



**LOCAL SCHOOL BOARD (LSB) TEACHERS' TEACHING
PERFORMANCE AND ITS RELATIONSHIP TO
LEARNERS' ACADEMIC ACHIEVEMENT**

**ADA E P. CASTRONUEVO
TEACHER I**

Calaboa Primary School
adaecastronuevo22@gmail.com

ABSTRACT

The study determined the LSB teaching performance and its relationship to their learners' academic achievement in the Schools District of Santa Barbara. It was found out that the level of teaching performance of LSB teachers when grouped as a whole and classified according to educational qualification, and length of teaching experience is very satisfactory. There were no significant differences in the level of teaching performance of teachers when classified according to educational qualification and length of service. The level of academic achievement of learners when grouped as a whole and classified according to grade level and size of school is very satisfactory except for kindergarten which is satisfactory. There were no significant differences in the level of academic achievement of learners when classified according to grade level and size of school. There was a significant relationship between LSB teachers' teaching performance and learners' academic achievement. LSB teachers' experiences were adaptability and resilience,

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teaching roles and impact, professional development and collaboration, and diverse teaching experiences and realities.

Keywords: *Local School Board (LSB), Teachers, Teaching Performance, Learners, Academic Achievement*

INTRODUCTION

The Teaching performance of the teachers is the key in achieving a professional practice by society's requirements at the moment. It is responsible for promoting the necessary responsibility for good training and learning that serve the professional stage and personal development (Escribano, 2018). In this regard, teacher performance standards become a valuable reference for the work carried out in the classroom. They determine their activities and the way to do it while transmitting knowledge to students, which become a reference for reflection and continuous improvement of their work. The lack of adequate pedagogical support will prevent evidence of the achievements and progress of learning in the students, as well as analyzing and identifying the origin of the learning that was not achieved to make relevant changes (Pérez et al., 2018).

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An assessment tool called the Individual Performance Commitment and Review Form (IPCRF) is used to grade government workers, like public school teachers, based on their accomplishments over the previous year.

The school head and the teachers collaborate on this project, which facilitates an open dialogue about the goals of the department as a whole as well as the course expectations, key outcomes areas, and objectives. It offers a forum for the Department of Education to come to consensus on performance standards and conduct that promotes both professional and personal development (Opena, 2022).

The IPCRF is done at the end of the school year to determine the teachers' teaching performance. It has the adjectival rating of Outstanding (4.500-5.000), Very Satisfactory (3.500-4.499), Satisfactory (2.500-3.499), Unsatisfactory (1.500-2.499), and Poor (below 1.499) (www.deped.gov.ph).

Academic accomplishment is measured in terms of thinking skills, Math, Science, Social Science, and communication abilities. These competencies help learners thrive in both the classroom and in society. The overall average shown on the students' report card for the 2022–2023 school year determines their academic success.

Teachers teaching in the public schools are composed of nationally funded and locally funded teachers. These nationally funded teachers are hired according to the guidelines and policies set by the Department of Education (DepEd) and funded by the national government,

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while locally funded teachers who are commonly called Local School Board (LSB) teachers are hired according to the choice of the Local Chief Executive provided the name of the teacher to be hired is found in the registry of qualified applicants. The salary of the latter is funded by the Local Government Unit using the Special Education Fund (SEF) with the approval of the LSB in which the Board is headed by the mayor. Regardless of the professional preparations and teaching competence of the LSB teachers and as long as the mayor of the town is still the mayor, there is an assurance that LSB teacher still be hired in the next school year.

The researcher, being an LSB teacher, observes that some LSB teachers are inspired to teach and are very enthusiastic in any work they perform, while others seem to be bored with school work. Chances are that the former are well motivated by factors concerning teaching, while the latter may not have experienced any praises at all from others or their school heads. Some are no longer thinking of how to improve their teaching performance. Whatever it is, the researcher intends to find out about the Local School Board (LSB) teachers' teaching performance and its relationship to their learners' academic achievement.

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MATERIALS AND METHODS

Respondents of the study

The respondents of the study were all Local School Board (LSB) teachers assigned in all public elementary schools in the Schools District of Santa Barbara during the school year 2022-2023.

