

Factors Affecting the Performance of Public School Teachers in the Division of Antipolo City, Philippines

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Abstract:- The study aimed to determine the different factors affecting the performance of public school teachers working in the Division of Antipolo City. The study made use of the quantitative method of research utilizing survey research design. The respondents of the study were the seventy six (76) teachers who graduated from University of Rizal System Antipolo City from School Year 2009-2010 to 2014-2015, who are teaching in twelve (12) public elementary and fourteen (14) secondary schools in the Division of Antipolo City. The sources of data were the documents such as Individual Commitment Review Forms (IPCRF) of teachers, Records of Grades and Report on the Licensure Examination for Teachers (LET). Aside from the documents, a questionnaire checklist was also used to find out the personal and other variables of the respondents. The study found out that variables such as civil status, highest educational attainment, and local seminars attended and scholastic performance are factors affecting the performance of teachers, while, sex, age, types of family, religion, type of high school attended, LET performance, length of service, annual salary, number of preparations in teaching, international/national/regional seminars attended do not affect the performance of teachers.

Key Words: Antipolo City, factors affecting the performance, public school teachers

1. INTRODUCTION

One of the most important factor that contributes to the development of the society is education. It functions as the transmitter of culture from one generation to another through its quality. Because of this function, the government is continuously providing strong efforts in making quality education accessible to all. [1] Article 14, Section 1 of the 1987 Constitution provides that "the state shall protect and promote the rights of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all". This mandate emphasizes that there is really a need for schools to carry on with its roles in the society.

Schools are represented by the teachers. The teachers are the most significant persons in schools. They are responsible in performing numerous and critical tasks in molding the youth to useful members of the society. Hence, they are considered as the key factors in the learning process [2]. Bilbao, Corpuz, Llagas and Salandanan [3] cited that teachers should be committed and dedicated in their work. To validate this contention, there is a need to determine how they perform their tasks in molding the younger generation. Hypothetically, the performance in the field can be either

high or low. Understandably, there are factors which affect their performance.

Recently, there has been a wide interest in studying the variables influencing the performance of teachers particularly in foreign countries. Gikunda [4] revealed that teachers' attitude affect the performance of teachers teaching Geography. In addition, Wangui, Omboi and Irabo [5] found out that work-related stress affects teachers' performance in public secondary schools in Kikuyu Sub County, Kenya. These factors are categorized into school related factors, teacher and community-related factors [6]. Moreover, Mruma [7] found out that intrinsic and extrinsic motivators affect the performance of teachers in public secondary schools in Tanzanian Education Institution. Aside from this, Ahmed, Hussain, Ahmed and Din [8] revealed that subject mastery, attitude, teaching methodology and teachers' personal characteristics are factors affecting professional performance of teachers at higher education level. Furthermore, Nadeem, Rana, Lone, Maqbool, Naz and Ali [9] revealed that poor socio-economic status of teachers affects the teacher's performance. In like manner, Espino, Roman and Magno [10] illustrated that academic performance influence the performance of graduates. Mansour [11] claimed that religious beliefs affect the performance of Science Teachers in the Classroom.

Result of the review of the studies, emphasizes that the different factors affecting the performance of teachers in the Philippines is still unclear. A considerable amount of research on the different factors affecting the performance of teachers was conducted, but few researches conducted dealing on the influence of the personal, educational and work related variables to the performance of teachers. This is the gap addressed by the study. The study considered to be very important not only to the Department of Education, but also to the University of Rizal System which is responsible in producing these teachers. This is because the result served as an input to the continuous curricular program of the University of Rizal System, Rizal, Philippines. Moreover, it is needed in in the accreditation of its curricular programs.

1.1 Objectives of the Study

The study aimed to analyze the different factors which affect the performance of public school teachers who graduated from the University of Rizal System Antipolo City from Academic Year 2010-2011 to 2014-2015. It was conducted during the Academic Year 2016-2017. It sought to determine: (1) the personal, educational, and work related

variables of teachers; the average performance of teachers as revealed by the Individual Performance Commitment Review (IPCRF) ratings; and (3) the significant association between the profile variables and the performance of teachers as revealed by the IPCRF ratings.

