

# Performance Status of Public Elementary and Secondary Schools in the District of San Simon, Pampanga: An Analysis

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**Abstract-** Performance Status of schools reflects the kind of teachers and administrators that the schools have. This research used the mixed evaluation design: qualitative for statistical treatment and descriptive method as in the use of the “Performance Evaluation Instrument” and interviews to determine the relative performance of schools. The respondents of the study included 50 students from each of the thirteen elementary and five secondary schools in San Simon, Pampanga. This study used the SPSS (Statistical Package for the Social Sciences). The salient findings of the study were identified despite the fact that the survey showed satisfactory performance in the elementary and secondary level, the researcher found various gaps in all aspects: teacher’s behavior, facilities, and student’s services. The necessity to remediate and innovate as in the context of Continuous Improvement Program is emphasized. The researcher recommended various program enhancements in the spirit of continuous improvement anchored most especially on Systems Theory and Quality Management Theory in connection to the findings and conclusions to improve the performance status of public elementary and secondary schools in the District of San Simon, Pampanga.

**Index Terms-** Performance, School, Teachers, Administrators

## I. INTRODUCTION

The quest for quality basic education evolves. The Department of Education pursuit for continuous innovation towards quality and excellence is based on its vision standards. It is aligned to the same vision and mission to deliver nothing but the best for the global Filipino.

Different factors should be considered in achieving excellence especially by schools in remote areas. It is believed that among the elements which can directly influence the performance of an institution are teacher’s behavior, facilities and student services. But of course, students are the most important element of any academic institution to whom efforts are directed and dedicated. Therefore, these aspects of the real educational arena play a very vital role to assure that students’ welfare is beyond all reasons to promote and to protect. And the best safeguard is abreast to the very fundamental step of management, performance assessment.

The performance of the school matters in the Department of Education, and every school aims to have a positive school performance. However, poor school performance still exists. Poor school performance (PSP) is defined as a school achievement below the expected for a given age, cognitive skills, and schooling.

Performance appraisal is the best source of managerial data. Both employees and employers play a vital role in the success or failure of an organization. And the only tool to scientifically address the situation is through purposive assessment and evaluation.

In Philippine Education setting, teachers’ behavior can be evaluated using the CB-PAST but it is designed for formative self-assessment and summative assessment made by the superior officer to the teachers. There are no specific tool from the DepEd to measure the same and the other two factors: facilities and student services available at the moment that is from the perspective of the students. DepEd could have forgotten the evaluation from the point of view the clientele as introduced in the 360-degree feedback to gather data in the form of school climate surveys.

According to Stronge (2007) the positive and negative behaviors exhibited by teachers determine to a great extent their effectiveness in the classroom and, ultimately, the impact they have on student achievement. Several specific characteristics of teacher responsibilities and teacher behaviors that contribute directly to effective teaching are listed for each of the following categories: The teacher as a person; Classroom management and organization; Planning and organizing for instruction; Implementing instruction; Monitoring student progress and potential; and Professionalism.

Teachers are the representatives of both their content areas and their schools. How teachers present themselves makes an impression on administrators, colleagues, parents, and students. Often a student links the preference for a particular subject to a teacher and the

way the subject was taught. A teacher who exudes enthusiasm and competence for a content area may transfer those feelings to the students.

On the other hand, it is a general rule that the physical plant and facilities of the school are such that they are adequate for the attainment of the objectives of the school. It is important to consider a good condition and adequacy of school facilities, because improving school facilities offers a feasible opportunity for improving the school performance. One of the school-related factors that greatly contribute to the performance of the institution is environment which must be conducive to learning. Stressing on a healthy-learning environment, Wong and Wong (2000) advocated that learning is most effective when it is placed in a supportive community, where there are abundant facilities which aid the learner in their progress. Students learn fast in a conducive environment.

