

Senior High School English Teachers' Punctuality, Attendance and Students' Academic Performance

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ABSTRACT

This study sought to determine the Senior High School English teachers' teaching practices in terms of punctuality, attendance and its relationship to students' academic performance. Specifically, it determined the Senior High School English Teachers' level of punctuality and attendance; the Senior High School Students' level of academic performance in English; and the significant relationships of the teachers' level of punctuality and attendance and their Senior High students' level of performance in English. The study used the descriptive-correlational survey method. The respondents of the study were the twenty four (24) teachers of the twelve (12) senior high schools of Maguindanao, Philippines. There were two (2) Senior High English teachers that were chosen randomly from each senior high schools of Maguindanao. It has a total of twenty-four (24) Senior High English Teachers. In every teacher, there are 10 senior high school students chosen randomly with a total of two hundred forty (240) senior high school students. The immediate supervisors of the teachers from the twelve (12) secondary schools answered the research problem number 1, while the final grades in English of the two hundred forty (240) senior high students were taken from their English teachers to answer the research problem number 2. The respondents of this study were chosen randomly using lottery. Pearson's Product - Moment Correlation Coefficient was used to determine the significant relationship of the level of punctuality and attendance of the English teachers to the students' level of academic performance. Based on the findings of the study, it is concluded that the Senior High School English Teachers' level of teaching practices is influenced by their punctuality and attendance. It further concluded that teachers' punctuality and attendance contributed to students' level of academic performance in English.

Keywords: Senior High School English Teachers, Punctuality, Attendance, Students' Academic Performance

INTRODUCTION

According to the Wijesiri (2015) in his article "Punctuality and Good Attendance will have Positive Impact on Workplace". He mentioned that this habit matters, at least in today's working societies. Being on time, every time, conveys far more than just good sense of timing. It tells people that the employees are organized, can be counted, that they value them and ultimately, that they value themselves. The survey show that punctuality and attendance shows mastery, competence, integrity, value people, and value oneself [1].

In addition, Friedman (2017) on his study about the impact of the class attendance on teacher's performance and students' learning show that it is common to strongly encourage students to attend their classes, so that students can learn more and gain better grades. Still, many classes experience a high degree of absenteeism. The connection between class attendances on student learning has received considerable attention, and clear positive relationship between class attendance and course grades [2].

On the other hand, for the teaching - learning process to be effective, teaching practices should manifest great influence to make the students be involved with it. Teaching requires great attachment of the teacher and so with the students. This skill plays a great role of being a bridge to a great communication and understanding [4, 5].

Despite varied views of experts on the importance of teaching practices of the teachers, identifying the best practices to be used by the teachers is really difficult. According to Senior High School English teachers of Maguindanao, varied teaching competencies are needed to engage the students in teaching – learning process as the Philippine Education is on the onset of implementation of the K to 12 program.

In this regard, the teachers' practices might motivate the learners to learn better. In other perspective, it may maximize the interest of the students' engagement in learning. The teaching practices in terms of punctuality and attendance of the teacher may help students develop a more positive outlook about educational outcomes which could help them to facilitate learning. To identify the teachers' Senior High School English Teachers' level of punctuality and attendance, the researchers would venture on a descriptive survey research on punctuality and attendance by Senior High School teachers at Maguindanao, Philippines. This prompted the researchers to conduct the study. This study sought to determine the teaching practices of the English teachers teaching in Senior High School in Maguindanao, Philippines. Specifically, it sought to answer the following questions: 1. What is the Senior High School English Teachers' level of teaching practices in terms of Punctuality and attendance? 2. What is the Senior High School Students' level of academic performance in English? 3. Is there significant relationship between the teachers' level of teaching practices in terms of punctuality and attendance and their senior students' level of performance in English?

