



ACHIEVEMENT OF TEACHERS AND GRADES OF PRIVATE JUNIOR HIGH SCHOOL STUDENTS OF WEST, AKLAN, PHILIPPINES

Mark Arvin L. Rebaldo

(MAT) Senior High School Teacher I (DepEd - Division of Aklan)

Manocmanoc National High School

markarvinrebaldo@gmail.com

ABSTRACT

This study was conducted to assess the achievement of teachers and the grades of the Private Junior High School Students of West Aklan, Philippines. It utilized the descriptive method of research. The Teacher Performance Evaluation System (TPES) was used in accumulating the information on the achievement of teachers. For the grades of students, their General Weighted Average of Students SY 2016-2017 was obtained from the teacher-adviser. The result revealed that the achievement of the teachers of the private Junior High Schools of West Aklan, Philippines was observed to be “exemplary” in terms of instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress. There is a significant difference in the performance of the teachers in terms of instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress. Significant differences were not found in the performance of the teachers in terms of instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress when they are grouped according to grade-level assignment and district. The academic proficiency of the students of West Aklan, Philippines is “very satisfactory”. There is no significant difference in the academic proficiency of students by grade levels and districts. There is a significant relationship between the academic proficiency of the students and the performance of the teachers in terms of instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress.

Keywords: achievement, teachers, grades, Junior High School

Introduction

Education is a powerful instrument that may mold an individual and provide opportunities for creativity, opportunity, and development. As a teacher, you

must inspire students and assist them in recognizing their talents and shortcomings. Additionally, educators serve as essential role models for students and have a significant effect on shaping, creating, supporting, and establishing students' talents, objectives, and knowledge. Therefore, it is critical to understand the useful traits, abilities and attributes that one contributes to a learning environment, as well as how teacher influence plays a part. Academic achievement has been variously defined as a level of proficiency attained in academic work or as formally acquired knowledge in school subjects, which is often represented by percentage of marks obtained by students in examinations. Moreover, it was discovered that a wide variety of variables influence students' accomplishment or success interaction. A teacher's academic and professional qualifications, experience, age, assessment interval, training, and a variety of other variables all influence students' learning discourse and must all operate effectively for education to be of high-quality Salfi and Saeed, (2007). Furthermore, the performance of the students depends upon several factors like learning facilities, age, and gender differences. The most significant factor with the positive outcome on the performance of the students is the competence of students in various subjects. Students having good communication skills expand the students' performance (Abdullah, 2011). This study focused on the Achievement of Teachers and Grade of Junior High School Students in Private Schools of West Aklan Philippines.

This study was conducted to determine the Achievement of Teachers' and Grades of Private Junior High School Students of West, Aklan, Philippines for the school year 2016-2017.

Specifically, this study sought to answer the following questions:

1. What is the level of performance of teachers in terms of:
 - 1.1. Instructional Planning
 - 1.2. Instructional Delivery
 - 1.3. Assessment of/for learning
 - 1.4. Learning Environment
 - 1.5. Professionalism
 - 1.6. Student Progress
2. Is there a significant difference in the performance of teachers in terms of instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress?

3. Is there a significant difference in the performance of teachers in terms of instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress according to grade level and district?
4. What is the academic proficiency of students in the various grade levels and by district?
5. Is there a significant difference in the academic proficiency by grade levels and district?
6. Is there a significant relationship between the performance of teachers and the academic proficiency of the students?
7. What intervention program is proposed to improve the performance of students?

Based on the preceding questions, the following hypotheses were advanced:

1. There is no significant difference in the performance of teachers by grade levels and schools in terms of instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress.
2. There is no significant difference in academic proficiency by grade levels and schools.
3. There is no significant relationship between the performance of teachers by grade levels and by students.

This study utilized descriptive survey and correlational methods of research utilizing secondary data gathering. It aimed at finding out the relationship between the achievement of teachers and the grades of private Junior High School students of West Aklan, Philippines. It also determined whether there exists a significant difference in the achievement of teachers in terms of instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism and student progress, and the grades of students when grouped according to district and grade level.

The participants of this study were the 204 Teachers and 363 Junior High School students in the Western, Aklan for the school year 2016-2017. The participants were classified according to the general weighted average, school, and grade level. The teachers are also the respondents of this study in terms of determining the achievements used in their respective schools. They were grouped according to instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress.

