

Teaching Performance Of Guimaras State College Education Graduates:A Tracer Study

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Abstract

This descriptive research was an attempt to evaluate the teaching performance of education graduates of Guimaras State College. This study utilized the CB-PAST of the Department of Education from AY 2011-2014 which served as secondary data with the permission of the Schools Division Superintendent of the province of Guimaras. The respondents of study were the Guimaras State College education graduates from 2000 to 2014 employed in the DepEd Municipality of Buenavista. The respondents were 35 teachers of whom school district, seven were the elementary school teacher in District 1, 14 in District 11; 12 were secondary teachers in District 1; and 2 in the secondary district 11 in the Municipality of Buenavista. Mean, t-test and ANOVA, were used as descriptive statistics. The findings revealed that these education graduates from public schools in the Municipality of Buenavista manifested a "very satisfactory" teaching performance. Further, the instructional competence of education graduates in terms of diversity of learners, curriculum content and pedagogy and planning, assessing and reporting and school, home and community linkages is proficient. They also are highly proficient in personal, social growth and professional characteristics. The teacher respondents did not differ significantly in their teaching performance in terms of civil status, sex, length of service and school district. Significant difference existed in the teaching performance of education graduates in terms of length of service.

Keywords: Teaching performance, Education graduates, Guimaras

INTRODUCTION

Background/ Rationale

Human assets are one of the most important resources available to any organization and employee competence and commitment largely determine the objectives that an organization can set for itself and to its success in achieving them. Therefore, the demand for effective employees continuously increases in both public and private organizations. Carretta(1992) suggests that the best way of matching people and jobs is through the use of competency modeling.

Competent employees are the main resource of any organization in acquiring a competitive advantage. It is a fact that the organization's best source of competitive advantage lies with its employees. Organizations require that the expenses associated with training programs like socialization or orientation program and skills training be justified with evidence that such training involves individual work performance.

Work performance is a central and important construct in work psychology. This is vital for a variety of purposes, identification of strength and weaknesses, assessment of training and placement needs, next for human resource planning and also reinforcement of salary administration purposes, making promotion decision and designing of merit-pay system.

In this particular study, teaching performance assessment is geared towards 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.

On a very general level, work performance can be described as “all the behaviors employees engage in while at work” (Jex 2002 p.88). However, this is considered by many as a vague description. It is believed that a fair amount of the employees’ behavior displayed at work is not necessarily related to work-specific aspects. There are some other related behaviors or efforts not directly related to their main functions but are important because they shape the organizational, social, and psychological contexts serving as the critical catalyst for task activities and processes (Werner, 2000). Generally, work performance refers to how well someone performs at his or her work.

Historically, there have been three approaches to define the dimensions of job or teaching performance (Milkovich et al 1991 p.48) which are as follows: as a function of outcomes; as a function of behavior; and as a function of personal traits.

Statement of the problem

Specifically, this study aims to find answers to the following questions:

1. What is the profile of the respondents when classified according to civil status, sex, length of service, and school district?
2. What is the level of performance of the graduates?
3. What is the instructional competence of the respondents in terms of diversity of learners, curriculum content and pedagogy and planning, assessing and reporting?
4. What is the school, home and community linkages of the respondents in terms of learning environment and community linkages?
5. What is the personal, social growth and professional characteristics of the respondents in terms of social regard for learning and personal, social growth and professional development?
6. Is there a significant difference in terms of the profile of the respondents and the teaching performance?

Null hypothesis

There is a significant difference in mean in the profile of the respondents and the teaching performance.

Theoretical framework

The first theory is based on Heider's Theory of Attribution. This theory states that there are two major categories in the explanation of events on human behavior, these are personal and situational. This theory purports that human behavior can be attributed to two distinct forces: those of himself and those situations external to him.

The attribution theory was further explained by Robbins that this theory helped people explain performance depending on the causes that can be attributed to it.

