

Conference Paper

Work Motivation and Awards Received, and Pupils' Academic Performance in Elementary Schools in the Division of Northern Samar

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1. Introduction

In any organization, motivation plays an important role in shaping behavior. It influences productivity and work performance. It is a need, drive or desire that serves to organize behavior and directs it toward a goal. It makes a person continue his/her activity or work as a human being.

Former U.S. President Eisenhower said, "Motivation is the ability to get people to do what you want because they want to do it". This implies that motivation is an exchange between the individuals and their social environment. (Cesar Martinez and Galileo S. Fule, *Management Theory and Practice*, 2nd Ed. (Manila: GIC Enterprises & Co., c. 1997), p. 86)

When one thinks of hard work and sacrifice associated with teaching, s/he may ask, "Does it pay to be a teacher?" This very stressful of all vocations requires thorough preparation, and is demanding and taxing upon vitality; yet it is considered the noblest profession. Those who practice it are expected to contribute to their pupils' success in life.

According to the Department of Education (DepEd) graduating high school and elementary students are not doing well in their subjects and could continue floundering into college due to poor reading skills. (Sandy Araneta, *The Philippine Star*, Vol. XIX, No. 230 (March 15, 2005), p. 15.)

DepEd Undersecretary Luz said that based on the high school readiness test conducted in 2004, the entering high school students got 32-38% in English, Science, and Mathematics against passing mark of 60%. He attributed this not to the poor teaching skills, lack of books and materials, overcrowded rooms, and lack of reading materials in the homes of the students but the desire and motivational factors of the teachers to

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teach well their pupils in order for them to attain lasting academic performance. (Papa Alcuin, *The Philippine Daily Inquirer*, Vol. 20, NO. 96 (March 14, 20050, PP. A1-A4))

It is along this vein that this study is being conducted. It is hoped that this study will make teachers reflect on their motivation and help them cope with stressors as they go along their main task of making their pupils learn.

2. Objectives of the Study

This study aimed to:

1. determine the level of motivation of elementary grades teachers;
2. find out the awards received by the teachers;
3. evaluate the level of pupils academic performance;
4. find out the relationship between pupils academic performance; and
 - a. teachers' level of motivation; and
 - b. awards received by the teachers.

3. Methodology

This study was conducted in the Division of Northern Samar which is composed of 24 municipalities with Catarman as its capital. These municipalities are grouped into three major geographical areas, namely: Balicuatro Area which comprises Allen, Biri, Capul, Lavezarez, San Antonio, San Isidro, San Vicente, and Victoria; the Central Area, which includes Bobon, Catarman, Lope De Vega, Mondragon, Rosario, San Jose, and San Roque; and the Catubig Pacific Valley Area, which is composed of Lapinig, Gamay, Palapag, Pambujan, Laoang, Catubig, Las Navas, and Silvino Lobos.

This study covered 9 central schools having 55 teachers and 9 barangay schools having 13 teachers in the Division of Northern Samar.

From the Balicuatro Area, the central schools covered were those in San Isidro, Allen, and Lavezarez; and the barangay schools were San Juan, Jubasan and Enriqueta Elementary school having 12 and 5 central and barangay teachers.

The schools from the Central Area were Catarman I, Mondragon, and San Roque as respondents in the central school; the barangay schools involved Macagtas, Bugko, and Bantayan Elementary School. It consists of 25 central teachers and 5 barangay teachers, respectively.

In the Pacific Area, the central schools involved were Laoang I, Palapag and Catubig; the barangay schools comprised Rawis, Mapno and Calingnan Elementary School. It has 18 central teachers and 3 barangay teachers.

The respondents of this study were 55 grade three central and 13 barangay school teachers and pupils in the Division of Northern Samar. The teachers were made to accomplish the questionnaires on motivation and the checklist on awards received while the pupils were made to take the achievement test to evaluate their academic performance.

The study's three variables were teachers' motivation, awards received, and pupils' academic performance.

Motivation, which refers to a teachers' ability, willingness to perform and opportunity in his/her work in school, was measured by Roura's questionnaire on motivation.

Awards received by the teachers refers to the honors or awards received by the teachers for an exemplary performance according to the guideline of CSC MC No. 01, s. 2001, otherwise known as "Program on Awards and Incentives for Service Excellence" (PRAISE).

Academic performance of pupils is the pupils' ability in English, Science, and Mathematics as measured by their scores in an achievement test patterned from the 2005 Regional Elementary Achievement Test (REAT).