The result of the study showed that the achievement of the teachers of the private Junior High Schools of West Aklan, Philippines was observed to be “exemplary” in terms of instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress. All the indicators under the teachers performance such as instructional planning (M=3.90, sd=0.20), instructional delivery (M=4.00, sd=0.00), assessment of/for learning (M=4.00, sd=0.00), learning environment (M=4.00, sd=0.00), professionalism (M=4.00, sd=0.00), and student progress (M=4.00, sd=0.00) were all observed to be “exemplary”. Having obtained the lowest mean rating, there is a need for the teachers to strengthen their performance in terms of instructional planning. It means that they need to utilize data of student learning to guide planning; plans time realistically for pacing, content coverage, and transitions; plans for differentiated instruction; aligns lesson objectives to school curriculum, and develops appropriate long and short-range plans, and is able to adapt plans when needed.

For the difference on the level of teachers performance, the result of One Way ANOVA showed a significant difference in the performance of the teachers in terms of instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress (F=6.723, p=0.000). It means that the teachers’ investment of effort in order to perform their function in terms of instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress is far way better than their performance in terms of instructional planning.

For the difference on the level of teachers performance according to grade level assignment, significant differences were not found on the performance of the teachers in terms of instructional planning (F=1.062, p=0.627), instructional delivery (F=0.943, p=0.409), assessment of/for learning (F=0.817, p=0.085), learning environment (F=0.430, p=0.273), professionalism (F=0.742, p=0.091), and student progress (F=1.139, p=0.165) when they are grouped according to grade level assignment. The result implies that the performances of the teachers across the various grade levels do not vary.

Difference on the level of teachers performance according to district, revealed that there is no significant difference in the performance of the teachers in terms of instructional planning (F=1.043, p=0.298), instructional delivery (F=1.675, p=0.935), assessment of/for learning (F=1.238, p=0.861), learning environment (F=1.008, p=0.907), professionalism (F=1.525, p=0.356), and student progress



($F=1.365$, $p=0.417$) when they are grouped according to district. It is good to note that the teachers' performances across the different districts do not greatly vary. For the academic proficiency of students by grade levels and districts, the result of the mean analysis showed that the academic proficiency of the Junior High students of West Aklan, Philippines is "very satisfactory" ($M=90.06$, 6.94). The Grade 7 students ($M=90.63$, $sd=2.22$) obtained the highest mean result, followed by the students in Grade 8 ($M=90.48$, $sd=2.27$), then Grade 9 ($M=89.93$, $sd=9.76$), and lastly Grade 10 ($M=89.09$, $sd=9.77$). However, regardless of the slight differences in the mean result across the grade levels, the students were found to have a "very satisfactory" performance. It was also recorded that regardless of the district, the students have a "very satisfactory" performances. The students in the District of Makato ($M=91.23$, $sd=2.05$) was found to have the highest mean result, followed by the students in the Districts of Lezo ($M=91.14$, $sd=1.98$), Malay ($M=90.96$, $sd=2.17$), Malinao ($M=90.86$, $sd=2.79$), Nabas ($M=90.37$, $sd=2.45$), Buruanga ($M=90.10$, $sd=1.68$), Numancia ($M=89.91$, $sd=2.55$), and lastly the students from the District of Ibajay ($M=88.48$, $sd=12.98$).

Moreover, the difference in the academic proficiency of students by grade levels and districts, the results showed that there is no significant difference on the academic proficiency of students by grade levels ($F=0.681$, $p=0.606$) and districts ($F=1.092$, $p=0.368$). The result implies that the students regardless of their grade levels and district have more or less the same academic proficiency.

Hence, the relationship between the performance of the teachers and academic proficiency of the students, revealed that there is a significant relationship between the academic proficiency of the students and the performance of the teachers in terms of instructional planning ($r=0.347$, $p=0.001$), instructional delivery ($r=0.526$, $p=0.035$), assessment of/for learning ($r=0.368$, $p=0.027$), learning environment ($r=0.429$, $p=0.041$), professionalism ($r=0.315$, $p=0.008$), and student progress ($r=0.501$, $p=0.012$). The result implies that the teachers' performance predicts the extent of the students' academic proficiency. Thus, when the teacher performs well, the students are expected to have a better academic proficiency.

