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### **Correlates of the Teaching Performance of Public Elementary School Teachers in Lumbatan Lanao del Sur**

Rohaida Maunting-Derogongan  
English Department, Mindanao State University  
033 Steelmaker Village, Tubod Baraas, Iligan City Philippines  
rohaymd@yahoo.com

#### **Abstract**

The methodology used in this study was descriptive-survey to determine the extent of effects of the correlates of teaching performance of public elementary school teachers in Lumbatan, Lanao del Sur. The total number of teachers in the five public elementary schools in Lumbatan, Lanao del Sur at the time of this study was 56. All or 100 per cent of that number were involved in this study. Twenty teachers represented the Central Elementary; eleven from the Makadar elementary School; twelve from the Dilausan Elementary School; six from the Bita Elementary School; and seven from the Lalapung Elementary School. The overall mean rating of 3.73 indicated that teaching performance was much affected by the teacher factor; 4.53 by the pupil factor; 4.40 by the administrator factor; and 4.52 by the work-environment factor. The pupil factor (WM 4.530) has the most effect on teaching performance; The use of the One-way Analysis of Variance or ANOVA revealed that the F ratio of 1.338 had probability of 0.29711 which was higher than the standard significance level of 0.05. Hence, there was no significant difference in group perceptions on the effects of the correlates on the performance of teachers. The null hypothesis was thus accepted. The computed  $\chi^2$  of .4046 showed that no significant relationship existed between the teachers' sex and teaching performance. The null hypothesis was thus accepted. However, there was significant relationship between teachers' length of service and teaching performance as indicated by the computed  $\chi^2$  of 7.54 which was higher than the .05 level of significance. The null hypothesis was rejected. The Correlation Matrix revealed a correlation coefficient of -.74159 which showed a significant relationship between the extent of provision made for teachers' needs and teaching performance. The null hypothesis was thus rejected.

#### **Introduction**

The Philippines, today, undertakes various development programs to help improve the quality of life of the people. Education is a vital force in achieving that goal, and the teacher plays a very important role in the pursuit of this.

Research findings on Muslim education had identified problems that affect the quality of educational services to the young. Among these were the high dropout rate, poor transportation facilities, inadequate school facilities and other resources, the peace and order situation and ineffective teaching. As a Muslim Filipino from Lanao, the researcher thought it relevant to undertake a research on Maranao education. Also a Maranao, the researcher was deeply concerned with the education of her people, and was motivated by the desire to help them improve the quality of life in their communities. The researcher thus conducted this study to find out to what extent certain correlates affected the teaching performance of the public elementary school teachers in Lumbatan, Lanao del Sur, in

order to propose appropriate measures to enhance their professional qualities and competencies.

### Statement of the Problem

This is to study on the analysis of correlates of the teaching performance of public elementary school teachers in Lumbatan, Lanao del sur. To achieve the purpose of the study, solutions to the following problems were sought by the researcher:

- a. What is the demographic profile of the respondent teachers in relation to the following variables: Sex; Civil status; Age; Educational qualification; Civil service eligibility; and Length of teaching experience?
- b. To what extent is the performance of the teachers affected by the following correlates: Teacher factor; Pupil factor; Administrator factor; and Work environment factor;
- c. Is there any significant difference in group perceptions on the extent to which the correlates affects the performance of the subjects?
- d. d.Is there any significant relationship between teachers' demographic profile and performance?
- e. What problems do the teachers meet in their work? How do they rank in terms of effect on teaching performance?
- f. To what extent are teachers' personal and professional needs being provided for?
- g. Is there any significant relationship between teachers' needs and performance?

