

# The Teaching Performance of The Guimaras State College Education Graduates and Employers' Feedback

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## Abstract

This descriptive study aimed to evaluate the teaching performance and employer feedback of the Guimaras State College education graduates. With the permission of the schools division superintendent of the Province of Guimaras, secondary data were derived from the CB- PAST of the Department of Education from academic years 2011 to 2014.

Employers and the Guimaras State College graduates employed in the DepEd Municipality of Buenavista from 2000 to 2014 were the respondents. The respondents were 35 teachers, seven of whom taught elementary school in District 1, fourteen in District 11, twelve in District 1 and two in District 11 in the municipality of Buenavista.

As descriptive statistics, mean, t-test, and ANOVA were used. These education graduates from public schools in the municipality of Buenavista demonstrated "very satisfactory" teaching performance, according to the findings. In addition, education graduates' instructional competence in terms of learner diversity, curriculum content and pedagogy, planning, assessing, and reporting, and school, home, and community connections is proficient. They are also highly proficient in personal development, social growth, and professional traits. According to the findings, the most common problem among graduates was inadequate instructional materials, while the most common comment was that they were responsible in both teaching and assigned tasks. Regarding civil status, sex, length of service, and school district, the teaching performance of the respondents did not differ significantly. There were substantial differences in the teaching performance of education graduates based on length of service.

**Keywords:** Teaching performance, education graduates, employer's feedback.

## Introduction

Human assets are one of an organization's most important resources, and employee competence and commitment determine its ability to set and achieve goals. Public and private organizations need effective employees. Carretta (1992) suggests competency modeling to match people and jobs.

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 programs 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 important for a variety of reasons, including the identification of strengths and weaknesses, the assessment of training and placement needs, human resource planning, and the reinforcement of salary administration purposes.

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 college.

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, Adams, Bachrach, & Sorenson, 2002). However, this is considered by many as a vague description. It is believed that a fair number of the employees' behaviors displayed at work are 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 defining the dimensions of job or teaching performance (Milkovich & Wigdor, 1991), which are as follows: as a function of outcomes; as a function of behavior; and as a function of personal traits.

## **Review of Related Literature**

### **Assessment**

A career assessment is a tool that can help you figure out what jobs match your interests and skills, as well as what jobs you might be good at.

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. (Central Virginia Community College, 2015).

### **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 vary 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 assessments (both for overall assessments as well as dimensional assessments) is presented. The changing nature of work and how that affects how people think about and evaluate their own job performance are taken into account.

### **Measuring the Performance**

Measuring the performance of your employees is a necessary measure if you need to improve your 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. (Wikihow, 2015).

### **Performance Assessment**

Engaging employees in a thoughtful performance assessment process can help boost an organization's employee engagement, motivation, and retention rates. It also 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, coordination across organization boundaries, and leadership succession. Furthermore, more than 80% of organizations rated their ability to provide employees with opportunities for development and growth as a weakness, with more than half of those organizations ranking it among the top five weaknesses.

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 sector's defining characteristic: its caring culture.

According to Kim E. Ruyle (1990), Vice President of Research and Development in the Minneapolis, Minnesota 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, nonprofits tend to be charitable

organizations. According to him, the assumption is that they are working for the greater good, that they have a mission, and that they are working from the heart. It is not all about the money here; they care for the people. It is a softer aspect of business, which presents obstacles when attempting to differentiate talent and raise the bar for 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 and group factors at the next level. The breadth and range of the group factors differ across authors.

Several methods of assessment 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 assessments has been assessed with emphasis on judgmental errors such as halo, group differences, and convergences between different methods of assessments. Finally, path models have been specified to link antecedents to the different job performance dimensions.

### **Methodology**

This study utilized descriptive research, the goal of which is to explain the causes of specific

phenomena and to describe the nature of a situation as it exists at the time of the study. The descriptive research that was used in this study to describe the teaching performance of recent education graduates. It also utilized secondary data, which is the computer-based performance appraisal system for teachers (CB-PAST) of the respondents filed in the office of the two Districts of Buenavista.

The respondents were the employers and BSED and BEED graduates of the Guimaras State College, Academic Year 2000-2014. Three consecutive years, 2011-2012, 2012-2013, and 2013- 2014, were used to evaluate the performance of teachers. The respondents were categorized based on their civil status, sex, tenure, and school district. The study utilized CB-PAST to collect data from the offices of the two districts of Buenavista.

