



**SCIENCE TEACHERS' RATING AND PUPILS' ACADEMIC PERFORMANCE
AMIDST PANDEMIC IN PUBLIC ELEMENTARY SCHOOLS**

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ABSTRACT:

This study aimed to determine the Science teachers' rating and academic performance of pupils in selected public elementary schools in Kalibo, Aklan, Philippines for school year 2021-2022. It used survey-correlational design. It attempted to explain perceived demonstrated relationship between quantifiable variables. It described the level of teachers' competencies in various dimensions and academic performance of pupils in Science in selected elementary schools. The main data-gathering instrument was survey-questionnaire. The participants were 33 public elementary Science teachers and 115 pupils in selected public elementary schools in Kalibo, Aklan. Purposive sampling was used to select the public school teachers and pupils as participants. The statistical tools used for descriptive and inferential analyses were frequency, percentage, mean and Pearson r. The teachers' level of competence in terms of level of knowledge, teacher effectiveness and professional responsibility, was described as excellently competent. The performance rating of teachers was very satisfactory. Pupils' academic performance was very satisfactory. There is no significant relationship between the level of competencies of teachers and their performance ratings. There is a significant relationship between the science teachers' competencies and pupils' academic performance. A Teachers' Capability Building Program (TCBP) to improve pupil's academic performance is proposed.

Keywords: Teacher's Rating; Academic Performance, Science Teachers, Pupils, Competence

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INTRODUCTION

“The COVID-19 pandemic has presented a set of real-world lessons too close and too fresh to be captured by textbooks” – USA Today (2021).

Our educational system is experiencing a huge change and uncertainty due to the COVID-19 pandemic. This has resulted in the widespread closure of educational institutions' face-to-face activities to prevent the virus's transmission and mitigate its impact. However, the importance of education remains consistent.

The Department of Education developed a Basic Education Learning Continuity Plan through Department Order No. 012, s. 2020 engaging internal and external stakeholders for inputs in the design of a learning delivery strategy and operational direction that ensures the health, safety and well-being of all learners, teachers, and personnel of the Department. This memorandum recognized the actions of the government to combat the COVID-19 pandemic, requiring the shutdown of schools for face-to-face learning. The BE-LCP ensures the learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners” (DepEd Order No. 012, s. 2020, p. 1).

According to CNN Philippines (2019), the Philippines is ranked the lowest in reading comprehension and second lowest in science and mathematics among 79 countries. The Organisation for Economic Co-operation and Development (OECD) tested around 600,000 15-year-old students in 79 countries through the 2018 Programme for International Student Assessment (PISA).

The quality of the teacher has a significant impact on the quality of education. It's no secret that good teachers are essential. Schools and communities have long sought for the best teachers available, believing that their pupils' success hinges on it. The most important factor in raising student achievement and bridging the achievement gap is having competent teachers. The ability of a teacher to create an environment that is fair, understanding, and tolerant of varied pupils, ideas, experiences, and backgrounds is enhanced by teacher competency. Teachers have been found to be the single most important factor influencing student achievement (Yinger, 2006). The quality of teaching is the single most critical influence on student learning.

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Academic achievement as a measure of school success can be traced all the way back to the Victorian era (Bell, 2013). Academic achievement has been used to assess schools and, more crucially, to define people's professional options since then. The 'good schools' are those that are praised for their ability to properly groom pupils in order for them to meet the prescribed requirements. Pupils' academic achievement is used to assess this, both at the school level and nationwide. The relevance of excellent student achievement has piqued the interest of the general public, policymakers, educators, students, and the Department of Education.

A major concern in schools especially in this new normal situation is to increase pupils' academic performance. In- depth monitoring and evaluation and technical assistance has emerged to focus on the new normal setting of education where pupils learn through the different modes of learning such as Modular Learning (Printed), Modular Learning (Digitized). Online Learning, Radio-based instruction, Television-based instruction, Blended Learning and Hybrid Learning which will still be able to create the best environment in which to facilitate learning and engage students.