The second theory is McGregor's (1960) theory of job performance in his 'X' and 'Y' theories. Theory 'X' postulates that a negative attitude brings low performance, while theory 'Y' predicts that positive attributes results in high performance. Another is the theory that a teacher exhibits influences his or her level of performance (Adeyemi, 2004). In this regard, teacher performance could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others. High performance organizations achieve superior results by clarifying their strategy, streamlining their design (processes, systems and structure) and making each member of the organization a contributing partner to the business. Employees understand the business, are committed to getting results, and are organized into units or teams that take full responsibility for making decisions,

solving problems, and continuously improving the quality of their work (Harvard Business School (2005) in Katzenbach and Douglas 1993).

Conceptual framework

This study was based on the idea that the strength of the institution is anchored on the graduates she was able to produce. This study investigated the teaching performance of education graduates. The researchers conceptualized that the teaching performance of Guimaras State College education graduates need an assessment in order to improve quality of instruction and facilities. The independent variables are civil status, sex, length of service, and school district. The dependent variable is the teaching performance of education graduates.

Research Paradigm

Independent Variables

Dependent Variables

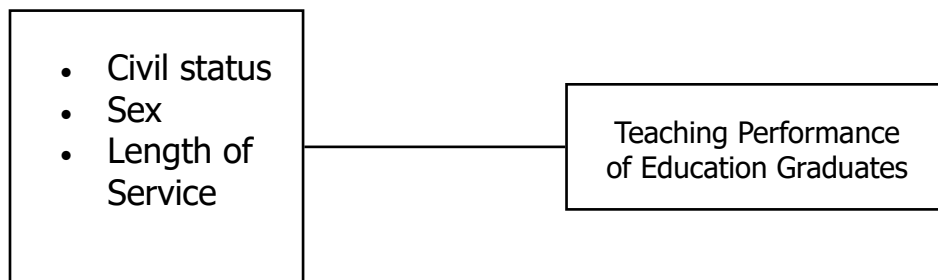


Figure 1. The Schematic Diagram Showing the Interrelationships among Variables

REVIEW OF RELATED LITERATURE

Assessment

A career assessment is a tool which can give you an indication of what jobs match with your interests and abilities and which careers you may have an aptitude for.

There are a variety of career assessment tests and tools available online. Many are free, others charge for all or some portions of the test. Before you start the career assessment - and spend time doing it - check it out to see what fees, if any, there are.

When you take a free career assessment test, keep in mind that some of these tests aren't scientifically validated. However, they are quick and easy to take and can give you insight into what type of work you might want to do and what careers are a good match for you.

Job Performance

Job performance is a central construct in work psychology. The methods of assessing individual job performance, the factor structure of the construct, criteria for evaluating the criterion, as well as path models explaining individual job performance, are reviewed. The factor structure of job performance is best conceptualized as a hierarchy, with the general factor at the apex and several group factors at the second, lower level. The number and nature of the group factors varies according to the theorist. Issues of bias in ratings as well as contamination and deficiency in non-ratings measures are summarized. The evidence for the reliability and construct validity of individual job performance assessment (both for overall assessments as well as dimensional assessments) are presented. The changing nature of work and its impact on the conceptualization and assessment of individual job performance are noted.

Measuring the Performance

Measuring the performance of your employees is a necessary measure if you need to improve business or simply build upon your current success. There are a wide variety of ways in which performance can be measured, whether individually, as a whole, internally, or from an external perspective. If you are looking to measure performance in your company, consider some steps that have proven effective.

Performance Assessment

Engaging employees in a thoughtful performance assessment process can help boost an organization's employee engagement, motivation, and retention rates. It also can help align individual behavior more closely with the nonprofit's mission, creating a better work environment and a stronger organization. For some nonprofits, it can even be a tool that helps them identify and develop future leaders.

Yet few nonprofits appear to make the most of the performance assessment process. In fact, in a recent Bridgespan Group survey of more than 90 nonprofit organizations, many leaders rated their organizations as weak when it came to engaging in a meaningful performance assessment process. Two-thirds of organizations ranked performance assessment as a weakness, and nearly half ranked it among the top five, alongside perceived weaknesses in the communication of priorities, the coordination across organization boundaries, and leadership succession. Furthermore, over 80 percent of organizations rated their ability to provide development and growth opportunities to employees—the natural follow-on to performance assessment—as a weakness, with more than half of those organizations ranking it among the top five weaknesses, as well.