In terms of admission, DepEd is abreast on the “No rejection Policy “ which empowered the students of a very fundamental right for basic education emphatically enumerated on the educational agenda of the President consistent to the policy on equal access.

Considering the career guidance, The Federation of According Agencies of the Philippines, “Survey Instrument for According Program in Liberal Arts, Education and Commerce, FAAP (1985) emphasizes that a sound and functional guidance program directed towards the welfare and the total personality development of the students is an indispensable student personnel service. Around us are critical conditions and situations, which are evidences of lack of direction. It is guidance services where we can find an asylum in the present stresses of our society (Santos, 2005).

It is in this light that the researcher aims to conduct a study regarding the performance of the public elementary and public secondary schools.

### Conceptual Framework

The study was anchored in the system theory. This theory considers the organization as an integral purposeful system composed of a set of inter-related and thus mutually- dependent sub-systems.

These sub-systems can have their own sub-sub-systems which are interrelated and interacting components. This is an extension of the humanistic perspective that describes organizations as open systems characterized by entropy, synergy, and subsystem interdependence. An open system requires interdependence and interactions between organization and the environment for survival. While entropy is a characteristic of the system theory of organizations in a universal context to run down and die gradually. Synergy, on the other hand refers that the whole is greater than the sum of the parts as described in the work of Daft (2008). This is the basis that any change or innovation in the organization affects the other parts and therefore the school as an organization must be managed as a system with interrelated aspects and programs.

The study adopted the IPO model.

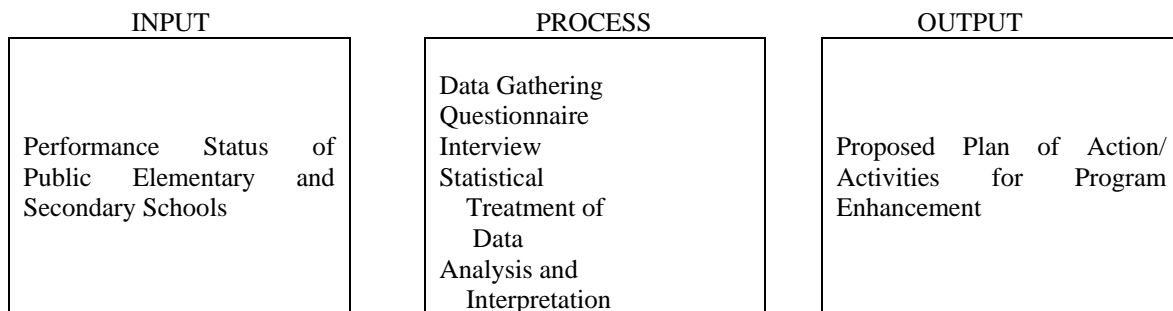


Figure 1. Paradigm of the Study

### Statement of the Problem

The study specifically sought answer to the following questions:

1. How may the teachers' behavior of both elementary and secondary be evaluated?
2. What is the performance status of the District of San Simon in terms of facilities?
3. What is the performance status of the District of San Simon in terms of student services, to wit:
  - 3.1. library;
  - 3.2. security;
  - 3.3. canteen;
  - 3.4. guidance and counseling;

- 3.5. health services;
  - 3.6. admission; and
  - 3.7. student organizations?
4. What program or plan of actions can be crafted to address possible gaps among these aspects that would benefit the students?

### **Significance of the Study**

The result of the study will be relevant to the institution in pursuing quality and excellence. It could serve as a basis for the enhancement of institutional programs to resolve existing problems in DepEd.

Specifically, this will be beneficial on the following:

**Students.** This study will surely benefit the students as ultimate beneficiaries of scholastic innovations in the aspects of faculty behavior, school facilities and students' services.

**Teachers.** This study will help teachers to identify areas which need improvements especially on their behavior while engaged in classroom interactions.

**Parents, Benefactors and the Government.** They will surely get equity of what they spend daily and periodically in their associations, programs and ventures towards addressing social divides and academic gaps.

