



## **School Practices and Their Relationship to The Levels of Teachers Performance in A Private School**

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**Abstract:** This action research offers a remedy for the issues that occur in schools, whether they are public or private. As a result, modifications to school procedures may be debated and put into effect right away.

**Key words:** private school, school practices

### **Introduction**

This action research is a solution to the existing problems in school may it be a private or public educational institution. Hence, improvements in school practices can be discussed and implemented immediately.

### **Statement of the Problem**

The main objective of this study is to identify the school practices and their relationship to the level of performance of teachers.

Specifically, this research study sought answers to the following questions:

What is the profile of the teacher respondents in terms of the following:

- age;
- gender;
- civil status
- educational attainment; and
- length of experience?

What is the level of performance of the teacher respondents as revealed by their self ratings?

What are school practices as assessed by the teacher respondents in the different aspects of education in terms of the following:

- student assessment;
- classroom instruction;
- teacher-training;
- curriculum development;
- 3.5 management of school resources; and
- 3.6 stakeholder relations?

How significant is the difference in the assessment of the school practices by the teacher respondents in the different aspects of education when they are grouped according to profile variables?

5. How significant is the relationship between the level of performance of teachers and the school practices?

## METHODOLOGY

The research design used in this study was the descriptive method. This method answered the questions raised to identify the school practices and their relationship to the level of performance of teachers.

## RELATED LITERATURE

According to Easton and Schneider (1991) in their book, "Six Major Roles of School Administrators" stated the following proponents: (1) the manager, (2) instructional leader, (3) disciplinarian, (4) human relations facilitators, (5) evaluator and (6) conflict mediator. This would explain that administrators can become competent in their roles of a school administrator.

## STATISTICAL PROCEDURE

To achieve the goals of this study, the researcher involved seventy five (75) teachers from the Philippine Cambridge School of Law in Cavite as the research venue.

The following statistical tests were used to analyze the gathered data: frequency and percentage, weighted mean, t-test for independent samples, One-

Way Analysis of Variance (ANOVA) and Pearson Product Moment Correlation

### Summary of the Findings

The significant findings of the study are discussed below:

#### 1. Profile of Teacher Respondents

##### 1.1 Age. The largest number of the teacher respondents,

fourteen (14) or 18.7% of them, belonged to the youngest group of 25 years and below. This was followed by twelve (12) or 16% who were aged between 31-35 years of age; and another twelve (12) or 16% who were aged between 41-45 years of age; Ten (10) or 13.3%, belong to 46-50 age bracket; 8 or 10.7% of the teacher respondents who were aged between 31-35 years of age; 8 or 10.7% who belonged to the 36-40 years of age. Six (6) or 8% of the teacher respondents belonged to the age group of 26-30 years; and 5 or 6.7% belonged to the oldest group of 56 years and above. The mean age of the teacher respondents was 39.73 years.

**1.2 Gender.** Majority of the teachers numbering sixty seven (67) are female. Only eight (8) or 10.7% of the teacher respondents represent the male group.

**1.3 Civil Status.** Forty seven (47) or 62.7% are married. Twenty three (23) or 30.7% are single. Four (4) or 5.3% are widowed. Only one (1) or 1.3% is separated.

##### 1.4 Educational Attainment. Forty six (46) or 61.3% were

Bachelor's degree holders. Twenty six (26) or 34.7% have obtained some units in the Master's degree program; 1 or 1.3% was a Master's degree holder and two (2) or 2.7% obtained some units in the Doctoral degree program.

##### 1.5 Length of Service. Twenty four (24) or 32% have 1-5

years of teaching experience. This was followed by twenty (20) or 26.7% who have 21 years and above teaching experience.

Eleven (11) or 14.7% have 6-10 years of teaching experience; another 11 or 14.7% have 16-20 years of teaching experience; and 9 or 12% have 11-15 years of teaching experience. On the average, most of the teacher respondents had 15.68 years of teaching experience.

In summary, the teacher respondents can be described as predominantly female, mostly married and in their late thirties. Majority of them are

Bachelor's degree holders and have teaching experience of about eight years.

