

TEACHING PERFORMANCE OF GUIMARAS STATE COLLEGE EDUCATION GRADUATES: A TRACER STUDY

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ABSTRACT

Teacher's efficiency and effectiveness inside the classroom is a great concern of the entire educational system. This study on the teaching performance of Guimaras State College (GSC) Education Graduates utilized a secondary data from the Competency-Based Performance: Appraisal System for Teachers (CB-PAST) results. The descriptive research design was used and the respondents were the thirty five (35) Bachelor of Elementary Education (BEED) and Bachelor of Science in Secondary Education (BSED) graduates of GSC during AY 2011-2014 currently employed at DepEd Buenavista, Guimaras. The respondents manifested a very satisfactory teaching performance in both public elementary and secondary schools. Their instructional competence concerning the diversity of learners, curriculum content, pedagogy and planning, assessing and reporting in school, home and community linkages are proficient. They were also highly skilled in personal, social growth, and professional characteristics. The respondents did not differ significantly in their teaching performance regarding civil status, sex, and grade level taught. A significant difference existed in the teaching performance of the respondents concerning their respective lengths of service. GSC Education graduates perform very satisfactorily in the individual schools where they are assigned.

Keywords: *Teaching performance, Education graduates, Guimaras, Tracer*

INTRODUCTION

Background of the study

Teacher education program being the hub of the teacher training is the pacesetter for the whole educational enterprise. Its effectiveness and success should be the great concern not only of the College of Education but also of the entire educational system. Inefficiency in the teacher education programs (TEP) affect education at all levels. Hence, all those interested in educational programs have at stake seeing that they are thoroughly efficient and effective in their operations. (Almejas et al., 2017)

Teacher effectiveness begins with each teacher's ability to apply the instructional strategies and cover the appropriate material as outlined in the scope and sequence of the selected curriculum. Curriculum-focused professional development helps provide teachers the "what" they need to provide concerning classroom instruction. However, the questions of "why" specific students require certain instructional resources and "when" those resources are needed are the fundamental questions that will unlock schools' ability to empower teachers to obtain a level of effectiveness that will improve student outcomes. (Lexia Learning, 2017)

Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their work performance. They found that there is a positive relationship between motivation and working performance of teachers. The higher the level of motivation, the higher will be the teacher's job performance or if provided with a higher level of motivation to teachers then there will be an increase in job performance. Teacher motivation is fundamental because it improves the skills and knowledge of teachers; it directly influences the student's achievement.

According to Carl Hose (2017), 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 are determine to raise eligibility, whether an employee is right for promotion or even if an employee should be fired.

According to the National Association of State Directors of Special Education (NASDE), an accurate profile of student learning in response to intervention model includes several factors such as the level of performance, the rate of learning and academic goals. Based on these factors, teachers can then adjust the instructional intensity necessary to meet the educational goals. Most importantly, the teacher can set his or her instructional priorities and manage available time and resources to help the students who are in the greatest need (Brooke & Stone, 2017).

This research work anchored on McClelland's need achievement theory. This theory postulates that some people are driven to success by seeking "personal achievement rather than rewards themselves". The need achievement theory is readily applicable to academic environments and explains why some teachers are high achievers, despite the hardship they encountered: they set themselves high goals and achieving these goals is what drives them. (Saif et al., 2012, p.1387)

This study was also anchored on the theory of job performance by McGregor in his 'X' and 'Y' theories (1960). These theories categorize employees as belonging to one of two groups based on two sets of assumptions. Theory X assumptions take a negative perspective of people: People can have "an inherent dislike for work and avoid it if possible; because of this, they must be coerced, controlled, directed and threatened with punishment to make them work. They prefer to be directed, avoid responsibility, have little ambition, and want security". Theory Y assumptions take the opposite view: the mental and physical inputs expended at the workplace equated and par with those rest or play. External factors or any threats from outside may not be the sole influence for exerting effort. Workers or people can exercise caution and discipline to have objectives achieved, but the hunger in their desire to commit to objectives is dependent on how big are the rewards as assigned to that kind of achievement. Under normal circumstances, people can adapt to seek responsibility and not only accept it (Wehrich & Koontz, 1999:466).

