

TEACHING PERFORMANCE, LEARNING RESOURCES AND NATIONAL ACHIEVEMENT TEST PERFORMANCE OF COMPLETE ELEMENTARY SCHOOLS OF RIZAL DISTRICT, DIVISION OF KALINGA

JONNILYN CARILLO-COLUMNNA

Doctor of Philosophy in Education

Major in Educational Management

ABSTRACT

The quantitative-descriptive design principally investigated the relationship between the teaching competence, learning resources and the NAT Performance of the complete elementary schools in the District of Rizal, Division of Kalinga with the involvement of the 79 teacher-participants of the said district. The primary instrument used was the Competency Based Performance: Appraisal System for Teachers (CB-Past). Frequency and percentage, weighted mean and ANOVA were employed for data analysis. Results revealed that majority of the school-participants have “less adequate” learning resources. This implies that there are more schools in the district that have limited learning resource materials. Schools do utilize whatever available learning resource materials they have. The teacher-participants have “very satisfactory” performance. This is an evidence that the participants had performed and discharged well their duties in their respective schools. There is an increasing trend in the overall NAT performance of the entire district, although there are some schools which recorded slight decrease from the SY 2013-2014 results to those in SY 2014-2015. ANOVA test revealed whether the pupils are taught in multi-grade or mono-grade level, their NAT performance is not affected. ANOVA test showed that the adequacy of learning resources, teacher training, school type and class have no significant impact on students’ academic performance in terms of the National Achievement Test. The performance of teachers in class poses impact on students’ achievement in terms of the National Achievement Test as evidenced by the increasing rating of the teachers, at the same time, increasing mean scores of students per school.

Keywords: *Teaching performance, learning resources, National Achievement Test (NAT) performance*

INTRODUCTION

In the Philippine setting, the country has aligned its constitution in upholding the right of all Filipinos to quality basic education and mandates “a complete, adequate and integrated system of education, relevant to the needs of the people and the society.” The 1987 Philippine Constitution declares that education, particularly basic education, is a right of every Filipino. On this basis, government education policies and programs have been primarily geared towards providing access to education for all, ensuring that school-age children, regardless of religion, race or political affiliation, are provided equal opportunity for basic education. The Philippine education is committed to provide access and quality education to all Filipino children who are equipped with essential competencies and skills for lifelong learning and can acquire basic preparation that will make them enlightened, disciplined, nationalistic, self-reliant, God-loving, versatile, creative and productive members of the national community. Teachers play a big role in the fulfillment of the DepEd’s vision-mission on providing access and quality education.

According to Panda and Mohanty (2003), teachers are the pivot of the educational system; they are the strength of the nation for they give unreservedly of themselves in order to attain this mission; and, they are the prime movers of learning in the educational system for their instructional performance play a key role in the students’ academic achievement. With the learners at the center, teaching serves as the most important means of awakening and nurturing the learners’ interests and potentials. Being the focal figure in education, teachers must be competent and knowledgeable as they are regarded as light to the Filipino youth. Teaching, according to Clinton (1998), is the profession that is shaping education in molding the skills of the future workforce and laying the foundation for good citizenship. Without qualified, caring and committed teachers, neither improved curricula, nor safe schools, not even the highest standards in the world will ensure that the children are prepared for the challenges and opportunities.

To measure the teaching performance of the teachers, the Department of Education formulated a unified standard of expected

competencies for teachers, an assessment and a benchmarking tool for teachers. This is called the Competency-Based Performance System for Teachers (CB-PAST) which is embodied in R.A. 9155. The primary purposes of CB-PAST are to ensure support for the continuous professional growth of teachers and to recognize the quality of teacher's accomplishments.

The Philippine education is committed to provide access and quality education to all Filipino children who are equipped with essential competencies and skills for lifelong learning and can acquire basic preparation that will make them enlightened, disciplined, nationalistic, self-reliant, God-loving, versatile, creative and productive members of the national community. In line with the thrust of enhancing quality education in the Philippines, the Department of Education realigned its vision-mission to produce responsible and productive citizens who are responsive to the just demands of the society and to produce better graduates who are skilled and competent and which are needed to meet global standards.