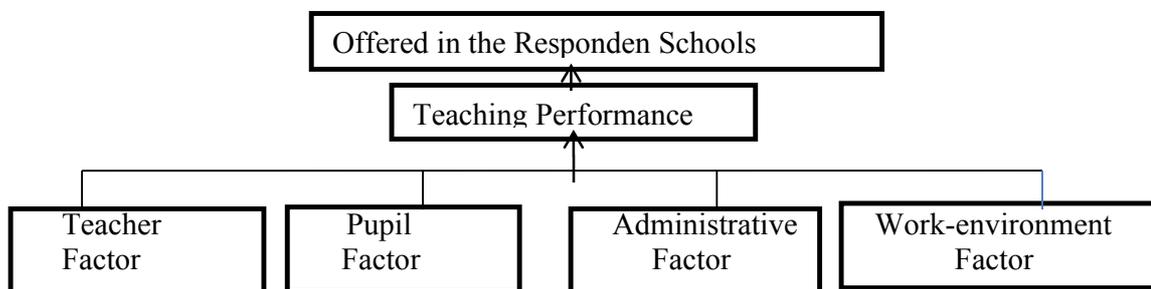
### Conceptual Framework

The Philippines, today, undertakes various development programs to help improve the quality of life of the people. Education is a vital force in achieving that goal, and the teacher plays a very important role in the pursuit of this. This research was thus conceptually based on the behalf that the best efforts to achieve any educational goal fails, without the service of efficient, effective and dedicated teachers.

### Research Paradigm

As the paradigm illustrates, performance of teachers in the elementary grades largely contributes to the quality of institution made available in that school level.

### Quality of Instruction



*Fig.1-Schematic Presentation of the Conceptual Framework of the Study*

### Assumptions

Considering the foregoing conceptual framework, this study was based on the following assumptions:

The public elementary school teachers of Lanao del Sur are competent, but there are internal and external factors that affect their performance which must be identified. Factors affecting performance are observable and measurable.

### Hypotheses

The following null hypotheses were tested to solve the problems in depth:

- a. There is no significant difference in group perceptions on the effects of the correlates on teaching performance.
- b. There is no significant relationship between teachers' demographic profile and performance.
- c. There is no significant relationship between teachers' needs and performance.

### Significance of the Study

The researcher expected the following benefits which could be derived by different sectors from her paper.

1. This study could motivate teachers in Lanao del Sur to make a self-study of their teaching performance in order to identify and develop aspects needing improvement.
2. Correlates in the study could serve as eye-openers for administrators in the solution of problems that affect the performance of their teachers.
3. Results of this study could inform education officials in region XII, particularly Lanao del Sur, of the status of Muslim education in that place.
4. This study could likewise give direction to efforts intended to make education in Muslim Mindanao functional and relevant to the felt needs and problems of the people and the place.

### Scope and Delimitations

The study was delimited to an investigation of the correlates of teaching performance in the public elementary schools in Lumbatan, Lanao del Sur. It involved the schools located in the barangays of Pobalacion, Makadar, Dilausan, Bita and Lalapung in Lumbatan, Lanao del Sur. The study also looked into the problems that are related to the correlates affected the performance of the teacher respondents.

### Definition of Terms

The following terms are contextually defined as used in the study:

**Analysis.** This meant determining the relationship between the four correlates of teaching performance and the actual performance of teachers.

**Administrative factor.** The term was applied to policies and practices of administrators to improve teaching performance.

**Correlates.** These referred to factors within the teacher himself, the pupils, the administrators, and the work environment that affect teaching performance.

**Elementary School Factors.** These referred to teachers who were teaching in the public elementary schools of Lumbatan, Lanao del Sur.

**Work Environment Factor.** This referred to a school climate conducive to good teaching performance.

**Filipino Muslims.** These referred specifically to the Maranaos of Lanao del Sur in Mindanao.

**Needs.** These consisted of physiological, social psychological needs of teachers necessary for personal and professional growth.

**Problems.** These term applied to those conditions or situations which hindered the fulfillment of teachers' needs and affected teaching efficiency and effectiveness.

**Public Schools.** These are schools subsidized and operated by the government such as the participant schools in this study.

**Pupil Factor.** The term applied to pupils' attitudes, aptitudes and capabilities that affected to efficient teaching and effective learning.

**Teacher factor.** This referred to teachers' attitudes, skills and competencies for efficient and effective teaching.

**Teaching performance.** This was construed as the totality of the instructional management and social skills of teachers which are assessed by principals using the PAST, the DECS' assessment tool, for evaluating teaching competence. This also meant actual performance in teaching.

