies of students could be made possible in setting solutions through the use of psychology. "Love students and learn to accept their individual differences" ranked sixth with 40 respondents. It implies that although most teachers were underpaid, there was still satisfaction and contentment if one really loves his profession. The lowest rank was on "love students and learn to accept their individual difference" where 32 respondents chose this solution. This would imply that although it was ranked as lowest, there was a need that teachers should understand and consider individual differences so that learning can be easily facilitated.

Policy Redirection from the Findings of this Study

The policy redirections formulated based on the findings of this study are:

1. In order to achieve competencies of secondary school teachers, there should be adequate number of books, facilities, and school buildings.

2. The in-service trainings of teachers should be increased since there was minimal trainings attended by them. This could help improve their teaching skills and upgrade new trends in education.

3. The normal workload of a teachers should be maintained only within six loads so as that these teachers could deliver better services to the students.

4. Teachers should continue to pursue graduate programs to be updated with new trends in education and enhance their knowledge in their major fields.

5. The competencies of the secondary school teachers in five subject areas should be maintained with a "very satisfactory" performance or be increased to a higher level of performance so as to have competent teachers.

6. Administrators should have broad knowledge in evaluating the competencies of teachers in order to determine their strengths and weakness.

7. There is a need to implement intervention schemes for improving students' performance in the five subject areas, especially in Mathematics and Science inasmuch as their MPS in these two subject areas were very low. These schemes could include remedial sessions for the students in these subjects, strengthening supervision programs by the school heads and teacher development programs.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the findings, the corresponding conclusions derived from these findings as well as the recommendations based on the findings and conclusions.

Summary of Findings

The following are the salient findings of the study:

1. The average age of the secondary school teachers involved in the study was 38.19 years with a standard deviation of 7.68 years.

2. Majority of the teacher-respondents (406 out of 482 or 84.23 percent) were females and only 76 out of 482 or 15.77 percent were males.

3. The teacher-respondents were dominated by those who were married, with 429 or 89.00 percent. There were 50 teachers or 10.37 percent who were single and only three or 0.63 percent were widow/widower.

4. In terms of educational qualification, most of them earned MA/MS units, with 400 out of 482 teachers or 82.99 percent and the least number, that is, five or 1.04 teachers were MA/MS degree holders.

5. The average number of years of teaching experience of these teachers was 10.96 years with a standard deviation of 4.17 years.

6. On the average, the teacher-respondents have attended 74.60 hours of in-service trainings with a standard deviation of 58.44 hours.

7. The teachers involved in the study handle six subjects, on the average, with a standard deviation of one subject.

8. Their average number of teaching preparations was three, with a standard deviation of one preparation.

9. The teachers and administrators involved in the study considered the teachers' level of competence along student development to be "very satisfactory" as evidenced by the area means of 4.21 and 4.25, respectively.

10. Along teacher's competence, the teachers assessed themselves as "very satisfactory" (area mean = 4.29). The same assessment was given by the administrators with an area mean of 4.19.

11. As regards teacher's personality and human relations, both the teachers and the administrators gave area means equivalent to "very satisfactory," that is, 4.41 for the teachers' group and 4.21 for the administrators' group.

12. The computed-t-value to test whether there is significant difference between the perceptions of the teachers and their school heads relative to teacher's level of competence along student development, was 0.432 which is lesser than the tabular/critical t-value of 2.447 at 0.05 level of significance and df = 12, which led to the acceptance of the hypothesis that "There is no significant

difference between the perceptions of the teachers and the school heads on the level of competence of the secondary teachers along student development."

13. Along teacher's competence, the computed-t-value was 1.209 which is lesser than the tabular/critical t-value of 2.447 at 0.05 level of significance and df = 28, which led to the acceptance of the hypothesis that "There is n significant difference between the perceptions of the teachers and the school heads on the level of competence of the secondary teachers along teacher's competence."

14. Along teacher's personality and human relations, the computed-t-value was 2.490 which is greater than the tabular/critical t-value of 2.120 at 0.05 level of significance and df = 16, which led to the rejection of the hypothesis that "There is n significant difference between the perceptions of the teachers and the school heads on the level of competence of the secondary teachers along personality and human relations."

15. The student-respondents' MPS in Mathematics was 40.54 with a standard deviation of 13.62, indicating that majority of the respondents' MPS ranged from 26.92 to 54.16.

