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INDICATORS OF IDEAL JOB PERFORMANCE TO POSITIVELY INCREASE WORK GROWTH OPPORTUNITIES IN TITAY DISTRICT: AN ENHANCEMENT OF OVERALL EDUCATIONAL EFFECTIVENESS

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Abstract

This study examined indicators of ideal job performance and opportunities for work growth among elementary-school educators in Titay District as a basis for enhancing overall educational effectiveness. A descriptive survey covered 35 school administrators and 616 teachers with at least three years of service during the first semester of school year 2025–2026. A researcher-developed questionnaire-checklist assessed person characteristics, input, consequences, output, and feedback using a four-point influence scale. The source described purposive sampling, adviser and panel review of the instrument, a trial administration outside the study respondents, and analysis using weighted means, rankings, and a t-test. Respondents' ratings placed all five indicators in the "Always Influenced" category. The comparative summary reported input and feedback as the leading indicators, followed by output, personal characteristics, and consequences, with an overall reported mean of 3.76. Highly rated practices included recording achievement and performance, encouraging pupils' desire to grow and learn, and praising learning achievements. The source reported no statistically significant difference between the administrator and teacher responses. The findings informed a discussion of educational-effectiveness enhancement through motivation, supportive learning conditions, recognition of achievement, and feedback. The proposed implications do not establish that these practices caused improvements in educational outcomes.

Keywords: *job performance; work growth opportunities; personal characteristics; feedback; educational effectiveness; Titay District*

Introduction

Indicators of ideal job performance is essential for effective managing. It should measure the appraisal in achieving goals, objectives and plans and show how workers carry out their assigned tasks in order to positively increase work growth opportunities in Titay district.

The source also discusses favorable or unfavorable feelings and attitudes toward work in relation to job performance (Zulueta, 1999, p. 102).

Job performance is the way employees perform their work. An employee's performance is determined during job performance reviews, with an employer taking into account factors such as leadership skills, time management, organizational skills and productivity to analyze each employee on an individual basis. Job performance reviews are often done yearly and can determine raise eligibility, whether an employee is right for promotion or even if an employee should be fired ("Definition of job," n.d.).

An effective employee is a combination of a good skill set and a productive work environment. Many factors affect employee performance that managers need to be aware of and should work to improve at all times. To get the maximum performance from employees, you need to provide them with the tools they need to succeed ("Factors affecting," n.d.).

Effective performance is a way of recognizing the legitimate desire of workers for purpose in their assigned task. It is important that there should be a continuous monitoring of the performance of every worker to enhance the quality of output. The job performance should be based on job-related criteria. It should be used as an effective motivating mechanism and morale builder (Zulueta, 1999, p. 102).

Indicators of ideal job performance to positively increase work growth opportunities were important ingredient in the teaching profession. A teacher must have a sufficient environment to be effective and efficient. The teacher should have a good relationship with his superiors, peers, pupils and to the community. He should do his duty and responsibility with proficiency to achieve his objectives and goals.

It is said that teachers are the key persons in the learning situation, but there are indicators of ideal job performance that affect their performance which if not attended to would further. The motivation of a person is an important factor for job satisfaction. Since it is concerned with how behavior gets started, how it is energized, is directed, is stopped and the kind of subjective reaction is present in the organization thus, it is very important in making a worker happy. Motivation is very crucial in job performance because the performance of an employee depends upon his or her motivation, skills and perceptions in his assigned function as a teacher (Stoner, 1995, p.406).

The researcher identified numerous factors which affect pupil's success on teaching-learning process.