In Balabag-Jibao-an Elementary School, there were 4 LSB teachers equivalent to 18% of the respondents. In Ban-ag Elementary School, there were 3 teachers equivalent to 13% of the total number of respondents. In Buayahon-Bantay Elementary School, there was 1 teacher equivalent to 5% of the respondents. In Calaboa Primary School, there was 1 teacher equivalent to 5% of the total number of respondents. In Camambugan Elementary School, there was 1 teacher equivalent to 5% of the respondents. In Lacadon Primary School, there were 2 teachers equivalent to 9% of the total number of respondents. In LamaguDay Elementary School, there were 2 teachers equivalent to 9% of the respondents. In Lanag Elementary School, there were 3 teachers equivalent to 13% of the total number of respondents. In Talongadian Elementary School, there was 1 teacher equivalent to 5% of the respondents and in Santa Barbara Central Elementary School, there were 4 teachers equivalent to 18% of the total number of respondents.

All LSB teachers assigned in all public elementary schools in the Schools District of Santa Barbara during the school year 2022-2023 were respondents of the study.

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Table 1: Respondents of the Study

Name of School	Number of Teachers	Percentage
Balabag-Jibao-an Elementary School	4	18%
Ban-ag Elementary School	3	13%
Buayahon-Bantay Elementary School	1	5%
Calaboa Primary School	1	5%
Camambugan Elementary School	1	5%
Lacadon Primary School	2	9%
Lamagusa Elementary School	2	9%
Lanag Elementary School	3	13%
Talongadian Elementary School	1	5%
Santa Barbara Central Elementary School	4	18%
Total	22	100%

Data-gathering Procedure

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the respondents to administer the instrument.

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The researcher followed the protocol in conducting the study and personally administer and retrieve the questionnaires from the respondents.

Research Instrument

The instrument used in data-gathering was an adopted instrument.

Part I was all about the personal information about the respondents which included name, which is optional, Educational Qualification categorized into Baccaureate Degree, Baccaureate Degree with Master's Units, Master's Degree, and Master's Degree with Doctoral Units, length of experience as LSB teacher categorized into short and long, IPCRF rating, learners' general average, grade level assigned and size of school categorized into big and small.

Part II was a narrative description about the experiences as Local School Board teachers.

Data Analyses

The researcher-made instrument was reproduced according to the number of respondents of the study. After the retrieval of the accomplished copies of the questionnaire, data were organized, computed and tabulated.

To determine the teaching performance of LSB teachers, the researcher used the following scale of means and interpretation:

The overall rating/assessment for the accomplishments shall fall within the following adjectival ratings and shall be in three (3) decimal points.

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RANGE	ADJECTIVAL RATING
4.500-5.000	Outstanding
3.500-4.499	Very Satisfactory
2.500-3.499	Satisfactory
1.500-2.499	Unsatisfactory
below 1.499	Poor

To determine the academic achievement of the learners, the researcher used the general average reflected on their School Report Card.

Statistical Tools

This study made use of both descriptive and inferential statistical methods. The frequency count, percentage, and mean were employed in the descriptive analysis. The Mann Whitney U test, Kruskal Wallis H-test, and Spearman Rho with a significance threshold of 0.05 were employed for the inferential analysis.

Frequency count. According to Santos (2006), frequency count provides a description of the respondents' profile in terms of the distribution of numbers for each chosen personal feature. This was done in order to determine how many respondents in a given group chose, checked, or determined which statement best reflected their perception.

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Percentage. Percentage is the value, which results from dividing a value or measurement by the total values, the result of which is multiplied by 100 (Ruiz, 2003). This was used to find out the percentage of respondents in a particular group.

Mean. The mean is calculated by dividing the total number of items on the checklist by the sum of the weighted scores of all the items (Borro, 2002). The average scores that characterize the evaluation of the academic accomplishment of students and the instructional effectiveness of local school board teachers were calculated using the mean.

Mann Whitney U test. This was used to find out the significant difference on the level of LSB teachers' teaching performance and learners' academic achievement for variables with two categories like length of experience and size of school.

Kruskal Wallis H test. This was used to find out the significant difference on the level of LSB teachers' teaching performance and learners' academic achievement for variables with more than two categories like educational qualification and grade level.

Spearman Rho. Spearman Rho was used to determine the significant relationship between the LSB teachers' level of teaching performance and learners' academic achievement.

