

RELATIONSHIP OF TEACHERS' PERFORMANCE TO THE ACADEMIC
ACHIEVEMENT OF GRADE TWO PUPILS IN THE TWO
RELOCATION SCHOOLS IN THE DISTRICT OF
SILANG I, 1994 – 1995

188000

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ABSTRACT

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ObjectivesGeneral:

Determine the relationship of teachers performance to the academic performance of grade two pupils in the relocation schools in the district of Silang I, 1994-1995.

Specific:

1. Determine the level of performance of grade two teachers in the relocation schools in the district of Silang I.
2. Determine the academic achievement of the grade two pupils in these schools.
3. Find out if there are significant differences in the teachers' performance when they are grouped according to their educational attainment,

experience, and civil status.

4. Find out if there are significant differences in the academic achievement of grade two pupils when they are grouped according to their I.Q and Sex.
5. Find out if there are differences in the academic achievement of grade two pupils when they are grouped according to level of teachers' performance (using separately actual academic achievement and rate of increase in academic achievement from Grade I to Grade II).

Methodology

The respondents of the study were the total population of 17 public elementary teachers who were handling grade two pupils and the 765 grade two pupils in the relocation schools in the district of Silang I, Cavite.

In the analyses of data gathered, the mean, percentage, F-test or One-way ANOVA, t-test and Duncans Multiple Range Test were the main statistical treatments used in this study.

Summary of Findings

The following findings resulted from this investigation:

1. The computed mean of 8.43 showed that the grade two teachers in the two relocation schools of Silang I had a very satisfactory teaching performance.

2. The computed mean of 81.98 showed that the grade two pupils in the two relocation schools of Silang I performed satisfactorily based on their actual academic achievement.

The computed mean of 0.93 showed that the grade two pupils in the two relocation schools of Silang I performed satisfactorily based on the percent of increase in their achievement from grade I to grade II.

3. In terms of educational attainment, the computed t-value of -2.10 means that regardless of educational attainment, the grade two teachers in the two relocation schools of Silang I had satisfactory teaching performance.

The computed F-ratio of 0.2125 for experience showed that teachers whether new or old in the service performed at the same level.

4. The computed F-ratio of 199.739 means that I.Q was significantly related to pupil actual academic achievement. Pupils with higher I.Q performed better.

However, when rate of increase in academic achievement from grade I to grade II was used, the computed F-ratio of 0.0517 showed that I.Q. was not related to academic achievement.

The computed F-ratio of 7.9001 for age showed that it was related to pupils actual academic achievement. The computed F-ratio of 0.0517 showed that pupils rate of increase in academic achievement from grade I to grade II was not related to age.

5. The computed F-ratio of 163.6875 means that teacher's performance is significantly related to pupils' actual academic achievement. However, when rate of increase in academic achievement from grade I to grade II was used, the computed F-ratio of 2.4455 showed teaching performance was not related to academic achievement of grade II pupils.

Conclusion

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

1. The grade two teachers in the relocation schools of the district of Silang I had very satisfactory teaching performance. The demographic variable educational attainment, experience and civil status had no relation to their level of teaching performance;

2. The grade two pupils in the two relocation schools had satisfactory academic achievement. Their I.Q. and age were related to their academic performance based on their actual academic achievement. Those with superior I.Q. had better academic performance. Based on the rate of increase in academic achievement from grade I to grade II, the I.Q and age had no relation to academic performance;

3. The teachers' performance was related to their pupils actual academic achievement in the two relocation schools in the district of Silang I. Pupils under the teachers with better performance had better academic achievement. The rate of increase in pupils grades from grade I to grade II was not related to teachers' performance; and

4. The pupils actual academic achievement could be one of the bases in giving performance to teachers, while rate of increase in academic performance from grade I to grade II could not be one of the sound bases of giving performance rating to teachers.

Recommendations

In light of the above findings, the following are recommended:

1. The results of the study strengthen the validity of using the actual academic achievement as one of the bases of giving teachers' performance rating, aside from the many factors considered in giving performance rating for teachers;

2. The administrators could use the results of this study in encouraging teachers to give better performance since it is shown that pupils' actual academic achievement is really related to how they do their main task;

3. The teachers could erase their doubts in the current performance appraisal system using pupils achievement as one of the bases of their performance rating; and

4. Replication of this study in other schools and districts may be conducted for validation of these results. Further studies on the public school teachers' performance in other schools is also recommended.