In this particular study, teaching performance assessment is geared towards the creation of preventive and corrective measures as to training and instruction while they are still in the college. It is safe to say that generally speaking, the teaching performance of the graduates of a particular institution reflects the kind of training, skills development, and overall input that the college has somehow shared or had given.

The Commission on Higher Education requires all HEIs to conduct a tracer study and is equally reflected as one of the required documents by any higher education accrediting body such as the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), Inc.

By conducting a survey on the cohort of graduates from a specific institution, profession, discipline, level of education, their employment characteristics, competencies and skills development, and have a comparative analysis, the information gained from these can be used by the graduate's alma mater and other education stakeholders for curriculum development and other emerging reforms. Finally, INCHER-Kassel, Germany, believes that tracer study data offers the "Career Service and the study counseling insights about study and professional careers that they can pass on to the students."

Guimaras State College, as the only state college in Guimaras, has been the source of teachers for the different DepEd schools within the province. To affirm its claim as the producer of quality graduates in the field of Education, GSC has the responsibility to continue guiding and assisting its graduates. The need to monitor and evaluate their performance as seen by their peers, superiors, and other stakeholders in the communities where they are teaching, need to be scientifically determined. It was supposed by the researchers that there is a need to determine the truth behind this claim, thus the reason for the conduct of this study.

Statement of the Problem

This study aimed to determine the teaching performance of the GSC Teacher Education graduates presently employed by the Department of Education-Guimaras. Specifically, it aimed to find answers to the following problems: (a) What is the profile of the respondents when classified according to civil status, sex, length of service, and grade level taught? (b) What is the level of performance of GSC Teacher Education graduates? (c) What are the Instructional Competence, Home, School and Community Involvement, and Personal Growth, and Professional Development of GSC Education Graduates? (d) Are there significant differences in terms of the profile of the respondents and their teaching performance?

METHODOLOGY

This study made use of the descriptive research design. The respondents were the thirty five (35) BSED and BEED graduates of Guimaras State College from Academic Year 2011-2014. Secondary data used was gathered from the files of DepEd-Guimaras using the Competency-Based Performance Appraisal System for Teachers (CB-PAST) during the last three consecutive school years of 2011-2012, 2012-2013 and 2013-2014. The respondents were classified according to civil status, sex, length of service, and grade level taught.

The instrument used for this assessment was the standardized one adopted by DepEd in the yearly evaluation of the performance of teachers. The instrument was composed of three (3) parts. Part I included items on the personal information of the respondents such as civil status, sex, length of service, and school district. Part II included components and performance standards composed of the diversity of learners, curriculum content, and pedagogy, and planning, assessing and reporting, school, home, and community linkages include learning environment and community linkages. Part III included personal, social growth and professional characteristics composed of social regard for learning and personal, social growth and professional development.

Before the gathering of performance data from the two districts of Buenavista, the researchers asked permission from the Schools Division Superintendent of the Province of Guimaras. The researchers borrowed the performance data as soon as the Division Superintendent approved the request. The data gathered were tallied, tabulated, computer-processed, analyzed, and interpreted.

The data gathered in this study were subjected to different statistical treatments using various statistical tools. To determine the significant difference in the two-level categories, the researchers employed the t-Test for independent sample, level of significance set at 0.05. However, to determine the significant differences in the three or more categories of variables ANOVA was used. The discussion was based on the results of these statistical tools in determining the teaching performance of GSC Education graduates.

