

TEACHING PERFORMANCE OF MULTIGRADE TEACHERS
IN THE SECOND CONGRESSIONAL DISTRICT
OF ZAMBOANGA DEL NORTE

A Graduate Thesis

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by

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ABSTRACT

This study was conducted to determine the teaching performance of teachers handling multigrade classes in the selected elementary schools of the Second Congressional District of Zamboanga del Norte for School Year 2016-2017.

The results revealed that majority of the teacher respondents were 20-30 years old, predominantly males, married, eligible, college degree holders, new in the service, had attended trainings at various levels, and Teacher I. "Field Trip," "Lecture," "Demonstration," "Peer Teaching," and "Project" were the leading strategies commonly employed by the teacher-respondents. Both the school administrators and the teacher-respondents assessed the teachers' teaching performance as "Outstanding" in terms of Mastery of the Subject Matter, Classroom Management, Teaching, and Evaluation Skills. Majority of the pupil-respondents had a "Satisfactory" academic performance. The significance of the relationship between the teacher-respondents' teaching strategies and the pupil-respondents' academic performance could not be determined. There was a significant difference between the assessments of the two groups of respondents on the teacher respondents' teaching performance. Furthermore, a significant existed between the teacher-respondents' teaching performance and the pupil-respondents' academic performance.

The study recommends that the school administrators send their teachers to higher level trainings and seminar-workshops to help teachers keep abreast with the innovative strategies used and to equip them with the desired competencies required for successful multigrade teaching; and that the teachers maintain their exemplary performance in teaching the pupils in multigrade classes and be required to pursue post graduate studies to boost their personal and professional growth. Moreover, it also recommends that the pupils develop more effective study attitudes and habits and be given adequate learning materials and activities to improve their academic performance; and that a related study be undertaken in other divisions to include more variables.