This study used the descriptive normative correlational survey research method. This is descriptive because it looked into the problems that affect the performance of teachers and pupils that could possibly influence pupils' performance. This method has been used by some researchers in finding solutions to problems encountered by teachers which parallel those of the present study. It is correlational because it looked into the relationship between teachers' motivation, awards received and pupils' academic performance.

In order to determine the level of motivation, the questionnaire on motivation by Roura was used. The instrument contains 30 items using five choices with the following weighted points.

Strongly agree - 5

Agree - 4

Uncertain - 3

Disagree - 2

Strongly disagree - 1

The second instrument was the evaluation checklist on awards received by the teachers according to the guidelines of CSC MC No. 01, s. of 2001, the awards have the following points.

National Level - 4

Regional Level - 3

Division Level - 2

District Level - 1

The fourth instrument is the achievement test, which contains 80 items. It determined the pupils' academic performance.

3.1. Scoring and interpretation of data

The teachers scores on Roura's questionnaire on motivation were categorized as:

150 above Very high motivation

120-149 High motivation

90-119 Moderate motivation

60-89 Low motivation

30-59 Very low motivation

The awards received, measured through CSC MC No. 01 s. 2001 evaluation.

Checklist were categorized in terms of the total number of points received by the teacher respondent.

The pupils' total achievement test raw scores were categorized as:

Raw Scores:

50-80 Above average

27-53 Average

0-26 Below average

The total scores of all the pupils' respondents in every respondent's school were added and divided by the number of pupils to get the mean score. The mean score was used the multiple regression analysis.

This study involved the grade three pupils and their teachers in Northern Samar. All the grade three pupils in the respondent school took the achievement test except those who are absent at the time the test was conducted. Their teachers automatically became the teacher respondents.

In order to determine the respondents' schools in the central and barangay schools the following procedures was resorted to:

The schools were grouped according to geographical area, namely: Balicuatro Area, Central Area, and Catubig Pacific Valley Area.

The fish bowl technique was used to determine the three schools in each geographical area that would be involved in the study. Municipalities with two or more districts were represented by only one central schools that was elected using this technique.

The questionnaires on motivation has been used by many researchers. However, since these have been modified, the revised instruments were validated through field testing.

The checklist on awards received by teachers has been developed by the Civil Service Commission and therefore needed no validation.

The achievement test for grade three pupils was a standardized test by the DepEd; therefore it needed no validation.

Permission to conduct the study was sought from the Schools Division Superintendent and from the district superiors and principals of the respondent districts and schools.

The researcher personally administrated the sets of questionnaire following strictly the instructions therein. A research assistant, however, helped the researcher in retrieving the questionnaires.

In order to determine the teachers' motivation, awards received and pupils' academic performance, this study used descriptive and inferential statistics. The descriptive used were the frequency counts, means, percentages and weighted mean were computed. The inferential statistics used were multiple regression analysis, with the level of significance was set at 0.05.

4. Results and Discussion

4.1. Teachers' level of motivation

It shows that out of the 68 teacher respondents, 34 or 50 percent had a high level of motivation; 32 or 47.06 percent had a moderate level; and two or 2.94 percent had a low level.

TABLE 2: Level of Motivation.

SA		A		U		D		SD		Σ	MEAN	BANK
F	WS	F	WS	F	WS	F	WS	F	WS			

TABLE 1: Teachers' Level of Motivation.

Level of Motivation	CENTRAL		BARANGAY		TOTAL	
	F	%	f	%	f	%
High	28	50.91	6	46.15	34	50
Moderate	26	47.27	6	46.15	32	47.06
Low	1	1.82	1	7.7	2	2.94
Total	55	100	13	100	68	100