This dissatisfaction with the performance assessment process is not unique to the nonprofit sector. But the sector does face several challenges that make it especially difficult to implement an effective process. Ironically, one of the biggest is the nonprofit sectors' defining characteristic: its caring culture.

"Nonprofits tend to be benevolent organizations," said Kim E. Ruyle, Vice President of Research and Development in the Minneapolis, MN, office of international executive search firm Korn/Ferry and a member of the Society for Human Resource Management Association's Expert Panel on Organizational Development. "They do have to deliver value... but the expectation is, 'We're working for the greater good, we have a mission, and we're working from our heart. We're not all about money here, we take care of people.' It's a softer side of business. And those are challenges when you're trying to differentiate talent and raise the bar on performance.

Job performance is a central construct in our field. Voluminous research has been undertaken to assess (1) the factor structure of the construct, (2) refine the methods of assessment, (3) assess user reactions, reliability, and construct validity of assessments of individual job performance, and (4) develop models of work behavior that delineate the antecedents of individual job performance. A century of research suggests that the factor structure of job performance can be summarized as a hierarchy with a general factor at the apex with group factors at the next level. The breadth and range of the group factors differ across authors.

Several methods of assessments have been proposed, evaluated, and used. Research on user reactions has invoked justice theory concepts. Interrater reliability, internal consistency estimates, and stability assessments have been examined for assessments of overall performance as well as for several dimensions of performance. Correlational, Anova and generalizability models have been used in reliability estimation. The construct validity of individual job performance assessment has been assessed with emphasis on judgmental errors such as halo, group differences, convergences between different methods of assessments. Finally, path models have been specified to link antecedents to the different job performance dimensions.

METHODOLOGY

Research design

This study used the descriptive research because of the description of the teaching performance of education graduates. Descriptive research is a design which aims to describe the nature of situation as it exists at the time of the study and to explain the cause of particular phenomena.

Respondents of the study

This study utilized the secondary data which is the CB-PAST (Competency-Based Performance Appraisal System for Teachers) of the respondents filed in the office of the two Districts of Buenavista. The respondents of the study are the BSED and BEED graduates of Guimaras State College, Academic Year 2000-2014. The assessment of teaching performance were the last three consecutive years 2011-2012, 2012-2013 and 2013-2014. The respondents were classified according to civil status, sex, length of service, and school district.

Data Gathering Instrument

The data in this study were taken from the office of the two districts of Buenavista using a CB-PAST (Computer-Based Performance Appraisal System for Teachers). The standardized performance form was composed of three parts. Part 1 includes items on personal information of the respondents such as civil status, sex, length of service, and school district. Part II includes components and performance standards composed of diversity of learners, curriculum content and pedagogy, and planning, assessing and reporting, school, home and community linkages includes learning environment and community linkages. Part III includes personal, social growth, and professional characteristics which is composed of social regard for learning and personal, social growth and professional development.

Data Gathering Procedure

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 researcher borrowed the performance data as soon as the division superintendent approved the request. The data gathered were tallied, tabulated, computer-processed, analyzed and interpreted.

Statistical tools in the Study

The data gathered in this study were subjected to the following statistical treatment: performance of education graduates.

t-Test. To determine the significance of the difference in the two-level categories, the researchers employed the t-Test for independent sample set a .05 level of significance.

ANOVA. Determine the significance of the difference in the three or more level categories of the variables, the researchers used ANOVA to test the significance of the differences between two or more means that were obtained from independent samples.

The discussion was based on the result of these statistical tools in determining the teaching performance of education graduates.

RESULTS AND DISCUSSIONS

Teaching Performance of Education Graduates

Table 1 shows that there were 8 single teachers or 22.9 percent and 27 are married or 77.1 percent. As to sex, there are 4 male teachers or 11.4 percent and 31 female teachers or 88.6 percent teachers in the Municipality of Buenavista. As to the length of service, 30 or 85.7 percent were teachers having 10 years teaching experience and below and only 5 teachers or 14.3 percent had more than 10 years in teaching. As to school district, 7 or 20.0 percent were the elementary school teacher in District 1, 14 or 40 percent in District 11; 12 or 34.3 percent were secondary teachers in District 1; and 2 or 5.7 percent in the secondary district 11 in the Municipality of Buenavista.