16. In Science, the student-respondents' MPS was 41.83 with a standard deviation of 9.31, indicating that majority of the respondents' MPS ranged from 32.52 to 51.14.

17. In English, the student-respondents' MPS was 49.24 with a standard deviation of 13.70, indicating that majority of the respondents' MPS ranged from 35.54 to 62.94.

18. The student-respondents' MPS in Filipino was 51.02 with a standard deviation of 8.47, indicating that majority of the respondents' MPS ranged from 42.55 to 59.49.

19. The student-respondents' MPS was 45.43 with a standard deviation of 9.66, indicating that majority of the respondents' MPS ranged from 35.77 to 55.09.

20. The correlation coefficients between the teacher-respondents' level of competence along student development and their students' MPS were: 0.0930 for Mathematics, 0.2510 for Science, -0.2010 for English, 0.0310 for Filipino and 0.0440 for Social Studies. Moreover, the computed Fisher's t-values for Mathematics (0.91), English (-0.92), Filipino (0.14) and Social Studies (0.20) were all numerically lesser than the critical/tabular t-value of 1.97 at $\alpha = 0.05$ and df = 94, which led to the acceptance of the hypothesis that "There is no significant relationship between the teacher-respondents' level of competence along student development and their students' MPS in Mathematics, English, Filipino and Social Studies." Meanwhile, the Fisher's t-value in Science was 2.51 which is numerically greater than the aforementioned critical/tabular t-value, which led to the rejection of the hypothesis that "There is no significant relationship between the teacher-respondents' level of competence along student development and their students' MPS in Science.

21. The correlation coefficients between the teacher-respondents' level of competence along teacher's competence and their students' MPS were: 0.0810

for Mathematics, 0.1060 for Science, -0.0620 for English, -0.0420 for Filipino and 0.0270 for Social Studies. Moreover, the computed Fisher's t-values for Mathematics (0.79), Science (1.03), English (-0.60), Filipino (-0.41) and Social Studies (0.26) were all numerically lesser than the critical/tabular t-value of 1.97 at $\alpha = 0.05$ and df = 94, which led to the acceptance of the hypothesis that "There is no significant relationship between the teacher-respondents' level of competence along teacher's competence and their students' MPS in Mathematics, Science, English, Filipino and Social Studies."

22. The correlation coefficients between the teacher-respondents' level of competence along this area and their students' MPS were: -0.1680 for Mathematics, -0.0720 for Science, 0.0750 for English, 0.0370 for Filipino and 0.1330 for Social Studies. Moreover, the computed Fisher's t-values for Mathematics (-1.65), Science (-0.70), English (0.73), Filipino (0.36) and Social Studies (1.30) were all numerically lesser than the critical/tabular t-value of 1.97 at $\alpha = 0.05$ and df = 94, which led to the acceptance of the hypothesis that "There is no significant relationship between the teacher-respondents' level of competence along teacher's personality and human relations and their students' MPS in Mathematics, Science, English, Filipino and Social Studies."

23. The correlational analysis between the Mathematics teacher-respondents' level of competence along student development, showed that three variates were found to have significant relationship with their level of competence, namely: sex (χ^2 value = 9.204; p = 0.010), educational background

(χ^2 value = 8.247; p = 0.016) and teaching experience (χ^2 value = 9.396; p = 0.015) inasmuch as the computed p-values were lesser than the level of significance, α, which was set at 0.05.

24. Along teacher's competence, none of the Mathematics teachers' profile had significant relationship with their level of competence. Thus, age, sex, civil status, educational background, teaching experience, in-service trainings, teaching loads and number of preparations had nothing to do with the Mathematics teachers' level of competence along teacher's competence.

25. Along teacher's personality and human relations, the Mathematics teacher's civil status (χ^2 value = 31.492; p = 0.000) proved to be significantly related to their level of competence inasmuch as the computed p value was lesser than the level of significance, α, which was set at 0.05.

26. Along student development, age (χ^2 value = 17.979; p = 0.011) of Science teachers was found to have significant relationship with their level of competence inasmuch as the computed p-value was lesser than the level of significance, α, which was set at 0.05.

27. Along teacher's competence, the Science teacher's age (χ^2 value = 12.291; p = 0.013) was found to have significant relationship with their level of competence inasmuch as the computed p-value was lesser than the level of significance, α, which was set at 0.05.