2. MATERIALS AND METHODS

2.1. Research Design

The study made use of the quantitative method of research through the use survey research design. Fraenkel and Wallen [12] emphasizes that survey research design is used in studying a large group of individuals particularly how it is distributed to one or more variables or characteristics. This design was used in the study through the utilization of questionnaire checklists and valid documents from the office of the principals of the respondent schools of the Department of Education, the Registrars, and Dean's offices of the University of Rizal System, Antipolo City.

2.2. Setting of the Study

The study was conducted in the twelve (12) public elementary and fourteen (14) secondary schools in the Division of Antipolo City. The elementary schools were Apia, Bagong Nayon II, Calawis, Dalig, Dela Paz, Knights of Columbus, Mambagan, Mayamot, Muntindilaw, Penafrancia, San Isidro, and San Roque Elementary Schools. The secondary schools used were Antipolo, Bagong Nayon II, Boso-Boso, Canumay, Cupang, Dalig, Dela Paz, Mambagan, Mayamot, Maximo Gatlabayan, Maximo Gatlabayan-Rizza Annex, San Isidro, San Roque, and San Jose National High Schools. These schools were distributed in the different upland and lowland barangays in Antipolo City, Component City of the Province of Rizal.

2.3. Subject of the Study

The respondents of the study were the fifteen (15) elementary and Sixty One (61) secondary school teachers who graduated at University of Rizal System Antipolo City from School Year 2009 - 2010 to 2014 - 2015. These teachers are working in both public elementary and secondary schools in the Division of Antipolo City.

2.4. Sources of Data

The primary sources of data were the Individual Performance Commitment Review Form (IPCRF), the scholastic ratings of the teachers in college, and report of ratings of the Licensure Examinations for Teachers (LET). The IPCRF was obtained from the office of the principals of the respondent schools. The scholastic ratings were taken from the Registrar and the LET ratings was taken from the Dean of the College of Education of the University of Rizal System (URS) Antipolo City.

Aside from the documents, a questionnaire checklist was developed to gather data which were not provided in the

documents. The checklist elicited data such as sex, civil status, age, family type, religion, educational attainment, type of high school studies attended, length of service in teaching, number of preparations in teaching, seminars/training attended, and gross annual income.

The questionnaire checklist was evaluated by three (3) professors in the University of Rizal System, Antipolo City and three (3) principals in public elementary and secondary schools, Division of Rizal and pretested to six (6) teachers teaching at Baras National High School and Baras Elementary School.

The checklist was scored using frequency and percentage distribution. The scoring system used in the interpretation of the scholastic ratings was the scale of rating of the University of Rizal System, Tanay, Rizal. These are 1.0 – Excellent, 1.1-1.3 – Very Good, 1.4-2.0 – Good, 2.1-2.2 – Fair, 2.3-3.0 – Passed, and 3.1-5.0, Failed [13]. On the other hand, the scoring system used in the LET rating was based on the PRC rating system which is passed and failed. However, a scale was develop to interpret the result.

2.5. Procedure of the Study

1. Preparation of the Request to Conduct the Study. A permit to conduct the study was secured from the Schools Division Superintendent in the Division of Antipolo City, and principals in public elementary and secondary schools. In addition, a permit to get data from the campus registrar and the LET rating was secured from the Campus Director, University of Rizal System, Antipolo City.
2. Acquisition of the List of Teachers. The list of schools and teachers were obtained from the Human Resource Management Officer of the Department of Education, Division of Antipolo City.
3. Development and Evaluation of Questionnaire Checklist. A Questionnaire Checklist was developed and validated by Three (3) professors in University of Rizal System, Antipolo City, Three (3) principals of DepEd Rizal National High Schools such as Morong, Baras-Pinugay, and Baras National Schools. Suggestions of the evaluators were considered in the revision of the Questionnaire Checklist. The checklist was also pilot tested to Six (6) teachers in Baras Elementary School and Baras National High School. Comments and suggestions of the respondents in the pilot testing were considered in the revision and finalization of the checklist.
4. Procedure of Gathering Data. The performance evaluation rating of the teachers were secured from the offices of the principals of the respondent schools, the scholastic ratings were taken from the office of the Registrar, and the Licensure Examination for Teachers ratings were secured from the office of the Dean, College of Education, University of Rizal System, Antipolo City. While getting the performance evaluation ratings, the questionnaire checklist was administered to the

teacher respondents to maximize time. If the respondents were not available, the researcher would ask the principal to administer the questionnaire to the respondents. Interviews were conducted to validate the data in the performance rating. However, if the teachers were not around on the second visit, telephone and facebook chat/interviews were conducted to ensure the completeness of the data collected. The collection of data lasted for two (2) months.

