

Teaching Performance of the Basilan State College Faculty

Haipa Abdurahim-Salain, Ed.D.¹

¹Basilan State College

Email address: ¹salainhaipa8 @ gmail.com

Abstract— This study determined the 'Teaching Performance of the Basilan State College Faculty'. The subjects of the study were the One Hundred Forty-Seven (147) permanent, and non-permanent faculty members of Basilan State College, during school year 2008-2009. This study covered four campuses of Basilan State College at Isabela City, Sta. Clara, Lamitan and Maluso. A stratified random sampling procedure was employed in the selection of the respondents of the study. In This study, the sample size was One Hundred Seven (107) teachers, of which, Forty-Four (44) are permanent and Sixty-Three (63) are non-permanent. A survey questionnaire was used to gather information on the socio – demographic profile of the faculty, which includes: Ages; Sex; Civil Status; Ethnicity; Educational Qualification; Teaching Experience; Area of Discipline; and Status of Employment. The NBC-461 Standard Performance Rating Form was used in determining the performance of the faculty in terms of: Commitment; Knowledge of Subject Matter; Teaching for Independent Learning; and Management of Learning. With the findings of this study serving as basis, departmental, and institutional-based strategies may be developed to improve the college's instructional function, and effectively attaining the specified educational objectives, as laid out by the institution and state.

Keywords— Teaching performance, commitment, independent learning.

I. INTRODUCTION

In the view of Rubin (1972), the success or luck of success of a given curriculum primarily lies in the hands of the teacher. This is because the process of translating a curriculum plan into concrete learning experience is the primary business of the teacher's curriculum – translation function is the key to the effectiveness of any curriculum.

Understanding and respecting student's point of views, adapting strategies, and proper management of the teaching-learning situation, proper evaluation techniques, skill in the art of questioning are few of the professional and personal characteristics that teachers should possess to ensure effective teaching (Bucu et al., 1994).

The Education Act of 1982, provides that "every teacher shall be accountable for the efficient and effective attainment of specified learning objectives in pursuance of national development goals within the limits of available school resources.

The chief concern of the school, being a learning producing enterprise, is that productive and efficient learning takes place in the classroom. The teacher, being the source of knowledge and information, is the central figure inside the classroom. It is the responsibility of the teacher to be so,

according to Aquino (1988). The Basilan State College is trying attain and achieve in her classrooms such a situation.

Corpuz et al. (2006) writes, "While the evaluation of students' progress in learning is inherent in every lesson episode, assessment and evaluation of teachers' behavior and performance should equally be an important concern." It should be ensured that the teachers' performance contribute to the achievement of the general educational goals and objectives.

An analysis of the teaching performance is crucial to improving the quality of educational in our schools. With reliable information on that, instructional improvement strategies may be developed accordingly.

The faculty of Basilan State College is subjected to this kind of performance evaluation every after three years, through the National Budget Circular (NBC) 461-mandated evaluation of teachers' performance. An insight on the teaching – related performance of its teachers is therefore needed to appropriately formulate institutional strategies to improve the quality of instruction in the college, consequently, quality of education.

As Sutaria (1980) would define it, "quality in education implies an upgrading of educational standards – a condition that is seminal to the development of excellence in education as well as in life. It suggests higher standards of performance of the instructional system and consequently, the individual learner. It requires improvement in the output of education, as well as relevance of the content of what is taught".

It is based on the premises presented that there is a need to determine the 'Teaching Performance of the Basilan State College Faculty', and serving as basis, develop a departmental, and institutional – based strategies to improve the college's instructional function, and effectively attaining the specified educational objectives, as laid out by the institution and the state. As a result, an improved classroom instruction thru effective teaching may result from an instructional development program of the college.

II. RESEARCH QUESTIONS

This study was conducted to determine the 'Teaching Performance of the Basilan State College Faculty'. Specifically, it sought to find answers to the following questions:

1. What is the socio-demographic profile of the Basilan State College Faculty?

2. What is the teaching performance level of the Basilan State College Faculty, as rated by themselves, supervisors, peers and students, in terms of:
 - a. Commitment;
 - b. Knowledge of Subject Matter;
 - c. Teaching for Independent Learning; and
 - d. Management of Learning
3. Are there significant difference between the teaching performance levels of the BaSC faculty as rated by themselves, supervisors, peers and students?
4. What is the teaching performance level of the Basilan State College Faculty, classified according to:
 - a. Age;
 - b. Sex;
 - c. Educational Qualification;
 - d. Teaching Experience;
 - e. Area of Discipline; and
 - f. Status of Employment
5. Are there significant differences between the teaching performances levels of the BaSC faculty classifies according to: Age, Sex, Educational Qualification, Teaching Experience, Area of Discipline, and Status of Employment?