The most common factors are family, teacher, school environment, and personal profile of the pupils. The school itself can have a huge effect on pupil academic performance. Parent Involvement is also included as one of the many factors which may affect the learning achievement of pupils. The less concerned parents are with their pupils' academic performance, the more likely the pupils are to slack off in school because he may feel that his grades are not important since his parents don't seem to care about them. Another factor is Motivation. Sometimes pupils simply do not care about their grades. This is one of the more difficult factors to deal with because it can have a variety of causes. Depression, family conflict, drug use and peer pressure can all result in low student motivation. Likewise, the economic Status of the Family. A family's economic status can have multiple influences on a pupils' academic life. Study habits have also been associated with academic achievement, independently of scholastic aptitudes. Given a similar scholastic aptitude, pupils with better strategies and better study habits tend to show higher academic achievement. Even pupils with low scholastic aptitudes, but with good study habits, may obtain better results than those with higher aptitudes.

That is why the researcher is prompted to conduct this kind of study in order to determine the indicators of ideal job performance to positively increase work growth opportunities in Titay district, an enhancement of overall educational effectiveness.

Conceptual Framework

The indicators of ideal job performance were necessary to positively increase work growth opportunities. It is the primordial purpose of the teacher to have quality teaching in order to meet the necessary required knowledge that they could impart to the pupils.

Factors that influence job performance are the following (Noe, 2008, p. 101).

Person characteristics. The personality characteristics of a certain individual structured the interest which is used for his endeavor. The basic skills he has developed and also his cognitive ability, reading level, and self-efficacy. These will give him the awareness of timing needs, career, interests, and goals.

Input. The ability to understand is important to a person. They must know how to perform and understand the situational constraints, extend social support and has the opportunity to perform.

Consequences. The development of a person is based on what he has learned and experienced. This carried his norms of activities where he could be benefited due to his performance. With excellent and exemplary performance, he may receive rewards.

Output. This is the result of the expectation for learning and performance he has experienced from his personal development. The learning he has geared could make himself easy to perform the job.

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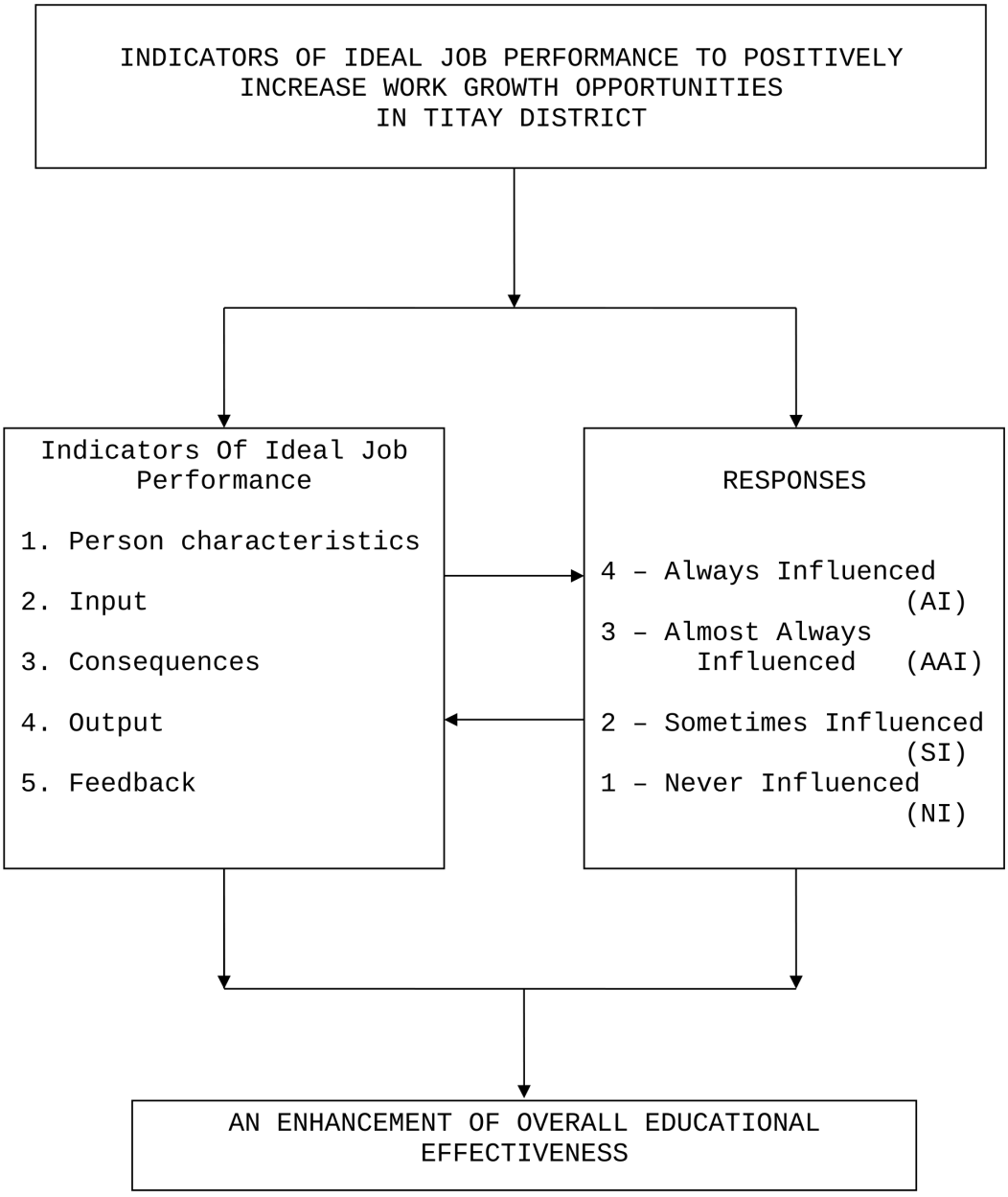
Feedback. This is the influence where the teachers were doing well of their job because they are performing it frequently with specificity, and detail.