28. Along teacher's personality and human relations, the Science teacher's age (χ^2 value = 15.256; p = 0.012) proved to be significantly related to

their level of competence inasmuch as the computed p value was lesser than the level of significance, α, which was set at 0.05.

29. Along student development, the correlation coefficients between the level of competence of English teachers and their profile proved to be not significant inasmuch as all the p-values were greater than the level of significance, α, which was set at 0.05.

30. Along teacher's competence, the English teacher's in-service trainings (χ^2 value = 19.10; p = 0.004) was found to have significant relationship with their level of competence inasmuch as the computed p-value was lesser than the level of significance, α, which was set at 0.05.

31. Along teacher's personality and human relations, the correlation coefficients between the level of competence of English teachers and their profile proved to be not significant inasmuch as all the p-values were greater than the level of significance, α, which was set at 0.05.

32. Along student development, the Filipino teacher's educational background (χ^2 value = 13.143; p = 0.011) was found to have significant relationship with their level of competence inasmuch as the computed p-value was lesser than the level of significance, α, which was set at 0.05.

33. Along teacher's competence, the Filipino teacher's civil status (χ^2 value = 9.065; p = 0.003) was found to have significant relationship with their level of competence inasmuch as the computed p-value was lesser than the level of significance, α, which was set at 0.05.

34. Along teacher's personality and human relations, the correlation coefficients between the level of competence of Filipino teachers and their profile proved to be not significant inasmuch as all the p-values were greater than the level of significance, α, which was set at 0.05.

35. Along student development, teacher's competence and teacher's personality and human relations, the correlation coefficients between the level of competence of Social Studies teachers and their profile proved to be not significant inasmuch as all the p-values were greater than the level of significance, α, which was set at 0.05.

36. The first three teaching-related problems identified by the teacher-respondents were: 1) lack of books, 2) insufficient school facilities, and 3) lack of school buildings.

37. Correspondingly, the first three solutions suggested by the teacher-respondents were: 1) supply adequate number of books to students, 2) solicit funds for school buildings, and 3) properly motivate students to avoid absenteeism in order to gain interest in their studies.

Conclusions

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

1. The typical secondary school teacher involved was female, in her late 30's, married, with MA/MS units, has been teaching for about 11 years, has

attended approximately 75 hours of in-service trainings, handling six subjects with three preparations.

2. The teacher-respondents as well as the administrator-respondents indicated a "very satisfactory" rating for the secondary school teachers' level of competence along student development, teacher's competence and teacher's personality and human relations.

3. Along student development and teacher's competence, the ratings given by both the teachers and the administrators involved in the study were more or less the same inasmuch as the hypothesis of no significant difference between their perceptions was accepted. However, along teacher's personality and human relations, the teacher-respondents rating was higher than the rating given by the administrators inasmuch as the hypothesis of no significant difference was rejected.

4. The fourth year students' performances in Mathematics, Science, English, Filipino and Social Studies are wanting improvement inasmuch as their MPS for these five subject areas were below the targeted MPS of 75.00.

5. The Science teacher's level of competence along student development is positively and significantly correlated to the students' MPS. Thus, students handled by Science teachers who have level of competence along student development tend to get high MPS. Meanwhile, the level of competence of teachers along teacher's competence as well as teacher's personality and human relations had nothing to do with the student-respondents' MPS.

6. Among Mathematics teachers, age, educational background and number of years of experience were significantly and positively correlated to their level of competence along student development. Moreover, their civil status was significantly correlated to their level of competence along teacher's personality and human relations. Thus, teachers who are older, with higher educational attainment and with more number of years of experience tend to have higher level of competence than those who are younger, with lower educational attainment and with less number of years of experience.

7. Among Science teachers, age was positively and significantly correlated to their level of competence along student development, teacher's competence as well as teacher's personality and human relations. Thus older Science teachers tend to have high level of competence along these three areas compared to their younger counterparts.

8. Among English teachers, in-service trainings was positively and significantly correlated to their level of competence along teacher's competence. Thus, English teachers who have attended more hours of training tend to have higher level of competence along this area than those who have attended less number of hours of training.