III. METHODOLOGY

A. Research Design

The study used the descriptive research design. According to Travers (1978), the descriptive method is employed to describe the nature of the situation, as it exists at the time of the study and to explore the causes of particular phenomena. Gay (1976) defined the descriptive research as involving collection of data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. Since this study sought to determine the ‘Teaching Performance of the Basilan State College Faculty’, the descriptive method was appropriate to use.

B. Research Respondents

The subjects of the study were the One Hundred Forty-Seven (147) permanent, and non – permanent faculty members of Basilan State College, during school year 2008-2009. This study covered four campuses of Basilan State College at Isabela City, Sta. Clara, Lamitan, and Maluso. The BaSC faculty, their supervisors, peers and students were chosen as respondents-raters of the study for their self-concept, and dealings with the faculty. They are in a position to best give the most accurate feedback and measure of the teaching performance of the faculty. This group would give the most accurate measurement or feedback on the variables considered in the study.

As to the raters, one supervisor, Five (5) peer teachers, and Thirty (30) students were chosen to rate each teacher. The subjects’ sample size will be determines using Slovin’s formula:

$$x = \frac{N}{1 + Ne^2}$$

Where: x = sample size, N = population size, e = desired margin of error

In this study, with a desired margin of error of 5%, the sample size was the One Hundred Seven (107) teachers, of which, Forty-Four (44) are permanent and Sixty-Three (63) are non-permanent.

A stratified random sampling was adopted in this study. To identify the subjects in each campus, a random sampling of the permanent teachers and non-permanent teachers was then conducted using a calculator pre-generated list of random numbers against the official lists of teachers. Shown below is the distribution of the population and subjects of the study.

TABLE 1. The Distribution of the Teachers’ Population and Subjects

BaSC CAMPUS	POPULATION		SUBJECTS	
	PERMANENT	PART-TIME	PERMANENT	PART-TIME
ISABELA	47	60	34	44
LAMITAN	1	9	1	7
STA. CLARA	12	6	8	4
MALUSO	1	11	1	8
TOTAL	61	86	44	63

The Research Instrument

A survey questionnaire was used to gather information on the socio – demographic profile of the faculty, which includes: Age; Sex; Civil Status; Ethnicity; Educational Qualification; Teaching Experience; Area of Discipline; and Status of Employment.

The NBC-461 Standard Performance Rating Form was used in determining the performance of the faculty in terms of: Commitment; Knowledge of Subject Matter; Teaching for Independent Learning; and Management of Learning.

In assessing the teaching performance of the subject, each item had five (5) alternative responses, consisting of:

- 1 – Poor (P)
- 2 – Fair (F)
- 3 – Satisfactory (S)
- 4 – Very Satisfactory (VS)
- 5 – Outstanding (O)

In order to interpret the results, the following scale was used:

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|-------------|--------------------------|
| 1.00 – 1.80 | = Poor (P) |
| 1.81 – 2.60 | = Fair (F) |
| 2.61 – 3.40 | = Satisfactory (S) |
| 3.41 – 4.20 | = Very Satisfactory (VS) |
| 4.21 – 5.00 | = Outstanding (O) |

A weighted mean rating of equal to or less than 1.80 would mean that the teachers’ performance was ‘Poor’, thus the faculty fails to meet job requirements. A mean rating 1.81 to 2.60 would signify that the teachers’ performance was ‘Fair’, thus the performance needs some development to meet job requirements. A mean rating of 2.61 to 3.40 would be interpreted that the teachers’ performance was ‘Satisfactory’, thus the performance meets job requirements. A mean rating of 3.41 to 4.20 implies that the teachers’ performance was ‘Very Satisfactory’, thus performance meets and often exceeds the job requirements. Lastly, a mean rating of greater than, or equal to 4.21 would indicate that the teachers’ performance was ‘Outstanding’, thus the performance almost always

exceeds the job requirements, and the faculty is an exceptional model.

C. Data Analysis

To determine the demographic profile of the teacher-subjects, the frequency and percent were used. To determine the teaching performance level of the faculty, the weighted mean and ranking were used. To determine the significant differences between the teaching performance levels of the BaSC faculty as rated by themselves, the supervisors, peers, and students, the t – Test and the Analysis of Variance (ANOVA) was used.

IV. RESULTS AND DISCUSSION

Based on the findings of this study:

1. The hypothesis that there are no significant differences between the teaching performance levels of the BaSC faculty as rated by themselves, supervisors, peers, and students, is rejected, on the basis that,

Tested at 0.05-level of significance, it shows that there are significant differences between the ratings on the performance levels of the Basilan State College by the faculty themselves, supervisors, peers, and students, in terms of Commitment, Knowledge of Subject Matter, Teaching for Independent Learning, and Management of Learning.

This would generally, the teaching performance of the BaSC Faculty, was rated differently by the faculty, supervisors, peers, and students. Therefore, the teaching performance of the BaSC Faculty, were on different levels regardless of the classification of raters.