Indicators of ideal job performance to positively increase work growth opportunities aroused the interest of the researcher to be the variables for investigation because it aims with an enhancement of overall educational effectiveness.

The cited framework provided the variables for this investigation. The questionnaire items were adapted to the local Filipino context to examine indicators of ideal job performance and opportunities for work growth.

Figure 1

The Schematic Diagram of the Study



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THE PROBLEM

Statement of the Problem

This study was intended to indicators of ideal job performance to positively increase work growth opportunities in Titay district, an enhancement of overall educational effectiveness.

In particular, this study endeavored to solve the following sub-problems raised:

1. What are the indicators of ideal job performance to positively increase work growth opportunities influenced by the teachers in terms of:
   - 1.1. Person characteristics;
   - 1.2. Input;
   - 1.3. Consequences;
   - 1.4. Output; and
   - 1.5. Feedback?
2. How often are these indicators of ideal job performance to positively increase work growth opportunities influenced by the teachers?
3. What is the extent of comparability between the responses of the school administrators and teachers along with the five variables on indicators of ideal job performance to positively increase work growth opportunities?
4. Is there a significant difference between the responses of the school administrators and teachers along with the five variables on indicators of ideal job performance to positively increase work growth opportunities?

Null Hypothesis

There is no significant difference between the responses
of school administrators and teachers along with the five variables on indicators of ideal job performance to positively increase work growth opportunities.

Methods

Research Design

This study utilized the descriptive survey method because of its appropriateness in finding facts that will serve as the basis for adequate interpretation.

Descriptive research involves collection of data in order to answer the questions concerning the current status of the subject of the study. It determines and qualifies the attitudes and opinions of the group of persons that provide information needed for the research. The main intention to use this method is to collect data for problem solving rather than for hypothesis. This will determine the usefulness of the research which includes the appropriate procedure applied, the accuracy of data collecting method and the relevance of the information gathered for solution of pertinent problems in the research. (Sevilla, 1992:94).

Research Environment and Scope

Titay is a second class municipality in the province of Zamboanga Sibugay, Philippines. According to the 2010 census, it has a population of 46,456 people.[3]It was declared as a separate municipality on May 24, 1959, by virtue of Executive Order No. 395 (“History of Titay,” n.d.).

