TEACHING PERFORMANCE OF CEBU TECHNOLOGICAL UNIVERSITY ARGAO FACULTY

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ABSTRACT

This paper highlights to determine any relationship between faculty-related factors and teaching performance of the faculty members of Cebu Technological University – Argao Campus for SY 2011-2012 based from student's assessment survey (SAS). Specifically this study attempted to determine the faculty teaching performance in relation to the faculty members' age, gender, highest educational attainment, teaching experience, teaching load, status of employment, and the department where the faculty belongs. The study made use of an analytical-descriptive method of research utilizing the data taken from the latest results of the student's assessment survey (SAS) of teacher's performance. An ISO standard form for student's evaluation on teaching performance was used as an instrument of the study. To get reliable and valid results, a universal sampling technique was employed, where all the faculty of CTU Argao were the subjects of the study. Statistics like frequency, and percentage were used to describe the weighted mean for the interpretation of the level of faculty teaching performance and to assess the related factors that influence the performance of the faculty, Chi-square using coefficient of contingency was used. Results revealed that the factors age, teaching experience, academic rank, highest educational attainment, and teaching load, had a significant relationship on the teaching performances of the faculty members. However, gender, status of employment, and the department where the faculty belong have no bearing on the teaching performance. Teaching performance is critical in the teaching-learning process. It can be deduced that the teaching performances of the faculty members of Cebu Technological University – Argao Campus can be affected by some identified factors, thus, an intervention scheme is recommended for adoption.

Keywords: teaching performance, teaching experience, academic rank, highest educational attainment, age

INTRODUCTION

Education is viewed as the compilation and product of many and varied resources. One of the most important resources is the teacher who is viewed as the key to realize the high standards that are increasingly emphasized in schools and school systems across the country. The government of Pakistan (as cited in Ahmed, 2012) says that the teacher is the pivot of any education system, in fact teachers are the strength of a nation. Teachers continue to retain their influence and it is difficult to bypass them and the process of teaching learning. Importance of teachers is recognized throughout the world (Panda and Mohanty, 2003). Good teachers are essential for the effective functioning of education system and for improving the quality of learning process.

Quality is at the top of most agenda and improving quality is the most important task facing any institution. Quality determines parents' choices in sending their children to schools; quality delivers expected outcomes in licensure examinations, employability and favorable impact to society.

Quality has been defined as the degree of excellence or relative goodness to include a set of standards against which things, situations or institutions are evaluated in order to determine the degree of quality that they possess. The report on the Task Force on Quality Assurance in HEI's (2012) further define quality as the alignment and consistency of the learning environment with the institution's vision, mission, goals and objectives. This can be manifested in exceptional learning and learning outcomes as well as the development of a culture of quality.

Seeking the source of quality is an important quest. Education recognizes the need to pursue it, and to deliver it to students. There are plenty of candidates for the source of quality in education.

One of these sources is the teachers' teaching performance. At the Cebu Technological University System, the quality of teachers and teaching performance is deemed one of the most important factors to achieve its mission. Periodic review and evaluation of the educational processes for continual improvement have been the byword since its submission to quality assurance initiatives through external agencies such as the International Organization for Standardization (ISO) and the program evaluation conducted by the Accrediting Agency for Chartered Colleges and Universities (AACCUP).

These quality assurance initiatives have given way to a periodic review of teaching performance through the Student Assessment Survey (SAS) conducted not later than February each year. The data/results are communicated to the concerned faculty for possible intervention schemes. This described scenario and rationale have given way to the conduct of this study to find out: (a) level of teaching performance, and (b) significant relationships between teaching performance and identified variables in order to design an intervention scheme for faculty development towards continual improvement.

THEORETICAL AND CONCEPTUAL FRAMEWORK

This study is anchored on the theory of attribution by Weiner (1992) and the Interactive or Cyclical Theory of Teacher Performance by Blasé, Joseph J., Greenfield, and William D. (2002). Weiner's attribution theory explains people's behavior or performance to internal disposition such as enduring traits, motives, and attitudes. According to Martin (1994) the attribution theory is an explanation of the motivation that focuses on how people explain the causes of their success and failures. An important assumption of attribution theory is that people will interpret their environment in such a way as to main positive self-image. That is, they will attribute their successes or failures to factors that will enable them to feel good as possible about themselves. In general, this means that when learners succeed at an academic task, they are likely to want to attribute this success to their own efforts or abilities; but when they fail, they will want to attribute to factors over which they have no control, such as bad teaching or bad luck.