## 2. Level of Performance of Teacher Respondents as Revealed by their Self-Ratings.

The highest self-rating of the teacher-respondents showed that thirty one (31) or 41.33 percent have an “outstanding” performance rating. The teachers’ performance level consistently exceeds expectations. They displays at all times, a consistently high level of performance-related skills, abilities, attributes, initiatives and productivity. All assignments/responsibilities are completed beyond the level of expectation. Self-direction of the teachers is evident.

Twenty (20) or 26.67 percent of teacher respondents have a “very satisfactory” performance rating and the teacher performance level often exceeds expectations. They display a high level of competency-related skills, abilities, initiatives and productivity, exceeding requirements in many of the areas.

Twenty four (24) or 32 percent of the teacher respondents have a “satisfactory” performance rating reflected in their CB-PAST. The teacher performance level meets basic expectations based on standards. They display basic level of work with performance outputs as required outcomes or expectations of the job. Teacher performance on the job and outputs are frequently below standard. Work outputs are consistently low, regularly fail to meet required outcomes, and are needing of duty or by completion of others.

The teacher may need immediate instructional support.

## 3. School Practices As Assessed by Teacher Respondents in

Different Aspects of Education

### 3.1 Student Assessment. The computed mean was 3.95.

This finding infers that the teacher respondents “agree” about the school practices employed in different aspects of education in terms of student assessment. Student assessment is one of the key issues in education, if student have learned what are trying to teach them, measures of meaningful learning outcomes are done in a fair, reliable, accurate way, and to inform the teacher about student performance and how they are interpreting course experiences also become useful.

**3.2 Classroom Instruction.** The overall assessment of the teacher respondents registered a mean of 4.31, which suggests that they “agree” that classroom instruction is an effective indicator of school practices employed by teacher respondents.

**3.3 Teacher-Training.** The computed mean was 4.33 which implies that teacher respondents “agree” on the effectiveness of teacher-training as school practices employed. Teaching can be a challenging but rewarding profession.

**3.4 Curriculum Development. The teacher respondents** recorded a mean of 4.23, which can be verbally translated as “agree”. This finding shows that the teacher respondents barely practice curriculum development as school practices employed in the school

### 3.5 Management of School Resources. **The computed**

mean was 4.20, which is interpreted as “agree”. This finding suggests that the teacher respondents agree on the effectiveness of management of school resources as school practices employed in the research locale. Managing all of a school’s resources represents a considerable challenge.

### **3.6 Stakeholder Relations.** The teacher respondents

recorded a mean of 4.19, which can be verbally translated as “agree.” This finding shows that the teacher respondents barely practice stakeholder relations as part of school practices employed in the research locale. Effective management of relationships with stakeholders is crucial to resolve issues facing organizations. By using their influence, stakeholders hold the key to the environment in which school operates and the subsequent financial and operating performance of the school.

The overall assessment of school practices employed in different aspects of education by the teacher respondents. Teacher-Training posted an agree response from the teacher respondents having the highest overall mean of 4.33.

## **4. Significance of Difference in Assessment of School Practices**

When Respondents are Grouped According to Profile Variables

### **4.1 When Grouped According to Age.** No significant

difference was observed in the teacher respondents’ assessment of school practices when they are grouped according to age.

The null hypothesis of no significant difference in the assessment of school practices by teacher respondents when they are grouped according to age. This finding further implies that age is not a significant factor in differentiating the teacher respondents’ assessment of school practices in their schools.

### **4.2 When Grouped According to Gender.** The assessment

of school practices by teachers respondents did not differ significantly when they were grouped according to gender. This finding was denoted by the computed t-values of 0.802, 1.368, 0.990, 1.017, 0.845 and 0.995, respectively, which were lesser than the critical value of 1.993 with 73 degrees of freedom at

.05 level of significance. This finding accepts the null hypothesis of no significant difference in the teachers’ assessment of school practices when they were grouped according to gender.