In 1933 Custodio P. Mariano Sr.the first Ilocano settler, discovered a small place in the center of the poblacion and registered the name of the place in honor of his favorite cousin back in Luzon who is Cristita Mariano nicknamed "Titay" knowing that a woman's name would bring good luck to the place. The Mariano families were among the first batch of Ilocanos who came from Luzon. Followed by the Dar families who are cousins of the Marianos.

The Municipality of Titay is another thriving town in Zamboanga Sibugay that offers different doors and windows of opportunities. Located at the western part of Zamboanga Peninsula, it is the last municipality going to the province of Zamboanga del Norte and is therefore the passageway of travelers going to the different provinces and cities of Zamboanga Peninsula.

According to the annals of Titay's history, the ray of progress dawned on this town in 1935 when three Ilocano families from Nueva Ecija settled in the clearing that they made in the forests here. Upon their return to their hometown they invited friends and relatives to their newfound home that abounded with fertile lands and lush vegetation. Words spread out to neighboring settlements on the opportunities available in the valleys of Titay. Thenceforth, settlers from both neighboring and far places came to settle and farm in the area. The place became known as Sitio Taytay. The term "taytay" means bridge to the Subanen and Kalibugans which they used to refer to foot paths which were then commonly seen in front of the huts of the natives. The name Taytay was later shortened to Titay. Titay was created as a municipality of the Province of Zamboanga del Sur on May 24, 1960 through Executive Order No. 395 which was issued by the president at that time, President Carlos P. Garcia. The place flourished into the Titay that is known today. What place would not be when it is blessed with natural wealth and hard-working people who utilizes their resources to address the needs of the community.

Economic activities in the Municipality are outgrowths of the community's agricultural-based products like rice, corn, rubber, and coconut that enliven the economic activities of the municipality. Farmers also grow fruits and vegetables which they sell in the market. Other activities include cottage industries like bag making, mat weaving, basket making, bamboo beds making, and furniture and amakan weaving. These products are mostly sold in Ipil and in the municipality. Titay is also a potential tourism destination with eight (8) waterfalls but there are still others that are still unexplored. One of its barangays, Barangay Culasian is the site of the provincial local government's eco-tourism development. There is also one resort in Barangay Moalboal which can be a perfect getaway for those who want to be with friends and families and away from the humdrum of daily activities in the workplace. majority of the people belong to a little above average low in terms of economic status. Therefore, the study has its basis.

This study is focused on the indicators of ideal job performance to positively increase work growth opportunities in Titay district, an enhancement of overall educational effectiveness.

These schools involved in this study are the following: Asuzano Elementary School, Achasol Elementary School, Bangko Elementary School, Santa Fe Elementary School, San Isidro Elementary School, Dalisay Elementary School, Gomotoc Elementary School, Supit Elementary School, Kipit Elementary School, Malagandis Elementary School, Culasian Elementary School, New Canaan Elementary School, Gugawang Bugas Elementary School, Palomoc Elementary School, Namnama Elementary School, Paaralang Buhay ng Imelda Elementary School, Poblacion Muslim Elementary School, Kitabog Elementary School, Moalboal Elementary School, Titay Central Elementary School, Salip Hasim Elementary School, Longilog Elementary School, La Libertad Elementary School, Camanga Elementary School, Budin Toto Elementary School, Jose Apdudan Elementary School, San Antonio Elementary School, Tugop Muslim Elementary School, Pinili Elementary School, Titay Sped Center Elementary School, Balucon Elementary School, Pulidan Elementary School, Tugop Elementary School, New Dalangin Elementary School, and Mabini Elementary School.

This study is conducted during first semester of school year 2025-2026.