5. Statistical Treatment. The statistical tools used to treat data were frequency and percentage distribution, mean and Chi-Square Test. The computation of data was done through Statistical program for Social Research (SPSS).
6. Analysis and Interpretation of Data. The statistical results were analyzed and interpreted.

3. RESULTS AND DISCUSSIONS

TABLE -1: Frequency and Percentage Distribution of the Teachers in Terms of Personal Variables

Personal Variable	f	%
Sex		
Female	47	61.8
Male	29	38.2
Total	76	100
Civil Status		
Married	37	48.7
Single	39	51.3
Total	76	100
Age		
33 years old and above	3	3.95
30-32	15	19.74
27-29	35	46.05
24-26	21	27.63
23 years old and below	2	2.63
Total	76	100
Type of Family		
Extended	41	53.9
Nuclear	35	46.1
Total	76	100
Religion		
Baptist	2	2.6
Born Again	5	6.6
Roman Catholic	51	67.1
Jesus is Lord	8	10.5
Iglesia ni Cristo	8	10.5
Jehovah's Witness	2	1.3
Seventh Day Adventist	2	1.3
Total	76	100

Legend: f – frequency % - percent

As presented in Table 1, out of 76 teachers, 47 or 61.8 percent of the teachers are female and 29 or 38.2 percent are male. The data indicate that there are more female graduates of University of Rizal System, Antipolo City who are working as teachers in the public elementary and secondary schools in the Division of Antipolo City. In Addition, 39 or 51.3 percent of the teachers are single and 37 or 48.7 percent are married. This result illustrates that there are more single teachers than married ones. It is also shown in the table that most of the teachers, 35 or 46.06 percent have ages ranging from 27 to 29 years old and few, 2 or 2.63 percent are below 27 years old. This means that the teachers are dominated by those who belong to age ranging from 27 to 29 years of old. Moreover, 42 or 59.3 percent of the teachers belong to extended family and 35 or 46.1 percent are categorized into nuclear family. It shows that most of the teachers are living with parents or brothers and sisters. With regard to religion, majority of the teachers, 51 or 67.1 percent of the teachers are Roman Catholic and the lesser number, 1 or 1.3 percent are Jehovah's Witness and Seventh Day Adventist. The result emphasizes that there are more Roman Catholics teaching in the public schools.

TABLE -2a: Frequency and Percentage Distribution of the Teachers in Terms of Educational-Related Variables

Highest Educational Attainment	f	%
MAT/MAEd	25	32.9
BSE/BEEEd with MAT/MAEd Units	26	47.4
BSE/BEEEd Graduates	12	15.8
BS/AB with 18 units in Education	3	3.9
Total	76	100
Type of High School Attended		
Public	66	86.8
Private	10	13.2
Total	76	100

As shown in table 2a, out of 76 teachers, 26 or 47.4 percent are BSE/BEEEd graduates with units in MAEd/MAT and 3 of them or 3.9 percent graduated the AB/BS degrees with units in Professional Education subjects. This tells that there are more BSE/BEEEd with MAEd/MAT teaching in the different schools in the Division of Antipolo City. It is also shown in the table that 66 or 86.8 percent of the teachers graduated in public high schools and 10 of them or 13.2 percent graduated in private high schools. The data explain that there are more teachers who graduated from public high schools.

TABLE -2b: Frequency and Percentage Distribution of the Teachers in Terms of Educational-Related Variables

Scholastic Rating	f	M	VI
1.3-1.7	2	1.62	Very Good
1.80-2.10	74	1.98	Good
	Total=76	Ave=1.97	Good
Range of Licensure			

Examination for Teacher Rating			
82.19-84.00	3	82.73	Passed
80.39-82.20	4	81.80	Passed
78.59-80.40	21	79.05	Passed
76.79-78.60	22	77.45	Passed
75.00-76.80	26	75.78	Passed
	Total=76	Ave=77.72	Passed

Legend: M -Mean VI – Verbal Interpretation

As reflected in Table 2b, majority of the teachers 76 obtained scholastic mean ratings ranging from 1.80 to 2.10 with a mean of 1.98 and verbally interpreted as Good. On the other hand, 2 have mean ratings ranging from 1.3 to 1.7 verbally interpreted as Very Good. The data reveal that the general average scholastic rating of the teachers in the public elementary and secondary schools belong to the average level.