RESULTS AND DISCUSSIONS

Profile of the Respondents. The profile of the respondents, in terms of civil status, sex, length of service, and grade level taught are presented in Table 1. Results showed that in terms of civil status, the majority (27 or 77%) of the respondents were married within three years after graduation from college. As to sex, (31 or 88.6%) of the respondents were females and only four (11.4%) were males. As to the length of service, most of the respondents (30 or 85.7%) have five years and below of teaching experience, while only 5 (14.3%) have more than five years of teaching experience. In terms of the grade level taught, the majority (21 or 60%) taught at the elementary level, while (14 or 40%) taught at the secondary level. It can be inferred in the findings that most of the education graduates were already married, dominated by females, have five years and below of teaching experience and taught at the elementary level.

Table 1. Profile of the respondents

Categories	f	%
Civil Status		
Single	27	77
Married	8	23
Total	35	100
Sex		
Male	4	11
Female	31	89
Total	35	100
Length of Service		
5 years & below	30	86
More than 5 years	5	14
Total	35	100
Grade Level taught		
Elementary	21	60
Secondary	14	40
Total	35	100

Level of Teaching Performance of GSC Education Graduates. Table 2 presents the data on the level of teaching performance of GSC Teacher Education graduates grouped according to categories such as Instructional Competence, Home, School, and Community Involvement, and Personal Growth and Professional Development. Results showed an overall mean of 3.32, still within the description as very satisfactory. These manifestations are attributed to the regular attendance in the school-based training programs and other activities related to school improvement and development. In addition, this could also be attributed to the learning and values they have acquired from the College where they have graduated and obtained their respective degrees.

When the respondents were grouped according to instructional competence, the performance was described as very satisfactory ($M=3.14$). This is the lowest mean among the categories, followed closely by Home, School and Community Involvement ($M=3.15$), still described as very satisfactory. Based on the Personal Growth and Professional Development, the respondents performed very satisfactorily ($M=3.39$). The findings further revealed that the teaching performance of Teacher Education graduates did not vary based on the Instructional Competence, Home, School, and Community Involvement, and Professional Growth and Professional Development. Their performances, under all categories, were very satisfactory.

Table 2. Level of Teaching Performance of the Education Graduates

Categories	Mean	Interpretation
a. Instructional Competence	3.14	Very Satisfactory
b. Home, School, and Community Involvement	3.15	Very Satisfactory
c. Personal Growth and Professional Development	3.39	Very Satisfactory
Overall Mean	3.32	Very Satisfactory

Scale: 1 .00 – 1.50 – Below Basic (BB), 1.51 – 2.50 – Satisfactory (S), 2.51 – 3.50 – Very Satisfactory (VS), 3.51 – 4.00 (Outstanding)

Instructional Competence, Home, School and Community Involvement, Personal Growth, and Professional Development of Guimaras State College Education Graduates

Table 3 shows the level of Instructional Competence based on diversity of learners exhibited by the respondents. Results showed that the Instructional Competence of the respondents based on the diversity of learners was proficient ($M=3.09$). This may be justified by the fact that they showed fairness and consideration to all learners regardless of socioeconomic background, different experiences, and

capabilities. As to the level of competence based on curriculum content and pedagogy, the result was likewise proficient (M= 3.18).

A proficient rating implies that the teacher displays a high level of competency related to skills, abilities, initiatives, and productivity. This behavior existed because GSC Teacher Education graduates had gained preparation and support from the school head because they have developed good rapport and relationship with them. As to the level of competence based on planning, assessing, and reporting, the result was again proficient (M= 3.15). This means that the GSC education graduates have better preparations in teaching the subject using appropriate tests, assessment technique tools, and remediation activities. This again can be attributed to the training they have acquired from their College to be conscientious in the preparation of their lessons and other teaching aids while still in College.

Furthermore, on the level of Home, School, and Community Involvement of the GSC Teacher Education graduates, the result showed that they received a proficient rating (M=3.19). This means that the respondents were able to create a situation that developed a positive attitude among learners toward their subjects and teachers and inspired learners to value high-performance targets. These GSC Education graduates have established a good and harmonious relationship with their peers in school, home, and in the community.

