

EDUCATIONAL QUALIFICATION AND JOB PERFORMANCE
OF PUBLIC ELEMENTARY SCHOOL TEACHERS
IN CATBALOGAN CENTRAL SCHOOLS

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The Faculty of the Graduate School
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In Partial Fulfillment of the Requirements
for the Degree of Master of Arts in Education

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APPROVAL SHEET

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Foremost to the Almighty for the inspiration, hope and anchor of this work.

DEDICATION

To

my loving husband and children

this research work is

humbly dedicated.

Dioning

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ABSTRACT

This study attempted to determine the relationship between educational qualification and job performance rating (PAST) of public elementary school teachers in Catbalogan Central Schools. The normative-descriptive survey method was used as the study aimed to established the relationship between the educational qualification and performance of teachers as revealed by the Performance Appraisal Rating System (PAST). There must be a systematic and periodic appraisal of teachers. A good appraisal program should be evolved for this will provide information on the weaknesses and strengths of teachers. This will in turn motivate and encourage teachers to upgrade their educational qualifications and consequently improve their skills in teaching. There was a significant relationship between educational qualification and job performance of teachers. As teachers upgrade themselves professionally, they likewise improve their competencies in the teaching-learning process. The teachers were aware of the improvements on their professions after they obtained units in graduate studies. These have motivated most of them grow professionally. For the recommendation, it was noted that no teacher was rated "satisfactory" nor "unsatisfactory" by their rating officials. Administrators should not hesitate to give such rating as long as it is given objectively.

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Chapter 1

THE PROBLEM

Introduction

Education changes as society undergoes changes. The rationale for educating the individual has thus continuously changed through the times. From education as preparation for life, and now to education as life. The individual's life relates to his environment, to people, things and events, for these are the factors that help shape him as a person. Education must not only help the individual to acquire knowledge but it must also develop his ability to determine which knowledge is useful to his life here and now. (Navarro, 1986: 345)

Knowledge however, is without significance if it is not applied in the pursuit of wholesome life. Concomitant with the acquisition of knowledge therefore, the individual must know how to maximize its uses to improve one's standard of living and his relation with his community. The problems of society today are so complicated and diversified. They are difficult to solve, as they encompass the economic, social and political conditions which invariably affect the life of the individual as well as society itself.

With the enormous socio-economic problems faced by the country and the rising rate of the "educated illiterate" the DECS came up with the thrust on quality education, with equity and values. Quality education can be perceived from the pupils' competencies and other values as acquired in the teaching-learning process. These competencies are the expectancies to be achieved and ascertained through educational evaluation. Quality education is possible if the pupils acquire the basic competencies prescribed by the system from grade to grade. It means, among other things, quality teachers.

Teachers occupy a vital position in a society which is aware of the teacher's influence on the total development of the child. Teachers are expected to achieve maximum effectiveness on this development. However, schools have no right to expect professional conduct from these teachers if time support, encouragement and development could not be provided for them. (Tremin, 1968: 1).

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

Appraisal of personal performances entails numerous

sensitive problems. While it is generally agreed that the most dependable approach to appraisal of teacher's effectiveness is to appraise the results of the product of teaching, i. e., the growth of the learner, This ideal is hard to come by. The results of teaching for example, are not always apparent. In addition, problems involved in determining pupils changes should be measured on whether changes are due primarily to effectiveness of the teacher or to the other environmental influences. This approach indeed has not yet reached the stage where its effectiveness is beyond question.

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

A school administrator who has a positive perception towards the needs of the teachers, personal or organizational, directly contributes to the setting of goals of the schools. As satisfaction of human needs is critical to the attainment of institutional objectives, it is important

that the teachers be mentally and physically healthy, well-educated and also satisfied in their job.

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

It has been observed and noted that in the Public Elementary Schools of the Division of Samar, particularly in the Central Schools of Catbalogan, administrators sometimes do not altogether appraise the performances of their teachers objectively. There are teachers who do not possess high educational qualifications but are given higher performance ratings than those with higher and better educational qualifications. There seems to be a claim that newly graduated teachers and teachers with low educational qualifications are more effective and efficient in their job than those with masteral units or who are masteral degree holders. It is a common belief that teachers with high educational qualifications tend to be lax and carefree in their functions. It is in this perspective that this researcher was motivated to undertake this study.

Hopefully, the findings of this study will serve as a motivating factor or as a spring board for teachers to seek better and higher educational qualification and at the same time strive to excel in the performance of their duties and responsibilities as effective educators.

Theoretical Framework

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

Security of tenure for any employee either of the government or private enterprise is very important. This is due to the fact that the more secured an employee in his position, the better is his emotional, social and mental outlook, and consequently, the more efficient he will be in his work. For employees covered by the civil service rules and regulations permanency in one's position is assured by passing an appropriate civil service exam-

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

Physical fitness and effectiveness as a worker are also required of all government employees. This is mandated by the 1987 Philippine Constitution. This provision is found in paragraph 2 of Section 2, letter B of Article IX which provides that appointments in the civil service shall be made only according to merit and fitness to be determined, as far as practicable, and, except to position which are policy-determining, primarily confidential, or highly technical, by competitive examination.

Republic Act No. 2260, otherwise known as the Civil Service Act of 1959, Section 26, provides that a rating system be established which shall be administered in accordance with rules, regulations and standards established by the Commission of Civil Service for all officials and employees. In compliance with the law, Circular No. 31, s. 1964 was promulgated establishing policies to continually foster the improvement of individual employee performance by providing effective supervision and counseling through identification of the employee's strong and weak points as well as to develop standards of satisfactory performance, strengthen super-

visor-employee relationship and continue objectively the application of personnel administration of the Bureau of Public Schools including a new performance rating scale (Form 8-C), for classroom teachers and instructors.

Memorandum Circular No. 2, s. 1978, of the Civil Service Commission entitled "Implementation of the New Performance Appraisal System" was issued to the field. To implement this Memorandum Circular of the Civil Service Commission, the Ministry of Education and Culture passed MEC Order No. 2, s. 1979 directing all school heads to use the Performance Appraisal System for Teachers (PAST) in appraising the performance of teachers and employees. In this New Performance Appraisal System, teachers and other school personnel on the teacher's leave basis shall be rated at the end of each school semester. This new rating system is expected to provide a basis for teachers to improve their performance.

Conceptual Framework

The schematic diagram in Figure 1 shows the conceptual framework of the study. The research environment covers the three central schools of Catbalogan, namely; Catbalogan I, Catbalogan II, and Catbalogan III Elementary Schools. Because of the proximity to Samar State Polytechnic College and other institution offering advanced

Conceptual Framework

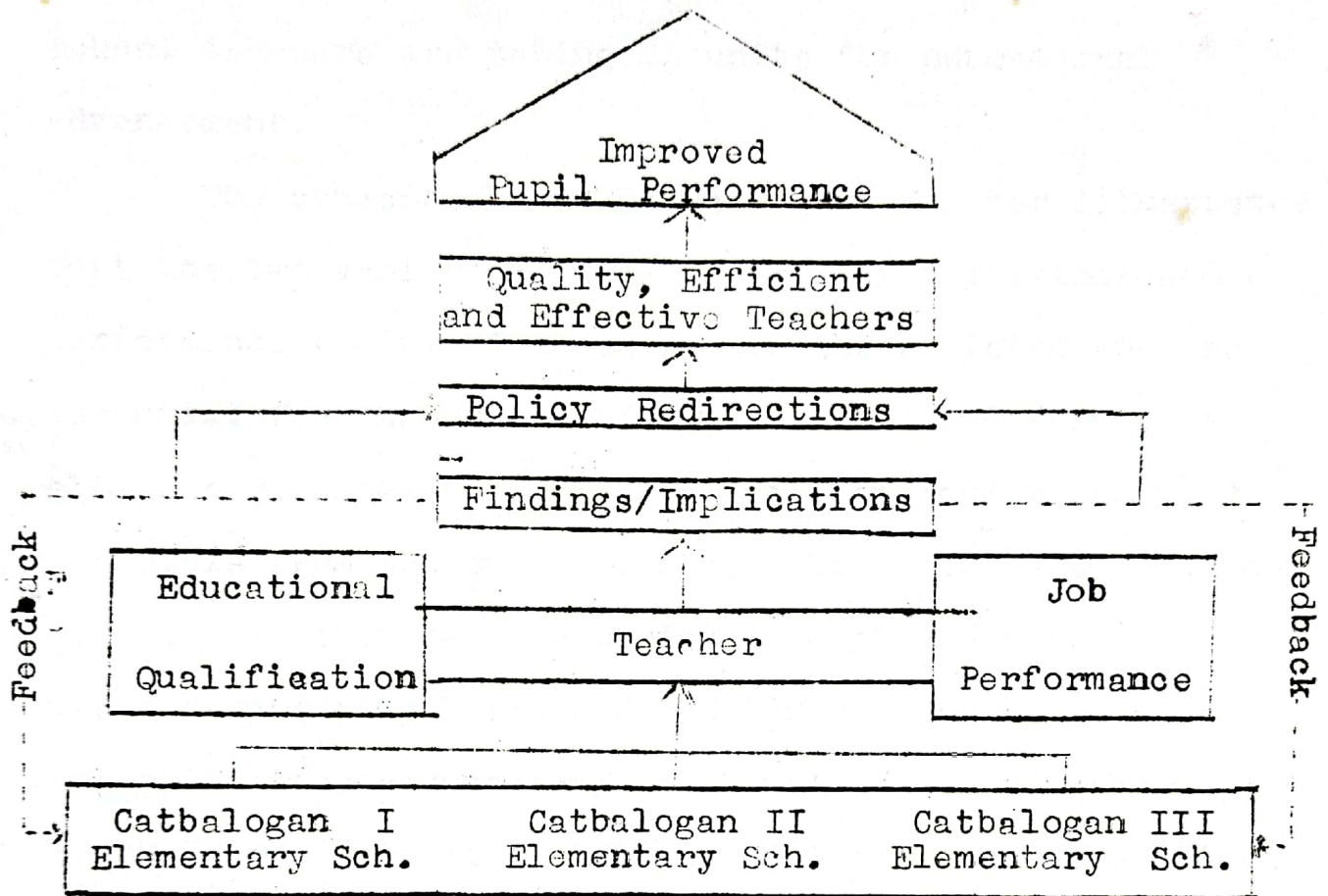


Figure 1. A Schema Showing the Research Environment, the variables and their Relationship, the findings/implications, the Policy Redirections, and the kind of teachers that may contribute towards the Ultimate Goal of the Study, which is Improved Pupil Performance.

studies in Region VIII, majority of the public elementary school teachers are taking up units for educational advancement.

The conceptual schema on page 8 further illustrates that the two variables, educational qualifications and performance rating of teachers are interrelated and are essential for the making of an efficient and effective elementary school teacher. In this particular study, feedbacks from the two variables which are the educational qualification and job performance of teachers will serve as a spring board for redefining and redirecting the policies of educational instructions in the three central schools. It is envisioned that with well-defined and a well-directed policies, the school would likewise develop qualified, efficient and effective teachers. It is generally accepted the efficient and effective teachers produce a well developed citizen worker. Hence, improved instructions will lead to improved pupils' performances and eventually a quality education.

Statement of the Problem

This study attempted to determine the relationship between educational qualification and job performance rating (PAST) of public elementary school teachers in Catbalogan Central Schools, Division of Samar. Specific-

ly, it seeks answers to the following questions:

1. What is the profile of the teachers in the three central schools in Catbalogan, Samar with respect to:

1.1 educational qualification?

1.2 job performance?

2. To what extent do these teachers react to the various criteria in the Performance Appraisal System for Teachers (PAST)?

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

4. Is there a significant relationship between the educational qualification and job performance of the teachers in these three central schools?

5. What implications for policy redirections may be drawn from the findings of the study for staff development?

Hypothesis

There is no significant relationship between the educational qualification and job performance rating (PAST) of public elementary school teachers in Catbalogan Central Schools.

Importance of the Study

Since the objectives of the educational system is for quality education, administrators must perforce consider upgrading the competencies of their teachers by enhancing their professional growth and encouraging them to attend Saturday classes in pursuing Masteral and Doctoral studies to upgrade their educational qualifications and consequently perform their job effectively.

The results of this study is expected to bring about the following perspectives:

Firstly, through upgrading educational qualifications of teachers, they would become more aware of their responsibilities to the children and to the job they have applied for, thus will exert more efforts to improve their job performance.

Secondly, the supervisors and administrators shall be better guided on how to work about in upgrading teacher's competence based on their upgraded educational qualifications and their actual performance.

Thirdly, the pupils will benefit by being afforded efficient and effective instruction by highly competent teachers, and on the other hand, teachers will be encouraged to improve their instructional competencies.

Fourthly, the community can 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.

Lastly, other researchers can utilize this study as a take-off for further studies on the same subject.

Scope and Delimitation of the Study

This study deals only with the relationship between educational qualifications and job performance of public elementary school teachers in Catbalogan Central Schools, Division of Samar. It covers the school year 1987-1988. One hundred ninety-two teachers from the three Central Elementary Schools in Catbalogan were involved in this study. These teachers represented the cross section of the teachers' population of Samar, with seventy-seven or 40.11 percent from Catbalogan I, fifty-three or 27.60 percent from Catbalogan II and sixty-two or 32.29 percent from Catbalogan III.