In similar table, 26 obtained a Licensure Examination for Teacher (LET) ratings ranging from 75.00 to 76.80 with a mean rating of 75.78 percent and 3 obtained a mean rating ranging from 82.19 to 84 percent with a mean rating of 82.73 percent. The result manifests that the LET performance of teachers is in the borderline of passing percentage.

TABLE -3: Frequency and Percentage Distribution of the Teachers in Terms of Work-Related Variables

Length of Service	f	%
6 years and above	7	9.21
4 – 5 years	18	23.67
2 – 3 years	31	40.79
1 year and below	20	26.32
Total	76	100.00
No. of Preparations in Teaching		
3	51	67.10
2	21	27.60
1	4	5.30
Total	76	100
Seminars/Training Attended		
International	26	5.32
National/Regional	54	11.04
Local	409	83.64
Total	489	100
Gross Annual Income		
P 444,001.00 – 504,000.00	3	3.95
384,001.00 – 444,000.00	2	2.63
324,001.00 - 384,000.00	3	3.95
264,001.00 – 324,000.00	8	10.53
204,000.00 – 264,000.00	60	78.95
Total	76	100

As presented in Table 3, the greater number of teachers, 31 or 40.79 percent have length of service ranging from 2 to 3 years and the lesser number, 7 or 9.21 percent have length of service in teaching ranging from 6 years old and above. Others are distributed to the different range of experience in teaching. The result implies that the teachers are still new in the service of teaching.

As regards to the number of preparations, majority of the teachers, 51 or 67.10 percent have 3 preparations in teaching and 4 or 5.3 percent have only 1 preparation. The result emphasizes that the teachers are dominated by those who have greater number of preparations. This is due to the insufficient number of teachers.

In terms of seminars/training attended, majority of the seminars attended by faculty members, 409 or 83.64 percent are local and division wide seminars/training and 26 or 5.32 percent are in the international level. It is noticeable that there are few international seminars/training attended by the teachers. This is because the registration fees are expensive. That is the reason that most of the teachers attended seminars/training conducted in the local level.

With regard to the annual income, majority of the teachers 60 or 78.95 percent of the teachers have an annual income of P204,000.00 to P264,000.00 and few, 2 or 2.63 percent have an annual income of P384,001.00 to P 444,000.00. The result illustrates that the teachers are still dominated by those who have low level of income.

TABLE -4: Performance Rating of Teachers as Revealed by IPCRF

Range of Rating	f	%	M	VI
4.50 – 5.00	1	1.32	4.01	RM
3.50 – 4.499	52	68.32	3.60	CD
2.50 – 3.499	22	28.95	2.75	MTD
2.00 – 2.499	1	1.32	2.51	SD
Total	76	100	M= 3.61	CD

Legend: RM-Role Model
 CD-Consistently Demonstrates
 SD-Sometimes Demonstrates
 MTD-Most of the Time Demonstrates

As reflected in Table 4, 52 or 68.32 percent have a performance rating ranging from 3.50 to 4.499 with a mean rating of 3.60 interpreted as Consistently Demonstrate as revealed in the IPCRF. On the other hand, 1 or 1.32 percent has a performance rating ranging from 4.5 to 5.0 and 2.0 to 2.499 with a mean ratings of 4.01 interpreted as Role Model and 2.51 Sometimes Demonstrate. Although, some of them have average level performance rating, the teachers are still dominated by those who have ratings which is more than the average level.

TABLE -5: Chi-Square Test of Significant Association of Personal Variables and Performance Rating

Personal Variable	df	X ²	p-value
Sex	3	1.788	0.618
Civil Status	3	10.423	0.015*
Age	22	17.238	0.750
Type of Family	3	2.957	0.398
Religion	18	22.321	0.218

*= significant at 0.05 level of significance

As shown in Table 5, civil status is significantly associated the performance of teachers as indicative of its obtained p-value of 0.015. The result tells that the civil status is associated to the performance of the teachers. In other words, the performance rating of teachers is affected by their civil status. The findings confirm the report of Ahmed, M., Hussain, I. Ahmed, S., and Din, M. [14] that the personal factors affect the performance of teachers. Moreover, achievement of the students under a married teacher is high [15].

