Attributes of the Tertiary Teachers' Teaching Performance: Basis for a Reorientation Program

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Abstract

This study is undertaken to find out the attributes of the tertiary school administrators, department chairmen and teachers in Misamis Occidental during the school year 2013 – 2014 that are significantly related to teachers' performance. The findings serve as basis for a reorientation program for tertiary administrators and teachers.

Fifteen tertiary schools' administrators, thirty department chairmen, 140 regular full-time tertiary school teachers, and 1,328 students of all ten tertiary schools in Misamis Occidental.

Descriptive-correlational method. was used .The chief instruments employed in the gathering of data included the Leadership Behavior questionnaire, questionnaires on administrators' skills, instructional supervision skills, organizational commitment, personality traits inventory, and students' evaluation of the faculty. Informal interviews were conducted for additional information and to substantiate some data from the questionnaire.

The data were treated using the weighted mean, Pearson r, and t-test to determine the correlation and significant relationship between the administrators and teachers' attributes and teachers' performance.

Keywords: Teaching performance, Leadership, School administrators, Tertiary teachers

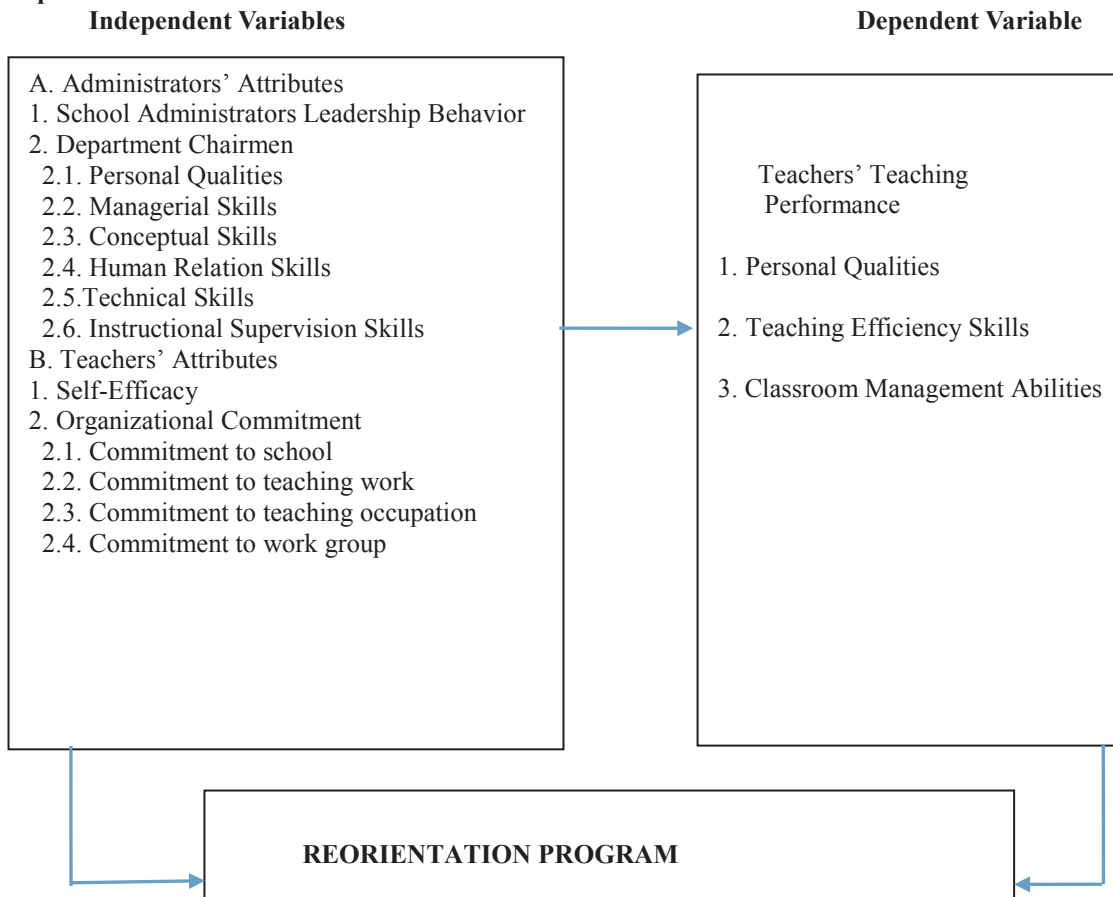## Chapter I

1. Introduction

"Leadership entails various responsibilities" (Gamilde, 1996:91)

Leadership plays a very important role in an educational institution like the school. It is the key to an educational program that gives teachers direction through the school administrators' planning, controlling, organizing, coordinating, and directing skills.