Definition of Terms

For the purpose of making the readers follow the discussion in this study with facility and comprehension, the following terms are hereby defined:

Achievement. Achievement is defined by Good (1959:7) as the actual accomplishment as distinguished from potential ability, capacity or attitude. Webster

(1979:16) define this term as the act of successful completion of task. In this particular study, this refers to the accomplishments of teachers as perceived in the PAST.

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

Efficiency. Efficiency is defined as the ability of the teacher to perform his job in order to achieve the desired result with economy of time and effort in relation to the amount of work accomplished. (Webster, 1976:707)

Evaluation. Evaluation is defined as the process of ascertaining or judging the value or amount of something by careful appraisal. It is the step in directed study in which teachers and pupils appraise the progress made in the study or unit or subject. (Good, 1959: 156)

According to Abitona (1964: 130) evaluation is qualitative and seeks to determine subjectively the presence or absence of a quality, asset, virtue, or trait possessed by an individual or thing. It seeks to assess something on the basis of certain criteria set forth as the model or frame of reference.

Job evaluation. Job evaluation means the systematic qualitative appraisal of each job or position in an

establishment either through assignment of points for job characters or through comparison of job factors (as mental efforts, experiences and responsibilities required) for determining the relative position of the job in the job hierarchy and for fixing wage rates. (Webster, 1976:1217)

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

Performance. This term refers to the actual accomplishment as distinguished from potential ability, capacity or attitude.

Performance rating system. According to Director Bernardo in his Circular Letter No. 31, s. 1964, rating system is the manner of administering or assigning a rating to an individual employee performance.

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

Plus factor. The "Plus Factor" is one item in the Performance Appraisal System for Teachers (PAST). "Plus Factors" are earned by the teachers who have over shot their targets by seventy-five percent or if she had effectively accomplished a task that is assigned

to her but not in her performance targets for the period.

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

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

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

In gathering rich and truly relevant information pertaining to the problem under study, the researcher exhausted her efforts in looking for vital documents, books, magazines, journals, published and unpublished dissertations and master theses which have given and could give more substance to this particular study.

Related Literature

Today's world is a far cry from that of yesterday, but tomorrow's world will differ more than today does from the world of earlier years. (Chadler, 1961: 381) Education must keep up with the changing world. There is an urgent need for educational planners to make frequent redefinition of the goals and objectives of education and redirect training of the youth to meet the socio-economic demands of the time. In like manner, teachers must reexamine their role and consequently do the restructuring of their competencies. According to Sutaria (1973: 131), the present generation of teachers must be wise to meet the challenge of change. She must envision a future which inevitably leads to a better quality of life. She must possess foresight and drive in

order that she can truly educate the young, i. e. help them how to live, to learn in order to use knowledge to improve the quality of their lives; to learn to think freely and critically; to learn to love the world and make it more humane; to learn to develop in and through creative work, and prepare for more effective participation in the school processes.

Magno (1972: 183) also profounded that teachers, to be efficient and effective in their discharge of duties and responsibilities and if they are to play the roles they are expected to assume in national development, must be adequately tooled to meet the requirements of the educational program. This means that teachers must and should be an agent of change. He must possess a measure of versatility to cope up effectively with the changing time.

The teacher in our educational system holds the central position in its spectrum. For this reason, his training must be one of the state's greatest concern. The untrained teacher is a community liability. Santos (1983: 511) affirmed that modern educators must keep on moving forward, formulating modern methods and innovative techniques suited to the pressing demands of modern society. It could not be denied that as teaching innovations develop, it becomes increasingly imperative

that teachers grow on the job.

Quoted statement from Keyshian vs Board of Regents, 385 vs. 589, 1967 in Today's Education No. 1970 states: (Dizon, 1976: 59)

..... the classroom is a market place of ideas where the nation depends upon leaders trained through wide exposure to the robust exchange of ideas which discovers truth out of multitude of tongues, rather than through any kind of authoritative selection...

With this view in mind, the educational system really needs competent teachers to effect quality education. It means appraising their performance to measure their competence to develop fully young minds and turn them into useful and competent members and future leaders of their own community and the nation as well.

The most professionally trained and qualified teachers can be known to be competent and efficient only after an objective evaluation of their performance. According to Davis and Nickerson (1968: 64) evaluation concerns itself also with the effects of plans and procedures in relation to the attainment of organizational purposes. Evaluation attempts to answer such questions as: Are there any progress made? Which plans, methods, organizational patterns tend to enhance or inhibit progress of the organization towards the attainment of its goals?

Navier (1967: 19) also profounded that any man

will work much harder and more imaginatively to achieve a goal that he set for himself than to meet any standard of performance imposed on himself from the outside. He further stated that the job performance of a given individual may vary considerably depending on whether or not the employee accepts his duties with enthusiasm. Some jobs give a man a feeling of pride, whereas others, give him a feeling of degradation.

The process of using a valid, objective appraisal system should have a motivational effect on employees. It should foster initiative, develop a sense of responsibility, and increase the employee's effort towards achieving personal and organizational goals.

According to Sison (1968: 233-234) the evaluation of work performance is also of great value to management in keeping track of the employee's progress and development. The rating of personnel is the management responsibility and a system should be adopted that will ensure accuracy and objectivity in the rating process and leave nothing to guesswork. This is of vital importance because the results of an employee's present and future standing in the firm depends on it. The performance rating also shows the supervisor's appraisal of the employee's possibilities for advancement in the firm. If properly implemented, a sound performance rating program

is a big boost to an employee's morale.

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

All supervisors appraise the performance of their subordinates. It is also suggested that a better job appraisal be effected through the adoption of some conscious and systematic approaches. After eliminating the casual and haphazard approach, formal appraisal can be classified into two categories: (1) traditional assessment using such methods as ranking, man-to-man comparison grading graphic scales checklists, forced-choice descriptions and incidents and (2) behavioral evaluation which emphasizes mutually established goals and goals accomplishments. (Flipppo, 1966: 267-268)

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

or helpful manner.

Performance appraisal means the continuous process of feeding back to subordinate information on how well they have done their work for the organization. This process occurs both informally and systematically.

According to Stoner (1980: 519-520) systematic appraisal occurs semi-annually or annually on a formalized basis. Such appraisal has four major purposes: (1) it lets subordinates know formally how their current performance is being rated; (2) it identifies those subordinates who deserve raises; (3) it locates those subordinates who require additional training; and (4) it plays an important role in pinpointing those subordinates who are candidates for promotion.

The teacher performance maybe appraised at least twice a year, but unknowingly performance in the job is being appraised everyday or every week by the superior, that is when encouragement or scolding is necessary.

The article of Russell (1979) shows the importance of assessing an individual in his job. The task is a delicate matter that diplomacy and care are needed in order that the performance appraisal would bring out functional results. It also tried to emphasize how to obtain an accurate picture of an individual's performance both objectively and subjectively.

The literature presented provided the researcher with pertinent information for the background of the present study.

Since it is difficult to evaluate an individual's performance in his job, Dun and Bradstreet (1981: 197-198) gave the following suggestions to serve as guidelines:

1. See that each person knows what is expected of him. Only in this way can one judge fairly the performance of each subordinate.

2. Remember that no two people are alike. The results of each person's achievement even not by his methods, as long as they are ethical, legal and safe, are evaluated. Rarely will one find a person who does the job exactly as one would.

3. Judge each subordinate each working day and on each task not as one time on a specific assignment. A person cannot be judged on his overall performance by just one test.

4. Seek to help the personnel's strong points as well as correcting weaknesses by pointing out both.

Dun and Bradstreet gave additional importance of appraisal and further discussed suggestions as to the guidelines in evaluating an individual's performance to ease tension and avoid misunderstanding in an organization.

These guidelines were used as the points of reference

by the researcher in her documentary analysis of performance report submitted to the Division Office. These guidelines were relevant to the problem of the study.

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

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

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

Another method of validating rating scales, according to Garret, is based on the judgment of the

user. If the user thinks that the scales is measuring what he intends to measure, then it is valid. He calls this "face validity".

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

The teachers' personality according to Gage (1963: 98) is held as one of the most important single factors of influence in the teaching-learning process in school systems. Under normal conditions, successful and effective depends largely upon the most significant variable in the classroom, the teachers' personality.

In this regard, the Performance Appraisal System for Teachers considers the teachers' personality, the third aspect to be evaluated.

Wakensky (1976: 81-82) in his study on multiple approach to faculty evaluation said that when evaluation policies and procedures are clearly understood and accepted by the faculty members, the process of evaluation can continually contribute to professional growth and rewards. Administrators must take responsibility in discussing the evaluation outcomes freely with each faculty

member and explore ways and means in overcoming identified deficiencies.

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

Michaels and Karnes (1976: 59) are of the idea that the purpose of teachers' evaluation is to improve the work of the teacher for the upgrading of the standard of the school. The role of the supervisors in this process is to aid in the improvement of instruction. They suggested the two steps in measurement, namely:

- (1) determining exactly what is to be measured, and
- (2) selecting or developing an instrument that would best do the measuring.

In the present scheme of evaluation, which is the subject of this study, there are provisions in determining exactly what is to be measured with the aid of indicators. This particular aspect was looked into in the documentary analysis of accomplished performance rating sheet.

The existing performance appraisal system with

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

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

According to Leffingwell and Robinson (1970: 68), performance rating should be distinguished from merit ratings, performance ratings should be limited to the evaluation of performance to determine its monitorial

value. It should be gauged by the product it produces. Merit rating on the other hand should be to know not only the money value of the performance but also the potentiality of the individual for promotion, or incentives award.

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

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

Related Studies

Several studies conducted earlier by administrators and teachers like dissertations and master theses lent support and substance to this study. Some of these are treated here in relation to the present study.

Mardoro, (1966) in his study on "The Professional

Growth and Teaching Efficiency of Public Elementary School Teachers in the Division of Surigao del Sur", found out that teachers are efficient because of their appropriate educational qualification and considerable number of years in the teaching service. These include their civil service eligibilities. There is no reason to doubt the aforementioned findings as it confirmed the common saying that "experience is always the best teacher".

Mardoro's study is similar to the present study as both looked into the effects of educational qualifications on teachers' performance. The difference between the two studies lies in the determination of relationship between educational qualification and years of experience in the case of Mardoro's study on the relationship between educational qualification and performance rating as evolved under the present study.

The study conducted by Pulido (1971) on the "Relationship of some Factors in the Performance of Teachers in nineteen municipalities in the Division of Cavite" revealed that the average performance of teachers was "very satisfactory". The study further revealed that the 510 teachers involved were educationally qualified, possessed several years of teaching experience, had appropriate civil service eligibilities, salary ranges, and ages. Pulido recommended the following:

1. The teachers should be encouraged to pursue higher studies to improve their educational qualifications and teaching competencies.

2. Regular in-service training programs should be conducted for teachers who cannot afford further college trainings.

3. The personnel of the Division Office should update the records of service of each teacher as this is badly needed in determining the salary brought about by the acquisition of additional teaching services.

4. A study should be made on the validity and/or the reliability of the performance rating report. Provision of giving a certain weight on civil service brought about by the acquisition of additional teaching services should be taken into consideration.

The present study bears similar aspects with Pulido's work in the sense that both delved into the role of educational qualifications on the performance of teachers. The emphasis however, in the present study is on the relationship between educational qualification and performance rating of teachers while Pulido's study looked more into the various factors that affect teachers performance.

Bersamina (1972) who conducted a study on the "Analysis of the Performance Ratings of the Elementary

Grade Teachers of Santa District, Ilocos Sur", found out that teachers who were educationally qualified and who possessed civil service eligibilities appropriate for the teaching profession showed superior performance. It was also found out that almost all of the teachers in Santa District were rated "Very Satisfactory" in their teaching competencies while a very negligible number had an overall performance rating of "Outstanding" and "Satisfactory".

Bersamina's study almost runs parallel with the present study as both tried to analyze the performance rating of teachers. However, the present study delves into the relationship of educational qualification and performance rating while the former gives emphasis on the relationship of educational qualifications and civil service eligibilities and how these variables affect the teaching effectiveness of teachers.

Another study of teachers' performance evaluation was conducted by Cananua (1978). His study revealed that teachers' performance evaluation was viewed by teachers as a "Proding Stick" to make the teachers continue improving their instructional, personal and social competencies. Cananua's study revealed eleven purposes of performance rating as follows: (1) to stimulate teachers to continue improving their instructional

competencies; (2) to improve teaching-learning situations; (3) for continuous self-improvement; (4) to determine the strength and weaknesses of teachers; (5) to provide bases for improving teacher's work; (6) to develop satisfactory teaching standards; (7) for ranking purposes; (8) to strengthen teacher-administration relationship; (9) to raise the morale and prestige of teachers; (10) for salary increases; (11) for promotion.

Cananua gave the following recommendations:

1. Inasmuch as both teachers and administrators of trade-technical schools in Samar commonly recognized teacher's performance evaluation as a means of improving instructional, personal and social competencies of teachers, they should continue using the present performance rating system in order to maintain the effectiveness and efficiency of the good performers and improve the performance of the weaker ones.

2. School administrators should orient new teachers with the criteria in rating their performance so that credit can be given whom credit is due. In so doing objectivity can be fully achieved.

3. Teachers and administrators, especially in Tiburcio Tanonico Memorial Vocational School should rate teachers' performance a little higher so that the teachers will feel that they have a higher standard of

performance to maintain.

The similarities of Cananua's and the present study is that both enhances the perception of teachers toward the performance rating system and both tried also to analyze the criteria of the system. The present study however, gives more emphasis on how educational qualifications affect teachers performance while Cananua's study gives more emphasis on the purposes and outcome of the ratings on teachers.