**School Administrators.** The result of the study will serve as reflection of the holistic performance of the school administrators and to identify the aspects that need improvements.

**Future Researchers.** The study will serve as basis for future study and will be added to the existing body of literature regarding the performance of the schools.

### **Scope and Delimitation of the Study**

This study involved the thirteen (13) elementary and five (5) secondary schools in the District of San Simon, Pampanga in School Year 2014-2015.

The questionnaire was limited to contain only aspect on teachers' behavior, school facilities and students' services. Other aspects relative to instructions, transparency and accountability were also delimited. The researcher strongly believed that transparency and accountability are seriously managed by COA (Commission on Audit) that any recommendation from the researcher is futile because of its independence.

## **II. METHODS**

### **Research Design**

The study used the mixed-method which utilized both the quantitative and qualitative methods of research in determining status of performance for the different public schools in San Simon, Pampanga. This study deals with the teachers' behavior, facilities and student services which comprise of the admission, library, security, canteen, guidance and counseling, health services and student organizations provided in CHED Memorandum Circular No. 21, s. 2006.

Mixed method aims to describe research designs that consciously blend both approaches within or across the stages of the research process (Johnson and Onwuegbuzie 2004). The use of mixed-method: quantitative and qualitative methods provide a more complete understanding of the research problems than those which use either approach alone.

### **Population and Sample of the Study**

Elementary and secondary students were the main respondents using the survey questionnaire randomly selected students followed by the interview with some students and two teachers in each school following the purposive sampling technique. Fifty students from each school were considered as respondents as reflected on Table 1.

Table 1 presents the participants in the school climate survey from the different elementary and secondary schools in the District of San Simon.

Table 1

List of Participating Schools and Number of Student and Teacher Participants

Participating School	N (S)	n (S)	%	N (T)	n (T)	%
1. Concepcion Integrated School/ Elementary	922	50	5.42	22	2	9.09
2. Concepcion Integrated School /High School	418	50	11.96	15	2	13.33
3. Dela Paz Elementary School	834	50	6.00	20	2	10.00
4. Dela Paz High School	922	50	5.42	30	2	6.67
5. San Agustin Elementary School	282	50	17.73	7	2	28.57
6. San Isidro Elementary School	376	50	13.30	10	2	20.00
7. San Jose Elementary School	243	50	20.58	7	2	28.57
8. San Juan Elementary School	260	50	19.23	8	2	25.00
9. San Miguel Elementary School	564	50	8.87	15	2	13.33
10. San Pablo Elementary School	492	50	10.16	14	2	14.29
11. San Pedro Elementary School	981	50	5.10	24	2	8.33
12. San Pedro High School	624	50	8.01	24	2	8.33
13. San Simon Elementary School	657	50	7.61	19	2	10.53
14. San Simon High School	876	50	5.71	29	2	6.90
15. Sta. Cruz Elementary School	180	50	27.78	6	2	33.33
16. Sta. Monica Elementary School	571	50	8.76	14	2	14.29
17. Sta. Monica High School	215	50	23.26	9	2	22.22
18. Sto. Nino Elementary School	424	50	11.79	11	2	18.18

**Research Instrument**

The instrument of the study was based on the original standard set by UP and that from CHED Memorandum Circular No. 21, s. 2006 as shown in Appendix B. Minor inclusion and exclusion of other factors indicative of administrative duties were considered in the revised instrument of the study. The said “Performance Evaluation Instrument” was used as the Data Gathering Instrument. Availed in Kapampangan as shown in Appendix C for element schools and English for high school as shown in Appendix D.

A series of interviews were conducted to attest the results based on students’ responses during the survey.

The said instrument was used to evaluate the performance of public schools in San Simon, Pampanga in the aspect of teachers’ behavior, facilities and student services.