On the other hand, the Cyclical Theory of Teacher Performance stressed that effective performance is part of a cyclical process. Teacher effort overcomes job-related stressors and achieves valued outcomes and rewards as determined by teacher perception on student needs. This success increase teacher effort and lead to more effective performance. These two theories served as a backbone in determining the relationship between teaching performance of the faculty members in relation to age, gender, highest educational attainment, teaching experience, teaching load, status of employment, and the department where the faculty belongs based from student's assessment survey (SAS). The results served as basis for an enhanced faculty development plan.
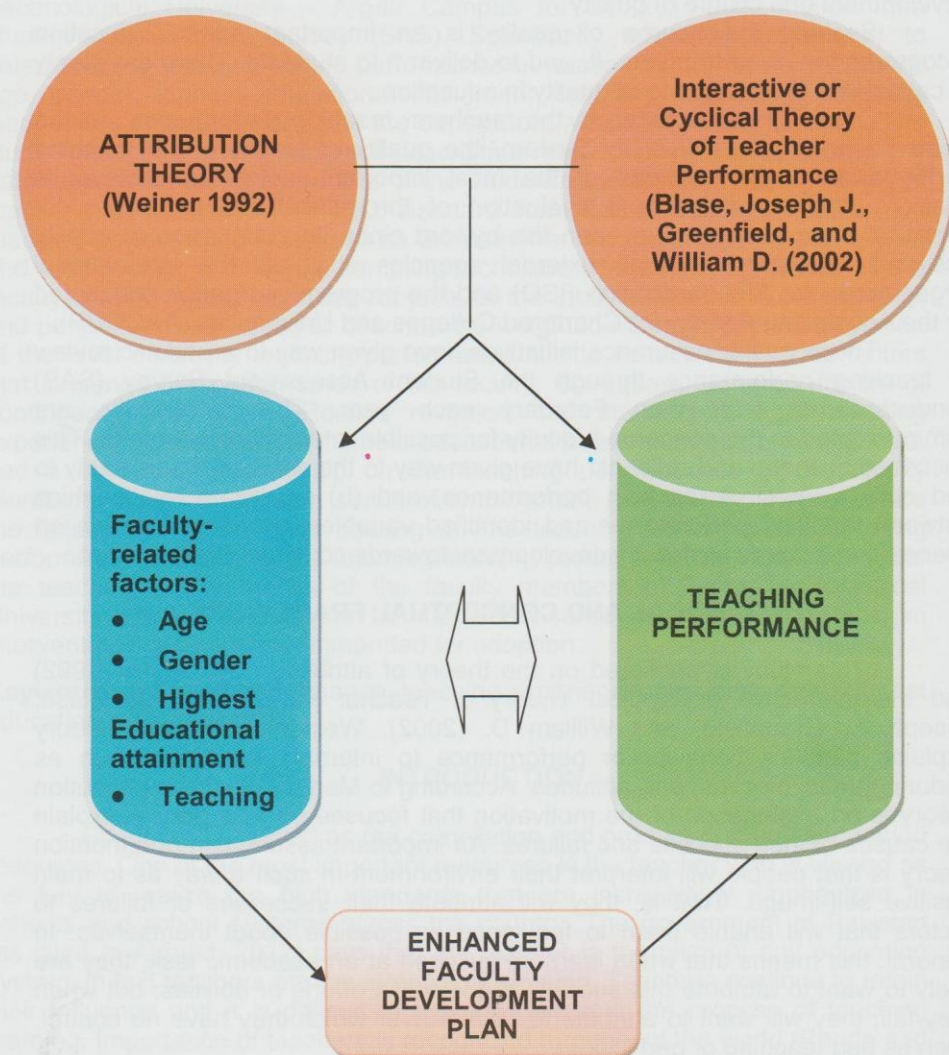

Figure 1. Theoretical and Conceptual Framework of the Study.

METHODOLOGY

The study made use of an analytical-descriptive method of research utilizing the data taken from the latest results of the student's assessment survey (SAS) of teacher's performance. An ISO standard form for student's evaluation on teaching performance was used as an instrument of the study. To get reliable and valid results, a universal sampling technique was employed, where all the faculty of CTU Argao were the subjects of the study. Statistics like frequency, and percentage were used to describe the weighted mean for the interpretation of the level of faculty teaching performance and to assess the related factors that influence the performance of the faculty, Chi-square using coefficient of contingency was used.

RESULTS AND DISCUSSION

The table below shows the result of the teachers' performance based on the student assessment survey where the teachers were rated on two areas; management and performance. Each table contains ten (10) indicators with their corresponding mean and description.

Table 1.Teaching Performance (SAS).