Table 1. Profile of Respondents

	f	%
A. Civil Status		
Single	8	22.9
Married	27	77.1
TOTAL	35	100.0
B. Sex		
Male	4	11.4
Female	31	88.6
TOTAL	35	100.0
C. Length of Service		
10 years and below	30	85.7
More than 10 years	5	14.3
TOTAL	35	100.0
D. School District		
Elementary District I	7	20
Elementary District II	14	40
Secondary District I	12	34.3
Secondary District II	2	5.7
TOTAL	35	100.0

Level of Teaching Performance of the Education Graduates

Table 2 presents the data on the level of teaching performance of education graduates grouped according to certain categories.

When the respondents were grouped according to instructional competence, the performance rating is "very satisfactory" ($m=3.14$, $SD=.314$). When respondents were grouped according to home, school and community involvement, the performance rating is "very satisfactory" ($m= 3.15$, $SD= .286$). Based on the personal growth and professional development, the education graduates are "very satisfactory" ($m=3.39$, $SD .353$) teaching performance. The findings revealed that the teaching performance of Education graduates did not vary based on the instructional competence, home, school and community involvement, and professional growth and professional development.

Table 2. Level of Teaching Performance of the Education Graduates

Categories	Mean	Sd	Interpretation
I. Instructional Competence	3.14	.314	Very Satisfactory
II. Home, School & Community Involvement	3.15	.286	Very Satisfactory
III. Personal Growth & Professional Development	3.39	.353	Very Satisfactory
Overall Total	3.32	0.281	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)

Level of Instructional Competence of Education Graduates

Table 3 shows the level of instructional competence based on diversity of learners exhibited by education graduates teaching in Buenavista is "Proficient" ($m=3.09$, $SD=0.360$). This may be justified by the fact that they showed fairness and consideration to all learners regardless of socio-economic background, different experiences and capabilities.

As to the level of competence based on curriculum content and pedagogy the result was "Proficient" ($m= 3.18$, $SD=0.420$). Proficient implies that the teacher displays a high level of competency related skills, abilities, initiatives and productivity. This behavior existed because education graduates had gained preparation and support from the school head.

As to the planning, assessing, and reporting the level of instructional competence the result was "Proficient" ($m= 3.15$, $SD= 0.321$). This means that the education graduates have better preparations in teaching the subject using appropriate tests, assessment technique tools and remediation activities.

Table 3. Level of Instructional Competence

Categories	Mean	Sd	Interpretation
Instructional Competence			
1. Diversity of Learners	3.09	0.360	Proficient
2. Curriculum Content and Pedagogy	3.18	0.420	Proficient
3. Planning, Assessing and Reporting	3.15	0.321	Proficient
Total	3.14	.314	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)

Level of Home, School & Community Involvement of the Education Graduates

Table 4 shows the level of home, school and community involvement in learning environment was "Proficient" ($m=3.19$, $SD= .399$). This means that the teacher created situation that develop a positive attitudes among learners towards their subject and teacher and inspired learners to value high performance targets.

In terms of community linkages the level of home, school and community involvement the result was "Proficient" ($m= 3.15$, $SD= .286$). This shows that teachers informed/ involved parents, learners and stakeholders regarding school policies, procedures, school events and achievements.

Table 4 Level of Home, School & Community Involvement of Education Graduates

Home, School & Community Involvement			
1. Learning Environment	3.19	0.247	Proficient
2. Community Linkages	3.11	0.399	Proficient
Sub-total	3.15	.286	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)

Level of Personal Growth & Professional Development of Education Graduates

Table 5 shows the level of personal growth and professional development in terms of social regard for learning which was "Highly Proficient" ($m=3.42$, $SD= 0.440$). This implies that teacher performs or displays a consistent high level of performance related skills, abilities, initiatives, productivity and all responsibilities are completed beyond the level of expectation at all times.

Table 5 .Level of Personal Growth & Professional Development of Education Graduates

Categories	Mean	Sd	Interpretation
1. Social regard for Learning	3.42	0.440	Highly Proficient
2. Personal, Social Growth and Professional Development	3.35	0.330	Highly Proficient
Sub-total	3.39	.353	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)

Difference of the teaching performance in terms of civil status

Table 6 shows the result of the t- test which determined the significant differences in the three or more level categories of the variables. The result showed that there was no significant difference in the performance of the education graduates when classified according to civil status, $F(8,27)=.687$, $p < .05$. This means that civil status did not affect their teaching performance.