	SA	A	U	D	SD	Σ	MEAN	BANK					
1. I am proud that I am a teacher.	56	280	12	44	0	0	0	0	0	0	328	4.82	1
2. I like to work toward some goal that I have to set for myself.	37	185	24	96	4	12	3	6	0	0	299	4.4	3.5
3. I work when I'm told.	2	2	1	2	3	9	18	72	31	155	240	4.36	4
4. I feel nervous when giving a talk before a group.	0	0	22	44	23	69	15	60	8	40	213	3.13	14
5. I maintain a smooth relationship with my co-teachers in my own standards.	28	140	22	88	23	69	15	60	8	40	213	3.13	9
6. I like to see others work under pressure by their superior/head.	1	1	7	14	7	21	27	100	26	130	274	4.03	8.5
7. I mind criticism seriously.	2	2	15	30	20	60	22	88	9	45	255	3.31	12.5
8. I teach when I am in the mood.	1	1	0	0	3	9	21	84	43	215	309	4.54	1
9. I work late if I am told to do so.	1	1	3	6	2	6	29	116	33	165	294	4.32	5
10. I respond negatively to my superior.	1	1	4	8	3	9	22	88	38	190	296	4.35	3
11. I feel tired teaching.	3	3	5	10	10	30	24	96	26	130	269	3.96	8.5
12. I envy teachers who receive an award.	1	1	4	8	7	21	26	104	30	150	284	4.18	6.5
13. I submit reports on or before the deadline.	37	185	28	112	3	9	0	0	0	0	306	4.5	3.5
14. I give rewards to pupils who follow instructions/rules.	30	150	35	140	2	6	1	2	0	0	298	4.38	8
15. I like my profession more than anything else.	36	180	25	100	6	18	1	2	0	0	300	4.41	5
16. I like to work with limitations.	6	6	14	28	16	48	23	92	9	45	219	3.22	12.5

	SA		A		U		D		SD		Σ	MEAN	BANK
17. I am not bothered when pupils' evaluation are poor.	0	0	6	12	5	15	27	108	30	150	285	4.19	6.5
18. I compliment superiors who are target oriented.	9	45	33	132	13	39	8	16	5	5	237	3.49	15
19. I delegate my work to others for personal welfare.	4	4	6	12	3	9	34	136	21	105	266	3.91	10
20. I conduct meetings with parents regularly.	18	90	35	140	11	33	3	6	1	1	270	3.97	11.5
21. I try to achieve my maximum level of performance even if pupils cannot.	10	80	18	2	12	36	18	36	10	10	204	3	14
22. I feel nervous when my superiors come to my room.	3	3	11	22	19	57	21	84	14	70	236	3.47	11
23. I ask support from the community for my own benefit alone.	2	2	1	2	2	6	22	88	41	205	303	4.46	2
24. I stay in school beyond office hours.	21	105	41	164	1	3	4	8	1	1	281	4.13	10
25. I avoid rivalry towards promotions.	18	90	37	148	4	12	6	12	3	3	265	3.89	11.5
26. I expert much from my pupils.	6	6	26	52	21	63	12	48	3	15	174	2.55	15
27. I take responsibility without being told.	33	165	28	112	4	12	3	6	0	0	295	4.34	6
28. I know everything about my professional.	13	65	33	132	17	51	5	10	0	0	258	3.79	12
29. I appreciate resourceful teachers.	41	205	24	96	1	3	2	4	0	0	308	4.53	2
30. I want pupils to learn easily.	31	155	31	124	4	12	2	4	0	0	295	4.34	7

TABLE 3: Level of Motivation of Central School Teachers.

ITEMS	SA		A		U		D		SD		Σ	MEAN	BANK
	F	WS	F	WS	F	WS	F	WS	F	WS			
1. I am proud that I am a teacher.	46	230	9	36	0	0	0	0	0	0	266	4.84	1
2. I like to work toward some goal that I have to set for myself.	32	160	19	76	3	9	1	2	0	0	277	4.49	3
5. I maintain a smooth relationship with my co-teachers in my own standards.	23	115	19	38	7	21	6	12	0	0	186	3.38	9
13. I submit reports on or before the deadline.	27	135	26	104	2	6	0	0	0	0	245	4.45	5.5