9. Among Filipino teachers, educational background is positively and significantly correlated to their level of competence along student development, while civil status was significantly correlated to their level of competence along teacher's competence. Thus, Filipino teachers who have higher educational

qualification tend to have higher level of competence along student development and those who are married tend to have higher level of competence along teacher's competence than those who are single.

10. Among the Social Studies teachers, none of their personal profile was found to be significantly correlated to their level of competence along the three considered areas.

11. The prevalent problems encountered by secondary school teachers in the Division of Samar pertain to those that require funding such as inadequate books, school facilities and buildings.

Recommendations

In the light of the significant findings and conclusions, the following recommendations are hereby made.

1. That in order to improve further the competencies of secondary school teachers, provisions for books, school facilities and equipment should be considered.

2. A realistic staff development program should be developed and/or implemented for the secondary school teachers of the division of Samar to ensure that they are continuously updated and retrained through in-service trainings and/or graduate studies.

3. An intervention program should be developed to improve the competencies of the fourth year high school students in Mathematics, Science,

English, Filipino and social Studies. Administrators, in consultation with the teachers should prepare an action plan that should be made as basis for evaluating teacher's performance every rating period.

4. The Division should come up with a periodic in-house training to endeavor to further improve the competencies of secondary school teachers along: 1) student development, 2) teacher's competence, and 3) teacher's personality and human relations.

5. A parallel study could be conducted among elementary school teachers in the Division of Samar.

6. A similar study could be conducted where other correlates of teacher's competence could be considered, such as: 1) school location, 2) place of residence, 3) teacher's socio-economic status, 4) teacher's attitude towards teaching and 5) teacher's core values.

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

April 5, 2002

DR. EUSEBIO T. PACOLOR
Samar State Polytechnic College
Catbalogan, Samar

Sir:

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following research problems, preferably no. 1:

1. **"THE COMPETENCIES OF SECONDARY SCHOOL TEACHERS AND THE ACADEMIC PERFORMANCE OF FOURTH YEAR STUDENTS IN THE DIVISION OF SAMAR."**

2. "THE DIFFICULTIES ENCOUNTERED BY THE SECONDARY SCHOOL TEACHERS IN THE DIVISION OF SAMAR."

3. "THE EVALUATION OF COMPETENCIES OF TEACHERS IN THE DIVISION OF SAMAR."

I hope for your early favorable action on this request.

Very truly yours,

(SGD.) WAYNE V. DOMALAON
Researcher

APPROVED:

(SGD.) EUSEBIO T. PACOLOR, Ph. D.
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

Assignment of Adviser

July 5, 2002

Dear Madam,

Please be informed that you have been designated as adviser of **Mr. Wayne V. Domalaon** candidate for the degree in **Master of Arts in Education Major in Administration and Supervision** who proposes to write a thesis on **"THE COMPETENCIES OF SECONDARY SCHOOL TEACHERS AND THE ACADEMIC PERFORMANCE OF FOURTH YEAR STUDENTS IN THE DIVISION OF SAMAR."**

Thank you for your cooperation.

Very truly yours,

(SGD.) EUSEBIO T. PACOLOR, Ph. D.
Dean, College of Graduate Studies

CONFORME:

(SGD.) THELMA C. QUITALIG, Ph. D.
Adviser

In 3 copies
1st copy – for the Dean
2nd copy – for the Adviser
3rd copy – for the Applicant

APPENDIX C

Republic of the Philippines
Department of Education
Region VIII
Wright National High School
Paranas, Samar

September 16, 2002

The Schools Division Superintendent
Division of Samar
Catbalogan

Madam:

I have the honor to request permission from your good office to conduct a survey among the teachers in connection with the master's thesis I am writing on now, entitled "**THE COMPETENCIES OF SECONDARY SCHOOL TEACHERS AND THE ACADEMIC PERFORMANCE OF FOURTH YEAR STUDENTS: BASIS FOR POLICY REDIRECTIONS.**"

I am thanking you in advance for your kind assistance and approval to this request, the result of which may help improve and attain quality education in our division.

More power.