On the other hand, computed p-values of sex, age, types of family and religion are 0.618, 0.750, 0.398, and 0.218 respectively which is interpreted as not significant. These variables are not associated to the performance of teachers. Thus, the sex, age, type of family and religion do not affect the performance of teachers. The result is in contrary to the finding of Nadeem [16] that gender and age is a significant predictors of teachers' job performance. Similarly, responsibilities in the family brought about by attending family problems. In addition, Mansour [17] revealed that teachers' religious concepts and activities affect their performance in teaching.

TABLE -6: Chi-Square Test of Association of Education-Related and Performance Rating

Education-Related Variable	Df	X ²	p-value
Highest Educational Attainment	9	27.268	0.001*
Type of High School Attended	23	0.948	0.814
Scholastic Rating	3	17.420	0.001*
LET Rating	27	19.310	0.856

*= significant at 0.05 level of significance

Relative to the education-related variables, the highest educational attainment of teachers and scholastic rating have p-values of 0.001 interpreted as significant. In other words, the performance of teachers is dependent on the highest educational attainment and scholastic rating the teachers obtained. The result confirms the findings of Onyekuro and Ibegbunam [18] that teacher qualification affects the effectiveness of secondary school teachers. In addition, it also influences the performance of the students [19].

On the other hand, the type of high school attended and LET ratings have p-values of 0.814 and 0.856 interpreted as not significant. Thus, the type of school attended whether public or private schools has no significant effect to the performance of the students, because college education will hone an individual to become a better teacher. Similarly, the LET performance as indicative of LET rating is not a guarantee that the teacher will have high performance in teaching. The result is in contrary to the findings of Espino, Roman and Magno [20] that the LET performance is related to teaching performance.

TABLE -7: Chi-Square Test of Association of Work-Related and Performance Rating

Work-Related Variables	df	X ²	p-value
Length of Service in Teaching	18	27.268	0.606
No. of Teaching Preparation	6	11.619	0.071
Annual Salary	42	35.312	0.758
International Seminars Attended	12	6.212	0.905
National/Regional Seminars Attended	15	15.230	0.435
Local Seminars Attended	30	86.017	0.000*

*= significant at 0.05 level of significance

With respect to work-related variables, the local seminars organized in the division, district and school levels attended by the teachers has a p-value of 0.000. This is an indication that the local seminars are significantly related to the performance of the teachers. This is because most of the topics given in local seminars focus on the teaching methods and techniques which can improve the practices of teachers [21]. Essien, Akpan and Obot [22] found out that there is a positive relationship between the frequency of teachers attendance to training, seminars and workshops to the performance of the learners. Furthermore, they recommended that the teachers in the primary and post primary levels shall be given seminars and training.

On the other hand, the length of service, the number of preparations in teaching, annual salary, and the national and regional seminars participated by the teachers have p-values of 0.606, 0.071, 0.758, 0.905, and 0.435, respectively with a verbal interpretation of not significant. The result shows that these factors do not affect the performance of teachers. The result is in contrast to the findings of Nadeem, Rana, Lone, Maqbool, Naz, and Ali [23] which reveals that over workload affects the performance of female teachers. Similarly, Subroto [24] found out that government and institutional salaries of teachers affect the performance of teachers. Moreover, Woessmann [25] reveals that teacher salary adjustments for outstanding performance is significantly associated with math, science, and reading achievement across countries. In addition, Korobe [26] concluded that there is a significant relationship between remuneration and the performance of teachers in secondary schools in Nakapiripirit District.

3. CONCLUSION

In the light of the findings, it is concluded that: (1) Most of the seminars attended by the faculty members are school-based and division wide in scope. (2) Few faculty members in the Division of Antipolo City who graduated from University of Rizal System finished master's degree. (3) The performance of teachers are above average level. (4) The civil status, highest educational attainment, Scholastic Rating and local seminars significantly affect the job performance of teachers, while sex, age, type of family, religion, length of service, number of teaching preparations, annual salary, international/national/regional seminars/ training attended and LET performance do not affect the performance of the teachers.

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