Respondents and Sampling

This includes specifically on (1) Person characteristics; (2) Input; (3) Consequences; (4) Output; and (5) Feedback. This study covered 35 school administrators and 616 teachers, excluding the researcher, out of 698 who served three years and above in the different elementary schools of Titay District. Schools that have teachers with less than three years in service were not included as respondents of this investigation since they are not yet fully aware on the indicators of ideal job performance to positively increase work growth opportunities.

The sampling design used in this study is the purposive sampling in getting the number of respondents for the officers because this is the most appropriate design for this study. This will give the chance to all respondents to share their ideas on the matter being investigated. All the 35 school administrators and 616 teachers are the respondents of this investigation.

A purposive sampling is basically a part of a larger population. It is done for a much specified type of need or purpose according to the requirement. In this type of sampling method, a particular group is targeted and the result is derived out of that only. ("Purposive sampling," n.d.).

In purposive sampling the group is selected beforehand as it is much easier to understand a small group rather than a whole population. In this type of sampling method, the researcher can reject those people who do not fit into the sampling group.

Research Instrument and Review

The instrument used in this study was the questionnaire-checklist. This kind of research tool is a self-made or self-devised questionnaire-checklist which consists typically a series of written questions classified according to the sub-problems raised in this study. The questionnaire-checklist was constructed through the use of several references such as books, magazines, periodicals, internet sources and other materials that are relevant to the study. The researcher made the draft which consists of different questions pertaining to indicators of ideal job performance to positively increase work growth opportunities in Titay district, an enhancement of overall educational effectiveness.

After the questionnaire-checklist was constructed, this passed to a thorough scrutiny of the adviser of the researcher. Careful analysis was employed making the final draft free from major defect, duly align, making it sure that it suits to the sub-problems raised. The final draft was then submitted to the Panel Members of the Graduate School of Southern Mindanao Colleges where they have to find out and determine the alignment and suitability of the instrument to the main and sub-problem. All suggestions made by the panel were incorporated to the instrument and final draft was made and this passed through Dean of the Graduate School for its final approval before this was reproduced for its dry run or trial run to the school administrators and teachers who are full-fledged master degree holders in Ipil District who are not included directly to the real respondents. After the dry run of the questionnaire-checklist, this was submitted to the adviser for verification if there are items or variables that need to be enriched. After all the findings and enrichment, if there is any, the final copy was then machine copied for reproduction according to the number of copies enough to the actual number of respondents covered.

The questionnaire requested an optional name, length of service, and identification as a school administrator or teacher. It contained five items for each of the five domains. The supplied item statements are retained in the results tables below, using their original questionnaire numbering.

Data Collection and Ethical Considerations

The researcher of this study, prior to the distribution of the questionnaire-checklist sought the permission of the Schools Division Superintendent of Zamboanga Sibugay concerning in this investigation. After the permit was granted and secured, the researcher asked the assistance of the teachers and school administrators to facilitate the administration of the questionnaire-checklist. The researcher made sure that all the instruments were duly filled-up leaving no blank in the instrument and this was done during the District meeting and retrieval of same was immediately done.

The respondent invitation assured participants that their responses would be kept confidential, and providing a name was optional.

Data Analysis

Responses were summarized using weighted means and rankings. The weighted mean was defined as the sum of frequency multiplied by assigned weight, divided by the total number of respondents (Ruiz, 1988). A four-point scale was used for interpretation. The source also reported a t-test comparing administrator and teacher responses across the five variables (Freund, 1984).

Table 1
Response Scale and Adjectival Equivalents

Weight	Interval	Interpretation
4	3.26–4.00	Always Influenced (AI)
3	2.51–3.25	Almost Always Influenced (AAI)
2	1.76–2.50	Sometimes Influenced (SI)
1	1.00–1.75	Never Influenced (NI)

Results

The reported results concern the 35 school administrators and 616 teachers and the five indicators of person characteristics, input, consequences, output, and feedback. All source-reported ratings fall within the Always Influenced category of the supplied four-point scale.