Very truly yours,

(SGD.) WAYNE V. DOMALAON
Researcher

APPROVED:

(SGD.) THELMA C. QUITALIG, Ph.D.
Schools Division Superintendent

APPENDIX D

Republic of the Philippines
Department of Education
Region VIII
Wright National High School
Paranas, Samar

September 16, 2002

.....
The Principal

Sir/Madam:

I have the honor to informed and request permission to conduct a survey among your teachers who our handling English, Filipino, Math, science, Social studies subjects, in connection with the Master's Thesis I am writing on no, entitled "**THE COMPETENCIES OF SECONDARY SCHOOL TEACHERS AND THE ACADEMIC PERFORMANCE OF FOURTH YEAR STUDENTS: BASIS FOR POLICY REDIRECTIONS.**"

I am expressing my gratitude and appreciation for your kind assistance and approval to this permit, the result or outcome of which may help and raise the quality education in our division.

More power.

Very truly yours,

(SGD.) WAYNE V. DOMALAON
Researcher

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

SURVEY QUESTIONNAIRE

THE COMPETENCIES OF SECONDARY SCHOOL TEACHERS AND THE ACADEMIC PERFORMANCE OF FOURTH YEAR STUDENTS: BASIS FOR POLICY REDIRECTION

Dear Respondents,

You have been selected as one of the respondents of this research entitled **"THE COMPETENCIES OF SECONDARY SCHOOL TEACHERS AND THE ACADEMIC PERFORMANCE OF FOURTH YEAR STUDENTS: BASIS FOR POLICY REDIRECTIONS."** The main objective of this study is to determine the extent of competencies of secondary school teachers which is a vital factor in achieving quality output of learners.

I humbly request your cooperation by answering as honestly and clearly as possible every item in the questionnaire. The questionnaire seeks general information about your general qualifications and other competencies as stipulated in the Revised Performance Appraisal system for Teachers.

I assure you that your response to this questionnaire will be treated with strict confidentiality and will be used solely for the objective of this study.

Thank you so much for the time and effort which you have extended.

Very truly yours,

(SGD.) WAYNE V. DOMALAON
Researcher

I – **PERSONAL DATA (Only for Teachers)**

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

Name (Optional): _____

School: _____ Age: _____

Position/Rank _____

Civil Status: _____ Sex: _____

A. **Educational Background**

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

_____ Ph. D. /Ed. D.
_____ Ph.D./Ed. D. (CAR)
_____ MA Plus Ph.D. /Ed. D. Units
_____ MA
_____ MA (CAR)
_____ Bachelor's Degree & MA Units
_____ Bachelor's Degree

B. **Teaching Experience**

_____ 1 – 5 years
_____ 6 – 10 years
_____ 11 – 15 years
_____ 16 – 20 years
_____ 21 years more

C. **Number of In–Service Trainings Attended and Number of Hours** _____

D. **Teaching Load/Number of Preparation** _____

E. **Latest RPAST Rating (Numerical Value)** _____

II. TEACHERS LEVEL OF COMPETENCE BASED ON THE CRITERIA OF THE REVISED PERFORMANCE APPRAISAL SYSTEM (RPAST)

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

5	Outstanding	(O)
4	Very Satisfactory	(VS)
3	Satisfactory	(S)
2	Fair	(F)
1	Needs Improvement	(NI)

ITEMS	5 (O)	4 (VS)	3 (S)	2 (F)	1 (NI)
A. Students Development					
1. Provide maximum involvement in varied learning activities.					
2. Maximize utilization in the scope and sequence.					
3. Provides opportunities for free expression of ideas.					
4. Provides opportunities for students participation in decision making.					
5. Anticipate difficulties of the students e.g., unlock difficult terms.					
6. Provides appropriate reinforcement/feedback to students behavior.					
7. Monitors student progress through appropriate assessment tools and technique.					
B. Teacher's Competence					
1. Present lesson on love of country, brotherhood and fellowship with mankind.					
2. Observe significant national celebration and events.					
3. Appreciation and preservation of the Filipino cultural heritage and love for Philippine made products.					
4. Demonstrate desirable habits and values to the learners by modeling.					
5. Consistent follow-up of learners behavior through consultation peers and parents.					