In the study conducted by Dumantay (1979), she pointed out the main purpose of the performance appraisal. Dumantay pointed out that the main objective of the rating system is to develop efficient teacher, supervisor and administrator and to improve supervision by making supervisors aware of their duties and to make adjustments to the changing conditions of the school order.

She mentioned among other things, the main factors to be considered in appraising the individual teacher who is on the job, which are: educational attainment, teaching competencies, training and seminars attended.

According to Dumantay, administrators based the rating of their teachers on Form 178, attendance, daily preparations and records or reports submitted by the teachers.

Dumantay gave the following recommendations which are also relevant to the present study:

1. The performance appraisal program should help in upgrading the competencies of teachers in the different phases of development.
2. In appraising the performance of an individual teacher, all aspects of development should be given equal attention.
3. To enable superior to measure the performance of an individual teacher, the principal or head teacher should rate the teachers' performance on the job once a month to work out and check problems that may arise.
4. To enable both the teachers and the supervisor to develop better teachers and administration relationship. A review of the rating should be made by the rater and the teacher, then the rating should be discussed confidentially with the teacher concerned to hear his side on the rating before coming up with the final rating.

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

Pangan (1979) mentioned that Bureau of Public Schools Performance Rating Report appears to be reasonably

relevant, bias-free, practical, reliable and deserving of confidence despite of its many limitations. The raters in the study were qualified, as such but they tended to rate rather highly of generous though. But this does not in any way render the instrument to be deprived of its validity. Pangan recommended that in the absence of a better and more reliable set of criterion for an appraisal system, the present appraisal system for teachers should be used objectively and with out bias.

The study undertaken by Pangan and the researcher at hand are similar in terms of the analysis of the instrument being used for evaluating teachers' performance. However, the former study gave more emphasis on the criterion embodied by the appraisal system while the present study gave more emphasis on how educational qualifications affect or influence performance of teachers.

Caiso (1982) in her study on the "Evaluation of the Performance Ratings of the Public Elementary School Teachers of La Trinidad District", revealed the following findings:

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

study.

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

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

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

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

by the teacher and even how the teacher was employed by the college.

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

1. There were twenty-two of the 113 teachers of the school who were qualified to teach in the college level.

2. Majority of the teachers were young and belong to the age level of 20-25 years old. There were sixty-nine percent who were married and forty percent who were single and only one separated from her spouse.

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

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

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

6. Hence, there were relationship between performance rating with educational qualifications, academic rank, number of years of teaching experience, age level,

sex, subject taught and the manner by which the teachers got their employment. Those who were employed through application had higher performance ratings than those who were employed through recommendations.

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

All the related literature and studies discussed have bearing on the present study. They all treat the evaluation of teachers' performance based on certain indicators and criteria. All studies discussed also tried to analyze the items or criteria of the present Performance Appraisal System for Teachers. Some of them concluded that there was a need to revise the system to make it simpler and more reliable. The present study, however, focusses more on the influence of educational qualification on the performance of the teachers. No study of this kind was ever conducted in this part of the province and in the region as a whole.

Chapter 3

METHODS AND PROCEDURES

This chapter presents the methods and procedures used in the conduct of this study. It will specifically discuss the research design, the instrument for gathering data, the sampling procedure and the treatment of data, in that order.

Instrumentation

Since this study delved into the relationship between the educational qualifications and performance of teachers as revealed by the Performance Appraisal Rating System (PAST), the normative-descriptive survey method was used. This was directed towards ascertaining facts that prevailed among the respondents or cases sampled. The questionnaire was the major instrument used in gathering data supplemented by interviews to check the validity of initial responses. Documentary analysis was also used to obtain the performance ratings of the teachers under the PAST.

Questionnaire. An open-ended questionnaire as mentioned above, was the principal instrument used in this study. It was used to gather data on the educational qualifications of teachers and their reactions towards the

Performance Appraisal Rating System. This was constructed by the researcher after undertaking a diligent review of related literature and studies, and after making a careful analysis of the problem to determine the vital information desired for the study.

The questionnaire was so formulated to enable the respondents to answer the questions with minimum ease and facility. Instructions were adequately provided to avoid ambiguous answers from the respondents. The questionnaire was submitted to the adviser for review and corrections.

To test the questionnaire's reliability, this was tried out in a dry run among teachers in Hinabangan Elementary School. The teachers were requested to indicate their comments and suggestions to improve the instrument. The questionnaire was then submitted back to the adviser for further comments, suggestions and recommendations. Final draft of the questionnaire was constructed with the appropriate suggestions properly incorporated.

The questionnaire was personally fielded by the researcher to ensure a 100 percent retrieval. Permission to distribute the questionnaire was sought from the School Division Superintendent and from the District Supervisor of the three central schools in Catbalogan.

Documentary analysis. To obtain data on the performance ratings of teachers, documentary analysis was

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

Interview and observation. The unstructured interview and direct observation were the other tools used in this study. They were utilized to supplement and cross-check responses given by the teachers through the questionnaire. Impressions, reactions and supplementary responses were used in formulating the hypothesis.

Sampling Procedures

No random sampling was used in this study. There was a hundred percent retrieval of questionnaire from the 192 teachers coming from the three central schools in Catbalogan. These were distributed as 77 or 40.11 percent from Catbalogan I Central School, 55 or 27.60 percent from Catbalogan II and 62 or 32.29 percent from Catbalogan III. The one hundred percent involvement of the teachers had given this particular study a clear and accurate data on the relationship of educational qualifi-

cations and performance rating of teachers.

Statistical Methods

The data gathered in response to the questionnaire were tallied, analyzed and collated separately from those obtained through documentary analysis from the PAST. These data were later presented, analyzed and interpreted quantitatively and qualitatively in accordance with the most appropriate statistical devices. The statistical measures used in this particular study were the frequency counts, percentages, weighted mean, the coefficient of correlation and the t-test.

Frequency distribution and percentages. Frequency distribution expressed in percentages of the subjects responses were used for interpretation of simple numerical facts. In this particular study, it was used to present the educational and job performance profile of the respondents. This was also resorted to present the rating tendencies of teachers towards the PAST.

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

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

Assigned weight:

5	4.51 - 5.00	Strongly Agree
4	3.51 - 4.50	Agree
3	2.51 - 3.50	Uncertain
2	1.51 - 2.50	Disagree
1	1.00 - 1.50	Strongly Disagree

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

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

Where:

X = the mean of educational qualification

Y = the mean of performance rating

N = the number of cases

r = the coefficient of correlation of X and Y

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

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

Where:

r = the coefficient of correlation between
X and Y

N = the number of cases

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the educational profile and job performance ratings of the elementary school teachers from the three central schools in Catbalogan, Samar. Information of these aspects were evolved through documentary analysis and from the questionnaire. They are presented correspondingly as to the specific questions raised from the statement of the problem.

Educational Profile

The educational profile of the public elementary school teachers from the three central schools in Catbalogan, Division of Samar is shown in Table 1, page 46. The table shows that there is only one or .52 percent of the 192 teachers involved in the study who is a holder of a doctoral degree. This teacher is from Catbalogan I. There is also only one or .52 percent who had finished the academic requirements for a doctoral degree on Philosophy of Educational Management. This teacher is from Catbalogan III. Two or 1.04 percent have units on doctoral studies and also two or 1.04 percent are Master of Arts degree holder. Twenty-three or 11.98 percent have certified that they have completed the academic requirement

for the Masteral's degree while twenty-three or 11.98 percent also have signified that they have less than twenty units in masteral studies. The table also shows that a significant number of 84 or 43.75 percent of the 192 teachers have more than twenty units in masteral studies.

It can also be gleamed from the table that a number of teachers have not started taking up units in graduate studies. There are still 23 or 11.98 percent who are holder of the degree on Bachelor of Science in Elementary Education and 33 or 17.19 percent who completed the B.S.E. inverted course, that is, the combined Elementary Teacher's Certificate and the degree of Bachelor of Science in Education, without major subjects. These teachers belong to the older population of the school. They also have lost the desire to take up graduate studies and interest in professional growth.

Majority of the teachers involved in the study were conscious of the importance of professional growth. This is reflected in the data on the table. There were 132 or 68.75 percent who had already started their masteral studies. This significantly showed that the teachers from this three central schools possessed relatively higher educational qualifications.

Table 1
Educational Profile of Teachers

Educational Attainment	:Catb. I:Catb. II:Catb. III:			T o t a l	
	No.	No.	No.	F	%
Doctor of Education:	1	:	:	:	1 : .52
Ph.D. with CAR	:	:	:	1	: 1 : .52
MA with Ph.D. units:	:	1	:	1	: 2 : 1.04
Master of Arts	:	2	:	:	: 2 : 1.04
MA with CAR	:	12	:	5	: 6 : 11.98
BS with more than 20 MA units	:	32	:	25	: 27 : 43.75
BS with less than 20 MA units	:	7	:	9	: 7 : 11.98
BSEED	:	9	:	3	: 11 : 11.98
ETC - BSEED	:	14	:	10	: 9 : 17.19
Total	:	77	:	53	: 62 : 192 : 100

Performance Rating of
Teachers by Schools

Table 2 shows the performance ratings of the teachers from the three central schools in the municipality of Catbalogan. The data clearly illustrate that the teachers are very efficient in the performance of their task. Twenty-five or 13.02 percent of the 192 teachers obtained a rating of "outstanding" and 167 or 86.98 percent

were rated "very satisfactory". There were no ratings of "satisfactory" nor "unsatisfactory".

Of the twenty-five teachers who were rated as "outstanding", eleven or 42.86 percent came from the 77 teachers of Catbalogan I, seven or 13.20 percent came from teachers of Catbalogan II and also seven or 11.29 percent were from the 55 teachers of Catbalogan III. It can be noted that there were more outstanding teachers from Catbalogan I than from the other two central schools. This could be attributed to the fact that Catbalogan I had more teachers, and it had been in existence much longer than the other two central schools; in Catbalogan.

The table further shows that teachers who have doctoral units were more effective in their jobs as they were all rated "outstanding". This is an indication that educational qualifications of the teachers are positive influences in the effectiveness of the teaching-learning process.

It can be gleamed from the table that there were 167 or 86.98 percent of the 192 teachers who were rated "Very Satisfactory". Sixty-six or 85.71 percent of teachers from Catbalogan I, 46 or 86.79 percent came from teachers of Catbalogan II and 55 or 88.70 percent of teacher from Catbalogan III. The data on Table 2 clearly reveal that teachers from the three central schools of

Table 2

Performance Ratings of Teachers from the
Three Central Schools of Catbalogan

Educational Qualifications	P E R F O R M A N C E R A T I N G S															
	Catbalogan I				Catbalogan II				Catbalogan III				T o t a l			
	O	VS	O	VS	O	VS	O	VS	O	VS	O	VS	O	VS	O	VS
	F	:VS	F	: %	F	: VS	F	: %	F	: %	F	: %	F	: %	F	: %
Doctor of Edu- cation	1	9.09											1	4.0		
PH.D. (CAR)							1	14.29					1	4.0		
MA Ph.D. units:					11	14.29			1	1.82			1	4.0	1	.60
MA			2	3.03											2	1.20
MA (CAR)	3	27.27	19	13.64	1	14.29	4	8.80	2	28.57	4	7.27	6	24.0	17	10.18
BS with more than 20 MA units	3	27.27	29	43.94	3	42.86	22	47.83	2	28.57	25	45.45	8	32.0	76	45.51
BS with less than 20 MA units	1	9.09	6	9.09	1	14.29	8	17.39			7	12.74	2	8.0	21	12.57
BSEED	2	18.19	7	10.60	1	14.29	2	4.34	2	28.57	9	16.36	5	20.0	18	10.78
ETC - BSE	1	9.09	13	19.70			10	21.74			9	16.36	1	4.0	32	19.16
Total	11	100	66	100	7	100	46	100	7	100	55	100	25	100	167	100

Catbalogan were very efficient in their teaching performance. Not a single teacher was rated "satisfactory" much less "unsatisfactory". With the very high esteem accorded them by their supervisors as evidenced by their high performance ratings, there is no doubt that these teachers also produced achievers from among their pupils.

Job Performance Profile of
Teachers in Catbalogan
Central Schools

The evaluation of the teachers' performance on their job is one of the oldest and most universal practices of management-employee relationship. Employee's self-development is one of the objectives of good employer-employee relationship. The performance profile of teachers as revealed through documentary analysis of the Performance Appraisal System for Teachers is presented in Table 3, page 50.

A cursory glance at the figure as presented by Table 3 would indicate that 123 or 64.06 percent of the teachers were rated "very satisfactory" under "pupil/student achievement", 66 or 34.36 percent obtained a rating of "outstanding" and only three or 1.56 percent were rated "satisfactory". These data show that there was a very effective teaching-learning process in the three central schools. Most of the pupils have mastered

Table 3

Job Performance Profile of Teachers in
Catbalogan Central Schools

Criteria/Indicators	R a t i n g s							
	Outstanding: F : %	Very Satisfac. F : %	Satisfactory F : %	Total F : %				
A. Pupil/Student Achievement (Skills and Knowledge)								
1. Achievement of know- ledge and skills objectives	: 66	34.36	123	64.06	3	1.56	192	100
B. Teacher Competence								
1. Development of nat- ional consciousness and desirable values and habits	: 85	44.27	101	52.60	6	3.13	192	100
2. Instructional mat- erials development	: 124	64.58	63	32.81	5	2.60	192	100
3. Pupil Evaluation	: 74	38.54	112	58.33	6	3.13	192	100
4. Professional Growth	: 61	31.77	119	61.79	12	6.25	192	100
5. Records and Reports management	: 80	41.67	108	56.25	4	2.08	192	100
6. Community and Allied Services	: 77	40.10	106	55.21	9	4.69	192	100
7. Punctuality/Attend- ance	: 132	68.75	53	27.60	7	3.65	192	100
C. Teacher Personality and Human Relation	: 132	68.75	56	29.17	4	2.08	192	100
D. Plus Factor	: 10	19.61	36	70.59	5	9.80	51	100

the learning experiences given to them.