## Review of Related Literature and Studies

### Related Literature

Teaching in this country, although said to be the "noblest" profession, according to Edgardo Angara has not actually achieved the status of a profession. There had been many drawbacks to its professionalism in the past which still persist today. The low salary offered to teachers fails to attract the best available ones in the country. Lack of funds makes it impossible to employ highly qualified and competent teachers, particularly in the elementary grades. In this country one has to qualify in the particular examination to be considered to be a member of the medical, engineering, nursing and other professions. At the time of this study, a bill was waiting in Congress to be made into a law that could give teaching the status of a profession (1994).

An analysis of the complaint of many teachers about unwieldy enrolment, Napoleon Rama said that many of those pupils could hardly read and write (1989). Relationship between teacher profile and performance is significant. Michael Carell's work reveals that as teachers stay longer in the service, they generally tend to perform their work well due to increased knowledge and skill in the teaching-learning process. Relatively new teachers, on the other hand, tend to have high expectations of promotions and benefits, which lessens their commitment, thus failing to perform their level best. (1994).

Brophy and Good wrote that many pupils' attributes have been found to influence teachers' perceptions of the former and their pattern of interaction with in the classroom. Pupil factors that tend to affect teaching are socio-economic background, ethnicity, interest and learning abilities (1981).

Harvey Clarizro cites that competence is an important concern both of the public and today's practicing teachers. The author added that the best way to ensure excellence in teaching is for the teacher to have the knowledge and skills needed to excel. For their part, teachers already in the service should be evaluated periodically and given opportunities to develop and improve their skills (1987).

William Greenfield pointed out that administrators should listen to the concerns of teachers whose frustrations include everything, from poor school climate to inadequate instructional resources and problem students. Given a variety of school settings the potential list of teachers' dissatisfactions and frustrations could be quite extensive (1987). Josefina Navarro averred that besides low compensation, inadequate fringe benefits, slim chances for promotion, and too many tasks unrelated to teaching required of public school

teachers for which they are poorly or not compensated at all, are reasons for the seeming indifference of teachers to their work. ( 1985)

### **Related Studies**

In his research on teacher's job satisfaction, Anilla Adolfo Calamba revealed that this was affected, to a great extent, be management practices, working conditions, communication and motivation (1983).

Adelaida Sobremesena's study revealed various reasons and causes of difficulties relating to pupils met by teachers such as inattentiveness, absenteeism, restlessness, inadequate experiential background, non-supportiveness, tardiness, poor health and physical defects (1983).

Elda Tanamal's study yielded data showing that the quality of the teachers' performance was related to their educational preparation, years of teaching experience, and failure to keep pace with current trends and practices in teaching (1984).

Espiritu's study showed that 1) there was inadequate supply of textbooks, 2) pupils could hardly read and write in English and did not have books, 3) teachers should give more drills to improve the use of English and 4) teachers should participate in in-service education programs in English.

Unda conducted an interview of school administrators on Muslim education in Lanao del Sur and Marawi City. Interview results revealed that the small enrolment of public elementary schools in Muslim provinces was deplorable because of the high dropout rate due to the peace and order situation. Another result of the interview was inadequacy of school facilities. For the total population of 300,000 elementary pupils. (MEC profile, 1980), there were only 25 permanent buildings, 53 semi-permanent, temporary buildings which were not ideally fit for classroom purposes. Some buildings had no walls separating one class from another. Other had leaking roofs which made instructions impossible during rainy days. There is a dearth of qualified and competent teachers among Muslim Filipinos. Due to the peace and order situation in Lanao del sur, only a few would accept assignment as school teacher in a place strange to him/her. Often times, only a native of the place or somebody familiar with the people of the community would accept the offer. Hence, the range of choice for good teachers was limited (1981).

Jean P. Adam's study on superintendents and effective schools revealed that pervasive inconsistency and lack of internal coherence emerged as superintendents' response to closely aligned issues of superintendents' practices, policies and beliefs as denied by the seven correlates of school effectiveness. Findings of the study indicated that the political nature of superintendence, which required responding to conflicting constituents, precludes and obviates consistent superintendents' expression and practices, policies or beliefs. Which to a certain extent, affect teaching performance (1987).