In terms of Community Linkages of the GSC Teacher Education graduates, the result was proficient (M= 3.15). This shows that teachers have informed and involved the community, especially the parents, learners, and stakeholders regarding school policies, procedures, school events, and achievements in order to implement school policies, rules, and other development programs easily and without any adverse reactions from the parents and other stakeholders.

For the level of Personal Growth and Professional Development of Teacher Education graduates, the result showed that the social regard for learning, personal, social, and professional development of the graduates was Highly Proficient (M=3.42). This implies that the respondents perform or display a high level of performance-related skills, abilities, initiatives, and productivity, consistently, and all responsibilities are completed beyond the level of expectation at all times.

Malm (2009) stresses that teacher education needs to focus much more on the personal processes involved in becoming a professional teacher; that is, teacher programs should comprise a well-grounded balance between the cognitive and emotional dimensions of learning to teach.

Table 3. Instructional Competence, Home, School and Community Involvement and Personal Growth and Professional Development of GSC Education Graduates

Categories	Mean	Interpretation
Instructional Competence:		
a. Diversity of learners	3.09	Proficient
b. Curriculum content and pedagogy	3.18	Proficient
c. Planning, assessing and reporting	3.15	Proficient
Overall Mean	3.09	Proficient
Home, School, and Community Involvement:		
a. Learning environment	3.19	Proficient
b. Community linkages	3.11	Proficient
Overall Mean	3.15	Proficient
Personal Growth and Professional Development:		
a. Social regard for learning	3.42	Highly Proficient
b. Personal, Social Growth and Professional Development	3.35	Highly Proficient
Overall Mean	3.39	Highly Proficient

Scale: 1.00 – 1.74 Below Basic (BB), 1.75 – 2.49 Basic (B), 2.50 – 3.24 Proficient (P), 3.25– 4.00 (Highly Proficient)

Differences in the teaching performance of the respondents categorized as to variables

The teaching performance of the respondents when they were categorized according to civil status, showed no significant differences; $z(8, 27) = .687$, $p < .05$. This means that whether married or single, the teaching performance of the respondents did not vary from each other. The same was true when they were categorized according to sex: $z(4, 31) = .790$, $p < .05$. There was also no significant difference in the teaching performance of the respondents in terms of the grade level taught which means that the teaching performance of GSC Teacher Education graduates did not differ whether they are teaching in elementary or secondary levels.

However, a significant difference was observed when the respondents were categorized according to the length of service ($M = 3.2597$, $S = .26679$). It was found out that Teacher Education graduates who have more than five years of teaching experience have a higher teaching performance than those who have below five years of teaching experience.

According to Greenberg et al. (2004), teacher experience is a topic of potential concern to policymakers as experienced teachers have more opportunities to teach higher level or advanced classes, and thus have higher achieving students in their classrooms. Hence, it is possible that students with poor performance are more likely to have a double disadvantage because they are more likely to be taught by less experienced teachers.

Table 6. Difference in the teaching performance of the respondents categorized as to different variables

	Computed-value	p-value	Interpretation
Civil Status	-.407	0.687	Not Significant
Sex	-.268	0.790	Not Significant
Length of Service	-2.577	0.015	Significant
School District	1.969	0.156	Not Significant

* $p < 0.05$

CONCLUSIONS

The teaching performance of the respondents in both public elementary and secondary schools was very satisfactory while their level of instructional competence, school, home and community linkages and personal, social growth and professional characteristics were proficient. No significant differences were noted in the teaching performance of the respondents when they were categorized to variables of sex, civil status and school district, which means that regardless of the dissimilarity in their personal attributes the respondents have the same level of teaching performance. However, they differ in teaching performance once categorized as to length of service. This showed that teachers who had already gained more than five years of experience performed better than those who were neophytes. This can be attributed to the fact that they have already attended more seminars and training than those who have less number of years of experience; thus, they have already adjusted to the job.

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