Under Category B, "Teacher's Competence", 124 or 64.08 percent obtained a rating of "outstanding" for "instructional material development". This data reveal that elementary school teachers are aware of the importance of visual aids and instructional materials for an effective teaching-learning process. A rating of "outstanding" was likewise given to 132 or 68.75 percent for "punctuality and attendance", 85 or 44.27 percent for development of national consciousness and desirable values and habits", and 80 or 41.67 percent for "records and report management". The data above indicate that the central elementary school teachers report to school on time and are not fond of making absences. This is due to the fact that district Supervisors maintained their offices in the central schools and can easily check the attendance of the teachers.

For a rating of "very satisfactory", again in Category B, 119 or 61.79 percent were given this rating for "professional growth". This result indicates that teachers are already conscious of professional upliftment. This awareness must be motivated by the presence of Colleges and Universities in the region that are offering programs on advanced studies. There were also 112 or 58.33 percent who obtained the same rating for

"pupil evaluation", 108 or 56.25 percent for "records and report management", 106 or 55.60 percent for "development of national consciousness and desirable values and habits". This information reveals that teachers are really living up to the dictum of being models to the children. Being an example and a model to school children is indeed essential because young boys and girls are very observant. They emulate the ways of the teacher. That the teachers in the **central** schools are conscious of professional growth is evident as only 12 or 6.25 percent were rated "satisfactory" on this indicator. The rest are either "outstanding" or "very satisfactory".

For Category C, that is on "teacher personality and human relation", 132 or 68.75 percent were rated "outstanding", 56 or 29.17 percent were rated very satisfactory and only four or 2.08 percent were rated "satisfactory". The data just presented reveal that teachers are fully aware of the role of pleasing personality in the learning process. They have tried their very best to build up a pleasing personality for their children to model from. They were also conscious that they have to meet people and be change agents in the locality. By necessity they develop their skills in human relations. This is one indicator in the performance appraisal system for teachers where 132 or 68.75 percent of the 192 central

teachers were rated "outstanding". This data indicate that the central school teachers are very adept at the promotion of human relations.

Majority of the teachers have not earned additional points for the "Plus Factor". Plus factors are earned by teachers who have overshoot their targets by 75 percent or if they had accomplished effectively special tasks assigned to them other than their performance targets for the period. There were only fifty-one or 26.56 percent of the 192 teachers who were able to obtain a "plus factor" ratings. Of this number, 36 or 70.59 percent were rated "very satisfactory" and only 10 or 19.16 percent were rated "outstanding". A minimal number of five or 9.80 percent were rated "satisfactory". The data show that it really takes one to be very efficient and effective to get additional points for a plus factor. The reasons given by teachers why they could not earn additional points, included lack of sufficient information on the criteria of earning the points and time constraint because they were preoccupied with basic school activities.

The data on Table 3 show that teachers from the three central schools of Catbalogan were very efficient in the performance of their various functions not only in the teaching-learning process but also in dealing with

their peers in the teaching community and in their relationship with the community as a whole.

Teachers' Reaction Towards
the Criteria as Provided
for in the PAST.

To determine finally the acceptability and reliability of the Performance Appraisal System for Teachers (PAST), it was considered imperative to measure the reactions of teachers towards the inclusion of the various criteria in the instrument. Such reactions were measured in two ways: towards the instrument in general and towards each itemized criterion in particular. If the reaction were unfavorable, it would not be advisable to continue using the instrument. But if the reactions were favorable to the instrument as a whole although not entirely favorable to certain aspects then improvement to make the instrument acceptable must be considered.

An attitudinal scale was constructed for this purpose. It consisted of the criteria that are also reflected in the Performance Appraisal System for Teachers' instrument. These were divided into three categories with specific items. There are two positive items under "Pupils Development", fifteen items under "Teachers Competency" and nine items for Teacher Personality and Human Relation". Five degree of responses were

used as "strongly agree", "agree", "uncertain", "disagree" and "strongly disagree" with the corresponding points of 5, 4, 3, 2, and 1 assigned to the responses.

Table 4 on page 57 show the different reactions of the teachers towards the various criteria in the Performance Appraisal System for Teachers. The grand weighted mean for the four general categories was computed.

The grand weighted mean for "Pupils Development" is 4.14 which signifies that teachers agree to the inclusion of the two criteria in the instrument. There were only two items in this category and both got a weighted mean of 4.14. These criteria were on "provision for a maximum involvement in the varied learning activities" and maximize the utilization of the skills contained in the ELC and MLC".

For the category on "Teachers Competence", the grand weighted mean is 4.28 which means that the teachers are for the inclusion of most of the items in this category. The teachers agreed on thirteen of the fifteen criteria found in this category. These were the criteria on "Present lesson on love of country, brotherhood, and fellowship with mankind", "Observation of significant national celebration and events", "Appreciation and preservation of the Filipino cultural heritage and love for Philippine made products", "Demonstrate desirable habits and values

'to the learner by modeling", "Consistent follow-up of learners' behavior through consultation with peers, teachers and parents", "Always have well prepared lesson plan, availed of appropriate teaching techniques", "Administer one periodic test and at least ten other written performance test every meeting period for each class subject", "Provide remedial instructions to under-achievers", "Actively participate in all schools in-service training and other special courses so provided", "Keeps complete, accurate, neat and up-to-date records and submits neat and accurate reports and forms before due date", "Participate actively in all school activities either as a chairman, leader or a member", and "arrive in school or place of activity at least fifteen minutes before official time and left only after the end of the class or school activity".

There was only one criterion in the category of teacher competence wherein the teachers have strongly agreed. This was on criterion number fifteen with a weighted mean of 4.58 which states that they should "not make unnecessary absences that will be detrimental to the class".

The Catbalogan Central School teachers were uncertain in two criteria under "Teachers Competence" which are on "Upgrading oneself by learning graduate studies

Table 4

Reaction of the Respondents Towards
the Criteria on the PAST

Indicator/Criteria	Degree of Responses					SD (1)	:Total	Weighted : Mean	Descriptive : Rating
	: SA (5)	: A (4)	: U (3)	: D (2)					
A. Pupils Development									
1. Provide maximum involvement in the varied learning activities	76 (380)	72 (288)	39 (117)	5 (10)			192 (795)	4.14	A
2. Maximize the utilization of the skills contained in the ELC and MLC	83 (415)	72 (288)	28 (84)	4 (8)			192 (795)	4.14	A
Total Frequency	159	144	67	9			379		
Total Weighted Frequency	(795)	(576)	(201)	(18)			(1590)		
Grand Weighted Mean								4.14	A
B. Teacher Competence									
1. Present lesson on love of country, brotherhood, and fellowship with mankind.	112 (560)	57 (228)	23 (69)				192 (857)	4.46	A
2. Observe of significant national celebration and events.	99 (495)	67 (268)	26 (78)				192 (841)	4.38	A
3. Appreciation and preservation of the Filipino cultural heritage and love for Philippine made products.	100 (500)	63 (252)	28 (84)				192 (838)	4.36	A
4. Demonstrate desirable habits & values to the learner by modeling.	113 (565)	55 (220)	23 (69)	1 (2)			192 (856)	4.46	A
5. Consistent follow-up of learners behaviors through consultation w/ peers, teachers and parents.	87 (435)	70 (280)	31 (93)	2 (4)	2 (2)		192 (814)	4.24	A
6. Always had well prepared lesson plan availed of appropriate teaching techniques & utilized necessary support teaching aid/ materials.	115 (575)	47 (188)	30 (90)				192 (853)	4.44	A
7. Administer one periodic test & at least ten other written performance test every rating period for each class subject.	112 (560)	51 (204)	26 (78)	2 (4)	1 (1)		192 (847)	4.41	A
8. Provide remedial instruction to underachievers.	102 (510)	50 (200)	38 (114)	2 (4)			192 (828)	4.31	A
9. Upgrade oneself by learning graduate units with own expenses.	31 (155)	52 (208)	92 (276)	13 (26)	4 (4)		192 (665)	3.46	U
				1			192		A

Table 4

10. Actively participate in all school in service training & other special courses as provided.	105	45	41	1		192	4.30	A
	(525)	(180)	(123)	(2)		(830)		
11. Keeps complete, accurate, neat & up-to-date records & submits neat & accurate reports & forms before the due date.	116	45	31			192	4.44	A
	(580)	(180)	(93)			(853)		
12. Participate actively in all school activities either as a chairman leader or as a member.	99	59	30	4		192	4.32	A
	(495)	(236)	(90)	(8)		(829)		
13. Arrival in school or in place of activity at least 15 minutes before official time and left only after the end of the class or school activity.	95	63	33	1		192	4.31	A
	(475)	(252)	(99)	(2)		(828)		
14. Voluntarily renders service beyond official time.	34	54	67	27	10	192	3.39	U
	(170)	(216)	(201)	(54)	(10)	(651)		
15. Do not make unnecessary absences that will be detrimental to the class.	130	48	8	5	1	192	4.58	SA
	(650)	(192)	(24)	(10)	(1)	(877)		
Total Frequency	1450	826	543	31	10	2868		
Total Weighted Frequency	(7250)	(3304)	(1581)	(118)	(10)	(12271)		
Grand Weighted Mean							4.28	A

C. Teachers Personality & Human Relations

1. Observe the highest standard of morality with unquestioned honesty & integrity.	123	35	32	2		192	4.45	A
	(615)	(140)	(96)	(14)		(855)		
2. Strictly observe	112	48	32			192	4.42	A
	(560)	(192)	(96)			(848)		

services.							
3. Observe proper grooming & attire.	151 (755)	38 (152)	3 (6)		192 (913)	4.76	SA
4. Demonstrate a sense of responsibility, self confidence & exercise self control.	140 (700)	40 (160)	10 (33)	1 (2)	192 (893)	4.65	SA
5. Make sound decision.	111 (555)	47 (188)	31 (93)	3 (6)	192 (842)	4.39	A
6. Display reasonable independence of mind & conviction.	100 (500)	57 (228)	33 (99)	2 (4)	192 (831)	4.33	A
7. Exhibits open-mindedness to suggestions & criticism.	130 (650)	38 (152)	23 (69)	1 (2)	192 (871)	4.54	SA
8. Maintain harmonious relationship with his people he deals with both in his work and in the community.	140 (700)	42 (168)	10 (30)		192 (898)	4.68	SA
9. Manifest love & concern for pupils/students.	121 (605)	41 (164)	30 (90)		192 (859)	4.47	SA
10. Enjoys the esteem & respect of the community of his service areas.	137 (685)	45 (180)	10 (30)		192 (895)	4.66	SA

Total Frequency	1245	431	215	9	1920		
Total Weighted Frequency	(6325)	(1724)	(642)	(18)	(8705)		
Grand Weighted Mean						4.53	SA

through one own expenses" and to "voluntarily renders service beyond official time". The hesitancy of the teachers to undertake graduate studies at their own expenses must be due to economic reasons. Teachers are known to be the lowest paid employees in the government service. In fact this is probably also the reason why they are not so sold out to render free services beyond office hours as many of them are busy with their household chores or other activities which would augment their meager income.

The grand weighted mean for "Teachers Personality and Human Relations" is 4.53 which shows that the teachers strongly agree for the inclusion of the various criteria in the Performance Appraisal System for Teachers.

The criteria where the teachers strongly agree were items number 3, 4, 7, 8, 9, and 10 with the weighted mean of 4.76, 4.65, 4.54, 4.68, 4.47, and 4.66, respectively. These were items on "observe proper grooming and attire", "demonstrate a sense of responsibility, self-confidence and exercise self-control", "exhibit open-mindedness to suggestions and criticism", "maintain harmonious relationship with the people he deals with both in his work and in the community", "manifest love and concern for pupils and students", and "enjoy the esteem and respect of the community of his service area".

The teachers only agree on items number 1, 2, 5, 6, and 9. The weighted mean for these items were 4.45, 4.42, 4.39 and 4.33, respectively. These are the criteria on "observe the highest standard of morality with unquestioned honesty and integrity", "strictly observe rules and regulations affecting pupils services", "make sound decisions", and "display reasonable independence of mind and conviction".

Teachers were very silent on their reaction to the Plus Factor. This probably due to the fact that there were only additional points for them to gather.

Teachers Feeling on How
They were Rated by
Superiors

Appraising the performance of teachers is not an easy job because it is a form judgment, subjective and at times impressionistic in nature. One passes judgment on a teacher's performance and this can determine the latter's status and future in his profession. It is a task requiring skills and training and total objectivity. Supervisors should adhere strictly to the rating instrument. They should avoid making their rules to avoid unbiased ratings.

A teacher may disagree with his supervisor's appraisal of his work performance and it would be unfair

and demoralizing if he is not allowed to express and explain his side. Often times teachers are not fully satisfied with the way they are rated by their superiors. In this study, it was deemed necessary to find out the feeling of teachers on how they were rated by their supervisors.