The standardized performance form had three sections. Part I includes questions about the respondents' personal information, including their civil status, sex, length of service, and school district. Part II includes components and performance standards comprising the diversity of learners, curriculum content and pedagogy, and planning, assessing, and reporting; school, home, and community linkages include the learning environment and community linkages; and Part III includes the learning environment and community linkages. Part III consists of personal, social, and professional development characteristics, including social regard for learning and personal, social, and professional growth. Before collecting performance data from the two districts of Buenavista, the researchers asked the Schools Division Superintendent of the Province of Guimaras for permission. As soon as the division superintendent granted permission, the researcher borrowed the performance information. The collected information was totaled, tabulated, computerized, analyzed, and

interpreted.

The mean was used to describe education graduates' teaching performance, and the t-test was used to compare two-level categories. The researchers used a t-test with a.05 significance level to determine the difference. ANOVA was used to determine the significance of differences between variable levels. ANOVA was also used to compare independent sample means. The discussion was based on statistical instruments for measuring education graduates' teaching performance.

## Results

There are eight single teachers out of thirty-five respondents, or 22.9%, and twenty-seven married teachers, or 77.1%. Regarding sex, there are 4 male teachers, or 11.4%, and 31 female teachers, or 88.8%, in the Municipality of Buenavista. Regarding length of service, 30 teachers, or 85.7%, have less than ten years of teaching experience, while only five teachers, or 14.3%, have more than ten years of teaching experience. As for school district, there were seven respondents from the elementary schools of Buenavista I; fourteen from the elementary schools of Buenavista II; twelve from the secondary schools of Buenavista I; and two from the secondary schools of Buenavista II. When GSC education graduates teaching in Buenavista were categorized by civil status, sex, length of service, and school district, their teaching performance was deemed "very satisfactory." The rating is "proficient" when respondents are grouped according to instructional competence in terms of diversity of students, curriculum content and pedagogy, and planning, assessing, and reporting. When respondents are grouped according to their school, family, and community ties, the rating for performance is "proficient." Based on their personal, social, and professional development, education graduates are "highly proficient." The most common issue for graduates was inadequate instructional materials.

The most frequent comment was that graduates were extremely responsible in teaching and assigned tasks. There were no significant differences in the teaching performance of education graduates based on their civil status, sex, or school district. The teaching performance of education graduates varied significantly based on their length of service.

### **Conclusion**

The majority of respondents were under 10 years of experience, female, and from district 2. Their outstanding performance can be attributed to their regular participation in school-based training programs, not to mention the fact that the teacher education institution from which they graduated is thriving. They were proficient in instructional competence due to the contributions of their education and the enhancement of their experience and training. The proficient performance rating in school, home, and community linkages demonstrates that the employer feedback that they are active in and out of school, that they go above and beyond assigned tasks, and that they work well with others, is validated as true. The high level of personal, social, and professional development of these education graduates reflects the feedback that they are adaptable, multitalented, have integrity, and are committed and devoted. This also demonstrates that they have developed into well-rounded individuals and professionals who are socially acclimatized. Regardless of civil status, sex, or school district, there are no significant differences in teaching performance. This indicates that these three factors do not impede efficiency and have no bearing on the teaching performance. However, there is a significant difference in teaching performance based on length of service, with those with more than ten years of experience performing significantly better than novices. This affirms the popular belief that "experience is the best teacher." This could also be attributed to the fact that teachers

with more years of experience have participated in a greater number of seminars and trainings than those with fewer years of experience. In terms of civil status, sex, and school district, there are no significant differences in the teaching performance of education graduates. There is a substantial difference between the teaching performance of education graduates based on their length of service.

### **Recommendations**

Even though most teachers' performance was very good, they still need to improve their pedagogical, content, and technological skills. Concepts, principles, and techniques must be learned and relearned. Highly proficient teachers must reevaluate their instructional competence and learn new strategies. Principals may promote qualified teachers. Teachers should attend more seminars and trainings to improve their home, community, and social and economic activities. Teacher respondents were highly proficient in personal development, social growth, and professional qualities. These teachers should be trained and updated to use the most popular and effective ICT resources. Seminars and trainings should improve teachers' pedagogical, content, and technological skills. Teachers should get advanced degrees. Since most teachers' teaching performance was rated "very satisfactory," there is room for improvement. Teachers have a big role to play in encouraging students to do well in school and being dedicated to the profession.

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