

**Relationship of Teachers Performance and
English Achievement of Students in
Selected High Schools in
Bifan, Laguna
1994-1995**

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ABSTRACT

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Objectives

General:

This study sought to find out if there is relationship between the English teachers performance and achievement in English of high school students of Jacobo Z. Gonzales Memorial School of Arts and Trades, St. Michael College of Laguna, Colegio San Antonio and Colegio Sto. Nifo, school year 1994-1995. It likewise investigated the relationship of educational attainment, teaching experience, age, and sex to the variate English teachers' performance and the relationship of age, sex, IQ, and year level to the criterion variable achievement in English.

Specific:

The specific objectives of the study were the following:

1. Determine the level of performance of the English teachers from Jacobo Z. Gonzales School of Arts and Trades, St. Michael College of Laguna, Colegio San Antonio and Colegio Sto. Niño, school year 1994-1995;
2. Find out the level of achievement of the high school students from these four institutions of learning;
3. Determine the relationship of demographic variables, educational attainment, teaching experience, age, and sex to the performance of English teachers.
4. Find out if the demographic variables age, sex, IQ, and year level are related to achievement in English of the high school students; and
5. Determine the relationship of the English teachers' performance to the achievement in English of the high school students.

The total population of 22 English teachers and 2205 high school students from Jacobo Z. Gonzales Memorial School of Arts and Trades, St. Michael College

of Laguna, Colegio San Antonio and Colegio Sto. Niño High School, school year 1994-1995 was used in this study.

Methodology

Data Gathering

A documentary analysis of the records obtained from the guidance offices and registrar's offices of these four institutions was conducted.

In the analysis of the data gathered, the mean, standard deviation, coefficient of variation, t-test of independent means, and F-test or one-way ANOVA were the statistical treatments used in this study.

The mean was used in determining the performance of the English teachers and the achievement in English of the high school students. The standard deviation and coefficient of variation were used to determine the homogeneity/heterogeneity of these two groups of subjects.

The t-test of independent means was used in the comparisons of: 1) English teachers' performance according to educational attainment and according to sex, and 2) students' achievement in English according to sex, and performance of the English teachers.

The F-test or one-way ANOVA was used in the

comparisons of: 1) English teachers performance according to age, and 2) students achievement in English according to age, IQ and year level.

Summary of Findings

The following findings resulted from this study:

1. The average performance of the English teachers in the high school department of Jacobo Z. Gonzales Memorial School of Arts and Trades of St. Michael College of Laguna, Colegio San Antonio and Colegio Sto. Nifo (High School Department) was 90.95 which was described as very satisfactory. This is second in a scale of 5. They were homogeneous in terms of performance.

2. The average achievement in English of the high school students from these four institutions was 79.748 which was described as passed. This was fourth in the scale of 7. They were homogeneous in terms of achievement in English.

3. Educational attainment, teaching experience, age, and sex were related to teaching performance. English teachers from the four institutions who were with masteral units in addition to their bachelor degree had a better mean performance of 92.46 which is described as very satisfactory. Those who had teaching

experiences 10 years to more than 20 years had better mean performance of 92.25 to 93.57. The older among them or those whose ages were from 30 to 40 years and above had also better mean performance of 91.18 to 93.33. The female English teachers had also better mean performance of 92.46.

4. Age, sex, IQ and year level were related to the achievement in English of high school students from these four institutions. The students who were 16 years old and above, the female students, those with IQ of 70 and above, and those who were in the fourth year, performed the best among the 2205 respondents.

5. High school students achievement in English from the four institutions was related to the teaching performance of their English teachers. Those who were under the teachers with very satisfactory teaching performance had a better mean achievement of 19.90.

Conclusion

In the light of the above findings, the following conclusions were drawn:

1. The English teachers in the high school departments of Jacobo Z. Gonzales Memorial School of Arts and trades and St. Michael College of Laguna, Colegio San Antonio, Colegio Sto. Niño (High School

Department) performed in the level expected by the administration.