Personal Characteristics

Table 2
Source-Reported Ratings for Personal Characteristics

Item	Indicator	Admin.	Teachers	Both	Rank
1	Attracted interests of the pupils on their studies.	3.86	3.86	3.86	1
2	Motivated pupils to the fullest in every Lessons presented.	3.83	3.81	3.82	2
3	Invited pupils attention interest and motivation in all classroom activity.	3.69	3.59	3.64	5
4	Created a motivating atmosphere in all sets of learning.	3.80	3.72	3.76	3
5	Promoted motivating lectures and mental sets for an attractive learning.	3.71	3.67	3.69	4
	Reported domain mean	3.78	3.73	3.75	

Note. Numerical values are transcribed from the supplied results narrative. Admin. = school administrators; Both = the source-reported combined group mean. All listed ratings are described as Always Influenced. Item wording follows the supplied questionnaire.

Within personal characteristics, item 1 had the highest source-reported combined mean (3.86). The reported domain means were 3.78 for administrators and 3.73 for teachers, with a combined mean of 3.75. These are descriptive ratings; sharing an adjectival category does not establish statistical equivalence.

Input

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Table 3
Source-Reported Ratings for Input

Item	Indicator	Admin.	Teachers	Both	Rank
1	Stimulated learning bringing about personal development.	3.83	3.77	3.80	3
2	Instilled the needs of intellectual growth and development.	3.80	3.65	3.73	5
3	Promoted desire to attain growth and learn to the fullest.	3.91	3.84	3.88	1
4	Endeavored to creates conditions of motivation grow its resources.	3.80	3.68	3.74	4
5	Employed means of constant motivation for growth and development.	3.89	3.78	3.84	2
	Reported domain mean	3.85	3.74	3.80	

Note. Numerical values are transcribed from the supplied results narrative. Admin. = school administrators; Both = the source-reported combined group mean. All listed ratings are described as Always Influenced. Item wording follows the supplied questionnaire.

Within input, item 3 had the highest source-reported combined mean (3.88). The reported domain means were 3.85 for administrators and 3.74 for teachers, with a combined mean of 3.80. These are descriptive ratings; sharing an adjectival category does not establish statistical equivalence.

Consequences

Table 4
Source-Reported Ratings for Consequences

Item	Indicator	Admin.	Teachers	Both	Rank
1	Developed inner drive to urge result and outcome of motivation.	3.54	3.69	3.62	4
2	Utilized good motivation impulses for effective teaching-process.	3.63	3.77	3.70	3
3	Stimulated positive innate tendencies for good and satisfying results.	3.71	3.80	3.76	1
4	Attracted desirable experiences for positive action on every result.	3.66	3.79	3.73	2
5	Aroused stimulus for learning effectiveness and satisfaction of pupils.	3.43	3.66	3.55	5
	Reported domain mean	3.59	3.74	3.67	

Note. Numerical values are transcribed from the supplied results narrative. Admin. = school administrators; Both = the source-reported combined group mean. All listed ratings are described as Always Influenced. Item wording follows the supplied questionnaire.

Within consequences, item 3 had the highest source-reported combined mean (3.76). The reported domain means were 3.59 for administrators and 3.74 for teachers, with a combined mean of 3.67. These are descriptive ratings; sharing an adjectival category does not establish statistical equivalence.

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Output

Table 5
Source-Reported Ratings for Output

Item	Indicator	Admin.	Teachers	Both	Rank
1	Established measures and criteria for learning commendation and approval.	3.83	3.80	3.82	2
2	Praised pupils achievements in learning to maintain motivation.	3.94	3.85	3.90	1
3	Selected appropriate and timely emotional conditions for commendations.	3.69	3.76	3.73	4
4	Censured some means of stimulations that results to uncontrollable emotions.	3.60	3.72	3.66	5
5	Employed stimulating atmosphere to motivate pupils to learn and relearn.	3.74	3.74	3.74	3
	Reported domain mean	3.76	3.77	3.77	

Note. Numerical values are transcribed from the supplied results narrative. Admin. = school administrators; Both = the source-reported combined group mean. All listed ratings are described as Always Influenced. Item wording follows the supplied questionnaire.