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RESULTS AND DISCUSSIONS

This study aimed to determine the LSB teaching performance and its relationship to their learners' academic achievement in the Schools District of Santa Barbara.

Mixed method was used in the study. For quantitative method, descriptive-correlational research design was employed under descriptive method, while qualitative method used phenomenological approach using thematic analysis.

There were twenty-two respondents taken purposively from public elementary schools in the District of Santa Barbara, Schools Division of Iloilo.

Researcher-made instruments was used to gather data on the level of teaching performance of Local School Board (LSB) teachers. The questionnaires had undergone content validation by a panel of jurors using the Fraenkel and Wallen Content-Related Criteria tool. The reliability test of the questionnaires was conducted to 22 LSB teachers in the District of Santa Barbara.

Both the descriptive and inferential statistics were used in the study. For descriptive statistics, the frequency count, percentage, and mean were used. For inferential statistics, Mann Whitney U-test and Spearman's rho were used and set at 0.05 level of significance. Thematic analysis was used for open-ended questions to determine the themes.

The following were the findings of the study.

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The level of teaching performance of Local School Board (LSB) teachers when grouped as a whole and classified according to educational qualification, and length of teaching experience is very satisfactory.

There were no significant differences in the level of teaching performance of teachers when classified according to educational qualification and length of service.

The level of academic achievement of learners when grouped as a whole and classified according to grade level and size of school is very satisfactory except for kindergarten which is satisfactory.

There were no significant differences in the level of academic achievement of learners when classified according to grade level and size of school.

There was a significant relationship between LSB teachers' teaching performance and learners' academic achievement.

When teachers were asked about their experiences as local School Board (LSB) teachers, the following themes have emerged: adaptability and resilience, teaching roles and impact, professional development and collaboration, and diverse teaching experiences and realities.

CONCLUSIONS

Based on the results of the study, the following conclusions were made:

Regardless of LSB teachers' educational qualification and length of experience as LSB teacher, they exhibited a similar level of Very Satisfactory teaching performance.

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Local School Board teachers' educational qualification and length of experience are not factors in determining teachers' level of teaching performance.

Regardless of learners' grade level and size of school, they exhibited a similar level of Very Satisfactory academic achievement.

Learners' grade level and size of school are not factors in determining their academic achievement.

Local School Board teachers' teaching performance is connected to their learners' academic achievement. LSB teachers who have high performance tend to produce learners with high academic achievement.

The personal variables of the LSB teachers could not affect their teaching performance.

Local School Board (LSB) teachers believed that learners achieved high academic achievement because they have high teaching performance. They all believed that they had done everything for the learners to learn and by making the teaching-learning process effective.

The higher the LSB teachers teaching performance, the higher the learners' academic achievement.

According to Kara et al. (2013), The professional credentials, experience, age, and gender of instructors did not significantly impact academic achievement in Nyandarua County secondary schools. However, academic achievement was considerably impacted by the job category and workload of instructors. The study also found that there was a substantial impact on academic

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achievement from the frequency of assignment distribution, teachers' supervision of students' completion of tasks, and prompt assignment grading. Academic attainment is further impacted by teachers assessing students' CAT scores and giving weak kids customized learner attention. Setting performance goals for the KCSE and finishing the Form Four syllabus on time were also statistically significant predictors of academic success. Thus, the educational methods used in the classroom and the background traits of the teachers do influence pupils' academic success.

The experiences of LSB teachers may vary in the form of adaptability and resilience, teaching roles and impact, professional development and collaboration, diverse experiences and realities. They are all learnings and preparations in becoming an effective teacher.

In view of the results of the study, the researcher made the following recommendations:

Local School Board (LSB) teachers should continue to perform well for the learners to attain high academic achievement.

The school head should continue to provide and support the needs of the teachers especially in the classroom.

Local School Board (LSB) teachers with high teaching performance should be acknowledged and recognized by the school and by the higher office to sustain the positive outlook and for the learners to achieve high academic achievement.

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Equal opportunities and privileges should be given to all teachers when it comes to promotion, professional advancement, assignment, and designation because everybody performs effectively.

Similar studies are encouraged in other areas using different variables, which are not included in the present study to discover other significant outcomes related to Local School Board (LSB) teachers teaching performance and its relationship to their learners' academic achievement.

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