To measure the teacher's feelings, a scale with three descriptive ratings as "over-rated", "under-rated" and "objectively rated" was constructed. The four general aspects that were also found in the Performance Rating System for Teachers were the same aspects that were used in this scale.

Table 5 on page 61 shows the feeling of the teachers towards the ratings given them by their supervisors. As gleamed from the table, majority of the teachers felt that they were "objectively rated" by the supervisors on the four aspects of "Pupils Development", "Teachers Competence", "Teachers Personality and Human Relations", and on "Plus Factor". There were 141 or 73.44 percent who claimed that they were rated in this manner for items number one and two.

There were 135 or 70.31 percent of the 192 teachers who voiced out that they were also rated objectively for "Plus Factor", while there were 127 or 66.14 percent who reiterated the same feeling for "Teachers Personality and

Human Relations". These findings reveal that supervisors have the right attitude with regards to performance rating, his general attitude to, or his understanding of, and his responsibilities as a supervisor or superior.

Table 5

Teachers Feelings on How They Were Rated
by The Superiors

Aspects	Reactions of Teachers on Ratings							
	:Over-rated		Under		:Objt. rated		Total	
	: F	%	: F	%	: F	%	: F	%
1. Pupils Development	25	13.02	26	13.54	141	73.44	192	100
2. Teachers Competence	25	13.02	26	13.54	141	73.44	192	100
3. Teachers Personality and HR	35	18.23	30	15.63	127	66.14	192	100
4. Plus Factor	22	11.46	35	18.23	135	70.31	192	100

There was an insignificant number of teachers who felt that they were either over-rated or under-rated by their supervisors. There were thirty-five or 18.23 percent who felt that they were over-rated for "Teachers Personality and Human Relations", 25 or 13.02 percent who gave the same reactions of being over-rated for "Pupils Development", and "Teachers Competence", while only 22 or 11.46 percent claimed to be given the same

treatment for "Plus Factor". These were the teachers who were honest enough to admit that they did not deserve the ratings given to them by their supervisors.

On the other hand, there were 35 or 18.23 percent of the teachers who reacted to being under-rated for "Plus Factor". Earning additional points for Plus Factor must be well disseminated to the teachers so that they will have an understanding on how to go about in earning these points. It had been observed that the most common criterion where teachers earned additional points for Plus Factor was having no drop-outs from one class. It was very seldom that teachers obtained additional points for research, outstanding project or leadership.

There were also thirty or 15.63 percent who declared that they were under-rated for "Teachers Personality and Human Relations" and 25 or 13.54 percent for both "Teachers Competence" and "Pupils Development", These must be the teachers were never contented of ratings given to them by their superiors.

Relationship Between Educational
Qualification and Performance
Rating of Teachers

The important role played by the teaching profession in this country is a recognized fact. As society has become more and more aware of the influence of the

teacher on the child, it has tended to increase its demand for higher personal and professional qualifications. It has also demanded that teachers must not only be educationally qualified but must also be efficient and effective. Quality and equity have become the two important terms in education today. It is for this fact, that teachers have endeavored to upgrade their competencies through in-service trainings, reading professional books and most commonly through schooling.

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

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

To come up with the arbitrary value for educational qualification, an interval of 10.00 to 8.20 was constructed to correspond with the different educational qualifications of teachers. The intervals that were constructed were 9.76-10.00 for a doctoral degree, 9.50-

9.75 for one who has finished the academic requirements for the degree of Philosophy on Educational Management, 9.24-9.49 for a Master of Arts, 8.72-8.97 for one who has finished the academic requirements for a Master of Arts degree, 8.46-8.71 for a holder of Bachelor of Science degree.

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

<u>Descriptive value</u>	<u>Numerical rating</u>
Doctoral degree	9.88
Ph. D. (CAR)	9.62
M.A. with Ph.D. units	9.36
Master of Arts	9.10
M.A. (CAR)	8.84
B.S. with M.A. units	8.58
Bachelor of Science	8.32

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

<u>Adjective ratings</u>	<u>Numerical rating</u>
Outstanding	9.3 - above
Very Satisfactory	7.5 - 9.2

Satisfactory	5.0 - 7.4
Fair	3.0 - 4.9
Unsatisfactory	2.0 - 4.8

After the numerical ratings were assigned to the two variables, namely: educational qualification and performance rating, r was solved. Before the coefficient correlation was computed for the relationship of educational qualification and performance rating for the whole population involved in this study, it was first computed by specific school. To verify the reliability of the computed r , Fisher's t -test was also computed.

The obtained r for Catbalogan I Central School teachers is .567 which denotes substantial or marked relationship between the two variables. The tabular t is = .05, df is 75 and one tailed is 1.67 (see Appendix F, p.). The given computation suggests that the hypothesis that there is no relationship between educational qualification and performance rating of teachers particularly for Catbalogan I is rejected. It can be affirmed therefore, that as teachers upgrade their educational qualifications, their competencies in the teaching-learning process also increase.

For Catbalogan II Central School teachers, the obtained r is .340 which likewise denotes low or a correlation between the two variables. Tabular t is =

.05, df is 51, one tailed is 1.68 (see Appendix G, p.). The hypothesis that there is no relationship between the two variables is also rejected. Catbalogan II Central School teachers have also improved their competencies as they obtained higher educational qualification or advanced units in graduate studies.

On the other hand, the obtained r for Catbalogan III Central School teachers is .141 which denotes indifferent or negligible relationship between the two variables. Tabular t is = .05, df. is 60 and one tailed is .66 (see Appendix H, p.). Hence the hypothesis that there is no relationship between educational qualification and job performance of teachers in this particular school is accepted. Some other factors must have affected the job performance of teachers that inspite of their efforts to advance and upgrade their educational qualifications, they have not improved their competencies in the teaching-learning process..

The grand over all correlation for the three central schools is .417 which means a substantial or marked relationship between educational qualification and performance rating of teachers. Tabular t is .05, df. is 190 and one tailed is 1.69 (see Appendix I, p.). The hypothesis therefore, that there is no correlation between the two variables is rejected. This means that

the Catbalogan Central School teachers have improved their competencies in the teaching-learning process as they upgrade their educational qualification.

Table 6

Summary of Computed r and t -test
for the Three Central Schools

School	Computed r	Computed t	Decision on Hypothesis
Catbalogan I	0.567	5.96	rejected
Catbalogan II	0.340	2.58	rejected
Catbalogan III	0.141	1.10	accepted
Grand Total	0.417	6.32	rejected

Implications for Policy Redirections on Staff Development

Performance Appraisal may be defined as the method by which, through observation by the appraiser, the individual worker's efficiency in performing his duties and responsibilities during a given period is evaluated on the basis of pre-determined goals mutually set by the employee and supervisor. (Sison, 1981: 231)

Efficient teachers generally want to know how they are doing, what is expected of them, how well they are meeting these expectations, how they can improve, and what

their supervisors think about the way they are doing their work. Teachers consciously or unconsciously evaluate themselves and their co-workers and compare themselves with their colleagues. Thus a periodic and systematic appraisal system is a must.

A systematic appraisal of teachers performance serves to motivate and guide teachers development. Most people like to know what they are doing. A good appraisal program provides the information in a form that can be communicated to the teacher. Through the appraisal program, the teacher learns more about the task and responsibilities related to his job, what constitutes satisfactory performance, and how well he measures up to his supervisor's standard of efficiency.

It is essential that teachers understand the performance rating program and its significance to them and their progress in the organization. They should be informed of the meaning of each factor used in evaluating their performance. Most teachers involved in the study could not get additional points for Plus Factor for the very simple reasons that they do know and understand the various criteria under this category.

A teacher may disagree with his supervisor's appraisal of his work performance and it would be unfair and demoralizing if he is not allowed to express his dis-

agreement and explain his side. Hence, it is necessary that a procedure for the appeal and review of ratings be provided. This assures fairness to the teacher, gives him an opportunity to be heard, and affords him protection against the supervisor's unfair judgment of his performance.

Supervisors cannot avoid making judgment of their subordinates. Periodic and accurate appraisal levies a burden upon supervision that tends to produce better and more competent supervisors. An immediate superior will become more acquainted with his teachers and their performance. This closeness will thus lead to a better and harmonious teacher-supervisor relationship.

Performance ratings will help management identify and select teachers for promotion, scholarship, merit increase and even for demotion and discharge. Rating aids in uncovering hidden talents and potential abilities. A properly developed and administered performance rating program can aid in determining which individuals in the organization should be considered for promotion. Teachers with potentials for higher positions can be sent to scholarship for advance studies.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings and conclusions of this investigation and offers recommendations of the re-direction of the Performance Appraisal System for Teachers (PAST) to make it more relevant to the teaching force.

SUMMARY

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

Sources of data were responses from 192 teachers and from the Performance Appraisal System for Teachers obtained through documentary analysis. This study is limited to school year 1987-1988.

Specifically, this study attempted to answer the following questions:

1. What is the profile of the teachers in the three central schools in Catbalogan, Samar with respect to:

- 1.1 educational qualification?

1.2 job performance?

2. To what extent do these teachers react to the various criteria in the Performance Appraisal System for Teachers (PAST)?

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

4. Is there a significant relationship between educational qualification and job performance of teachers in these three central schools?

5. What implication for policy redirections may be drawn from the findings of the study for staff development?

FINDINGS

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

Profile of the Teachers

Majority of the teachers in Catbalogan Central Schools have units in advanced studies. There were eighty-four teachers with more than 20 units in the masteral studies, 23 or 11.98 percent who have finished the academic requirements for a masteral degree and also 23 or 11.98 percent who have started taking masteral

studies. There were only three teachers with units in the Doctor of Philosophy degree and only one is a holder of the Doctor of Education degree.

All of the teachers in the three central schools have high performance ratings. Twenty-five or 13.02 percent were rated "outstanding" and 167 or 86.98 percent of the 192 teachers were rated "very satisfactory".

Teachers Reactions to the
Criteria in the Performance
Appraisal System for Teachers

The grand weighted mean for the reactions of teachers towards the indicators for "Pupils Development" is 4.14 which means that the teachers strongly agree with the inclusion of the indicators to the instrument.

For the criteria on "Teachers Competence" the teachers gave out a weighted mean of 4.94 which also indicated a strongly-agreed reaction.

The teachers also strongly agreed to the inclusion of the criteria for "Teacher Personality and Human Relations". This category of the Performance Appraisal System for Teachers come up with a weighted mean of 4.42.

Teachers Feeling on How
They were Rated by
Their Supervisors

The majority of the teachers felt that they had been objectively rated by their rating officials under

the Performance Appraisal System for Teachers. There were 141 or 73.44 percent who voiced out this reaction.

Twenty-five or 13.02 percent of the central school teachers felt that they were over-rated and 26 or 13.54 percent claimed that they were under-rated.

Relationship of Educational
Qualifications and Job
Performance Rating of
Teachers

The grand overall correlation for the three central schools is .147 with a tabular t of .05 and a df. of 190. One tailed is 1.65 which indicates a positive relationship between the two variables, namely: educational qualification and performance rating. The null hypothesis that there is no correlation between the two variables mentioned above is therefore rejected.

The obtained r for Catbalogan I was .567 signifying a relationship between the two variables. The tabular t was at .05 level with a df. of 75, one tailed was 1.67. The findings suggested that as teachers upgrade their educational qualification, they also improved their teaching competencies.

For Catbalogan II Central School teachers, the obtained r was .340 which likewise denoted low or a correlation between educational qualification and job

performance. Tabular t was .05, $df.$ was 51, and one tailed is 1.68.

On the other hand, the obtained r for Catbalogan III Central School teachers was .41 which suggested an indifferent relationship between the two variables. Tabular t was .05, $df.$ was 60 and one tailed was .66. These findings showed that there must be some other factors which affected the performance of the teachers in spite of their effort to upgrade their educational qualifications.

Implications for Policy
Redirections for Staff
Development

There must be a systematic and periodic appraisal of teachers. A good appraisal program should be evolved for this will provide information on the weaknesses and strengths of the teachers. This will in turn motivate and encourage teachers to upgrade their educational qualifications and consequently improve their skills in teaching.

For a thorough understanding of the appraisal program it is important that the teachers should be informed of the meaning of each factor used in evaluating their performance. It would be proper and in order if they will be involved in coming up with the different

criteria in the appraisal instrument.

Teachers must be given a chance to explain their side if they are in disagreement with the rating given by their superiors. Hence, it is necessary that a procedure for an appeal and review of ratings be provided. Such procedure will assure fairness to the teachers and afford protection against unfair and bias judgment of his performance by the supervisor.

A periodic, systematic and accurate appraisal will likewise motivate the supervisor to become more acquainted with the appraisal instrument. It will also lead to produce a better and competent supervisor. Evaluation of teachers performance makes the supervisor do his job effectively.

CONCLUSIONS

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

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

predominantly "outstanding" and "very satisfactory". No rating of "satisfactory" nor "unsatisfactory" was given.

3. A majority of the teachers from the three central schools strongly agreed to the inclusions of the different criteria now found in the Performance Appraisal System for Teachers.

4. Most of the teachers felt that they have been rated objectively by their rating officials. A minimal number were candid and honest enough to assume that they were over-rated. There were also a few who claimed that they were under-rated.

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

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

RECOMMENDATIONS

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

1. Teachers should endeavor to grow professionally. They should not depend too much on the privileges given by the school but should spend their own time, money and efforts to upgrade themselves and thereby improve their skills and competencies in the teaching-learning process.