**Data Gathering Procedure**

A formal communication requesting permit to conduct survey was sent to the Office of the Schools Division Superintendent through the Record Section and was approved. The same was shown to the school administrators for this purpose. The plan was executed properly among the 13 elementary schools and 5 secondary schools in the District of San Simon for the School Year 2014-2015 as scheduled.

A series of non-formal interviews to ascertain if the responses of the students conform with the real school climate were conducted based on the scheduled plan.

**Data Processing and Statistical Treatment**

The statistical treatment included computation of mean to simplify the data and used the SPSS to establish the correct summaries of responses of the students from different locale followed by the series of non-formal interviews of teachers in the presence of some

students using the same Performance Evaluation Tool as guide to ascertain the responses of the students as results of the survey questionnaire tabulated accordingly containing the frequency distribution and the corresponding verbal interpretations according to the students' perception matrix.

The tabulated responses in the frequency distribution tables from the different schools weresubjected to the digital process of the SPSS (Special Package for Social Sciences)to determine the mean score of every item in the Performance Evaluation Tool . All data from the different schools were analyzed and presented in tables with their respective frequency responses. Each of the aspects in the Performance Evaluation Tool was tabulated, leveled, and numbered respectively to facilitate the analyses, interpretation and discussion separating the data of the elementary schools from the secondary schools.

Arithmetic Mean was used to provide information on the level of performance on teachers' behavior, facilities , and student services in each school following a very specific scale indicative of the respondents degree of agreement or disagreement to each of the items contained in the Performance Evaluation Tool in accordance to the 5-point Likert Scale interpreted as shown:

Scale	Descriptive Rating
5	Strongly Agree
4	Somewhat Agree
3	Cannot Agree nor Disagree
2	Somewhat Disagree
1	Strongly Disagree

### III. RESULTS AND DISCUSSION

The performance status of the public schools in San Simon, Pampanga in the aspect of teacher's behavior, facilities and student services was assessed. The data on the status of performance of the different schools were gathered involving fifty randomly selected students from each elementary and secondary public school in the District of San Simon, Pampanga followed by an interview using the same Performance Evaluation Tool as guide for verification.

Findings focused on status of the performance of the schools in terms of teachers' behavior, and evaluation of facilities of the school followed by the evaluation of the student services.

Table 2  
 Frequency Distribution and Descriptive Rating for Teacher's Behavior

Indicator	Mean	Descriptive Rating
Elementary	3.5	Very Satisfactory
Secondary	3.7	Very Satisfactory
General Weighted Mean	3.6	Very Satisfactory

Table reflects that in terms of teachers' behavior, elementary accumulated a mean of 3.5, which is interpreted as "Very Satisfactory", while the secondary has a mean of 3.7, which is also "Very Satisfactory. The general weighted mean of 3.5 shows that the elementary and secondary teachers' behavior are both "Very Satisfactory".

Table 3  
 Frequency Distribution and Descriptive Rating for Facilities

Indicator	Mean	Descriptive Rating
Elementary	3.1	Satisfactory
Secondary	3.5	Very Satisfactory
General Weighted Mean	3.3	Satisfactory

Table 3 reflects that facilities in elementary schools are "Satisfactory" based on its mean of 3.1, while the secondary schools garnered a mean of 3.5 which is interpreted as "Very Satisfactory". Considering the general weighted mean of 3.3, the respondents indicate that the facilities are "Satisfactory".

Table 4

Frequency Distribution and Descriptive Rating for Library

Indicator	Mean	Descriptive Rating
Elementary	2.3	Fair
Secondary	2.4	Fair
General Weighted Mean	2.4	Fair

Library is described as “Fair” both in elementary and secondary schools based on its general weighted mean of 2.4. The library in elementary schools has a mean of 2.3, while the secondary school has a mean of 2.4.