The Department of Education envisions every learner to be functionally literate, equipped with life skills, appreciative of arts and sports, and imbued with the desirable values of a person who is makabayan, makatao, makakalikasan, at maka-Diyos. The Vision is in line with DepEd's mission to provide quality basic education that is equitably accessible to all and lays the foundation for lifelong learning and service for the common good. This vision-mission is a guiding principle of every teacher in Rizal District to be committed in their work in the realization of accessible and quality basic education to all the school children regardless of their culture and beliefs.

Rizal District was ranked one of the lowest in the National Achievement Test (NAT) administered to Grade 6 in the Division of Kalinga. The Mean Percentage Scores (MPS) of Grade 6 pupils in the NAT in the district from School Year 2012-2013 to School Year 2014-2015 were below the passing MPS of 75 percent. The district NAT results showed an MPS of 65.15 percent for SY 2012-2013, 69.48 for SY 2013-2014 and 71.13 for SY 2014-2015. The elementary MPS was still away from the targeted 75 per cent with 68.9 MPS in SY 2012-2013. This academic performance

of grade 6 pupils could be attributed to teacher-related factors. It is in this context that this study was conceptualized. This study aimed to obtain baseline information on the teachers' teaching competence and the NAT performance as bases in the formulation of intervention programs for the improvement of academic performance of the learners in Rizal District, Division of Kalinga.

Conceptual Framework

The result of the assessment was used to come up with an action plan to improve the academic performance of the learners. The feedback assessed whether the enhancement program from the output will be attained and will be fitted based on the input and process involved in the study.

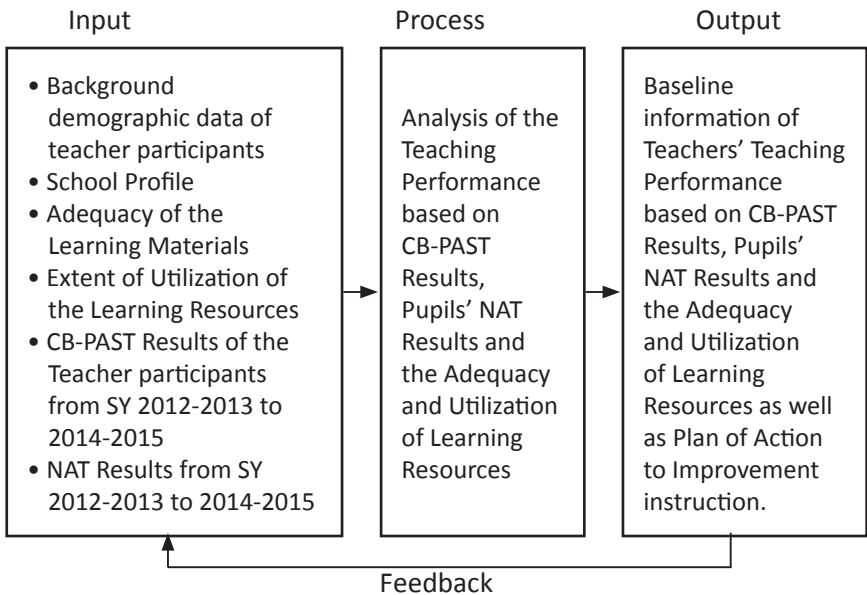


Figure 1. The Conceptual Paradigm of the Study

Figure 1 shows the conceptual paradigm of the study. The research paradigm employed the Input-Process-Output (IPO) model. The input contains the demographic background of the teacher, the school profile

of the school-participants, adequacy and the extent of utilization of the learning resources, results of the Competency-Based Performance: Appraisal System for Teachers (CB-PAST) of the teacher-participants from SY 2012-2013 to SY 2014-2015 and the NAT Results from SY 2012-2013 to SY 2014-2015. These data were analyzed to provide baseline information for designing interventions to improve the academic performance of the learners, as an output.

Statement of the Problem

This study investigated the relationship between the teaching competence, learning resources and the NAT performance of the complete elementary schools in the District of Rizal, Division of Kalinga. Through the study, the researcher proposes an action plan to improve the teaching performance, learning resources, and National Achievement (NAT) Performance of Complete Elementary Schools of Rizal District, Division of Kalinga.

Specifically, it sought to answer the following:

1. What is the profile of the school-participants in terms of type and class size?
2. What is the profile of the teacher participants in terms of position or title, highest educational attainment, length of service and number of seminars or trainings attended?
3. How adequate are the learning resources in the district?
4. To what extent are the learning resources utilized?
5. What is the level of teaching performance of teachers for school years 2012-2013 to 2014-2015 based on their CB-PAST result?
6. What is the NAT Performance of the complete elementary schools of Rizal District, Division of Kalinga for school years 2012-2013 to 2014-2015?

