



THE TEACHING PERFORMANCE IN THE HIGHER INSTITUTIONS IN KALINGA, PHILIPPINES: A BENCH MARK FOR QUALITY EDUCATION

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Abstract: *This study was conducted in all the higher education institutions in Kalinga for school year 2009-2010 with 1,147 students and 109 teacher respondents. It aimed to determine the teaching performance of faculty members along: Teacher's Personality, Syllabi Preparation, Content, Teaching Strategies, Classroom Management, Learning Management; Specifically, it also aimed to: find the extent of factors affecting the teaching performance of the faculty members; and look into the teaching strategies adopted by the faculty members to improve their teaching performance.*

The survey questionnaire was the major gathering instrument to collect the data gathered and were treated using the Analysis of variance on the extent of perceptions of the teaching performance along the variables identified. However, the t-test was used in the analysis of the perception between the third and fourth year students, while the weighted mean was used for the responses on the problems identified by the respondents.

Statistically, the findings of this study revealed that the level of performance of the faculty as perceived by the students was "very satisfactory " and that there was no significant difference on the extent of perception by students on the level performance of faculty members along : Teacher's personality ,syllabi preparation ,content ,teaching methods, classroom management ,and learning management. However, on the factors affecting the teaching performance like: the school-related factors, teacher-related factors, and community –related factors, it was perceived that the faculty members were moderately affected.

The study also revealed that the teachers adopted strategies of teaching were: question and answer as their teaching strategy; the lecture method; teacher led whole class discussion strategy; demonstration; used free flowing whole class discussion; watching a video/film; dictation; as their strategy, notice/board style displays; use of the overhead projector/LCD in teaching; and use of white/blackboard chalk. Among the strategies, the question and answer



strategy was considered the common strategy used by the faculty members and the least was the used of the whiteboard-talk method.

Based from the findings and conclusions of the study, the following recommendations are offered : Generally, the perceived strength on the teaching performance of the faculty members need to be further reinforced and must provide solutions for the perceived weaknesses; Classroom should be conducive for learning and the administrators should provide complete facilities like laboratory equipment; The school administrators should continue upgrading the abilities of the teachers by providing meaningful opportunities for trainings and seminars/workshops; Teachers should be skillful in using a method or strategy in teaching; The problems affecting the teaching performance of faculty members should be given attention and properly addressed; Incentives such as salary increase, hazard pay, rice allowance, grocery allowance, laundry allowance and the like should be given to teachers in order that they will be motivated and inspired in teaching; Workload should be properly distributed according to their field of specialization; Values education should be done through extension programs to strengthen peace and order. The teaching strategies adopted by the faculty members must be enhanced such as: The craft in questioning should be adopted for this challenge the curiosity and tickle the critical thinking of the students; varied teaching methodologies should be employed to help students respond to the rapid growth and development of the modern complex society.

Keywords: Faculty Performance in Tertiary Education level

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RATIONALE

Results of performance evaluation reveal the quality and impact of the strategies and methodologies employed in the field of teaching. It reflects the level of competence of a teacher to handle the learning styles of students and the level of capability to employ varied strategies and methods of teaching for effective and efficient teaching and learning process. Likewise, performance results also show the level or extent of student's appreciation towards the totality of teacher's effort in delivering the skills and knowledge to the learners. However, most of the times or sometimes, the results of the rating are not always true depending on what areas are being evaluated. For instance, in Science and Mathematics courses, teachers are most of the time given a rating of satisfactory even if the teachers were very good in teaching the subjects; it is because they claim that the subjects are difficult to learn. Thus, it is very important to have a pre-evaluation and post-evaluation of the knowledge and attitudes of the students towards the subjects in order to find out the areas to emphasize and the style of learning of the students. In this way, the teacher will know what methods and strategies are suitable to the students of varied background and learning capabilities.

In most instances, high performance level of student learning outcomes can only be attained in the hands of able and dedicated teachers, imbued with the goal of delivering the services to the students.

Becoming an effective teacher is a complex process that is continuous throughout the teacher's professional life. It requires the continuous development of his personal growth and the honing of his professional competencies. An effective teacher is reflective, thus becoming sensitive to her own problems and those of her profession and students. She solves problems to the best knowledge she can produce. She becomes more competent as she handles one problem after another. The sense of efficacy derived from successful problem solving results to self-esteem and greater commitment to effective teaching. She must not only rely on her professional competence or technical knowledge. She needs to continuously reflect on her attitudes, beliefs, and behavior that affect teaching-learning process. The learners will learn effectively if they are motivated to be involved and to take responsibility for their own learning.