2. The hypothesis that there are no significant differences between the teaching performance levels of the BaSC faculty classified according to the following socio-demographic variables:

a) *Age – is accepted on the basis that:*

Tested at 0.05-level of significance, it showed that there are no significant differences between the ratings on the performance levels of the Basilan State College Faculty, classified according to age. Therefore, the teaching performance of the Basilan State College faculty is the same, regardless of age.

b) *Sex – is accepted on the basis that:*

Tested at 0.05-level of significance, it showed that there are no significant differences between the ratings on the performance levels of the Basilan State College Faculty, classified according to sex. Therefore, the teaching performance of the Basilan State College faculty is the same, regardless of their sex.

c) *Educational Qualification – is rejected on the basis that:*

Tested at 0.05-level of significance, it showed that there are significant differences between the ratings on the performance levels of the Basilan State College Faculty, classified according to Educational Qualification. Therefore, the teaching performance of the BaSC Faculty in all performance areas, were on different levels depending on their educational qualification. Thus, the

higher the educational qualification of the faculty, the higher his/her performance level.

d) *Employment Status – is accepted on the basis that:*

Tested at 0.05-level of significance, it showed that there is no significant differences between the ratings on the performance levels of the Basilan State College Faculty, classified according to Status Employment. Therefore, the teaching performance of the Basilan State College faculty, were on the same level regardless of their Status of Employment.

e) *Teaching Experience – is rejected on the basis that:*

Tested at 0.05-level of significance, it showed that there are significant differences between the ratings on the performance levels of the Basilan State College Faculty, classified according to Teaching Experience. Therefore, the teaching performance of the Basilan State College faculty, when classified according to their teaching experience. The faculty with more than 20 years teaching experience, performed best, followed by the faculty with teaching experience of 16 – 20 years, 11 – 15, and Five years or Less, 6 – 10 years.

f) *Area of Discipline – is accepted on the basis that:*

Tested at 0.05-level of significance, overall, it showed that there are no significant differences between the ratings on the performance levels of the Basilan State College Faculty, classified according to Area of Discipline. Therefore, the teaching performance of the Basilan State College faculty, when classified according to their discipline/subject.

V. OTHER RECOMMENDATIONS

For Educational Administrators

1. With the ‘Outstanding’ level of the teaching performance of the BaSC faculty in the areas of Commitment, Knowledge of Subject Matter, Teaching for Independent Learning, and Management of Learning, a periodic teaching capability enhancement program for the faculty, focusing on these teaching components, can be formulated and implemented in the college to sustain such level of performance.
2. Focus of the teaching capability enhancement program should be on the area where the faculty teaching performance is relatively least, that is, in the area of ‘Management of Learning’.
3. Relatively, the following specific ‘Management of Learning’ teaching activities should be enhanced by educational managers:
 - a. Create opportunities for intensive and/or extensive contribution of students in the class activities (e.g. breaks class into dyads, triads or buss/task groups).
 - b. Assume roles as facilitator, resource person, coach, inquisitor, integrator. Referee in drawing students to contribute to knowledge and understanding of the concepts at hands.
 - c. Design and implement learning conditions and experience that promotes healthy exchange and/or confrontations.

- d. Structure/re-structure learning conditions and experience that promotes healthy exchange and/or confrontations.
 - e. Use of instructional materials (audio/video materials: fieldtrips, film showing, computer aided instruction and etc. to reinforce learning processes.
4. The teaching capability enhancement training for the faculty should be designed addressing the 'relative weakness' of the following faculty classifications:
- a. In term of Educational Qualification, the faculty with Baccalaureate Degree should be trained more in improving their skills in Teaching for Independent Learning.
 - b. In terms of Teaching Experience, the faculty with Five years or Less teaching experience, should be trained more in improving their skills in Teaching for Independent Learning.
5. With the teaching performance of the faculty directly linked to educational qualification, they should be encouraged and supported in their professional advancement endeavors, with scholarships and financial assistance packages.
6. With teaching experience improving teaching performance, hiring policies for the faculty should at all times included experience as a selection criterion.

For the Department Advisers

1. Re-evaluate, and confirm the 'weaknesses of their faculty and come up with interventions to improve their teaching performance.
2. Departmentalized teaching capability enhancement trainings should be generated focusing on the following 'relative weaknesses':
 - a. For the Natural Science faculty – Commitment
 - b. For the Mathematics faculty – Subject Matter, Teaching for Independent Learning, and Management of Learning.
 - c. For the faculty teaching other subjects – Knowledge of Subject Matter, and Management of Learning.

For Future Researchers

1. Conduct wider studies involving the teaching function of the faculty in relation to the other functions of the BaSC Faculty, such as in administration, research, extension, and production.
2. Conduct similar studies investigating the relationship of teaching performance to the other educational variables, such as administration, facilities, and curriculum.

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