I. Management	Mean	Description
1. Gives reasonable course/subject assignments	4.07	Very Satisfactory
2. Earns appreciation and kind attention from students	4.02	Very Satisfactory
3. Gives orientation about the subject and how students are evaluated.	4.12	Very Satisfactory
4. Gives test and/or projects which are within the objectives of the course	4.22	Outstanding
5. Shows concern in assisting the students	4.04	Very Satisfactory
6. Shows sympathetic insight into students' feelings	3.89	Very Satisfactory
7.Checks and records test papers/term papers promptly	4.31	Outstanding
8.Is on time and regular in meeting the class	4.17	Very Satisfactory
9.Assigns fair subject/course requirements	4.00	Very Satisfactory
10.Sustains the attention of the class for the whole period	4.07	Very Satisfactory

II. Performance	Mean	Description
1. Presents lesson clearly, methodically and substantially	4.11	Very Satisfactory
2. Motivates the students to learn	4.11	Very Satisfactory
3. Facilitates learning with the application of appropriate educational methods and techniques	4.08	Very Satisfactory
4. Shows mastery of the lesson	4.23	Outstanding
5. Is prepared for the class	4.23	Outstanding
6. Inspires students' self reliance in their quest for knowledge	4.03	Very Satisfactory
7. Knows when the students have difficulty understanding the lesson and finds ways to make it easy	3.96	Very Satisfactory
8. Integrates values into the lesson	4.09	Very Satisfactory
9. Speaks the language of instruction clearly and fluently	4.19	Very Satisfactory
10. Delivers thought provoking questions	3.99	Very Satisfactory
Overall Rating	**4.10**	**Very Satisfactory**

The result revealed that under management, there were only two indicators that teachers rated outstanding, item no. 7 (teachers check and record test papers/term exams promptly), and item no. 4 (give test and/or projects which are within the objectives of the course). The rest were very satisfactory. However, the least indicator was item no. 6 (Shows sympathetic insight into students' feelings). While under performance, two indicators also were rated as outstanding and the rest were very satisfactory. This further showed that teachers had mastered their lessons and were prepared for class but did not know when the students have difficulty understanding the lesson and find ways to make it easy since this was the least indicator rated very satisfactory. But in general, the teachers were rated very satisfactory.

Table 2. Relationship Between the Identified Variables & Teaching Performance

Teaching Performance VS	x^2	C	t-value	Critical Value	Decision
Age	8.77	0.31	2.93	1.98	Reject H_o
Gender	0.67	0.09	0.81	1.98	Accept H_o
Teaching Experience	11.81	0.35	3.38	1.98	Reject H_o
Academic Rank	9.58	0.38	3.05	1.98	Reject H_o
Highest Educ'l Attainment	8.16	0.30	2.85	1.98	Reject H_o
Status of Employment	1.33	0.13	1.18	1.98	Accept H_o
Teaching Load	11.18	0.34	3.27	1.98	Reject H_o
Department	2.58	0.17	1.55	1.98	Accept H_o

Age

The t-value of 2.93 is greater than the critical value of 1.98, which leads to a decision of rejecting the null hypothesis. There is a significant relationship between the teaching performance and the age of the faculty. This further implies that age has bearing on the teaching performance of the instructors. For the age bracket of 20-29 years old, the instructors got an outstanding rating with a weighted mean of 4.22; a very satisfactory performance for the age bracket 30-39 years old with a weighted mean of 4.13; instructors who belong to the age bracket of 40-49 years old, 50-59 years old, and 60 years old and above also got a very satisfactory rating of 4.16, 4.13, and 3.75 respectively. The age bracket that has the highest rating in terms of teaching performance is from 20 to 29 years old while the 60 years old and above got the lowest rating. Based from this data, it can be deduced that younger instructors are performing well than the senior instructors as perceived by the students.

Gender

The t-value of 0.81 is less than the critical value of 1.98; therefore the null hypothesis is accepted. There is no significant relationship between the teaching performance and gender of the faculty members. This further suggests that faculty members' gender does not matter greatly to the students in terms of rating. But considering the respective rating of the male and female faculty, the male instructors got a weighted mean of 4.12 over the female instructors with a 4.08 rating. The male instructors got a higher rating than the female instructors, but the mean difference is not really significant because both gained a very satisfactory performance as perceived by the students.

Teaching Experience

At 0.05 level of significance, the computed t-value of 3.38 is greater than the critical value of 1.98 which means, the null hypothesis will be rejected. The results indicate a positive correlation between the length of service or teaching experience and teaching performance of the instructors. Instructors who spent from 0 to 9 years in the profession got a very satisfactory rating with

a weighted mean of 4.03. Those who are teaching from 10-19 years also got a very satisfactory rating of 4.31, the same as with those who are in the profession from 20-29 years, 30-39 years, and 40 years and above also got a very satisfactory rating of 4.17, 3.92, and 3.60 respectively. Those who are teaching from 10-19 years got the highest rating while those who are in the teaching profession for 40 years and above got the lowest rating. A pattern can be observed with the performance of the teachers, the longer the teaching experience the lower is the performance rating. Teaching performance tends to decline with additional years of teaching experience. The above-mentioned results confirm Siebert's (2006) findings that there are significant differences between experienced and novice teachers regarding teaching performance.