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

3. It 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-workshop on the Performance Appraisal System for Teachers should be conducted yearly to acquaint teachers on the different indicators in the instrument. Teachers should be guided properly on how achieve their ratings especially on the "Plus Factors".

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

1. Relationship between performance ratings of teachers and achievement of pupils.

2. Assessment of the teaching-learning activities

in the central schools.

3. Follow-up of the graduate with emphasis on the achievers.

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 10, 1986

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

S i r :

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

1. EDUCATIONAL QUALIFICATION AND JOB PERFORMANCE OF TEACHERS IN THE THREE CENTRAL SCHOOLS OF CATBALOGAN
2. THE EFFECT OF PROJECT URS PRODUCTS (PVOBPM) APPROACH AND CURRICULUM INSTRUCTIONAL MATERIALS ON THE ACHIEVEMENT IN FILIPINO IN CATBALOGAN II DISTRICT DURING THE SY 1985-1986
3. THE EFFECT OF UPGRADING TEACHER'S COMPETENCE THROUGH APPRAISING PERFORMANCE RATING IN THE DISTRICT OF CATBALOGAN II 1985-1986

I hope for your early favorable action on this request.

Very truly yours,

(SGD.) DIONISIA C. MONTEJO
Researcher

Recommending Approval:

(SGD.) ALEJANDRO E. CANANUA, M.A. Ed.
Head, Research, Development and Publication

APPROVED:

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

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 11, 1989

The Schools Division Superintendent
Division of Samar
Catbalogan, Samar

Madame :

In order to improve and validate the survey instrument intended for my study entitled "EDUCATIONAL QUALIFICATION AND JOB PERFORMANCE OF TEACHERS IN THE THREE CENTRAL SCHOOLS OF CATBALOGAN, SAMAR". I have the honor to request permission to conduct a dry-run of my questionnaires to the Hinabangan Central Elementary School Teachers.

Anticipating your consideration and favorable action.

Very truly yours,

(SGD.) DIONISIA C. MONTEJO
Graduate Student

APPROVED:

(SGD.) LYDIA MIRAS-LOPEZ
Schools Division Superintendent

(SGD.) MARIA DABUET
District Supervisor

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

December 13, 1988

The Schools Division Superintendent
Division of Samar
Catbalogan, Samar

Madame :

In connection with my research work titled
"EDUCATIONAL QUALIFICATION AND JOB PERFORMANCE OF PUBLIC
ELEMENTARY SCHOOL TEACHERS IN CATBALOGAN CENTRAL SCHOOLS",
I have the honor to request permission to field my question-
naire and to avail of the documents necessary for my
study.

Hoping for your favorable approval of this request.

Very respectfully yours,

(SGD.) DIONISIA C. MONTEJO
Teacher

Recommending Approval:

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

APPROVED:

(SGD.) LYDIA MIRAS LOPEZ
Schools Division Superintendent

APPENDIX D

Republika ng Pilipinas
(Republic of the Philippines)
· MINISTRI NG EDUKASYON AT KULTURA
(MINISTRY OF EDUCATION AND CULTURE)

January 8, 1979

MEC O R D E R
No. 2, s. 1979

IMPLEMENTATION OF THE NEW PERFORMANCE
APPRAISAL SYSTEM

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

1. Inclosed is Memorandum Circular No. 2, s. 1978, of the Civil Service Commission entitled "Implementation of the New Performance Appraisal System", which is self-explanatory. Also enclosed are the Performance Appraisal Report form and instructions on the proper accomplishment thereof.
2. Conformably thereto it is hereby directed that the performance appraisal system herein prescribed be adopted for all positions in this Ministry, following the guidelines enumerated below:

A. Rating Period

(1) Employees shall be rated for the periods from January to June and July to December of each year effective January 1, 1979, except teachers and other school personnel on the teacher's leave basis who shall be rated at the end of each school semester beginning the school year 1979-1980.

(Appendix D (Cont'd.))

(2) A probationary period rating shall also be made at the end of the one (1) year of employment in the case of provisional classroom teachers and instructors and at the end of the sixth month for newly appointed employees whose positions do not belong to the classroom teachers and instructors group.

(3) A copy of the performance rating report of the employees shall be furnished the Personnel Officer, School Administrative Officer or Administrative Assistant of the Office or school concerned within fifteen (15) days after rating period.

B. Who Shall Rate

(1) In School Districts -

(a) Each elementary school teacher, guidance counselor, and coordinator, or school personnel shall be rated by the school principal or head teacher as the case maybe, subject to review by the district supervisor.

(b) Each elementary school principal, head teacher, or district coordinator shall be rated by the district supervisor, subject to review by the schools division superintendent.

(c) Each district supervisor shall be rated by the assistant schools division superintendent, subject to review by the schools division superintendent.

(2) In national, provincial or barangay high schools -

(a) Each teacher shall be rated by the head of the department, subject to review by the school principal. In the case of schools with no heads of department, the ratings shall be made

Appendix D (Cont'd.)

- by the assistant principal subject to review by the school principal. If there is no assistant principal, the ratings shall be made by the school principal, subject to review by the schools division superintendent.
- (b) Each head of department shall be rated by the assistant principal. If there is no assistant principal, the ratings shall be made by the schools principal, subject to review by the schools division superintendent.
 - (c) Each school principal shall be rated by the assistant schools division superintendent,
 - (d) In schools with administrative clerical personnel such clerical personnel shall be rated by the administrative assistant, subject to review by the school principal.
- (3) In vocational, (fishery, trade, agricultural) schools/colleges -
- (a) Each teacher shall be rated by the head of department, subject to review by the school principal or administrative, as the case may be.
 - (b) Each head of department shall be rated by the assistant principal, subject to review by the school principal or administrator, as the case may be. In schools headed by vocational administrators, the ratings shall be made by the school administrators subject to review by the schools division superintendent.
 - (c) Each assistant principal shall be rated by the school principal, subject to review by the vocational school superintendent. In schools headed by vocational

Appendix D (Cont'd.)

administrators the ratings shall be made by the school administrator, subject to review by the schools division superintendent.

- (d) Administrative personnel shall be rated by the Administrative assistant, subject to review by the head of the school.
- (e) Each vocational school administrator shall be rated by the schools division superintendent, subject to review by the regional director.
- (f) Each vocational schools superintendent shall be rated by the assistant regional director, subject to review by the regional director.

(4) In division offices -

- (a) Each general education supervisor shall be rated by the assistant schools division superintendent, subject to review by the schools division superintendent.
- (b) Each administrative personnel shall be rated by the schools administrative officer, subject to review by the schools division superintendent.
- (c) Each assistant schools division superintendent shall be rated by the schools division superintendent, subject to review by the regional director.
- (d) Each schools division superintendent shall be rated by the assistant regional director, subject to review by the regional director.

(5) In regional offices -

- (a) Each supervisor or employees shall be rated by the assistant chief of division,

Appendix D (Cont'd.)

subject to review by the chief of division.

- (b) ~~Each~~ Assistant chief of division shall be rated by the chief of division, subject to review by the assistant regional director.
- (c) Each chief of division shall be rated by the assistant regional director, subject to review by the regional director.
- (d) Each regional director shall be rated by the Deputy Minister with the assistance of the assistant ministers, subject to review by the ministers.

(6) In cultural offices/agencies -

- (a) Each employee shall be rated by the chief section, subject to review by the chief division.
- (b) Each chief of section shall be rated by the assistant director, subject to review by the director.
- (c) Each chief of division shall be rated by the assistant director, subject to review by the director.
- (d) Each assistant director shall be rated by the director, subject to review by the Deputy Minister.
- (e) Each director shall be rated by the Deputy Minister with the assistance of the assistant ministers, subject to review by the Minister.

(7) In staff bureaus, centers, units -

- (1) Each employee shall be rated by the chief of section, subject to review by the chief of division.

Appendix D (Cont'd.)

- (b) Each chief of section shall be rated by the assistant chief of division, subject to review by the chief of division.
 - (c) Each chief of division shall be rated by the assistant director or assistant chief of units, subject to review by the director or the chief of unit.
 - (d) Each assistant director or assistant chief of units shall be rated by the director or chief of unit, subject to review by the Deputy Ministers.
 - (e) Each director or chief of unit shall be rated by the Deputy Minister with the assistance of the assistant ministers subject to review by the Minister.
- (8) In the Ministry (Proper) -
- (a) Each employee shall be rated by the chief of section, subject to review by the chief of division.
 - (b) Each chief of section shall be rated by the assistant chief of division, subject to review by the chief of division.
 - (c) Each assistant chief of division shall be rated by the chief of division, subject to review by the chief of services.
 - (d) Each chief of division shall be rated by the chief of service, subject to review by the Deputy Minister.
 - (e) Each chief of service shall be rated by the Deputy Minister with the assistance of the assistant Ministers, subject to review by the ministers.

Appendix D (Cont'd.)

C. Rating Procedure -

- (1) The manner of rating shall be according to the instruction given in the aforementioned Memorandum Circular No. 2 of the Civil Service Commission. After the rating official has accomplished the performance rating report, the same shall be forwarded in triplicate to the reviewing official who likewise signs the report.
- (2) After the reviewing official has signed the report, a copy of each shall be furnished the ratee and the rater. The third copy of the reports shall for the files of the office, division or school concerned.
- (3) In case a reviewing official decides to make the changes in the performance rating of an employee he shall indicate such changes in red ink, in the report and properly initial them. Any performance rating changed by the reviewing official shall be considered final unless an appeal for consideration of the same has been properly submitted.

D. Relationship Between Performance Rating and Personnel Action

The performance rating of employee shall be considered in connection with the following personnel action:

- (1) Placement - the strong performance qualities of an employee shall be utilized to advantage in duty assignments.
- (2) Promotion and step or merit-increase in payment. A rating of at least satisfactory shall be a requirement for promotion as well as for step or merit-increase in pay.

Appendix D (Cont'd.)

- (3) Incentive award - An employee for whom an "outstanding" rating is given shall be recommended for an incentive award or merit increase.
- (4) Reduction in force - when reduction in force is to be affected, the performance rating shall be one of the factors to be considered in determining retention. Decisions in this regard shall be based on the rating of the employee concerned, notwithstanding any pending appeal of the employee with regard to such rating. Should any change resulting from the appeal alter the employee's standing on the retention register, the necessary corrective steps shall be taken in accordance therewith.
- (5) Disciplinary action - An employee whose performance rating is "unsatisfactory" shall be subject to administrative disciplinary action under the Civil Service Law and rules.

E. Appeals

- (1) Any employee who believes that his performance has not been fairly or properly rated may appeal for a review of his performance rating in the manner prescribed in Circular No. 20, s. 1964, "Adjustment of Complaints and "Grievances", of the defunct Bureau of Public Schools.
- (2) The employee shall submit his appeal within five (5) days from receipt of his copy of the performance rating report duly reviewed by the proper official. Failure to do so shall be deemed a waiver of his right to appeal and no appeal shall therefore be entertained.

F. Training -

Regional directors, superintendents,

Appendix D (Cont'd.)

district supervisors and principals shall plan and carry out suitable programs for the training of supervisors in the proper and effective implementation of the New Performance Appraisal System. This may be taken up in teachers' meetings, conferences or workshops. In this regard, the assistance of the Civil Service Commission or regional offices or this office may be availed of in the preparation and conduct of such training.

3. The necessary forms should be printed or reproduced by the offices or schools concerned.
4. All previous rules and regulations on the performance rating system are superseded by this Order effective upon the implementation.
5. It is desired that this order be disseminated to all officials, teachers and employees concerned for implementation and guidance.

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

APPENDIX E
QUESTIONNAIRE

Educational Qualification and Job Performance
of Public Elementary School Teachers
in Catbalogan, Central Schools

Dear Respondents,

You have been selected as one of the respondents to the study Elementary School Teachers in Catbalogan Central Schools.

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

Thank you,

DIONISIA C. MONTEJO
Researcher

Directions:

Please indicate your answer with a check mark (/) or write the data asked on the blank provided before/after each item.

1. Personal Data

Name _____ Sex _____ Age _____

School _____ Position/Rank _____

A. Educational Qualification

_____ Doctoral Degree

_____ Ph. D. Ed. D. (CAR)

_____ M.A. with Ph.D./Ed.D. units

_____ Master of Arts Degree

Appendix E (Cont'd.)

_____	M.A. (CAR)
_____	Bachelor's Degree with MA units
_____	Bachelor's Degree holder

II. Teachers reactions Towards the various Criteria of the Performance Appraisal System (PAST)

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

Legend

Fully agree -----	5 points
Agree -----	4 points
Uncertain -----	3 points
Disagree -----	2 points
Slightly Disagree -----	1 points

Items	: FA	: A	: U	: D	: SD
<u>A. Pupils Development</u>					
1. Provide maximum involvement in varied learning activities :	:	:	:	:	:
2. Maximize the utilization of the skills contained in the ELC and MLC.	:	:	:	:	:

Appendix E (Cont'd.)

Items	:	FA	:	A	:	U	:	D	:	SD
B. <u>Teacher's Competence</u>										
1. Presents lesson on love of country, brotherhood and fellowship with mankind.	:		:		:		:		:	
2. Observance of significant national celebration and events.	:		:		:		:		:	
3. Appreciation and preservation and of the Filipino cultural heritage and love for Philippine made products.	:		:		:		:		:	
4. Demonstrate desirable habits and values to the learner by modeling.	:		:		:		:		:	
5. Consistent follow-up of learners behavior through consultation with peers to teachers and parents.	:		:		:		:		:	
6. Always had well prepared lesson plan availed of appropriate teaching techniques and utilized necessary support teaching aids/materials.	:		:		:		:		:	

Appendix E (Cont'd.)