ITEMS	5 (O)	4 (VS)	3 (S)	2 (F)	1 (NI)
6. Always have well-prepared lesson plan, availed of appropriate teaching techniques and utilized necessary support teaching aids/materials.					
7. Administer periodic tests and at least ten others written performances test every rating period for each class subject.					
8. Provide remedial instructions to under achievers.					
9. Upgrade oneself by studying graduate and post graduate courses at his/her own expenses.					
10. Actively participate in all school in-service training and special course so provided.					
11. Keep complete, accurate, neat, up-to-date records and submits neat and accurate reports and forms before due date.					
12. Participate actively in all school activities either as chairman, leader or as member.					
13. Arrive in school or in place of activity at least 15 minutes before official time and leave only after the end of the class or school activity.					
14. Voluntarily render services beyond official time.					
15. Do not make unnecessary absences that will be detrimental to the class.					
Others, please specify _____ _____ _____					
C. **Teacher Personality and Human Relations**					
1. Observe the highest standard of morality with unquestioned honesty and integrity.					
2. Strictly observe rules and regulations affecting public services.					
3. Observe proper grooming and attire.					
4. Demonstrate a sense of responsibility, self-confidence, and self-control.					
5. Make sound division.					

ITEMS	5 (O)	4 (VS)	3 (S)	2 (F)	1 (NI)
6. Display reasonable independence of mind and correction.					
7. Exhibit open-mindedness to suggestions and criticism.					
8. Maintain harmonious relationship with people he deals with both in work and in community.					
9. Manifest love and concern for students.					

III. PROBLEMS AND SUGGESTIONS

1. What are the problems have you encountered in the conduct of classroom instruction?

2. What suggestions would you give for the above problems? (Please list down as many as you would like to suggest).

CURRICULUM VITAE

CURRICULUM VITAE

PERSONAL DATA

Name	:	WAYNE V. DOMALAON
Date of Birth	:	October 7, 1969
Place of Birth	:	Catbalogan, Samar, Philippines
Address	:	221 Canlapwas Street
		Catbalogan, Samar
Civil Status	:	Single
Citizenship	:	Filipino
Father	:	Antonio D. Domalaon
Occupation	:	Retired Private Teacher
Mother	:	Cerila V. Domalaon
Occupation	:	Retired College Instructor

EDUCATIONAL ATTAINMENT

Primary	:	Samar College Catbalogan, Samar Philippines 1976 – 1980
Intermediate	:	Samar College Catbalogan, Samar Philippines 1980 – 1982

Secondary	:	Samar College Catbalogan, Samar Philippines 1983 – 1986 (Second Honorable Mention)
College	:	University of the Visayas Cebu City 1987 – 1990 Cum Laude
		Samar College Catbalogan, Samar Philippines 1990 – 1992
		University of the Visayas Cebu City, Philippines 1993 – 1995
Graduate Studies	:	Samar State Polytechnic College Catbalogan, Samar, Philippines 1992 – 2000 (CAR)

CIVIL SERVICE ELIGIBILITY

P.D. 907
(As Cum Laude Graduate)

Professional Board Examination for Teachers (PBET)
Cebu City, Philippines
May 28, 1995

WORK EXPERIENCE

Private Secondary School Teacher, University of the Visayas, Cebu City, Philippines, 1995 – 1996.

Public secondary School Teacher, Motiong National High School, Motiong, Samar, Philippines, 1996 – 2000.

Public Secondary School Teachers, Wright National High School, Paranas, Samar, Philippines, 2000 – to the present.

SEMINARS/ TRAININGS ATTENDED

Progressive Teaching

Strategies	St. Therasa's College Cebu City, Philippines
How to be Highly Effective Teacher	University of Southern Philippines Cebu City, Philippines January 13, 1996
School In – Service Program (SISP) for Secondary School Administrators and Science Teachers	Simeon Ocdol National High School San Antonio Basey, Samar Philippines October 12, 1996
Orientation Conference Workshop on the Centennials of Philippines Revolution	Maqueda Bay Hotel and Restaurant Catbalogan,Samar, Philippines November 1997
District/School Conference Workshop on the National Drug Educational Program	Motiong Central Elementary School Motiong, Samar, Philippines November 1997
District/ Second Conference Workshop on the Centennial of the Philippine Revolution	Motiong Central Elementary School Motiong, Samar, Philippines January 31, 1997
School In-Service Program in English and Math	Motiong National High School Motiong, Samar, Philippines August 31, 1997
Division Training in Mathematics Chemistry and Physics	Samar National School Catbalogan, Samar, Philippines August 12 –16, 1997

Division Training Program
on Practical work Approach for Secondary Mathematics and Science and Technology Teachers

Samar National School
Catbalogan, Samar, Philippines
June 21 – 25, 1999

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