Title: Teacher and school-related factors associated with teachers’ performance in selected Adventist Academies Luzon

Author: Pakdee Tawinno

Date completed: March 1995

Granting Institution: Adventist International Institute of Advanced Studies (AIIAS)

Description: Unpublished Thesis (MAEd): 127 pages

Abstract:

The major purpose of this study was to define ways by which educational administrators can improve the performance of teachers. The problem addressed in this study was, “What factors were associated with teachers’ performance in selected Adventist academies in Luzon?”

The three research questions posed were: “What is the status of the teachers’ performance in selected Adventist academies in Luzon?”; “What variables are associated with teachers’ performance?”; and “What is the contribution of each independent variable to teachers’ performance?

The method used in this study was a correlative survey. Ninety-three students were randomly selected from a population of 554 fourth-year students. The 35 teachers respondents from a population of 54 taught basic senior subjects in six senior Adventist academies in Luzon, Philippines. The data collection was done in January 1995. The return of the tools was 97.3 percent.

The five variables considered as teacher-related factors were age, educational attainment, teaching experience, occupational commitment, and spiritual commitment. Another five variables were considered as school-related factors, class size, teacher loads, rewards, working
environment, and school facilities. Two variables were added during the data analysis—gender and subject taught. Data treatment included t-test, ANOVA, Pearson r correlation coefficient, and stepwise multiple regression. A .05 level of significance was set.

Of the 12 independent variables, four showed significant association with the teachers’ performance variables (total scale and subscales). Gender was positively and significantly correlated with the teachers’ performance total scale (p=.022) and teaching skill subscale (p=.010). Subject taught was positively and significantly associated with the teachers’ performance total scale (p=.052) and relationships with students subscale (p=.014). Age was negatively and significantly correlated with teachers’ performance on relationships with students subscale (p=.053). Variables showing no association with teacher’s performance were educational attainment, teaching experience, occupational commitment, spiritual commitment, class size, teacher loads, rewards, and working environment.

Findings showed limited relationship between the teacher-and school-related factors and teachers’ performance, as measured by student evaluation of teachers. The lack of significant findings limits recommendations for use of the methodology employed in this study for other similar studies.