Table 6. Difference in the teaching performance as to civil status

	t		Sig. (2-tailed)
Equal variances assumed	-.407	33	.687
Equal variances not assumed	-.501	16.999	.623

* $p < 0.05$

Difference of the teaching performance in terms of sex

Table 7 shows the result of the t- test which determined the significant differences in the three or more level categories of the variables. The result showed that there was no significant difference in the performance of the education graduates when classified according to sex, $F(4,31)=.790$, $p < .05$. This means that sex did not affect their teaching performance.

Table 7. Difference of the teaching performance in terms of sex

	t	df	Sig. (2-tailed)
Equal variances assumed	-0.268	33	.790
Equal variances not assumed	-0.230	3.548	.831

* $p < 0.05$

Difference of the performance in terms of length of service

Table 8 reveals the result of the t- test that there was a significant difference according to the length of service ($M=3.2597$, $S=.26679$). It was found out that education graduates having more than 10 years in teaching has a difference than 10 years and below.

Table 8. Difference of the performance in terms of length of service

	t	df	Sig. (2-tailed)
Equal variances assumed	-2.577*	33	.015
Equal variances not assumed	-3.070	6.388	.020

* $p < 0.05$

Difference of the teaching performance in terms of School District

As shown in table in table 9, the result of one- way ANOVA reveals that there was no significant difference in the teaching performance of the respondents in terms of school district. This means that the teaching performance of education graduates did not differ significantly in terms of school district.

Table 9. Difference of the teaching performance in terms of School District

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.295	2	.147	1.969	.156
Within Groups	2.396	32	.075		
Total	2.691	34			

*p<0.05

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

In view of the foregoing findings, the following conclusions are drawn:

1. Study revealed that out of 35 respondents there were eight single teachers and 27 are married. Majority of the respondents were female, from district 11, and having 10 years teaching experience and below.
2. Results revealed that the teaching performance of GSC education graduates in the public elementary and secondary schools in the Municipality of Buenavista is very satisfactory. Perhaps these manifestations are attributed by the following: regular attendance in the school based training programs and teacher education institution specifically Guimaras State College is performing well.
3. The level of instructional competence of the education graduates in terms of diversity of learners, curriculum content and pedagogy and planning, assessing and reporting is proficient. These education graduates can be assets to their school not only today but also in the future.
4. The level of school, home and community linkages of the education graduates in terms of learning environment and community linkages is proficient. These GSC education graduates have established a good and harmonious relationship with their peers in school, home and in the community as well but they need to give more effort in this aspect.
5. The level of personal, social growth and professional characteristics of the education graduates is highly proficient. These graduates turned out to be well rounded individuals and professionals and they are also socially well adjusted.
6. There is no significant differences in the teaching performance of the education graduates in terms of civil status, sex, and school district. This means that regardless of these three factors these education graduates have have the same teaching performance.
7. There is a significant difference in the teaching performance of education graduates in terms of length of service. This showed that teachers who had already gained more than 10 years of experience perform better than those who are neophytes. This could be attributed to the fact that they have already attended more seminars and trainings than those who have less number of years in experience thus they have already adjusted with the job.

Recommendations

Based on the results and the conclusions of the study, the following are recommended:

1. Since majority of the teacher respondents were found to be "very satisfactory" in their teaching performance, this implies that there is still room for them to improve their teaching performance. In this aspect, teachers have important role to play in terms of encouraging their students do their best and in their studies, and their commitment to the teaching profession.
2. Teacher respondents must reexamine instructional competence in order to learn new strategies to be labeled highly proficient.
3. Head of schools may recommend teachers for promotion if qualified.

4. More seminars and trainings should be attended by the teachers in order for them to develop home, community and to their exposure to the prevailing social and economic activities.
5. Teacher respondents were found highly proficient in personal, social growth and professional characteristics, this implies that they should maintain if not further improve these qualities.
6. Further studies should be conducted using other variables.

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