### **4.3 When Grouped According to Civil Status.** No

significant difference was observed in the teacher respondents’ assessment of school practices in their school when they were grouped according to civil status. This implies that civil status is not a significant factor in predicting the teacher respondents’ assessment of school practices in their schools.

### **4.4 When Grouped According to Educational**

**Attainment.** No significant difference was observed in the teacher respondents’ assessment of school practices when they were grouped according to educational attainment .

On the other hand, there were significant differences between the teachers’ assessment of school practices in terms of student assessment when they were grouped according to educational attainment. It can be deduced that teachers did not have similar levels of assessment of school practices. When they are grouped according to educational attainment in terms of student assessment.

**4.5 When Grouped According to Length of Teaching Experiences.** No significant difference was observed in the teacher respondents’ assessment of school practices when they were grouped according to length of teaching experience. This finding was denoted by the following

computed F values which were lesser than the tabular value of 2.5027 with 4, 70 degrees of freedom at .05 significance level: Student Assessment (F =

1.094); Classroom Instruction (F = 0.347); Teacher-Training (F = 0.503); Curriculum Development (F = 0.322); Management of school Resources (F = 0.389); and Stakeholder Relations (F = 0.326).

The null hypothesis of no significant difference in the teacher respondents' assessment of the school practices when they are grouped according to length of teaching experience. This infers that length of teaching experience is not a significant factor in differentiating the teacher respondents' school practices employed in their work place.

#### 5. Significance of Relationship of Level of Performance of Teachers to School Practices

There were moderate and significant correlations between the level of performance of teachers to the school practices of teachers respondents in terms of the following: student assessment ( $r = 0.446$ ;  $t = 4.372$ ); classroom instruction ( $r = 0.429$ ;  $t = 4.167$ ); teacher-training ( $r = 0.433$ ;  $t = 4.215$ ); curriculum development ( $r = 0.459$ ;  $t = 4.533$ ); management of school resources ( $r = 0.490$ ;  $t = 4.932$ ); and stakeholder relations ( $r = 0.657$ ;  $t = 7.647$ ). The respective computed t-values were greater than the tabular value of 2.641 with 77 degrees of freedom at 0.01 significance level.

The null hypothesis of no significant relationship between the level of performance of teachers and school practices employed was rejected.

It can be deduced from this finding that the school practices as assessed by the teacher respondents have significantly affected their level of performance as teachers.

#### Conclusions

The following conclusions were drawn from the significant findings of the study:

The teacher respondents can be described as predominantly female, mostly married and in their late thirties. Majority of them are Bachelor's degree holders and have teaching experience of about eight years.

The teacher respondents have "outstanding" performance ratings that consistently exceed expectations. They display at all times a consistently high level of performance-related skills, abilities, attributes, initiatives and productivity skills. All assignments/responsibilities are completed beyond the level of expectations. Self-direction of the teachers is also evident based on the results.

The results revealed that the teacher respondents "agree" on the effectiveness of the school practices being employed in their school.

There is no significant difference in the assessment of the extent to which the teacher respondents employ the school practices when they are grouped according to their profile variables.

There is a significant relationship between the level of performance of teachers and the practices being employed in the school.

#### Recommendations

Given the significant findings and conclusions of this study, the researcher forwards the following recommendations:

The teachers should be provided with teacher training and inservice opportunities, and activities to help them keep pace with the innovative instructional methods of teaching.

Best practices are inherent parts of a curriculum that exemplifies the connection and relevance of school reforms to student needs. They interject rigor into the curriculum by developing thinking and problem-solving skills through integration and active learning.

The teachers should be encouraged by the school leader to plan out learning activities that will develop the students into useful and productive members of the society and the global community.

Implementing strategies to create the learning environment that could enhance the use of best practices to develop the learners better should be devised by the teachers and the school leader so that students reach their personal best through flexible and relevant instruction. These may include the use of ICT in instruction and flexible groupings through active learning.

Teachers may offer students multiple paths for practicing skills and completing assignments such as oral presentations, hands-on projects, cooperative learning or debates.

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