METHODOLOGY

This study used the descriptive-correlational survey method. It determined the level of teaching practices of twelve (12) Senior High School English teachers of Maguindanao, Philippines in terms of punctuality, and attendance. Since the present condition was concerned with the significant relationship of the English teachers' teaching practices and their students' academic achievement in Maguindanao, the above research design is most appropriate to use. The

respondents of the study were the twenty four (24) teachers of the twelve (12) senior high schools of Maguindanao. There were two (2) Senior High English teachers that were chosen randomly from each senior high schools of Maguindanao. It has a total of twenty-four (24) Senior High English Teachers. In every teacher, there are 10 senior high school students chosen randomly with a total of two hundred forty (240) senior high school students. The immediate supervisors of the teachers from the twelve (12) secondary schools answered the research problem number 1, while the final grades in English of the two hundred forty (240) senior high students were taken from their English teachers to answer the research problem number 2. The respondents of this study were chosen randomly using lottery.

The research instrument used was the survey checklists. The research instrument was patterned from the Department of Education Performance Appraisal System for Teachers (PAST Form B-2). The research instrument was a checklist used to identify the teachers' level of teaching performance in terms of punctuality and attendance. It contained data that the respondents' immediate supervisors asked to check. The senior high students' English academic performance was in the form of obtrusive data and taken from the respective English teachers.

The teachers' teaching practices was determined using the scale indicated below:

Scale	Description
5	Outstanding
4	Very Satisfactory
3	Satisfactory
2	Unsatisfactory
1	Poor

It is then interpreted as follows:

Mean Score	Description
4.50-5.00	Outstanding
3.50-4.49	Very Satisfactory
2.50-3.49	Satisfactory
1.50-2.49	Unsatisfactory
1.00-1.49	Poor

The other source of data for the study was the grading sheets and the copy of the students' grades in 21st Century Philippine Literature. The students' grades were availed from the records filed from their adviser.

The data were gathered, tallied, analyzed, and interpreted with the use of descriptive statistics such as frequency, percentage, and the mean. Pearson's Product - Moment Correlation Coefficient was used to determine the significant relationship of the level of teaching practices in terms of punctuality and attendance of the senior high English teachers to the students' level of academic performance.

RESULTS AND DISCUSSION

Senior High School Teachers' Level of Teaching Practices in terms of Punctuality and Attendance

Table 1 reflects information on the Senior High School Teachers' Level of Teaching Practices in Terms of Punctuality and Attendance. It includes the frequency, weighted mean and description.

As gleaned in Table 1, data show that item 1 obtained a weighted mean of 3.50 labeled as very satisfactory. This means that in terms of punctuality, the senior high school English teachers observed timeliness and promptness of attending classes. It reveals that when the teachers are observed, they are always attending their classes on time as manifestation of a good teaching practice.

In addition, item 2 garnered a weighted mean of 3.75 labeled as very satisfactory. The data explain that senior high English teachers attend their regular classes regularly, and they performed their tasks more than what is expected of them.

Table 1. Frequency, Weighted Mean and Description Distribution of Senior High School Teachers' Level of Teaching Practices in Terms of Punctuality and Attendance

Punctuality and Attendance	Frequency				Weighted		Description
	5	4	3	2	1	Mean	
1. Punctuality	2	11	9	1	1	3.50	Very Satisfactory
2. Attendance	4	12	7	0	1	3.75	Very satisfactory
Overall Weighted Mean						3.62	Very Satisfactory
Legend:	Range of Mean			Description			
	4.50 – 5.00			Outstanding			
	3.50 – 4.49			Very Satisfactory			
	2.50 – 3.49			Satisfactory			
	1.50 – 2.49			Unsatisfactory			
	1.00 – 1.49			Poor			

Finally, the data on Table 1 obtained an overall weighted mean of 3.62 described as very satisfactory. This means that in terms of punctuality and attendance, the senior high school English teachers manifest promptness and timeliness in attending their classes. This also implies that they attend their classes regularly. The data suggest that the senior high school teachers show a good teaching practice that gives positive impact to the work plan.