7. Is there a significant difference in the NAT performance when grouped according to school profile and teachers' profile?
8. Is there a significant difference in the NAT performance of schools when grouped according to adequacy of learning resources?
9. Is there a significant difference in the NAT performance of schools when grouped according to the extent of utilization of learning resources?
10. What action plan can be developed to improve the teaching performance, learning resources, and National Achievement (NAT) Performance of Complete Elementary Schools of Rizal District, Division of Kalinga?

METHODOLOGY

Research Design

This research made use of the quantitative descriptive design. The descriptive component of the study is apparently in the investigation of the adequacy and utilization of instructional materials and the profile of the public elementary schools in terms of teachers' teaching performance and pupils' performance in the NAT.

Participants of the Study

The participants of the study were the teachers of complete elementary schools of Rizal District, Division of Kalinga. Seventy-nine (79) teachers were tapped in this study with the following size per school:

School	Teacher Participants
Anonang Elementary School	6
Bagbag Elementary School	6
Calaocan Elementary School	7
Kinama Elementary School	4

Liwan East Elem School	7
Liwan West Elem School	7
Macutay Elementary School	6
Rizal Central School	16
Romualdez Elementary School	4
San Francisco Elem School	3
San Pedro Elementary School	3
Santor Elementary School	5
San Vicente Elem School	2
Tagapan Elementary School	3
Total	79

Moreover, the adequacy and utilization of the learning resources were evaluated by the teachers in each school. The National Achievement Test (NAT) results included were the average performance per school for the past three years.

Instrumentation

The primary instrument used in the study is the Competency Based Performance: Appraisal System for Teachers (CB-PAST). CB-PAST is under the self-direction of the teacher who undertook self-assessment through the Teacher Strengths and Needs Assessment (TSNA) as the primary source of information. It is output-based performance evaluation system recognized by the Civil Service Commission to assure that teachers shall be evaluated objectively as to their performance. The summative process is a combination of self-appraisal, actual classroom observations and review or verification of evidences by instructional leaders to include all aspects of teaching performance, which are (I) Instructional Competence, (II) School, Home and Community Linkages and (III) Personal, Social and Professional Growth.

The data on the pupils' NAT performances were obtained from the results of NAT of Grade VI pupils of Rizal District, Division of Kalinga from S.Y. 2012-2013 to S.Y. 2014-2015. The adequacy and extent of utilization

of learning resources were evaluated by the school-participants using the DepEd assessment tool on the adequacy of learning resource materials.

Data Gathering Procedure

In pursuing this study, the following steps were undertaken:

1. The researcher requested permission from the Schools Division Superintendent and the Coordinating Principal of Rizal District to conduct the study.
2. A letter of request pertaining to the conduct of the study was given to the respective principals and school heads of each school participant accompanied by a letter of endorsement from the Coordinating Principal of Rizal District.
3. The researcher sought informed consent and personally floated and administered the questionnaires to the participants. At the same time, made an analysis of the NAT performance of the pupils in the different schools in Rizal District, Division of Kalinga.
4. The data were tallied, tabulated and organized by the researcher and were subjected to appropriate statistical tools.

Data Analysis

To analyze the data gathered, descriptive statistics were used.

Frequency and percentage were utilized to obtain the profile of the participants in terms of the position title, highest educational attainment and length of service.

Weighted Mean was used to determine the teachers' teaching competence, NAT performance of pupils, adequacy and utilization of the learning resources.

The Analysis of Variance (ANOVA) was used to determine if there is

a significant difference on the NAT performance when they are grouped according to school, teachers' profile, adequacy and utilization of learning resources.

RESULTS AND DISCUSSION

School Profile

Along type of School, Majority or 57.14% of the school-participants are monograde while 42.86 are multigrade school. This means that majority of the teachers in the district handle only one class.

In terms of Class size, most or 42.86% of the school-participants have an average class size of 31-40 followed by those who have average class size of 15-20 and 21-25, with the same frequency of four (4). None of the school-participants has an average class size of 26-30. This means that majority have an ideal classroom since it has the ideal pupil-teacher ratio of 25:1 (DEPED, EO #77 S, 2010).