As a result, the academic proficiency of the students of West Aklan, Philippines is "very satisfactory". There is no significant difference in the academic proficiency of students by grade levels and districts. There is a significant relationship between the academic proficiency of the students and the performance of the



teachers in terms of instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress.

The descriptive survey and correlational methods of research was conducted among 204 Teachers who were officially employed in private schools and 363 Junior High School students who were officially enrolled also in private schools of the Western side of Aklan Philippines for school year 2016-2017.

Based on the findings mentioned above the following conclusions are drawn:

1. The achievement of the teachers of the private Junior High Schools of West Aklan, Philippines was observed to be “exemplary” in terms of instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress.
2. The result of One Way ANOVA showed a significant difference in the performance of the teachers in terms of instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress.
3. Significant differences were not found on the performance of the teachers in terms of instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress when they are grouped according to grade level assignment and district.
4. The result of the mean analysis showed that the academic proficiency of the Junior High students of West Aklan, Philippines is “very satisfactory”.
5. There is no significant difference on the academic proficiency of students by grade levels and districts.
6. There is a significant relationship between the academic proficiency of the students and the performance of the teachers in terms of instructional planning, instructional delivery, assessment of/for learning, learning environment, professionalism, and student progress.
7. The proposed intervention program is centered on enrichment. Since the students got very satisfactory performance, the conduct of intensive remediation in 30 minutes every day to remedy address the least mastered skills and difficulties of students. The remediation program will start from June to March of the succeeding year.

Based upon the conclusions, the researcher presents the following recommendations:



1. The teachers should be able to enhance their instructional planning by making sure that content coverage is directly aligned to the lesson coverage and school curriculum.
2. The teachers should be able to develop appropriate long and short-range plans to make sure that the mission and the vision of the school are achieved and quality learning is provided among students.
3. Proper time table and provision of different curricular activities and innovative methods of teaching, use of educational technology must be performed by the teachers in order to bring about improvement in their performance and the student's perform as well.
4. Students should be taught the necessary study skills so that their academic achievement can be greatly improved. The learner should not try to perform so many learning activities at one time.
5. Parents must be made aware that their contribution is important for the success of their children. They should create a congenial and friendly atmosphere at home which may prove to be a catalyst for study habits and academic achievement.
6. The teachers should provide learning activities that are meaningful to learners so that as the teacher's performance progresses, the student's academic proficiency progresses as well.
7. The student's enrichment activity is recommended to be conducted by the secondary private schools in West Aklan to expose the students in various add-on activities during a 30-minute session after class.

References

1. Abdullah, A. (2011). Some determinants of student performance in Financial Management Introductory course: an empirical investigation. *Journal of King Saudi University Administrative Sciences*, 5(1), 1-26.
2. Alberta, M. (2012). "Important Element in Teaching" [https://www.teachers.ab.ca/ATA Governance Policy and Position Papers Position Papers Pages Nature of Teaching and Teaching as a Profession.aspx](https://www.teachers.ab.ca/ATA_Governance_Policy_and_Position_Papers_Position_Papers_Pages_Nature_of_Teaching_and_Teaching_as_a_Profession.aspx)
3. Carpenter, T. P., & Fennema, E. (2009). Cognitively guided instruction: Building on the knowledge of students and teachers. *International Journal of Educational Research*, 17(5), 457-470.