In order to help a teacher perform better, supervisors should not forget to consider the personal atmosphere of the teacher itself so that she/ he feels that she is a part of the family being cared and protected. However, the supervisor should take note of his level of authorities and responsibilities that he is the leader to lead the teachers to perform to their best .Hence, Performance does not only depend on the classroom evaluation but must consider the total attributes of the employees /teachers in the school and the community as a whole .Performance evaluation should then be considered as an avenue to embrace because it can help provide information to improve or sustain teaching expertise and competencies among teachers.

OBJECTIVES

This study was done to determine the teaching performance of the faculty members of the higher educational institutions in Kalinga.

Specifically, this study attempted to answer the following objectives and hypotheses:

1. To find out the level of teaching performance of the faculty members along:
 - a. Teacher's Personality
 - b. Syllabi Preparation
 - c. Content
 - d. Teaching Strategies
 - e. Classroom Management
 - f. Learning Management
 - 1.1 To determine if there are significant differences in the perceptions of students on the level of teaching performance of faculty members as to the moderator variables of school of enrollment, course enrolled, and ethnic affiliation.
 - 1.2 There are no significant differences in the perceptions of students on the level of teaching performance of the teachers along teacher's personality, syllabi preparation, content, teaching strategies, classroom management, and learning management according to the moderator variables.
 - 1.3 To determine if there is a significant difference between the responses of the two groups of respondents on the level of teaching performance of faculty members.
 - 1.4 There is no significant difference between the responses of the two groups of respondents on the level of teaching performance of the teachers.
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2. To find the extent of factors affecting the teaching performance of the faculty members.
 - 2.1 To determine if there are significant differences in the responses of the teacher respondents on the extent of factors affecting their teaching performance as to length of service, educational attainment, and field of specialization;
 - 2.2 There are no significant differences in the responses of the respondents on the extent of factors affecting their teaching performance as to the moderator variables;
3. To look into the teaching strategies adopted by the faculty members to improve their teaching performance.

The study was conducted in all the higher education institutions in Kalinga for school year 2009-2010 with 1,147 students and 109 teachers as respondents.

The descriptive survey method with a set of questionnaire as the main instrument in collecting data was used in the study.

RESULTS AND DISCUSSION

A) LEVEL OF TEACHING PERFORMANCE

Table 1 reveals the extent of teaching performance of the Faculty members along: Teacher's personality, Syllabi Preparation, Content, Teaching, Teaching Methods, Classroom Management, Learning Management.

Performance Along	Mean	Description
A. Teacher' Personality	4.11	Very Satisfactory
B. Syllabi Preparation	4.07	Very Satisfactory
C. Content	4.18	Very Satisfactory
D. Teaching Methods	4.0	Very Satisfactory
E. Classroom Management	4.09	Very Satisfactory
F. Learning Management	4.05	Very Satisfactory
Total Average Weighted Mean	4.08	Very Satisfactory

As a summary of the different area means of the responses, content has the highest area mean of 4.18, followed by the teacher's personality with 4.11, the third in rank is classroom management with 4.09 followed by syllabi preparation with 4.07. Learning management got 4.05 and teaching methods has the lowest area mean of 4.0. All the area means obtained a "very satisfactory" description. The total average weighted mean is 4.08 which fall under "very satisfactory" description.



Table 2. Responses of Respondents as to whether there are significant differences on the Teaching performance of teachers along the variables.