## **Research Design and Methodology**

### **Research Design**

The methodology used in this study was descriptive-survey to determine the extent of effects of the correlates of teaching performance of public elementary school teachers in Lumbatan, Lanao del Sur.

### **Study Sampling**

The total number of teachers in the five public elementary schools in Lumbatan, Lanao del Sur at the time of this study was 56. All or 100 per cent of that number were involved in this study. Twenty teachers represented the Central Elementary; eleven from

the Makadar elementary School; twelve from the Dilausan Elementary School; six from the Bitu Elementary School; and seven from the Lalapung Elementary School.

### Research Instruments

1. A questionnaire was constructed by the researcher. It was structured with indicators that could draw out the needed information from the respondents.
2. Respondents were also interviewed for information to supplement or verify information yielded by the questionnaire. Unstructured interview questions were used for this purpose, the content of which was related to the content of the questionnaire.
3. The observation technique was likewise used for firsthand information on the overt behavior of the respondents and prevailing work atmosphere in the participant schools. An observation guide was used for that purpose.

### Data Gathering Techniques

The researcher administered the questionnaire and interviewed the respondents and observed teachers at work in the classrooms.

### Statistical Treatment of Data

Responses in the questionnaire were categorized, tallied and tabulated accordingly for statistical treatment. The following statistical tools were used: Percentage, Ranking, Weighted Mean, The Chi-square and Pearson's Product Moment coefficient of Correlation.

### Presentation of Data

Table 1

*Percentage Distribution of Teacher Respondents According to Demographic Profile*

Profile Factors		f	%
Sex	Male	11	19.64
	Female	45	80.36
Civil status	Single	2	3.57
	Married	54	96.43
Age	21-30 years	14	25.00
	31-40 years	30	53.57
	41-50 years	12	21.43
Length of Teaching Experience	1-5 years	3	5.36
	6-10 years	11	19.64
	11-15 years	9	16.07
	16 and above	33	58.93

Table 1 shows that among the 56 respondents, 45 were female; 54 were married; 30 were in 31-40 age group; all are BSEED graduates; and 30 of the respondents' length of teaching experience clustered around 16-10 years.

Table 2  
*Teachers' Average Performance Rating for the Last Three Years*

Ratings	1991-92	1992-93	1993-94
Very Satisfactory	15	16	16
Satisfactory	41	40	40
Weighted Mean	2.73(S)	2.71(S)	2.71(S)

The average weighted mean of respondents' performance rating for the last 3 years were 2.73, 2.71 and 2.71 or Satisfactory.

Table 3  
*Perceived Effect of the Teacher Factor on Teaching Performance*

Teacher Factors	5	4	3	2	1	WM	VI
Educational Attainment	38	9	7	2	0	4.48	ME
Attitude towards work	46	9	1	0	0	4.48	VME
Experience and Training	39	11	3	3	0	4.54	VME
Compliance with required reports and other paper work	0	2	39	15	0	2.77	MO
Activities that are not related To teaching	0	0	14	30	10	2.07	VLE

The average weighted mean of 3.73 indicated that the teacher correlate had "much" effect on teaching performance, on the whole.

LEGEND: VME –Very Much Effect

ME - Much Effect

MO - Moderate Effect

LE - Little Effect

VLE - Very Little Effect

Table 4  
*Perceived Effect of the Pupil Factor on Teaching Performance*

Pupil Factor	5	4	3	2	1	VM	VI
Learning ability level	40	11	4	1	0	4.61	VME
Motivation and interest in learning	47	7	2	0	0	4.80	VME
Experiential background	36	14	6	0	0	4.53	VME
Reading ability	20	33	3	0	0	4.30	ME
Heterogenous grouping	33	13	10	0	0	4.41	ME

The average weighted mean of 4.53 indicates that, on the whole, the pupil correlates affects teaching performance to a "very much" extent.