ITEMS	SA	A	U	D	SD	Σ	MEAN	BANK					
14. I give rewards to pupils who follow instructions/rules.	27	135	27	108	1	3	0	0	0	0	246	4.47	5.5
15. I like my profession more than anything else.	28	140	21	84	5	15	1	2	0	0	241	4.38	4
18. I compliment superiors who are target oriented.	7	35	26	104	11	33	6	12	5	5	189	3.44	15
20. I conduct meetings with parents regularly.	13	65	30	120	8	24	3	6	1	1	216	3.93	11
21. I try to achieve my maximum level of performance even if pupils cannot.	8	40	17	68	9	27	14	28	7	7	170	3.09	13.5
24. I stay in school beyond office hours.	16	30	33	132	1	3	4	8	1	1	224	4.07	10
25. I avoid rivalry towards promotion.	12	60	33	132	3	9	4	8	3	3	212	3.85	12
27. I take responsibility without being told.	25	125	25	100	3	9	2	4	0	0	238	4.33	7
28. I know everything about my profession.	8	40	29	116	13	39	5	10	0	0	205	3.73	13.5
29. I appreciate resourceful teachers.	34	170	19	76	1	3	1	2	0	0	251	4.56	2
30. I want pupils to learn easily.	24	120	25	100	4	12	2	4	0	0	136	2.47	8
3. I work when I'm told.	2	2	1	2	3	9	18	72	31	155	240	4.36	4
4. I feel nervous when giving a talk before a group.	0	0	19	38	19	57	11	44	6	30	150	3.07	13
6. I like to see others work under pressure by their superior/head.	1	1	5	10	6	18	21	84	22	110	223	4.05	8
7. I mind criticism seriously.	2	2	14	28	13	39	19	76	7	35	180	3.27	12
8. I teach when I am in the mood.	1	1	0	0	2	6	18	54	34	170	231	4.2	1.55
+	0	0	3	6	2	6	22	88	28	140	240	4.36	5
10. I respond negatively to my superior.	1	1	3	6	3	9	16	64	32	160	240	4.36	3
11. I feel tired teaching.	3	3	3	6	8	24	21	84	20	100	217	3.95	9.5
12. I envy teachers who receive an award.	0	0	4	8	4	12	22	88	25	125	233	4.24	7
16. I like to work with limitations.	6	6	9	18	13	39	22	88	5	25	176	3.2	14
17. I am not bothered when pupils' evaluation are poor.	0	0	5	10	3	9	21	84	26	130	233	4.24	6

ITEMS	SA		A		U		D		SD		Σ	MEAN	BANK
19. I delegate my work to others for personal welfare.	2	2	3	6	2	6	28	112	20	100	226	4.11	9.5
22. I feel nervous when my superiors come to my room.	1	1	9	18	15	45	18	72	12	60	196	3.56	11
23. I ask support from the community for my own benefit alone.	0	0	0	0	2	6	19	76	34	170	252	4.5	1.5
26. I expect much from my pupils.	3	3	22	44	17	51	10	20	3	3	121	2.2	15

TABLE 4: Level of Motivation of Barangay School Teachers.

ITEMS	SA		A		U		D		SD		Σ	MEAN	BANK
	F	WS	F	WS	F	WS	F	WS	F	WS			
1. I am proud that I am a teacher.	10	50	3	12	0	0	0	0	0	0	62	4.76	1.5
2. I like to work toward some goal that I have to set for myself.	5	25	5	20	1	3	2	4	0	0	52	4	10.5
5. I maintain a smooth relationship with my co-teachers in my own standards.	5	25	3	12	2	6	2	4	1	1	48	3.7	10.5
13. I submit reports on or before the deadline.	10	50	2	8	1	3	0	0	0	0	61	4.69	1.5
14. I give rewards to pupils who follow instructions/rules.	3	15	8	32	1	3	1	2	0	0	52	4	13
15. I like my profession more than anything else.	8	40	4	16	1	3	0	0	0	0	59	4.54	3.5
18. I compliment superiors who are target oriented.	2	10	7	28	2	6	2	4	0	0	48	3.69	14.5
20. I conduct meetings with parents regularly.	5	25	5	20	3	9	0	0	0	0	54	4.15	10.5
21. I try to achieve my maximum level of performance even if pupils cannot.	2	10	1	4	3	9	4	8	3	3	34	4.64	14.5
24. I stay in school beyond office hours.	5	25	8	32	0	0	0	0	0	0	57	4.38	9.5
25. I avoid rivalry towards promotion.	6	30	4	16	1	3	2	4	0	0	53	4.08	7
27. I take responsibility without being told.	8	40	3	12	1	3	1	2	0	0	57	4.38	3.5
28. I know everything about my profession.	5	25	4	16	4	12	0	0	0	0	53	4.54	10.5