Items	: FA	: A	: U	: D	: SD
7. Administer one periodic test and at least ten other written performance test every mating period for each class subject.	:	:	:	:	:
8. Provide remedial instructions to under achievers.	:	:	:	:	:
9. Upgrade oneself by learning graduate and post graduate units with own expenses.	:	:	:	:	:
10. Actively participates in all school in-service training and other special courses sp provided.	:	:	:	:	:
11. Keeps complete, accurate, neat, up-to-date records and submits neat and accurate reports and forms before the due date.	:	:	:	:	:
12. Participates actively in all school activities either as a chairman, leader or as a member.	:	:	:	:	:
13. Arrival in school or in place of acti-					

Appendix E (Cont'd.)

Items	:	FA	:	A	:	U	:	D	:	SD
vity at least 15 minutes before official time & left only after the end of the class or school activity.	:		:		:		:		:	
14. Voluntarily renders services beyond official time.	:		:		:		:		:	
15. Do not make unnecessary absences that will detrimental to the class.	:		:		:		:		:	
16. Other, please specify.	:		:		:		:		:	

C. Teacher Personality and Human Relations

1. Observe the highest standard of morality with unquestioned honesty and integrity	:		:		:		:		:	
2. Strictly observe rules and regulation affecting public services	:		:		:		:		:	
3. Observe proper grooming and attire;	:		:		:		:		:	
4. Demonstrate a sense of responsibility, self confidence, and self control.	:		:		:		:		:	

Appendix E (Cont'd.)

Items	:	FA	:	A	:	U	:	D	:	SD
5. Make sound decision	:		:		:		:		:	
6. Display reasonable independence of mind and correction.	:		:		:		:		:	
7. Exhibits open-mindedness to suggestions and criticisms.	:		:		:		:		:	
8. Maintains harmonious relationship with people he deals with both in work and in community.	:		:		:		:		:	
9. Manifests love and concern for pupils/student.	:		:		:		:		:	
10. Others, please specify.	:		:		:		:		:	

III. How do you feel you were rated in the following aspects? Check under the appropriate column:
OR, - if over-rated, UR - if under-rated and OB if objectively rated.

A S P E C T	:	OR	:	UR	:	OB
Pupils Development	:		:		:	
Teacher Competence	:		:		:	
Teacher Personality & Human Relation	:		:		:	
Plus Factors	:		:		:	
Plus Factors	:		:		:	

APPENDIX F

RELATIONSHIP BETWEEN EDUCATIONAL QUALIFICATION AND PERFORMANCE RATING OF TEACHERS IN CATBALOGAN I

Respondent	Educational Qualification X	X ²	Performance Rating Y	Y ²	XY
1	8.58	73.6164	9.15	83.7225	78.507
2	8.58	73.6164	9.15	83.7225	78.507
3	8.58	73.6164	8.55	73.1025	73.359
4	8.58	73.6164	9.30	86.4900	79.794
5	8.32	69.2224	8.95	80.1025	74.464
6	8.32	69.2224	8.95	80.1025	74.464
7	8.58	73.6164	8.20	67.2400	70.356
8	8.58	73.6164	9.25	85.5625	79.365
9	8.32	69.2224	8.95	80.1025	74.464
10	8.84	78.1456	9.10	82.8100	80.444
11	8.58	73.6164	9.10	82.8100	78.076
12	8.32	69.2224	8.70	75.6900	72.384
13	9.10	82.8100	9.10	82.8100	82.810
14	8.32	69.2224	9.05	81.9025	75.296
15	8.58	73.6164	9.15	83.7225	78.507
16	8.58	73.6164	9.10	82.8100	78.507
17	8.32	69.2224	8.20	67.2400	68.224
18	8.32	69.2224	8.80	77.4400	73.216
19	8.32	69.2224	8.70	75.6900	72.384
20	8.58	73.6164	9.80	96.0400	84.034
21	8.32	69.2224	9.00	81.0000	74.880
22	8.58	73.6164	9.20	84.6400	78.936
23	8.32	69.2224	9.10	82.8100	75.712
24	8.58	73.6164	9.00	81.0000	77.220
25	8.32	69.2224	9.00	81.0000	74.880
26	8.58	73.6164	8.55	73.1025	73.359
27	8.58	73.6164	8.90	79.2100	76.362
28	8.32	69.2224	9.25	85.5625	76.960
29	8.58	73.6164	9.20	84.6400	78.936
30	8.84	78.1456	9.20	84.6400	81.328
31	8.32	69.2224	8.85	78.3225	73.632
32	8.58	73.6164	8.95	80.1025	76.791
33	8.84	78.1456	9.05	81.9025	80.002
34	8.58	73.6164	9.00	81.0000	77.220
35	8.32	69.2224	8.40	70.5600	69.888
36	8.58	73.6164	9.00	81.0000	77.220
37	8.58	73.6164	8.30	68.8900	71.214
38	8.84	78.1456	9.05	81.9025	80.002

Appendix F (Cont'd.)

Respondent	Educational Qualification		Performance Rating		
	X	X ²	Y	Y ²	XY
39	8.84	78.1456	9.50	90.2500	83.980
40	8.58	73.6164	9.10	82.8100	78.078
41	8.84	78.1496	9.55	91.2025	84.422
42	8.32	69.2224	9.10	82.8100	75.712
43	8.58	73.6164	9.20	84.6480	78.936
44	8.84	78.1456	9.10	82.8100	80.444
45	8.58	73.6164	9.20	84.6400	78.936
46	8.58	73.6164	9.00	81.0000	77.220
47	8.58	73.6164	9.20	84.6400	78.936
48	9.10	82.8100	9.15	83.7225	83.265
49	8.84	78.1456	9.80	96.0400	86.632
50	8.84	78.1456	9.25	85.5625	81.770
51	8.32	69.2224	9.20	84.6400	76.544
52	8.32	69.2224	9.15	83.7225	76.128
53	8.58	73.6164	9.20	84.6400	78.936
54	8.84	78.1456	9.40	88.3600	83.036
55	8.84	78.1456	9.50	90.2500	83.980
56	8.58	73.6164	9.40	88.3600	80.652
57	8.84	78.1456	9.10	82.8100	80.116
58	8.58	73.6164	9.25	85.5625	79.365
59	8.58	73.6164	8.40	70.5600	72.072
60	8.32	69.2224	8.90	79.2100	74.048
61	8.58	73.6164	9.45	89.3025	81.081
62	8.32	69.2224	9.25	85.5625	76.960
63	8.58	73.6164	8.85	78.3225	75.933
64	8.58	73.6164	9.15	83.7225	78.507
65	8.32	69.2224	9.25	85.5625	76.960
66	8.84	78.1456	9.15	83.7225	80.886
67	8.32	69.2224	9.30	86.4900	77.376
68	8.32	69.2224	8.65	74.8225	71.963
69	8.58	73.6164	8.90	79.2100	76.362
70	8.58	73.6164	8.60	73.9600	73.788
71	8.84	78.1456	9.50	90.2500	83.980
72	8.84	78.1456	9.15	83.7225	80.886
73	8.32	69.2224	9.15	83.7225	76.128
74	8.58	73.6164	9.20	84.6400	78.936
75	8.84	78.1456	9.05	81.9025	80.002
76	8.58	73.6164	9.30	86.4900	79.794
77	9.88	97.6144	9.45	89.3025	93.336
$\Sigma X = 661.18$ $\Sigma X^2 = 5682.2532$ $\Sigma Y = 698.15$ $\Sigma Y^2 = 6337.5775$ $\Sigma XY = 5998.265$					

Appendix F (Cont'd.)

$$N = 77$$

$$\begin{aligned}
 r &= \frac{EXY - \frac{(EX)(EY)}{N}}{\sqrt{EX^2 - \frac{(EX)^2}{N}} \sqrt{EY^2 - \frac{(EY)^2}{N}}} \\
 r &= \frac{5998.265 - \frac{(661.18)(698.15)}{77}}{\sqrt{(5682.2532 - \frac{661.18^2}{77})(6337.5375 - \frac{698.15^2}{77})}} \\
 &= \frac{5998.265 - \frac{461602.812}{77}}{\sqrt{(5682.2532 - \frac{437158.9924}{77})(6337.5375 - \frac{4837413.4225}{77})}} \\
 &= \frac{3.423221}{\sqrt{(4.86409)(7.49302)}} \\
 &= \frac{3.423221}{36.44672365} \\
 &= \frac{3.423221}{6.037112194} \\
 &= .567029548 \\
 &= .567
 \end{aligned}$$

The obtained r of 0.567 denotes substantial or marked relationship between the two variables. Therefore, it can be said that there is a substantial relationship between educational qualification and performance rating (PAST) of teachers in Catbalogan I Central School.

Appendix F (Cont'd.)

Catbalogan I

$$N = 77$$

$$r = .567$$

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

$$= .567 \frac{75}{1-.567^2}$$

$$= .567 \frac{75}{1-.321489}$$

$$= .567 \frac{75}{.678511}$$

$$= .567 / 110.5361593$$

$$= (.567) (910.5136178)$$

$$t = 5.96$$

$$\text{Tabular } t \text{ at } = .05$$

$$\text{df} = 75$$

$$\text{one-tailed: } 1.67$$

Decision: Reject H_0 There is a positive relationship.

This means that there is a relationship between educational qualification and job performance of teachers in Catbalogan I Central School.

APPENDIX G

RELATIONSHIP BETWEEN EDUCATIONAL QUALIFICATION AND PERFORMANCE RATING OF TEACHERS IN CATBALOGAN II CENTRAL SCHOOL

Respondent	Educational Qualification		Performance Rating		
	(X)	X ²	(Y)	Y ²	XY
1	8.58	73.6164	9.30	86.49	79.794
2	8.58	73.6164	8.55	73.1025	73.359
3	8.58	73.6164	9.00	81.00	77.220
4	8.58	73.6164	9.20	84.64	78.936
5	8.58	73.6164	9.10	82.81	78.078
6	8.58	73.6164	8.90	79.21	76.362
7	8.58	73.6164	8.85	78.3225	75.933
8	8.84	78.1456	9.10	82.81	80.444
9	8.58	73.6164	9.20	84.64	78.936
10	8.32	69.2224	9.00	81.00	74.880
11	8.58	73.6164	8.70	75.69	74.646
12	8.32	69.2224	8.70	75.69	72.384
13	8.32	69.2224	8.90	79.21	74.048
14	8.58	73.6164	9.00	81.00	77.220
15	8.58	73.6164	9.20	84.64	78.936
16	8.58	73.6164	8.70	75.69	74.646
17	8.58	73.6164	9.20	84.64	78.936
18	8.32	69.2224	9.10	82.81	75.712
19	8.58	73.6164	9.10	82.81	78.078
20	8.58	73.6164	9.10	82.81	78.078
21	8.84	78.1456	9.30	86.49	82.212
22	8.58	73.6164	9.10	82.81	78.078
23	8.32	69.2224	8.20	67.24	68.224
24	8.58	73.6164	8.20	67.24	70.356
25	8.58	73.6164	9.00	81.00	77.220
26	8.58	73.6164	9.35	87.4225	80.223
27	8.32	69.2224	9.20	84.64	76.544
28	8.58	73.6164	9.30	86.49	79.794
29	8.58	73.6164	9.00	81.00	77.220
30	8.58	73.6164	9.30	86.49	79.794
31	8.58	73.6164	8.80	77.44	75.504
32	8.58	73.6164	9.20	84.64	78.936
33	8.58	73.6164	9.10	82.81	78.078
34	8.84	78.1456	9.20	84.64	81.328
35	8.84	78.1456	9.15	83.7225	80.886
36	8.58	73.6164	9.30	86.49	79.794
37	8.58	73.6164	9.20	84.64	78.936

Appendix G (Cont'd.)

Respondent	Educational Qualification		Performance Rating		
	X	X ²	Y	Y ²	XY
38	8.32	69.2224	9.10	82.81	75.712
39	8.58	73.6164	9.10	82.81	78.078
40	8.58	73.6164	9.30	86.49	79.704
41	8.58	73.6164	9.10	82.81	78.078
42	8.58	73.6164	9.30	86.49	79.794
43	8.32	69.2224	8.60	73.96	71.552
44	8.84	78.1456	9.20	84.64	81.328
45	8.32	69.2224	8.90	79.21	74.048
46	8.32	69.2224	9.20	84.64	76.544
47	8.58	73.6164	9.10	82.81	78.078
48	8.58	73.6164	9.25	85.5625	79.365
49	8.58	73.6164	9.20	84.64	78.936
50	8.58	73.6164	9.20	84.64	78.936
51	8.32	69.2224	8.70	75.69	72.384
52	8.32	69.2224	9.20	84.64	76.544
53	9.36	87.6094	9.30	86.49	87.048

$$EX=453.70 \quad EX^2=3885.5804 \quad EY=479.55 \quad EY^2=4342.5525 \quad EXY=4105.972$$

$$N = 53$$

$$r = \frac{EXY - (EX)(EY)}{N} \div \sqrt{\left(EX^2 - \frac{(EX)^2}{N} \right) \left(EY^2 - \frac{(EY)^2}{N} \right)}$$

$$= \frac{4105.972 - \frac{(453.70)(479.55)}{53}}{\left(3885.5804 - \frac{(453.70)^2}{53} \right) \left(4342.5525 - \frac{(479.55)^2}{53} \right)}$$

$$= \frac{4105.972 - \frac{212571.835}{53}}{\left(3885.5804 - \frac{205843.69}{53} \right) \left(4342.4423 - \frac{229968.2025}{53} \right)}$$

Appendix G (Cont'd.)

$$\begin{aligned}
 &= \frac{2105.972 - 4105.128962}{(3885.5804 - 3883.8432)(4342.5525 - 4339.0227)} \\
 &= \frac{0.843038}{(1.7372)(3.5298)} \\
 &= \frac{0.843038}{6.13196856} \\
 &= \frac{0.843038}{2.476281}
 \end{aligned}$$

$$r = 0.340$$

The obtained r of 0.340 denotes low or there is correlation between the two variables. Therefore, it can be said that there is a low correlation between the educational qualification and performance rating (PAST) of Teachers in Catbalogan II Central School.