Teachers' Profile

With respect to teaching position, majority or 68.36% of the teacher-participants are teacher III, followed by teacher I with a percentage of 20.25 and teacher II which has a percentage of 11.39.

On educational attainment, Majority or 53.17% of the teacher-participants have earned some units in master's degree, 24.05% are with masters' degree and the remaining 8.86% have earned some of the PhD. Units. This means that the teacher-participants are qualified for the teaching job and that they possess appropriate educational qualifications for elementary school teachers. This finding also indicates that the participants are taking steps to upgrade themselves in order that they will become more competent teachers and be updated with recent developments and trends in education, particularly in terms of innovative teaching approaches and strategies.

Along with the length of service, Majority or 31.65% of the teacher-

participants are with 6-10 years length of service, 18.99% having 0-5 years of service and 12.66% having 11-15 years of service and teachers with 21-25 years of service got the same and lowest percentage of 11.39. This indicates that most of the teacher-participants are relatively young in the teaching profession, thus, they may need more experiences and trainings to enhance their instructional competencies. This further implies that teachers, though they are young in the field of teaching, may adopt better methods and techniques so that teaching and learning becomes effective. It can be noted therefore that those teachers who teach effectively and efficiently is an advantage to the pupils; they have been giving their best and generally performing their duties well even when they are young in the field of teaching.

With respect to the number of seminars/tranings attended, result reveals that teacher-participants have attended 7-9 district, division and national trainings yielding the percentage of 46.84, 45.57 and 43.03 respectively. While some of them have attended 4-6 trainings. This implies that there are a number of trainings that the teachers are made to attend which extends from district level to national level. This means that the school heads as well as the teachers themselves take opportunities for professional advancement through attendance in faculty development programs or in-service trainings.

Adequacy of the learning resources in the district

Majority of the school-participants have less adequate references, worksheets, maps and encyclopedia. Half of the school manifests “fewer adequacies” while 6 or 42.86% are “moderately adequate” in charts. There are 11 schools that do not have televisions, computers and laboratories. This implies that there are more schools in the district that have limited learning resource materials. The limited learning resources in the district could hinder the teachers in their role in molding the children to be productive and responsible citizens of the country.

Extent of utilization of resources

Majority or 78.57% of the school-participants have greatly utilized the references; half of the school-participants have moderately utilized the worksheets. Charts are utilized in “moderate” and “low” extent.

Maps and encyclopedias have very low extent of utilization. No extent of utilization was recorded for the use of televisions, computers and laboratories. This implies that schools utilize whatever available learning resource materials they have. This indicates that teachers deliver accurate and updated content knowledge in the classroom; however, there were no learning resources available which would hinder them to meet the diverse needs of the learners.

Teachers' level of performance

Majority or 68.35 % of the teacher-participants have “very satisfactory” performance while 25 or 31.65% of them have outstanding level of competence. In the different performance standards set by the Department of Education, teachers were assessed as “proficient” for all the school years investigated. This is an evidence that the participants had performed and discharged well their duties in their respective schools. This further implies that the majority of the teachers in the district are dedicated to their profession. They perform their jobs beyond what are required of them which are manifested by a yearly increase of the number of teachers in the outstanding category and decrease in the “very satisfactory” level.

School performance in the National Achievement Test

Result indicated that the mean percentage scores of the complete elementary schools in the district of Rizal in NAT is 65.12 (Average Mastery) for school year 2012-2013, 69.46 (Moving Toward Mastery) for school year 2013-2014 and 71.14 (Moving Toward Mastery) for school year 2014-2015.

The results show an increasing trend in the overall NAT performance of the entire district, although there are some schools which recorded a slight decrease from the SY 2013-2014 results to those in SY 2014-2015.

The 68.57% overall performance of the pupils in NAT for School year 2012-2013 to school year 2014-2015 fall short of the DepEd standard that is 86% which is just closely approximating mastery and still way far to the mastered level of 95%.

Test of significant Difference on Schools' NAT Performance when grouped in terms of school profile

ANOVA test revealed no significant difference on the NAT Performance having school profile as the grouping variable. This means that whether the pupils are taught in multi-grade or mono-grade level, their school type does not affect their NAT performance. Moreover, the class size also has nothing to do with pupil's NAT performance.