ITEMS	SA	A	U	D	SD	Σ	MEAN	BANK					
29. I appreciate resourceful teachers.	7	35	5	20	0	0	1	2	0	0	57	4.36	6.5
30. I want pupils to learn easily.	7	35	6	24	0	0	0	0	0	0	59	3.13	6.5
3. I work when I'm told.	2	2	1	2	3	9	18	72	31	155	240	4.03	6.5
4. I feel nervous when giving a talk before a group.	0	0	22	44	23	69	15	60	8	40	213	3.31	12.5
6. I like to see others work under pressure by their superior/head.	1	1	7	14	7	21	27	108	26	130	274	4.03	9.5
7. I mind criticism seriously.	2	2	15	30	20	60	22	88	9	45	225	3.31	12.5
8. I teach when I am in the mood.	1	1	0	0	3	9	21	84	43	215	309	4.54	1
9. I work late if I am told to do so.	1	1	3	6	2	6	29	116	33	165	294	4.32	6.5
10. I respond negatively to my superior.	1	1	4	8	3	9	22	88	38	190	296	4.35	3.5
11. I feel tired teaching.	3	3	5	10	10	30	24	96	26	130	269	3.96	3.5
12. I envy teachers who receive an award.	1	1	4	8	7	21	26	104	30	150	284	4.18	6.5
16. I like to work with limitations.	6	6	14	28	16	48	23	92	9	45	219	3.22	9.5
17. I am not bothered when pupils' evaluation are poor.	0	0	6	12	5	15	27	108	30	150	285	4.19	9.5
19. I delegate my work to others for personal welfare.	4	4	6	12	3	9	34	136	21	105	266	3.91	14
22. I feel nervous when my superiors come to my room.	3	3	11	22	19	57	21	84	14	70	236	3.47	12.5
23. I ask support from the community for my own benefit alone.	2	2	1	2	2	6	22	88	41	205	303	4.46	2
26. I expect much from my pupils.	6	6	26	52	21	63	12	48	3	15	174	2.55	15

The teachers whether they were from the central or barangay schools, generally had a level of motivation which ranged from moderate to high. As shown by the data, almost all teachers responded positively to the items in the questionnaire. It can be inferred that while teachers may be highly motivated as evidence by their being proud of being a teacher; being appreciative of teachers who are resourceful; working toward some goals that they have set for themselves; submission of reports on time; and liking their profession more than anything else, they could be demotivated by other

factors such as the common complaint of teachers on low salary, considering the ever decreasing buying power of the peso and the ever increasing volume of work that they are required to do. These could explain why the majority of the teachers strongly disagreed that they teach only when they were in the mood; asked the assistance of the community where they were assigned for their own benefit; they responded negatively to their superior; and that they worked late when told to do so.

Presented in Table 3 and 4 are the items on the questionnaire on motivation for the central and barangay school teachers. When the evaluation of the two schools were compared, it was revealed that almost all the teachers were proud of becoming a teacher. The only difference was that while the central school teachers had a high level of motivation, their motivator were appreciating resourceful teachers; working toward some goals that they have set for themselves; liking their profession more than anything else; and submitting reports on time. It could be said that the motivators greatly affected the performance of the central school teachers such that they did not allow demotivators to ruin their career and risk actions unbecoming of a teacher.

In as much as the finding on barangay teachers ranged from moderate to high level of motivation, it shows that all the motivators and demotivators of central and barangay school teachers were the same, except when the barangay teachers said that they want to work toward some goals and expectations they have to set for themselves. This indicates that while they considered themselves as motivated school teachers, they strongly disagreed that they work only when they are told to do so. If however, they would allow it happen, the academic performance of the pupils would deteriorate and also the performance of teachers.

On the whole, it can be inferred that the teachers were highly motivated. Despite their being moderately stressed out, still they are proud of becoming a teacher. They have a positive outlook on their teaching profession.

4.2. Awards received by the teachers

It presents the awards received by the teacher-respondents. Out of the 68 teacher-respondents, 26 or 38.24 percent had received awards on the district level; while 23 or 33.82 percent had not; 12 or 17.65 percent were division level awards; and seven or 10.29 percent were regional awards. A similar pattern could be observed in central schools. However, in barangay schools, most of the teachers had not received any award and none has ever received a regional award.

TABLE 5: Awards Received by Teachers.

Award Received by the Teachers	CENTRAL		BARANGAY		TOTAL	
	F	%	f	%	f	%
Regional Level	7	12.73	0	0	7	10.29
Division Level	10	18.18	2	15.39	12	17.65
District Level	21	38.18	5	38.46	26	38.24
None	17	30.91	6	46.15	23	33.82
Total	55	100	13	100	68	100

4.3. Pupils' academic performance

It shows that the data on pupils' academic performance in English, Science, and Mathematics. On the whole, 898 pupils or 42.20 percent had average performance; 861 or 40.65 percent had below average; and 359 or 16.95 percent had above average. However, the segregated data reveal that in central schools, 726 or 42.98 percent of the total respondents had an average performance; 666 or 39.44 percent had below average; and 297 or 15.58 percent had above average. In barangay schools, out of 429 pupils 195 or 45.45 were below average; 172 or 40.10 percent were above average.