Table 5  
 Frequency Distribution and Descriptive Rating for Security

Indicator	Mean	Descriptive Rating
Elementary	2.9	Satisfactory
Secondary	3.3	Satisfactory
General Weighted Mean	3.1	Satisfactory

Findings reveal that the security is rated as “Satisfactory” in elementary schools based on its mean 2.9, while the secondary schools accumulated a mean of 3.3 or “Satisfactory”. It shows that the respondents assessed the security as “Satisfactory” as shown in its mean of 3.1.

Table 6  
 Frequency Distribution and Descriptive Rating for Canteen

Indicator	Mean	Descriptive Rating
Elementary	3.2	Satisfactory
Secondary	3.3	Satisfactory
General Weighted Mean	3.3	Satisfactory

It is glaring from the table that the canteen services in elementary is “Satisfactory” as shown in its mean of 3.2. The secondary schools canteen services garnered a mean of 3.3 or “Satisfactory”. Findings show that the respondents assessed the canteen services with a mean of 3.3 or “Satisfactory”/

Table 7  
 Frequency Distribution and Descriptive Rating for Guidance and Counselling

Indicator	Mean	Descriptive Rating
Elementary	1.5	Poor
Secondary	1.8	Fair
General Weighted Mean	1.7	Fair

It shows in Table 7 that the guidance and counselling noted a mean of 1.7 or “Fair”. Elementary rated the guidance and counselling as “Poor” or 1.5, while the secondary marked a mean of 1.8 or “Fair”.

Table 8  
 Frequency Distribution and Descriptive Rating for Health Services

Indicator	Mean	Descriptive Rating
Elementary	1.8	Fair
Secondary	2.5	Fair
General Weighted Mean	2.2	Fair

Table 8 reveals that the health services in elementary and secondary are both “Fair” as shown in their mean 1.8 and 2.5 respectively, where in the general weighted mean of 2.2 is also interpreted as “Fair”.

Table 9  
 Frequency Distribution and Descriptive Rating for Admission

Indicator	Mean	Descriptive Rating
Elementary	3.6	Very Satisfactory
Secondary	3.9	Very Satisfactory
General Weighted Mean	3.8	Very Satisfactory

The admission in elementary is rated 3.6 or “Very Satisfactory”, while the secondary has a mean of 3.9 or “Very Satisfactory”. Table shows that the general weighted mean of 3.8 indicates that it is “Very Satisfactory”.

Table 10  
 Frequency Distribution and Descriptive Rating for Student Organization

Indicator	Mean	Descriptive Rating
Elementary	2.1	Fair
Secondary	2.7	Satisfactory
General Weighted Mean	2.4	Fair

Student organization is rated as “Fair” based on its mean of 2.4. Elementary rated the student organization “Fair” as shown in its mean of 2.1, while the secondary garnered a mean of 2.7 or “Satisfactory”.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

##### Conclusions

In the light of the findings of the study, the following conclusions were reached:

1. Schools’ performances comparatively differ relative to the needs of modern educational arena in the aspects of teacher’s behavior. Both elementary with 2.5 and secondary with 3.7 performance. But gaps were found needing various interventions and innovations.
2. Schools’ performances comparatively differ in aspect of school facilities. Elementary with 3.1 and secondary with 3.5 were satisfactory and very satisfactory respectively. But gaps were found needing various interventions and innovations.
3. Schools’ performances comparatively differ in students’ services. Elementary with 2.5 and secondary with 2.8 were fair and very satisfactory respectively. But gaps were found needing various interventions and innovations.
4. Various gaps in performance needs interventions and innovations to address specific issues, concerns and social divides.

##### Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. Consider research-based enhancement programs relative to facilities to address educational gaps and social divides in all aspects especially on modern facilities like projectors, computers and internet. Schools must consider the following program enhancements relative to facilities in the context of continuous improvement both in elementary and secondary levels
2. Improvement of the school services should be considered especially on the services that are rated as “Fair” or “Poor”.
3. Clinic for each school and guidance counsellor must be observed.
4. Similar study must be conducted to explore the variables of the research.

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