2. The high school students from these institutions achieved good enough in English courses.

3. The English teachers from the four institution who had masteral units in addition to their bachelor degrees, those who had longer teaching experience, those who were older in age, and those who belong to the female gender performed better. This is a common expectations from teachers who exerted effort for their professional development, more experienced, matured and from the conscientiousness of the female teachers.

4. The fourth year high school students and supposedly the oldest among the respondents performed better in English. This may be because they were graduating and wanted to have good scholastic ratings to qualify them in courses and school they would like to enroll in. This may be besides the fact that they were more matured and had wider training.

5. The female students and those with the highest IQ among the respondents had the best achievement in English. This may be so because the female students were observed to be more studious. This may also be so that those students with the highest IQ among the

respondents were the ones who were studious or conscientious.

6. High School students who were taught by high performing English teachers achieved better in English. It is also a common expectation that conscientiousness in teaching a course would lead to better achievement of students.

Recommendations

In the light of the findings of this study, the following are recommended:

1. The administrators of both schools to systematize the faculty development program in order to motivate both the young and the male faculty to finish post graduate courses and attend in-service activities.

2. The English teachers to motivate those students in the lower years to improve their achievement since these are the foundation of their performance in the terminal years.

3. The male students should be encouraged to study harder to fare well the way their female counterparts do in English.

4. The guidance counselors to guide the younger students into giving extra attention to their performance in English.

5. Similar researches may be made involving a bigger number of English mentors from a manageable number of schools to validate the results of the present study.



TABLE OF CONTENTS

	PAGE
TITLE PAGE	1
APPROVAL SHEET	2
ABSTRACT	3
ACKNOWLEDGMENT	11
TABLE OF CONTENTS	14
LIST OF TABLES	17
LIST OF FIGURES	18
CHAPTER	
1 THE PROBLEM AND ITS SETTING	
Introduction	19
Conceptual Framework	25
Conceptual Model	26
Statement of the Problem	29
Hypotheses of the Study	30
Scope and Limitation of the the Study	31
Importance of the Study	32
Definition of Terms	33
2 REVIEW OF RELATED LITERATURE	
Conceptual Literature	35
Teachers' Performance	35

CHAPTER	PAGE
Students' Performance	41
Relationship of Teacher Performance to Student Achievement	42
Teacher Effectiveness	44
Research Literature	46
3 RESEARCH METHODOLOGY	
Research Design	52
Population	53
Data Gathering Technique	53
4 PRESENTATION, ANALYSES, AND INTERPRETATION OF DATA	57
Comparison of English Teachers' Performance According to Educational Attainment	60
Comparison of English Teachers' Performance According to Teaching Experience	61
Comparison of English Teachers' Performance According to Age	63
Comparison of English Teachers' Performance According to Sex	65

CHAPTER	PAGE
Comparison of Students Achievement in English According to Age . . .	67
Comparison of Students Achievement in English According to Sex . . .	68
Comparison of Students Achievement in English According to Year Level	69
Comparison of Students Achievement in English According IQ	70
Comparison of Students Achievement in English According to English Teachers Performance . .	73
5 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	
Summary	74
Summary of Findings	76
Conclusions	78
Recommendations	79
BIBLIOGRAPHY	81
APPENDICES	87

LIST OF TABLES

TABLES	PAGE
1 Performance of English Teachers . . .	58
2 Achievement of High School Students in English	59
3 Comparison of English Teachers' Performance According to Educational Attainment	61
4 Comparison of Teaching Performance According to Teaching Experience . .	62
5 Comparison of Teaching Performance According to Age	63
6 Comparison of Students Achievement in English According to Age	66
7 Comparison of Students Achievement in English According to Sex.	67
8 Comparison of Students Achievement in English According to Year Level	68
9 Comparison of Students Achievement in English According to IQ	70
10 Comparison of Students Achievement in English According to Teachers' Performance	71

LIST OF FIGURES

FIGURE		PAGE
1	The Variables and Their Relationship	28