Table 5  
*Perceived Effect of the Administrator Factor on Teaching Performance*

Administrator Factor	5	4	3	2	1	WM	VI
Guidance given to teachers to improve teaching performance	4	13	28	1	0	3.30	ME

Provision of textbooks, guides and other teaching materials	50	5	1	0	0	4.88	VME
Provision for in-service education	49	6	1	0	0	4.86	VME
Incentives offered for good teaching performance	47	8	1	0	0	4.82	VME
Observation of teachers' work in the classroom	15	34	7	0	0	4.14	ME

The average weighted mean of 4.40 indicates that, on the whole, the administrator had "much" effect on teaching performance.

Table 6

*Perceived Effect of the Work-environment Factor on Teaching Performance*

Work environment factors	5	4	3	2	1	WM	VI
Physical condition of school plant and facilities	38	12	6	0	0	4.57	VME
Administrator-teacher relationship	43	10	3	0	0	4.71	VME
Interpersonal relationship among the teachers themselves	13	26	13	4	0	3.86	ME
Parent-teacher relationship	44	8	4	0	0	4.71	VME
Peace and order situation in the community	45	8	3	0	0	4.75	VME

The average mean of 4.52 shows that, on the whole, the work environment factor affected teachers' performance to a "very much" extent.

Table 7

*Rank Order of the Correlates of Teaching Performance*

Correlates	WM	R
Pupil factor	4.530	1
Work environment	4.520	2
Administrator factor	4.400	3
Teacher factor	3.732	4

Table 7 presents that among the correlates, the pupil factor (WM 4.530) has the most effect on teaching performance.

Table 8

*Results of the One-Way Analysis of Variance (ANOVA) of the Effects of the Correlates on Teaching Performance*

Factors	Teacher	Pupil	Administrator	Work environment	
	4.48	4.61	3.30	4.57	
	4.80	4.80	4.88	4.71	
	4.54	4.53	4.86	3.86	
	2.77	4.30	4.82	4.71	
	2.07	4.41	4.14	4.74	
Sum	18.66	22.65	22.00	22.60	=85.91
M'S	3.732	4.530	4.400	4.520	=4.296
Source	SUM OF	D.F	MEWAN	F. RATIO	PROB.

	SQUARE		SQUARE		
Between	2.169	3	.723	1.338	.2971>.05
Within	8.646	16	.540		
Total	10.816	19			

There was no significant difference in group perceptions on the effects of the correlates on the performance of teachers. The use of One-Way Analysis of Variance or ANOVA revealed that F ratio of 1.338 had a probability of 0.2971 which was higher than the standard significance level of 0.05. The null hypothesis was thus accepted.

Table 9

*Chi-Square Results on Relationship Between Teachers' Sex and Teaching Performance*

Rating performance	Sex		Total
	male	female	
Very Satisfactory	4	12	16
Satisfactory	7	33	40
	11	45	56

Critical  $\chi^2 = ( = .05, 1 \text{ df} ) = 3.841$

The computed  $\chi^2$  of .4046 which is lower than the .05 level of significance indicates no significant relationship between teachers' profile factor of sex and teaching performance. Hence, The null hypothesis was accepted.

Table 10

*Chi-Square Results on Relationship Between Teachers' Civil Status and Teaching performance*

Rating performance	Civil status		Total
	single	married	
Very satisfactory	1	15	16
Satisfactory	1	39	40
total	2	54	56

Critical  $\chi^2 = ( = .05, 1 \text{ df} ) = 3.841$

The computed  $\chi^2$  of .46376 which is lower than the .05 level of significance indicates no significant relationship between teachers' profile factor of sex and teaching performance. Thus, the null hypothesis was accepted.

Table 11

*Chi-Square Results On Relationship Between Teachers' Age And Teaching Performance*

Rating performance	Age group		Total
	Below 30	Above 30	
Very satisfactory	6	10	16
Satisfactory	8	32	40
Total	14	42	56

Critical  $\chi^2 = ( = .05, 1 \text{ df} ) = 3.841$

The computed  $\chi^2$  of 1.854944 which is lower than the .05 level of significance indicates no significant relationship between teachers' profile factor of sex and teaching performance. The null hypothesis was thus accepted.