Academic Rank

At 0.05 level of significance, the t- value of 3.05 is greater than the 1.98 critical value, therefore the null hypothesis will be rejected. Academic rank has a significant relationship on the teaching performance of the instructors. The academic rank of the instructors can affect his or her teaching performance. Instructors 1 to 3 and Assistant Professors 1-4 got a very satisfactory rating with weighted means of 4.18 and 3.87 respectively. On the other hand, those who are having academic ranks of Associate Professor 1 to 5 and full-pledged professors got an outstanding rating of 4.33 and 4.67 respectively. The full pledged professors got the highest rating, while the lowest rating goes to those with academic ranks Assistant Professor 1 to 4. The higher the academic rank, the higher is the performance rating. Academic rank can be attained by an instructor through hard work, perseverance and sincerity towards the profession with pure intentions. Achievements gained in the teaching profession, the number of research works, and constant upgrading of the educational qualifications through further studies can also bolster or elevate the academic rank of an instructor.

Highest Educational Attainment

The t- value of 2.85 is greater than the critical value of 1.98; then the null hypothesis will be rejected. The highest educational attainment of an instructor can significantly affect his or her teaching performance. A very satisfactory rating was earned by those instructors with baccalaureate or BS degree, BS degree holder with MA units, MA degree holders, and full-pledged MA with doctoral units with weighted means of 4.01, 4.00, 4.15, and 4.06 respectively. The lowest rating given by the students goes to those who are BS degree holders with MA units. However, the outstanding rating of 4.48 goes to those who are doctorate degree holders. The higher the educational attainment, the higher is the performance rating.

Status of Employment

The t-value of 1.18 is less than the critical value of 1.98, this will lead to a decision of accepting the null hypothesis. There is no significant correlation between one's status of employment and teaching performance. The part-timers and regular instructors both got a very satisfactory rating. The part-time instructors got a weighted mean of 4.01 while 4.13 for the regular instructors. This implies that both the part-time and regular instructors are performing well in

class. Though the weighted mean of the regular instructors is a little bit higher than the part-time instructors but the difference is not really significant.

Teaching Load

The t- value of 3.27 is greater than the critical value of 1.98 which rejected the null hypothesis. This means that there is a significant correlation between the teaching load and teaching performance of the instructors. Instructors with a minimum of 10 hours and below of teaching load per week got an outstanding rating of 4.44. A very satisfactory rating was earned by those who have 11 to 15 hours, 16 to 20 hours, and 21 to 25 hours per week with a rating of 3.90, 4.0, and 4.13 respectively. However, those instructors having 26 to 30 hours per week got an outstanding rating of 4.29. Despite the bulk and load of work given to them, they were able to do on what is expected from them. Most of the instructors with a teaching load of 26 to 30 hours are not holding higher positions and other obligations in school, so most of their time is devoted mainly for instruction without interruptions like management meeting, and etc. The highest rating goes to those who have the minimum of 10 hours and below per week. Most of them are holding major positions in the institution the reason why they were given lesser teaching loads. Only a portion of their time is spent for instruction so they have the luxury of time to prepare for their class. One can perform well even if they are given the maximum allowable load for an instructor. On the other hand, one may not be performing well even if they are given with the minimum teaching load.

Department

At 0.05 level of significance, the t- value of 1.55 is less than the critical value of 1.98 which leads to a decision of accepting the null hypothesis. There is no significant relationship between teaching performance and to what department the teacher belongs whether academic or technology instructors. Both got a very satisfactory rating from the students. The academic instructors got a weighted mean of 4.16 while 4.04 for the technology instructors. Both are performing well as educators. However, the weighted mean of the academic instructors is a little bit higher than the technology instructors, but the difference is not really significant.

CONCLUSION

Results revealed that the factors age, teaching experience, academic rank, highest educational attainment, and teaching load, had a significant relationship on the teaching performances of the faculty members. However, gender, status of employment, and the department where the faculty belong have no bearing on the teaching performance.

RECOMMENDATIONS

1.Teachers have to continue their graduate studies in order to acquire more knowledge and skills and be competitive in the different areas of teaching.
2.Participation in relevant seminars and trainings can be done in order to keep pace with the new trends, issues and practices in teaching profession.

3.Consulting/ visiting internet media and new informatory literature to bring innovation in the teaching methodology.

4.Mentoring of mentors: a program to strengthen faculty performance

5.Strengthening supervisory functions of chairpersons and directors to ensure quality delivery of classroom instruction.

6.*Cooperation with the campus directors, teachers, parents and students in the implementation of professional development programs for the realization of quality instruction.*

7.Inclusion of programs/activities for faculty development to address areas where faculty were rated low.

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