4. Cherry, Kendra (2012, April 12). Educational Psychology. Retrieved from <http://psychology.about.com/od/behavioralpsychology/f/behaviorism.htm>. Retrieved on August 5, 2021
5. Duncombe, R., & Armour, K. M. (2008). Collaborative professional learning: From theory to practice. *Journal of In-Service Education*, 30(1), 141-166.
6. Frykholm, J. A. (2011). Beyond supervision: Learning to teach mathematics in community. *Teaching and Teacher Education*, 14, 305-322
7. Gavino, Z. (2013). The Teaching Performance in the Higher Institution in Kalinga, Philippines: A Bench Mark for Quality Education, VOLUME 2, OCTOBER 2013, ISSN 2278-6236
8. Geiser, S and Santelices, V. M. (2007). Validity of high school grades in predicting student success beyond the freshman year. Retrieved on February 8, 2008 from <http://cshe.berkeley.edu/publication/docs/>
9. Habib, K., Shah, D., & Khawaja, S. H. (2008). Comparing school performance to understand which schools are doing better by assessing and comparing quality of education. Islamabad: Academy of Educational Planning and Management, Ministry of Education.
10. Hanushek, E. A., Kain, J. F., Markman, J. M., & Rivkin, S. G. (2009). Does peer ability affect student achievement? *Journal of applied econometrics*, 18(5), 527-544
11. Harland, J., & Kinder, K. (2007). Teachers' continuing professional development: Framing a model of outcomes. *British Journal of In-Service Education*, 23(1), 71-84.
12. Heinesen, E. (2010). Estimating class-size effects using within-school variation in subject-specific classes. *The Economic Journal*, 120(545), 737 – 760.
13. <https://pridereadingprogram.com/how-does-a-teacher-affect-student-performance/>
14. Kennedy, M. (2010). Attribution error and the quest for teacher quality. *Educational Researcher*, 39(8), 591-598. http://scholar.harvard.edu/files/mkraft/files/nyc_middle_school_-_school_context_3.12_.pdf
15. Khan, H., & Shah, M. H. (2010). Factors associated with learning achievement of Grade-V students in public schools. Islamabad: Academy of Educational Planning and Management, Ministry of Education.
16. Laczko-Kerr, I. I. (2010). Teacher certification does matter: The effects of certification status on student achievement (CD-ROM) (Abstract from ProQuest File, Dissertation Abstracts Item: 3045652).



17. Learning Theories. com (2012, April 12). Retrieved from <http://www.learningtheories.com/vygotskys-social-learning-theory.html>
18. Lumsden, Linda S., (2007). Student Motivation To Learn. The Educational Resources Information Center (ERIC) Digest, Number 92. Retrieved from http://www.kidsource.com/kidsource/content2/Student_Motivatation.html / April 12, 2012.
19. Murnane, R. J., & Phillips, B. R. (1981). Learning by doing, vintage and selection: Three pieces of the puzzle relating teaching experience and teaching performance. *Economics of Education Review*, 1(4), 453-465.
20. Noble, J. P., Roberts, W. L., & Sawyer, R. L. (2006). Student Achievement, Behavior, Perceptions, and Other Factors Affecting ACT Scores. ACT Research Report Series, 2006-1. ACT, Inc.
21. Ogunshola, F & Adewale, A.M. (2012). "The Effects of different teaching method on academic achievement" <http://www.ijird.com/index.php/ijird/article/view/34875>
22. Papay, J. P. (2012). Refocusing the debate: Assessing the purposes and tools of teacher evaluation. *Harvard Educational Review*, 82(1), 123-141. http://scholar.harvard.edu/files/mkraft/files/nyc_middle_school_-_school_context_3.12_.pdf
23. Raychaudhuri, A., Debnath, M., Sen, S., & Majumder, B. G. (2010). Factors affecting students' academic performance: A case study in Agartalamunicipal council area. *Bangladesh. e-Journal of Sociology*, 7(2), 34-41.
24. Rowan, B., Chiang, F. S., & Miller, R. J. (2007). Using research on employees' performance to study the effects of teachers on student's achievement. *Sociology of Education*, 70, 256-284.
25. Salfi, N. A., & Saeed, M. (2007). Relationship among school size, school culture and students' achievement at secondary level in Pakistan. *International Journal of Educational Management*, 21(7), 606-620.
26. Tharp, R. and Gallimore, R. (1998). A Theory of Teaching as Assisted Performance. In *Rousing Minds to Life: Teaching, Learning, and Schooling in Social Context*. R. Tharp and R. Gallimore (eds.). Cambridge: Cambridge University Press. 27-43
27. Warwick, D. P., & Riemers, F. (1992). Teachers training in Pakistan: Value added or money wasted? Cambridge, M.A.: Harvard Institute for International Development.



28. Wilson, R.A., Barton, G., Buzzelli, J., Carzo, F., Carrier, R., Edmunds, F., Gildenhorn, A., and Glaser, R. (2011). Handbook of the American Association of Schools in South America (AASSA) Teacher Performance Evaluation System (TPES). Available online: <https://www.state.gov/documents/organization/203750.pdf>
29. Workman, Teri A. (2012, April 12). Teri Workman. Student Attitudes on Learning. Retrieved from http://www.ehow.com/about_4588540_student-attitudeslearning.html#ixzz26PFri6IW
30. Zajacova, Anna, Lynch, Scott M. & Espenshed. Thomes J. (2007). Self-Efficacy and academic success in college. *Research in Higher Education*, vol.40, NO.6, pp.677-706.