Performance Along	F-ratio	F.05	T-ratio	T .05	Decision
I. Teacher's Personality					
a. School of Enrollment	1.98	2.87			Ho Accepted
b. Course Enrolled	1.40	2.62			Ho Accepted
c. Ethnic Affiliation	2.34	2.87			Ho Accepted
d. Year Level			.13	2.306	Ho Accepted
II. Syllabi Preparation					
a. School of Enrollment	.74	2.87			Ho Accepted
b. Course Enrolled	1.11	2.62			Ho Accepted
c. Ethnic Affiliation	1.27	2.87			Ho Accepted
d. Year Level			.703	2.306	Ho Accepted
III. Content					
a. School of Enrollment	13.05	3.06			Ho Rejected Groups 2 & 5 Groups 3 & 5 Groups 2 & 4 Groups 3 & 4 Groups 1 & 2 Groups 1 & 3
b. Course Enrolled	32.21	2.77			Ho Rejected Groups 3 & 4 Groups 1 & 3 Groups 2 & 4 Groups 3 & 6 Groups 4 & 5 Groups 1 & 2 Groups 1 & 5 Groups 2 & 6 Groups 5 & 6
c. Ethnic Affiliation	2.32	3.06			Ho Accepted
d. Year Level			.0032	2.447	Ho Accepted
IV. Teaching Methods					
a. School of Enrollment	10.85	3.06			Ho Rejected Groups 2 & 5 Groups 2 & 4 Groups 2 & 3 Groups 1 & 2
b. Course Enrolled	8.25	2.77			Ho Rejected Groups 2 & 6 Groups 3 & 6



					Groups 5 & 6 Groups 1 & 2 Groups 1 & 3 Groups 1 & 5
c. Ethnic Affiliation	12.64	3.06			Ho Rejected Groups 2 & 4 Groups 3 & 4 Groups 1 & 2 Groups 1 & 3 Groups 2 & 5 Groups 3 & 5
d. Year Level			.11	2.447	Ho Accepted
V. Classroom Management					
a. School of Enrollment	20	2.65			Ho Rejected Groups 2 & 5 Groups 1 & 2 Groups 4 & 5 Groups 3 & 5 Groups 2 & 3 Groups 1 & 4
b. Course Enrolled	4.31	2.42			Ho Rejected Groups 1 & 3 Groups 1 & 6 Groups 1 & 2
c. Ethnic Affiliation	20.11	2.69			Ho Rejected Groups 2 & 5 Groups 1 & 2 Groups 4 & 5 Groups 3 & 5 Groups 2 & 3 Groups 1 & 4
d. Year Level			.23	2.145	Ho Accepted
VI. Learning Management					
a. School of Enrollment	14.06	2.69			Ho Rejected Groups 2 & 4 Groups 2 & 5 Groups 1 & 4 Groups 1 & 5 Groups 2 & 3 Groups 3 & 4
b. Course Enrolled	10.82	2.49			Ho Rejected Groups 2 & 6 Groups 3 & 6 Groups 2 & 4 Groups 3 & 4 Groups 1 & 2



					Groups 1 & 3
c. Ethnic Affiliation	.52	2.69			Ho Accepted
d. Year Level			.23	2.179	Ho Accepted

The table summarized that there are no significant differences in the responses of the respondents on the level of teaching performance of faculty members along teacher's personality and syllabi preparation as to the variables of school of enrollment, course enrolled, ethnic affiliation, and year level. Along content and learning management as to the variables of ethnic affiliation and year level, there are no significant differences thus the null hypotheses are accepted. Whereas, along teaching methods and classroom management, the year level is the only variable that is accepted. On the other hand, the variables of school of enrollment and course enrolled along content and learning management and along teaching methods and classroom management as to the variables of school of enrollment, course enrolled, and ethnic affiliation where there are significant differences in the responses of the respondents hence, the null hypotheses are rejected.

Table 2 reveals the summary of the Means of the Responses on the Extent of Factors Affecting the Teaching Performance of the Faculty Members of Higher Education Institutions in Kalinga

Factors	Mean	Description
School-Related Factors	2.30	Moderately Affected
Faculty-Related Factors	2.09	Moderately Affected
Community-Related Factors	2.17	Moderately Affected
Total Average Weighted Mean	2.19	Moderately Affected

The table summarized that the faculty members were "moderately affected" as seen in the column of means that the overall means is 2.19. This is due to fact that teachers always understand their environment. They are flexible to any situation that whatever unfavorable condition ,they can survive and willing to work devotedly even under pressure.

Table 3. Summary of ANOVA or F- ratio as to whether there are significant differences on the Extent of Factors Affecting the Teaching Performance of the Faculty Members of Higher Education Institutions in Kalinga as to Variables.