ANOVA test showed a significant difference on NAT Performance in terms of the number of district seminars attended by teachers. This means that teacher preparations as may be learned or enhanced in district level seminars help uplift their quality of teaching, thereby, affecting student performance. While there is no significant difference on NAT Performance in terms of the position, educational attainment, length of service, number of division and national seminars attended and teaching performance. Further, this implies that the profile of the teachers do not tend to affect the NAT Performance of the pupils in the district.

Significant difference on Schools' NAT Performance when grouped according to adequacy of learning resources

ANOVA test revealed no significant difference of NAT performance when schools are grouped according to the adequacy of learning resources. This implies that the adequacy of learning resource materials does not affect the NAT Performance of the complete elementary school pupils in the District of Rizal.

Significant difference on Schools' NAT performance when grouped according to extent of utilization of learning resources

ANOVA test revealed a significant difference on NAT performance when schools are grouped in terms of their extent of utilization of televisions inside the classroom. However, there is no significant difference was observed in the NAT Performance when schools are grouped according to the extent of utilization of references, worksheets, maps, charts, encyclopedia, and computers. It could be deduced from this result that if schools have available but not utilized learning resources relevant

to the needs of the teachers and pupils in the teaching learning process, then the learning goals set would not be attained. Consequently, a teacher who makes use of appropriate instructional materials to supplement his teaching will help enhance students' innovative and creative thinking as well as will help them become plausibly spontaneous and enthusiastic.

CONCLUSION

Based on the analyzed data and summary of findings, it was concluded that:

Adequacy of learning resources, teacher training, school type and class have no significant impact on students' academic performance in terms of the National Achievement Test. The performance of teachers in class poses impact on students' achievement in terms of the National Achievement Test as evidenced by the increasing rating of the teachers, at the same time, increasing mean scores of students in the NAT per school.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are drawn:

Schools may provide adequate learning resources (ie.Worksheets and workbooks) and ICT facilities to enhance teaching-learning process.

School heads of Rizal District may benchmark from top performing schools in NAT to enhance instruction that will eventually improve the academic performance of the pupils.

Rizal District may come up with strategic plans on how to improve their NAT performance.

Schools may conduct remediation and analysis of school NAT results to improve the learners' academic performance.

More trainings may be conducted to prepare teachers and upgrade their skills and knowledge toward excellent delivery of content and use

dynamic and authentic assessments to encourage engaged learning in the classrooms and to sustain the high proficiency level of the teachers in teaching.

Teachers may continue upgrading themselves and pursue vigorously their graduate studies to become more competent.

The action plan formulated by the researcher may be adopted and implemented by the Rizal School District through the District Supervisor to improve the academic performance of the pupils.

The findings of the study may be disseminated to the school-participants and the Division Office of the DepEd since the study will serve as basis for providing the necessary needs of the teachers to ensure the quality performance of pupils.

References

- Akiri, A.A. (2009). *Teachers' effectiveness and student academic performance in public secondary schools in Delta State University, Abraska, Nigeria.*
- Asirit, L.B. (2013). *Science competency-based National Achievement Test (NAT) Intervention Program on Grade Six.*
- Buenavista, L. (2000). *Student assessment as a political construction: The class of Uruguay.* Education policy analysis achives 8 (32): 1-41
- Bhargava and Pathy (2010) Perception of Student Teachers about Teaching Competencies.
- Cailao, R. (2013) *National Achievement Test : Also a teacher's methodology of their competence and performance.*
- Fulong ,K. (2012). *National Achievement Test mastery level in mathematics of Grade VI pupils in Diadi clustered schools: A basis for a proposed intervention program.*

- Juan, W. (2012). *Utilization of special fund in the Municipality of Gattaran: Its relationship to the learners' performance in the National Achievement Test (NAT)*.
- Malaga, C. et al (2013). *Extent of teachers' utilization of instructional materials in teaching Sibika at Tuguegarao North Central School*. A thesis presented to the Faculty of Arts, Sciences and Teacher Education.
- Sali-ot (2011). *Competencies of instructors: Its correlation to the factors affecting the academic performance of students*.
- Tahir Kaleem (2010). *Teacher competence and teaching practices for school effectiveness in workers welfare model schools*.
- Udquim, D.A. (2012). *The National Achievement Test of Grade Six in relation to teacher's performance*. Published/Unpublished Thesis and Dissertation.