In support, according to the Wijesiri (2015) in his article "Punctuality and Good Attendance will have Positive Impact on Workplace". He mentioned that this habit matters, at least in today's working societies. Being on time, every time, conveys far more than just good sense of timing. It tells people that the employees are organized, can be counted, that they value them and ultimately, that they value themselves. The survey show that punctuality and attendance shows mastery, competence, integrity, value people, and value oneself [1].

Students' Level of Academic Performance

Table 2 presents the data on students' academic performance. This includes the frequency, percentage and its description.

Table 2. Frequency, Percentage and Description Distribution of Students' Academic Performance

Range of Grade	Frequency	Percentage (%)	Description
90-100	26	10.83	Outstanding
85-89	111	46.25	Very Satisfactory
80-84	64	26.67	Satisfactory
75-79	39	16.25	Fairly Satisfactory
Below 75	0	0	Did not Meet Expectation
Total	240	100.00	
Mean = 85.0 (Very Satisfactory)			

Table 2 shows that 111 or 46.25% of the students' got the grade within the range of 85-89 described as very satisfactory. Students' at this level has developed the fundamental knowledge, skills and core understandings and can transfer what they have learned in English independently through authentic performance tasks. In addition, out of 240 students, 39 or 16.25% of the students' got the grade within the range of 75-79 which is described as fairly satisfactory. This means the students possess the minimum knowledge, skills and core understandings, but need help throughout the performance of authentic tasks of what they have learned in English.

The Table 2 also reveals that 64 or 26.67% of the students' got the grade within the range of 85-89 described as Satisfactory. This means that students have developed the fundamental knowledge, skills and core understandings and, with little guidance from the teacher or with some peers, can transfer these understandings through authentic performance tasks what they have learned in English.

Lastly, 26 or 10.83% of the students' got the grade within the range of 90-100 described as outstanding. This means that students have developed the core requirements in terms of knowledge, skills and understandings, and can transfer them automatically and flexibly through authentic performance tasks what they have learned in English.

Generally, students' academic performance garnered a mean of 85.0 labeled as Very Satisfactory. This manifests that students have developed the fundamental knowledge, skills and core understandings and can transfer what they have learned in English independently through authentic performance tasks.

Correlation Coefficients Obtained from the Association between the Teachers' Teaching Practices and Their Students' Level of Performance in English

The data on Table 3 show the coefficient of correlation obtained from the association between the teachers' teaching practices and their students' level of performance in English. This includes the computed r-value, tabular r-value and description.

Table 3. Correlation Coefficients Obtained from the Association between the Teachers' Teaching Practices and Their Students' Level of Performance in English

Teaching Practices Areas	Computed r-Value	Tabular r-Value	Description
Punctuality and Attendance and Academic Achievement	0.470	±0.404	Significant

The paired variable is the teaching practices of teachers in terms of punctuality, attendance and students' academic achievement. The computed r-value of the paired variable is 0.470 and the computed tabular r-value of the paired variable is 0.404. Since the computed r-value is higher than the tabular r-value of 0.404 with a description of significant. Thus, the null hypothesis stating that there is no significant relationship between the teachers' level of teaching practices in terms of punctuality, attendance and their students' level of performance in English is rejected. This means that the teacher's punctuality and attendance has great bearing on students' academic achievement. If the teacher attends the class regularly, the students' will be intellectually developed and will lead to get a higher grade.

In support to the above result, Jeffs and Smith (2016) on their study about the impact of the class attendance on teacher's performance and students' learning show that it is common to strongly encourage students to attend their classes, so that students can learn more and gain better grades. Still, many classes experience a high degree of absenteeism. The connection between class attendances on student learning has received considerable attention, and clear positive relationship between class attendance and course grades [3].

CONCLUSION

Based on the findings of the study, it is concluded that the Senior High School English Teachers' level of teaching practices is influenced by their punctuality and attendance. It further concluded that teachers' punctuality and attendance contributed to students' level of academic performance in English.

References

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