With the current trend of education where pupils learn at home at their own pace, it is indeed a challenge for educators to sustain, deliver and engage the learners to their lessons. The study is conducted to identify the factors that could make or mark pupil's academic performance. It will gain depth understanding of how teachers apply their teaching performance in the new normal setting of education. This study will also gather information about practices in schools of improving the quality of teachers in schools. This will assist greatly in ensuring teacher's competency, improving academic excellence in schools and assist teacher's and pupils' academic performance to compete effectively in this constantly changing environment. Such review would also encourage teachers to upgrade their skills on a continuous basis to make them more competent in the delivery of educational services as curriculum implementers. Understanding the importance of teacher and their impact on pupils' performance will help school administrator in preparing policies and design that will aid in excellence education.

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MATERIALS AND METHODS

The main purpose of this study is to determine the science teachers' rating and pupils' academic performance in selected public elementary schools in Kalibo, Aklan, Philippines. Specifically, it seeks to answer the following questions:

1. What is the level of competencies of teachers as shown in their CBPAST in terms of:
 - a. Level of knowledge
 - b. Teacher's effectiveness
 - c. Professional responsibility and interpersonal relationships
2. What is the performance rating of teachers?
3. What is the academic performance of pupils?
4. Is there a significant relationship on the level of competencies and performance rating of teachers?
5. Is there a significant relationship on performance rating of teachers and pupil's academic performance?
6. What intervention program is proposed to improve the academic performance of pupils?

This study employed a survey - correlational research design. According to McMillan (2005), a descriptive research describes the nature of situation as it exists at the time of the study and explore as the cause of a particular phenomenon. Thus, it involves the collection of data in order to test hypothesis or to answer questions concerning the current status of the subject and their study.

Secondary data such as the performance rating of teachers as well as the grades of the pupils in the first to third quarter in their Science subject were gathered. The performance rating of teachers which are reflected in the CBPAST & IPCR files in the schools were gathered and analyzed with permission from the teacher respondents. The same process was used in retrieving the grades of pupils in their Science subject.

2.1 Population and Sampling

For this study, purposive sampling was used to select the public school teachers and pupils as participants. In purposive sampling, the researcher intentionally selected individuals and sites to learn or understand the central phenomenon based on the priori conceptual framework of

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Crowther et al., (2002). The respondents of the study were 33 public elementary teachers teaching Science subject and 115 pupils in Kalibo, Aklan. It was not expected that the schools or individuals chosen were themselves representative of the population but rather that they possessed the necessary information about the population (Oracion, 2007; Fraenkel and Wallen, 2007).

2.2 Instrumentation

The main data-gathering instrument in this study was the structured questionnaire adopted from Competency-Based Performance Appraisal System for Teachers (CB-PAST). To interpret the score from the rubrics, the researcher utilized the following arbitrary scale and corresponding descriptions:

| Scale | Description |
|---------------|-----------------------|
| 4.500– 5.0 | Excellent Competent |
| 3.500 – 4.499 | Very Highly Competent |
| 2.500 – 3.499 | Highly Competent |
| 1.500 – 2.499 | Fairly Competent |
| 1.499 – below | Not Competent |

The teacher’s performance rating utilized the following arbitrary scale and corresponding descriptions:

| Scale | Description |
|---------------|-------------------|
| 4.500– 5.0 | Outstanding |
| 3.500 – 4.499 | Very Satisfactory |
| 2.500 – 3.499 | Satisfactory |
| 1.500 – 2.499 | Unsatisfactory |
| 1.499 – below | Poor |

Secondary data were utilized to gather data on the pupils’ academic performance. These included the general weighted average of the students during the third grading period. To interpret the result, the following scale and description were used:

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| Scale | Description |
|----------|---------------------------|
| 90 –100 | Outstanding |
| 85-89 | Very Satisfactory |
| 80-84 | Satisfactory |
| 75-79 | Fairly Satisfactory |
| Below 75 | Did Not Meet Expectations |

The questionnaires were validated by the experts in the field to ensure that the needed data would be elicited.

RESULTS AND DISCUSSION

Levels of Competence of Teachers by Dimension

The level of competencies of teachers as shown in their CBPAST are generally “Excellently competent” in terms of level of knowledge, teacher’s effectiveness and professional responsibility and interpersonal relationships. It implies that the teachers are competent and equipped with necessary skills to teach the subject.

The result supports the concept of Wallace (2011) which states that teachers for years have been regarded as the essential catalysts for school improvement and school improvement. They are the driving force and main resource in the development and academic growth of students as they are sources of knowledge and agents of change.