Variables	F-ratio	F.05	Decision
I School-Related Factors			
Length of Service	0.94	3.27	Ho Accepted
Educational Attainment	2.33	3.27	Ho Accepted
Field of Specialization	1.61	2.29	Ho Accepted
II Faculty-Related Factors			
Length of Service	2.03	3.40	Ho Accepted
Educational Attainment	5.40	3.40	Ho Rejected
Field of Specialization	1.57	2.41	Ho Accepted
III Community-Related Factors			
Length of Service	0.47	3.55	Ho Accepted
Educational Attainment	5.05	3.55	Ho Rejected
Field of Specialization	0.90	2.49	Ho Accepted

The table summarized that there are no significant differences in the responses of the respondents on the extent of school-related factors affecting the teaching performance of faculty members along the variables of length of service, educational attainment, and field of specialization; whereas, the variables of length and field of specialization are accepted along the faculty-related factors and community-related factors. On the other hand, it is only the variable of educational attainment where there is significant difference along faculty-related factors and community-related factors. In this regard, those with varied educational background have different views regarding the factors affecting the performance.

C).TEACHING STRATEGIES ADOPTED BY THE FACULTY MEMBERS TO IMPROVE THEIR TEACHING PERFORMANCE

Table 4 presents the teaching strategies adopted by the faculty members to improve their teaching.

Teaching Strategies	Frequency	Percentage	Rank
Question and Answer	105	96.33%	1
Lecture/Teacher talk	92	84.40%	2
Teacher led whole class discussion	62	56.88%	3
Demonstration	56	51.38%	4
Free Flowing whole class discussion	52	47.71%	5
Watching a video/film	43	39.45%	6
Dictation	41	37.61%	7
Notice/Board Style Displays	27	24.77%	8
Overhead projector/LCD	25	22.94%	9
White/Blackboard chalk	22	20.18%	10



In table 4, The first strategy adapted by the faculty is the question and answer which had a frequency of 105 which is 96%. This finding implies that question and answer serves as a wide range of functions in promoting effective learning especially if this teaching tool is conveniently placed in the hands of a teacher. Second to this is the lecture-talk method which that 84.40% or 92 of the faculty commonly used this strategy, 56 % or 62 faculty made use of teacher led whole discussion, 51% or 56 faculty used demonstration method . However, among these, the use of the whiteboard is being used by 20.18 % or 22 of the faculty respondents.

The result of the study is similar to the finding of

Benito (1996). She disclosed that as to the utilization of teaching methods, the most common method used by college teachers handling specialized and non-specialized courses is question-and-answer.

Rivera & Sambrano (1992) also supports this finding. Both of them posited that question and answer as a method of teaching plays significantly in the delivery of the subject matter. It is necessary for teachers to ask questions that bring out the educational goals they have set, there is much more to good questioning techniques than merely asking the right questions. Because skill in the art of questioning is considered as the basis of effective teaching, a teacher must have the knowledge of the purposes and kinds of questions, the type of learners, the phrasing, and the manner of asking questions.

CONCLUSION

The findings of this study revealed that the level of performance of the faculty as perceived by the students was “very satisfactory “ and that there was no significant difference on the extent of perception by students on the level performance of faculty members along : Teacher’s personality ,syllabi preparation ,content ,teaching methods, classroom management ,and learning management. However, on the factors affecting the teaching performance like : the school-related factors, teacher-related factors, and community – related factors, it was perceived that the faculty members were moderately affected .

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teaching; and use of white/blackboard chalk. Among the strategies, the question and answer strategy was considered the common strategy used by the faculty members and the least was the used of the whiteboard-talk method .

RECOMMENDATIONS

Based from the findings and conclusions of the study, the following recommendations are offered :the perceived strength on the teaching performance of the faculty members need to be further reinforced and must provide solutions for the perceived weaknesses; Classroom should be conducive for learning and the administrators should provide complete facilities like laboratory equipment; The school administrators should continue upgrading the abilities of the teachers by providing meaningful opportunities for trainings and seminars/workshops; Teachers should be skillful in using a method or strategy in teaching; The problems affecting the teaching performance of faculty members should be given attention and properly addressed; Incentives such as salary increase, hazard pay, rice allowance, grocery allowance, laundry allowance and the like should be given to teachers in order that they will be motivated and inspired in teaching; Workload should be properly distributed according to their field of specialization; Values education should be done through extension programs to strengthen peace and order. The teaching strategies adopted by the faculty members must be enhanced such as: The craft in questioning should be adopted for this challenge the curiosity and tickle the critical thinking of the students; varied teaching methodologies should be employed to help students respond to the rapid growth and development of the modern complex society.

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