TABLE 6: Pupils' Academic Performance.

Academic Performance	Central		Barangay		TOTAL	
	F	%	f	%	f	%
Above Average	297	17.58	6317	14.69	360	17
Average	785	46.48	5	40.79	960	45.32
Below Average	607	35.94	191	44.52	798	37.68
Total	1,689	100	429	100	2,118	100

It shows that the comparison of pupils academic performance in the three subject areas in central and barangay schools. The same pattern could be observed when the schools were segregated. It appeared that English in the three geographical areas namely, Balicutatro Area, Central Area, and Pacific Area obtained mean scores of 14.46 for the central schools and 13.06 for the barangay schools which were generally below average.

In Science subjects, when the scores of the central and barangay schools were compared, it was observed that the majority of the pupils from the Balicuatro Area, Central Area, and Pacific Area got average scores. The average mean scores of the central and barangay schools were 11.99 and 11.49 respectively, indicating better learning.

In Mathematics, the central schools in the Balicuatro, Central, and Pacific Areas got average mean scores of 9.02 which is below average. This situation is different in the Division of Iloilo City and Lanao Del Norte, where Casquite’s and Divino’s findings showed that the performance of pupils in Mathematics was high.

On the whole, the aforementioned findings showed that the pupil’s academic performance was average. When the data were segregated, both the central and barangay schools got below average in English; Science and Mathematics got average. These data indicated that the pupils’ academic performance was good in Science and Mathematics rather than in English which was below average.

TABLE 7: Summary Table on Test of Relationships between Pupils’ Academic Performance and the Dependent Variable.

Variable	F Ratio	Significant F	r ²	Coefficient of Determination	Interpretation
X ₁ <i>Motivation</i>	.15538	.6947	.00235	0.235%	Not significant
X ₂	6.28183	.0147	.08691	8.691%	significant

5. Conclusions and Implications

The findings of this study, led to these conclusions and implications.

The majority of the teachers were high motivated. It can be said that teachers have their sincere desire to work with children and help them succeed.

The majority of the teachers attend in-service training on their own expenses. It appeared that the government had no budgetary allocation in terms of educational training of teachers.

The awards received by the teachers were mostly from the district level. As far as they were concerned, the teachers thought that they were performing well because the awards were given to them which qualified them up to the regional level only. It can be said that there is injustice and no equity in the giving of awards.

The pupils’ academic performance in the achievement test in English, Science and Mathematics was average. It indicates the need for more teaching facilities,

implementing new trends, strategies, and techniques without thorough orientation and increasing pupil disciplinary problems greatly affect the performance of pupils.

The awards received by teachers were significantly related to pupils' academic performance. It can be inferred that the ability of the teacher to receive an award enhances them to work harder and increase their level of performance. Teacher factor still play an important role in pupil achievement. The more awards the teacher receives, the better s/he performs.

6. Recommendations

Based on the findings of this study, the following recommendations are advanced:

The teachers' level of motivation was found to be high. It is therefore suggested that teachers be given recognition based on their performance.

The teachers attended in-service training on their own expense. It is suggested that the expenses they incurred should be reimbursed, and henceforth, the schools should pay for their attendance in INSET.

With the implementation of new trends, strategies and techniques in teaching, a thorough orientation among teachers should be held to improved their teaching strategies and techniques, for them to gain more knowledge and skills before the implementation of the program. The school administrators should also monitor and supervise this closely to enhance teachers and pupils' performance.

Inasmuch as teachers had insufficient teaching facilities, it is suggested that there should be joint efforts and cooperation among parents, teachers and school administrators. Financial assistance can be solicited from the municipal and local government units for the provision of these facilities. Insufficient teaching facilities can be at three times remedied, too, through the initiative and resourcefulness of the teacher.

Although teachers receive an award up to the district level only, it is suggested that awards be given to the teachers who have been getting very high performance rating so they would be more inspired to perform their task well.

The academic performance of pupils was found to be average, it is strongly recommended that a yearly evaluation be conducted among teachers and pupils to identify their least learned skills in English, Science, and Mathematics. They should relearn, reteach and evaluate these least-learned skills in every subject areas. Teachers should be sent to seminars and trainings to upgrade their teaching skills and competencies

but not on their own expense. It is also further suggest that the three subject areas should be departmentalized from grades one to six.

It is recommended that a similar study be conducted using the same variables but with respondents coming from the private schools in the province.

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