Catbalogan II

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

$$N = 53$$

$$r = .34$$

$$t = .34 \frac{\sqrt{53-2}}{1-.34^2}$$

$$= \frac{\sqrt{51-2}}{1-.1156}$$

Appendix G (Cont'd.)

$$\begin{aligned} &= .34 \frac{51}{.8844} \\ &= .34 / 57.66621438 \\ &= (.34) (7.593827387) \\ t &= 2.58 \end{aligned}$$

Tabular t at $\alpha = .05$; $df = 51$, one-tailed: 1.68

Decision: Reject H_0 ---there is a positive relationship.

This means that there is a relationship between educational qualification and job performance of Teachers in Catbalogan II Central School.

APPENDIX H

RELATIONSHIP BETWEEN EDUCATIONAL QUALIFICATIONS AND PERFORMANCE RATING OF TEACHERS IN CATBALOGAN III

Respondent	Educational Qualification		Performance Rating		XY
	X	X ²	Y	Y ²	
1	8.58	73.6164	9.15	83.7225	73.507
2	8.32	69.2224	9.15	83.7225	76.128
3	8.58	73.6164	9.05	81.9025	77.649
4	8.58	73.6164	8.90	79.2100	76.362
5	8.32	69.2224	8.90	79.2100	74.048
6	8.58	73.6164	8.85	78.3225	75.933
7	8.32	69.2224	8.80	77.4400	73.216
8	8.58	73.6164	8.90	79.2100	76.362
9	8.58	73.6164	8.95	80.1025	76.791
10	8.58	73.6164	8.60	73.9600	73.788
11	8.58	73.6164	9.00	81.0000	77.220
12	8.58	73.6164	8.90	79.2100	76.362
13	8.32	69.2224	8.85	78.3225	73.632
14	8.58	73.6164	8.20	67.2400	70.336
15	8.58	73.6164	8.25	68.0625	70.785
16	8.58	73.6164	8.80	77.4400	75.504
17	8.58	73.6164	8.90	79.2100	76.362
18	8.58	73.6164	8.45	71.4025	72.501
19	8.58	73.6164	9.15	83.7225	73.507
20	8.58	73.6164	8.95	80.1025	76.791
21	8.58	73.6164	8.70	75.6900	74.646
22	8.32	69.2224	8.65	74.8225	71.628
23	8.58	73.6164	8.90	79.2100	76.362
24	8.58	73.6164	9.10	82.8100	78.078
25	8.84	78.1456	8.85	78.3225	78.234
26	8.58	73.6164	8.85	78.3225	75.933
27	8.32	69.2224	9.00	81.0000	74.880
28	8.58	73.6164	9.20	84.6400	78.936
29	8.58	73.6164	8.35	69.7225	71.643
30	8.58	73.6164	8.60	73.9600	73.788
31	8.58	73.6164	8.85	78.3225	75.933
32	8.58	73.6164	9.10	82.8100	78.078
33	8.58	73.6164	9.20	84.6400	78.936
34	8.58	73.6164	9.25	85.5625	79.365
35	8.32	69.2224	9.00	81.0000	74.880
36	8.32	69.2224	8.60	73.9600	71.550
37	9.36	87.6096	8.90	79.2100	83.304

Appendix H (Cont'd.)

Respondent	Educational Qualification	Performance Rating			
	X	X ²	Y	Y ²	XY
38	8.32	69.2224	9.15	83.7225	76.123
39	8.32	69.2224	9.10	82.8100	75.712
40	8.84	78.1456	9.60	92.1600	84.864
41	8.58	73.6164	9.00	81.0000	72.220
42	8.58	73.6164	9.00	81.0000	77.220
43	8.58	73.6164	8.25	68.0625	70.785
44	8.32	69.2224	8.60	73.9600	71.552
45	8.58	73.6164	9.15	83.7125	78.507
46	8.58	73.6164	9.25	85.5625	79.365
47	8.58	73.6164	9.10	82.8700	78.078
48	8.58	73.6164	9.20	84.6400	78.936
49	8.84	78.1456	9.25	85.5625	81.770
50	8.58	73.6164	8.80	77.4400	75.504
51	8.58	73.6164	9.25	85.5625	79.365
52	8.58	73.6164	9.25	85.5625	79.365
53	8.58	73.6164	8.40	70.5600	72.072
54	8.32	69.2224	8.70	75.6900	72.384
55	8.58	73.6164	8.90	79.2100	76.362
56	8.32	69.2224	8.60	73.6900	71.552
57	8.32	69.2224	8.75	76.5625	72.800
58	8.58	73.6164	9.25	85.5625	79.365
59	8.32	69.2224	8.85	78.3225	73.632
60	3.58	73.6164	9.00	81.0000	77.220
61	8.84	78.1456	8.80	77.4400	77.792
62	8.32	69.2224	9.00	81.0000	74.880

$$EX=529.62 \quad EX^2=4526.0228 \quad EY=552.00 \quad EY^2=4919.405 \quad EXY=4715.75$$

$$N = 62$$

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

$$= \frac{4715.75 - \frac{(529.62)(552.00)}{62}}{\sqrt{\left(4526.0228 - \frac{529.62^2}{62} \right) \left(4919.405 - \frac{552.00^2}{62} \right)}}$$

Appendix H (Cont'd.)

$$\begin{aligned}
 & 4715.75 - \frac{292350.24}{62} \\
 = & \frac{(4526.0228 - \frac{280497.3444}{62})(4919.405 - \frac{304704}{62})}{4715.75 - 4715.326451} \\
 = & \frac{0.423549}{(1.8721)(4.8244)} \\
 = & \frac{0.423549}{9.03175924} \\
 = & \frac{0.423549}{3.005288545}
 \end{aligned}$$

$$r = 0.141$$

The obtained r of 0.141 denotes indifferent or negligible relationship between the two variables. Hence, it can be said that there is negligible relationship between the educational qualification and performance rating (PAST) of teachers in Catbalogan III Central School.

Appendix H (Cont'd.)

Catbalogan III

$$N = 62$$

$$r = .141$$

$$t = r \frac{N-2}{1-.141^2}$$

$$= .141 \frac{60}{1-.019881}$$

$$= .141 \frac{60}{.980119}$$

$$= .141 / 61.2170563$$

$$= (.141)(7.824132942)$$

$$t = 1.10$$

$$\text{Tabular } t \text{ at } = .05$$

$$df = 60$$

$$\text{one} = \text{tailed}; 1.66$$

Decision: Accept H_0 there is no relationship. So it can be said that there is no relationship between educational qualification and job performance of teachers in Catbalogan III Central School.

General Correlation:

$$N = 53 + 62 + 77 = 192$$

$$EX = 453.70 + 529.62 + 661.18 = 1644.50$$

$$EY = 479.55 + 552.00 + 698.15 = 1729.70$$

$$EXY = 4105.972 + 4715.75 + 5998.265 = 14819.987$$

$$EX^2 = 3885.5804 + 4526.0228 + 5682.2532 = 14093.8564$$

$$EY^2 = 4342.5525 + 4919.405 + 6337.5375 = 15599.495$$

$$\begin{aligned}
 &= \frac{EXY - \frac{(EX)(EY)}{N}}{\sqrt{\left(EX^2 - \frac{(EX)^2}{N} \right) \left(EY^2 - \frac{(EY)^2}{N} \right)}} \\
 &= \frac{14819.987 - \frac{(1644.50)(1729.70)}{192}}{\sqrt{\left(14093.8564 - \frac{(1644.50)^2}{192} \right) \left(15599.495 - \frac{(1729.70)^2}{192} \right)}} \\
 &= \frac{14819.987 - \frac{2844491.65}{192}}{\sqrt{\left(14093.8564 - \frac{2704380.25}{192} \right) \left(15599.495 - \frac{2991862.09}{192} \right)}} \\
 &= \frac{14819.987 - 14815.06068}{\sqrt{(14093.8564 - 14085.3138)(15599.495 - 15582.61505)}} \\
 &= \frac{4.92632}{\sqrt{(8.2502)(16.879948)}} \\
 &= \frac{4.92632}{139.262947}
 \end{aligned}$$

$$= \frac{4.92632}{11.80097229}$$

$$= 0.417450345$$

$$r = 0.417$$

The obtained r of 0.417 denotes substantial or marked relationship between the two variables. So it can be said that there is a substantial relationship between the educational qualification and job performance rating (PAST) of all the Central School Teachers in Catbalogan.

General Overall Correlation

$$r = .417$$

$$N = 192$$

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

$$= .417 \frac{192-2}{1-.417^2}$$

$$= .417 \frac{190}{1-.173889}$$

$$= .417 \frac{190}{.826111}$$

$$= .417 / 229.9933059$$

$$= (.417) (15.16553018)$$

$$t = 6.32$$

$$\text{Tabular } t \text{ at } = .05$$

$$df = 190$$

$$\text{one-tailed: } 1.65$$

Decision: Reject H_0 --- there is a positive relationship correlation.

C U R R I C U L U M V I T A E

CURRICULUM VITAE

NAME	: DIONISIA C. MONTEJO
PLACE OF BIRTH	: Brgy. Sugod, Zumarraga, Samar
DATE OF BIRTH	: January 15, 1947
ADDRESS	: Curry Avenue Catbalogan, Samar
PRESENT POSITION	: Elementary Grade Teacher
STATION	: Catbalogan II Central Elementary School Catbalogan, Samar
CIVIL STATUS	: Married

EDUCATIONAL BACKGROUND

Elementary	Tubigan Elementary School Zumarraga, Samar 1953-1959
Secondary	Samar National School Catbalogan, Samar 1959-1963
College	Samar College Catbalogan, Samar 1963-1977
Graduate	Leyte State College Catbalogan External Studies Center, Catbalogan, Samar Samar State Polytechnic College, Catbalogan, Samar 1989-1990

Curriculum Pursued Master of Arts in Education
 Major Administration and Supervision

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers, Catbalogan,
 Samar

POSITION HELD

Elementary School Teacher . . . Catbalogan III
 Catbalogan, Samar
 1978-1981

Elementary School Teacher . . . Catbalogan II
 Catbalogan, Samar
 1982 to the present

SEMINARS AND WORKSHOP ATTENDED

PRODED training for Grade II, Tacloban City, November,
 1984.

Summer Institute, Samar State Polytechnic College,
 Catbalogan, Samar, Summer, 1985.

District Seminar Conference of Special Education,
 Catbalogan, Samar, 1986.

District Teachers Development Program, Catbalogan,
 Samar, Summer, November 20-22, 1978.

Seminar Workshop on Non-formal Education for Rural
 Development, Catbalogan, Samar, April 3-6, 1979.

Pampurok na Seminar sa Bilinggwalismo, Catbalogan, Samar,
 December 11-12, 1980,

Pampurok na Seminar sa Bilinggwalismo, Catbalogan, Samar,
 October 7-9, 1981.

KKK District Echo Seminar,, Catbalogan, Samar, June 17-18, 1982.

Pampurok na Gawaing Kapulungan sa Pilipino sa Mabisang Pagpapahayag, Catbalogan, Samar, Agosto 4-6, 1982.

Inuulit na Seminar sa Pilipino, Pagdulog ng PVOSEB at Wastong Paggamit ng Radyo Cassette, Catbalogan, Samar, Disyembre 1-4, 1982.

District Echo-Seminar Workshop on Work Education, Catbalog. , Samar, March 18-19, 1985.

District Echo-Seminar Workshop on People's Forest Program Kilusang Sariling Sikap, Catbalogan, Samar, January 30-31, 1985.

National Convention Seminar Beyond and Across Reading, Philippine Normal College, Manila, May 6-8, 1983.

District Echo Seminar Workshop on Physical Fitness Testing, Catbalogan, Samar, October 18-19, 1983.

District Seminar-Workshop on Music Education, Catbalogan, Samar, November 29 - December 3, 1983.

Seminar-Workshop in Guidance: Reorienting School Administrators, Catbalogan, Samar, November 28-29, 1984.

District Echo Seminar Workshop on Evaluation of Learning Outcomes in Elementary Education, Catbalogan, Samar, January 18-20, 1984.

Pampurok na Seminar sa Filipino sa Mabisang Pagpapahayag na ginaganap sa Paaralang Sentral ng Catbalogan I, Marso 1-3, 1982.

Division Seminar-Workshop on PVOSEB in the Teaching of Beginning Reading for Grades I and II Teachers, Catbalogan, Samar, August 3-4, 1987.

District Re-echo Seminar-Workshop in Social Studies and Values Education on Methods and Evaluation Improvement, June 30 - July 2, 1988.

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