Within output, item 2 had the highest source-reported combined mean (3.90). The reported domain means were 3.76 for administrators and 3.77 for teachers, with a combined mean of 3.77. These are descriptive ratings; sharing an adjectival category does not establish statistical equivalence.

Feedback

Table 6
Source-Reported Ratings for Feedback

Item	Indicator	Admin.	Teachers	Both	Rank
1	Appraised pupils as to where they are in their learning.	3.83	3.84	3.84	2
2	Informed students of the outcome of their learning from time to time.	3.71	3.77	3.74	4
3	Recorded achievement and performance for reference and grading.	4.00	3.90	3.95	1
4	Provided them the progress report of the pupils and work and learning.	3.66	3.67	3.67	5
5	Maintained the habit of teaching and Conditioning the pupils mind for success.	3.77	3.78	3.78	3
	Reported domain mean	3.80	3.79	3.80	

Note. Numerical values are transcribed from the supplied results narrative. Admin. = school administrators; Both = the source-reported combined group mean. All listed ratings are described as Always Influenced. Item wording follows the supplied questionnaire.

Within feedback, item 3 had the highest source-reported combined mean (3.95). The reported domain means were 3.80 for administrators and 3.79 for teachers, with a combined mean of 3.80. These are descriptive ratings; sharing an adjectival category does not establish statistical equivalence.

Comparability of Domain Ratings

Table 7
Source-Reported Comparative Summary

Variable	Admin.	Teachers	Both	Rank
Personal characteristics	3.78	3.73	3.75	4
Input	3.80	3.74	3.80	1 (tie)
Consequences	3.59	3.74	3.67	5
Output	3.76	3.77	3.77	3
Feedback	3.80	3.79	3.80	1 (tie)
Reported overall mean	3.76	3.75	3.76	

The source comparative summary ranks input and feedback jointly highest at 3.80, followed by output (3.77), personal characteristics (3.75), and consequences (3.67). The reported overall combined mean is 3.76, within the Always Influenced category.

Reported Difference between Respondent Groups

Table 8
Source-Reported Group Comparison

Group	Mean	Reported SD
School administrators	3.76	0.0987
Teachers	3.75	0.0255

The source reports $t = 0.219$, a critical value of 2.306, $df = 8$, and a significance level of 0.05. Because the reported absolute statistic is below the supplied critical value, the source comparison does not reject the null hypothesis at that threshold. This does not establish that the groups are identical.

Discussion

The source associates strong job-performance ratings with motivation, opportunities for development, recognition of pupils' achievement, and regular feedback. Across the five domains, highly rated practices included attracting pupils' interest, promoting growth and learning, stimulating positive tendencies, praising achievement, and maintaining records for grading. These self-reported practices describe perceived influence rather than demonstrated changes in pupil achievement or teachers' career progression.

Administrators and teachers generally placed the indicators within the same descriptive category. Nevertheless, differences between the detailed narrative and summary figures, together with uncertainty about the analysis unit in the reported t-test, limit interpretation of group comparability. The source's educational-effectiveness discussion is therefore presented as implications for practice, not evidence of an implemented or causally effective intervention.

Output of the Study

The reported findings informed the source discussion titled "An Enhancement of Overall Educational Effectiveness." Its emphasis on motivation and supportive classroom conditions follows the highly rated practices within personal characteristics and input, including attracting pupils' interest, motivating learning, and encouraging growth and development.

The consequences, output, and feedback findings likewise informed its emphasis on positive learning experiences, recognition of achievement, performance records, and progress feedback. The enhancement discussion below presents educational implications rather than measured outcomes of an implemented program.