Table 1. Summary of Levels of Competence of Teachers by Dimension

| Competencies | Mean | Description |
|---|-------------|------------------------------|
| Level of Knowledge | 4.69 | Excellently Competent |
| Teachers' Effectiveness | 4.63 | Excellently Competent |
| Professional responsibility and Interpersonal Relationships | 4.59 | Excellently Competent |
| Over all | 4.64 | Excellently Competent |

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Teacher's Performance Rating

The performance rating of teachers as shown in their IPCR is outstanding. This implies that teachers' performance is dependent on the exposure of teachers in different trainings, actual teaching experiences and enhancement of their teaching skills.

The results support the study of Hagger & McIntyre, (2006) which states that teaching competences are focused on the role of the teacher in the classroom, directly linked with the 'craft' of teaching - with professional knowledge and skills mobilized for action Teacher competences imply a wider, systemic view of teacher professionalism, on multiple levels – the individual, the school, the local community, professional networks.

Table 2. Teachers Performance Rating

| Average Performance Rating | Description |
|-----------------------------------|--------------------|
| 4.801 | Outstanding |

Pupils' Academic Performance

The mean analysis of the performance rating of the pupils is very satisfactory. This implies that pupils have a good study habit amidst pandemic.

They diligently study their lessons despite the new normal setting of education. The Department of Education have implemented different mode of learning to bridge the gaps in education instruction.

These results conform with the study of Oweis (2018) which reveals that blending learning has a positive effect in pupils' academic performance.

Table 3. Pupils' Academic Performance

| Average Performance Rating | Description |
|-----------------------------------|--------------------------|
| 88.96 | Very Satisfactory |

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Relationship Between the Level of Competencies of Teachers and their Performance Ratings

There is no significant relationship on the level of competencies of teachers and their performance ratings. This implies that teachers' performance is not dependent on the level of competence of the teachers in terms of inputs believed to contribute to positive outcomes.

This conforms to the result of the study conducted by Deakin Crick (2008) that the competence is best described as 'a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain.

Table 4. Relationship Between the Level of Competencies of Teachers and their Performance Ratings

| Variables | r-value | Sig. | Remarks | Decision |
|----------------------------------|----------------|-------------|----------------|-----------------------|
| Competence Teacher's Performance | 0.032 | 0.731 | No significant | Accept H _o |

Relationship on the level of competencies of teachers and pupil's performance ratings

There is significant relationship on level of competencies of teachers and pupils' academic performance. This implies that academic performance of pupil is dependent on the level of competence of the teachers.

This conforms to the result of the study conducted by Alvaira (2011), that there was a significant relationship between the instructional competencies of the teachers and the performance of pupils. The result showed that instructional competencies of the teachers influence the performance of the pupils. This indicates that teachers with outstanding instructional competencies have pupils with good performance.

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Table 5. Relationship Between the Level of Competencies of Teachers and Pupils' Academic Performance

| Variables | r-value | Sig. | Remarks | Decision |
|---|----------------|-------------|----------------|-----------------------|
| Competence Pupils' Academic Performance | 0.646 | 0.542 | significant | Reject H ₀ |

Proposed Intervention Program

Teachers' Capability Building Program (TCBP)

Teachers' Capability Building Program helps school to respond evolving teachers' competency and pupils' performance in Science. Many programs are concerned with delivering a capability to change only when that capability is transferred to their constituents who are the teachers and students. Utilizing the capability deliver the benefits to the school, benefits can only be delivered through the utilization of a new teachers' capability.

CONCLUSIONS AND RECOMMENDATIONS

Teachers' competence is important for pupils' well-development in order to ensure quality learning. Teachers' competence will benefit pupils' academic development and skills while also assisting teachers in improving their teaching ways.

Teachers are encouraged to continue attending various trainings and workshops to sustain their level of competencies in terms of Level of knowledge, Teacher's effectiveness, and Professional responsibility and interpersonal relationships. They should also engage in different school programs and trainings to increase their performance rating. The school heads should continue providing activities that develop the competence of teachers in the various dimensions of the school.

It is a big challenge for the teachers to enhance the academic performance rating of pupils in Science subject through strengthened instruction in the new normal and arousing their interest and motivation in learning the said subject.

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