Table 13

*Chi-square Results on Relationship Between Teachers' Length of Service and Teaching Performance*

Rating performance	Length of service		Total
	Below 15	Above 15	
Very satisfactory	2	14	16
Satisfactory	21	19	40
Total	23	33	56

Critical  $\chi^2 = ( = .05, 1 \text{ df} ) = 3.841$

There was significant relationship between teachers' length of service and teaching performance as indicated by the computed  $\chi^2$  of 7.54 which is higher than the .05 level of significance. Hence, the null hypothesis was rejected.

Table 14

*Teachers' Instructional and Other problems and Their Effects on Teaching Performance*

Teachers' problems	WM	R
Guidance given to teacher to improve teaching performance	6.38	6.5
Special qualifications of teachers' are recognized	4.30	4.0
Inadequate fringe benefits for teachers	5.39	5.0
Salary scheme does not go with the current cost of living	2.95	2.0
Few seminars and other in-service education activities are offered	3.95	3.0
Lack of observation of teachers' work in the classroom	6.38	6.5
Reference books and other instructional materials are lacking	8.29	9.0
Curriculum is not suitable to the needs and demands of the community	6.84	8.0
Pupils are deficient in reading and language skills	8.34	10.0
Poor peace and order situation in the community	1.70	1.0

The respondents identified "poor peace and order situation in the community" (WM 1.70) as the most serious problem that affect their teaching performance.

Table 15

*Perceived Extent of Provision for Teachers' Personal and Professional Needs*

Teachers' Needs	VM	VI
Faculty development program to improve teaching Techniques and skills	2.50	PLE
Adequate fringe benefits	1.62	PLE
Due recognition of teachers' special qualifications	1.34	PVE
Adequate supply of reference books and other instructional materials	1.88	PLE
Observation of teachers work in the classroom	3.73	MP
Guidance given to teachers to improve teaching performance	1.84	PLE
work environment that encourages teachers to perform their level best	1.43	PVE
A salary scheme that goes with the current cost of living	1.34	PVE

Teacher's professional needs and personal needs was hardly being provided for.

LEGEND: VMP =Very much provided for  
 MP = Much provided for  
 PME = Provided for to a moderate extent  
 PLE = Provided for to a little extent  
 PVE = Provided for to a very little extent

Table 16  
*Correlation between Provision for Teachers' Needs and Teaching Performance*

	1	2
1	1.00000	
2	-.74159	1.00000
CRITICAL VALUE 9 1-Tail, .05 ) = +Or -.22222		

The Correlation Matrix revealed a correlation coefficient of -.74159 which showed a significant relationship between the extent of provision made for teachers' needs and teaching performance. The null hypothesis was thus rejected.

### Conclusions and Recommendations

#### Conclusions

- There was lack of trained school teachers because competent, eligible teachers were not available due to the peace and order situation in Mindanao, as a whole.
- There was no apparent improvement in teaching performance during the last three consecutive years at the time of the study.
- Teaching performance was "very much" affected by the "pupil" and "work-environment" factors, and "much" affected by the "administrator" and "teacher" factors.
- Provision for teacher's professional needs such as guidance, follow-up of their work, and inservice education was inadequate.
- Provision for teachers' personal needs such as adequate compensation and benefits and incentives for self-esteem, initiative and good performance was inadequate.
- Among teachers' demographic factors, only length of teaching experience was significantly related to teaching performance.

#### Recommendations

- Provision for a continuing in-service education program to improve teacher's performance, attitudes toward work and commitment to efficient and effective teaching.
- Provision for incentives such as increased salaries, awards, holding of a recognition day, and above all, promotion in position, if vacancies are available.
- Maximum use of all available sources of support such as the local government, the PTA and non-government agencies for donations in order to provide enough books and other instructional materials for teacher and pupil use.
- Follow-up teaching performance through diligent classroom observation and post-observation conference for teacher guidance.

- e. Appeal to authorities concerned to bring back the military camp to the community to restore peace and order.
- f. Periodic professional instructional and other problems and to find situations to those problems.
- g. Seek solutions to problems of inadequacy of instructional aids by using local available materials.

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