An Enhancement of Overall Educational Effectiveness

There are different means of indicators of ideal job performance to positively increase work growth opportunities. Teachers must show their best to the fullest when they are rendering services to the pupils so that they will be fully developed in realizing their field of endeavor in the future. The performance of the teachers could be at peak when they are being influenced by their job because they are being aroused and motivated they the most happiest in rendering their job.

Personal characteristics were always influenced by teachers. Teachers were attracted interests of the pupils on their studies and motivated pupils to the fullest in every lessons presented as well as created a motivating atmosphere in all sets of learning. An enhancement of overall educational effectiveness will be the final output.

Input were always influenced by the teachers. They promoted desire to attain growth and learn to the fullest and employed means of constant motivation for growth and development as well as stimulated learning bringing about personal development. Through these activities, it will have a right direction to an enhancement of overall educational effectiveness.

Consequences were always influenced by the teachers. They stimulated positive innate tendencies for good and satisfying results and attracted desired experiences for positive action on every result as well as utilized good motivation impulses for effective teaching-process. In this aspect, an enhancement of overall educational effectiveness will always be influenced.

Output were always influenced by the teachers. They praised pupils achievements in learning to maintain motivation and established measures and criteria for learning commendation and approval as well as employed stimulating atmosphere to motivate pupils to learn and relearn. In this case, an enhancement of overall educational effectiveness could be enhanced.

Feedback were always influenced by the teachers. They recorded achievement and performance for reference and grading and appraised pupils as to where they are in their learning as well as maintained the habit of teaching and conditioning the pupils mind for success. It could redound to an enhancement of overall educational effectiveness.

On the extent of comparability between the responses of the school administrators and teachers along with the five variables, input and feedback are the most prevailing variables followed by output, personal characteristics, and consequences, where all these indicators of ideal job performance signifying that these were always influenced by the teachers to positively increase work growth opportunities in Titay district, an enhancement of overall educational effectiveness.

Conclusion

Based on the findings, the following conclusions are hereby posted:

1. Personal characteristics were always influenced by teachers. Teachers were attracted interests of the pupils on their studies and motivated pupils to the fullest in every lessons presented as well as created a motivating atmosphere in all sets of learning.

2. Input were always influenced by the teachers. They promoted desire to attain growth and learn to the fullest and employed means of constant motivation for growth and development as well as stimulated learning bringing about personal development.

3. Consequences were always influenced by the teachers. They stimulated positive innate tendencies for good and satisfying results and attracted desired experiences for positive action on every result as well as utilized good motivation impulses for effective teaching-process.

4. Output were always influenced by the teachers. They praised pupils achievements in learning to maintain motivation and established measures and criteria for learning commendation and approval as well as employed stimulating atmosphere to motivate pupils to learn and relearn.

5. Feedback were always influenced by the teachers. They recorded achievement and performance for reference and grading and appraised pupils as to where they are in their learning as well as maintained the habit of teaching and conditioning the pupils mind for success.

6. On the extent of comparability between the responses of the school administrators and teachers along with the five variables, input and feedback, output, personal characteristics, and consequences, where all these indicators of ideal job performance signifying that these were always influenced by the teachers to positively increase work growth opportunities in Titay district, an enhancement of overall educational effectiveness.

7. The reported t-test did not indicate a statistically significant difference between the responses of school administrators and teachers at the stated significance level. The null hypothesis was not rejected; this does not establish that the two groups are identical.

Recommendations

Based on the conclusions, the following recommendations are hereby presented:

1. Attract to the fullest the interest of the pupils on their studies.
2. Promote to the highest level the desire to attain growth and learn.
3. Always stimulate positive innate tendencies to the maximum level for good and satisfying result.
4. Constantly praise to the utmost the pupils achievement in learning to maintain motivation.
5. Continually record achievement and performance to the apex for reference and grading.
6. Indicators of ideal job performance such as input and feedback, output, personal characteristics, and consequences should extremely be influenced by the teachers to positively increase work growth opportunities in Titay district, an enhancement of overall educational effectiveness.

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