Administrators, as key figures in the organization, they are tasked to initiate, direct, and evaluate programs of action necessary for group development. Moreover, they help the group attain its objectives with the maximum utilization of its resources. In support, Morgan (1994) stressed that administrators' most challenging and difficult task is how to make the organization and its members become effective. This implies that the effectiveness of an educational organization depends on the interaction of administrators, teachers, and students who are the permanent items of learning and teaching process.

It is for the above stated views and concern that the researcher decided to conduct this study to look into the relationship between the tertiary school administrators, department chairmen's attributes and teachers' teaching performance in Misamis Occidental, Philippines during the school year 2013-2014 so as to make a reorientation program which will greatly pave the way towards bringing about the upgrading of quality education each school has offered.

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Conceptual Framework

Independent Variables	Dependent Variable

A. Administrators' Attributes
1. School Administrators Leadership Behavior
2. Department Chairmen
  2.1. Personal Qualities
  2.2. Managerial Skills
  2.3. Conceptual Skills
  2.4. Human Relation Skills
  2.5.Technical Skills
  2.6. Instructional Supervision Skills
B. Teachers' Attributes
1. Self-Efficacy
2. Organizational Commitment
  2.1. Commitment to school
  2.2. Commitment to teaching work
  2.3. Commitment to teaching occupation
  2.4. Commitment to work group

Teachers' Teaching
Performance

1. Personal Qualities

2. Teaching Efficiency Skills

3. Classroom Management Abilities

REORIENTATION PROGRAM

Hypotheses

1.There is no significant relationship between each of the school administrators and department chairmen's attributes and teachers' performance.
2.There is no significant relationship between each of the teachers' attributes and teachers' performance.

Chapter II

Literature Review

A brief survey of some literature as well as studies found to be relevant to the present investigation is hereunder reviewed.

The effectiveness of an educational institution depends on the interaction of administrators, teachers, and students who are the permanent item of learning and teaching process (Plunkett & Attner, 1995). Moreover, Alvarez (1996) and Lussier (1994) pointed out that for the teaching performance of the teachers to be improved, school administrators need all types of skills, namely: planning, organizing, directing, controlling, conceptual, human relations, and technical skills. These skills are so important in directing the activities of the people in the organization which can be manifested by using effective technique to supervise ad motivate the personnel and maintain an activity.

Planning

Planning as a dynamic process involves defining objectives and establishing strategies for achieving the. If administrators are aware of the importance of planning, the results could be beneficial to the school because planning determines a course of action to achieve a desired result, it gives a sense of direction, and order to the organization. Moreover, Alvarez(1996) explained that planning is important because it involves thinking through the geneal for and detail of work so that it can be accomplished with greatest certainty and economy. It is the process of thinking before doing It requires imagination, foresight, and sound judgment and embraces such activities as the identification and evaluation of each course objective. According to Hellriegel and Slocu (1996), plans are organized for the following reasons: to coordinate the effort of employees, to identify active resources to achieve particular objectives, to decide and check the consistency of activities to existing objectives,ad to measure programs in attaining them.

Organizing

Aside from planning, the success of an organization depends on the efficiency and effectiveness in organizing human and material resources. This is done by establishing the relationship among the personnel and defining their authority and responsibilities. Robins (1998) defines organizing as a process of determining what tasks are to be done, who will do them, how they are clustered, where to report, and when decisions are formulated.In another point of view, Miranda and Miranda (1996) defines it as a basic human activity that allows individuals to work collectively as people in the organization.

Therefore, in organizing,the manager decides on the position to be filled and on duties and responsibilities attaching to each. This organizing function is important for the administrator to exercise to guide his subordinates to produce a quality of work within the desired time and seek to have his group accomplish the desired quantity of work to promote better performance among his teachers.

Directing

The final outcome of the planning and decision-making processes is action itself. It is the directing function of management that sets the organization in motion (Magda, 2003). This phase authorizes the employees to start working in accordance with the program and constitutes direction from the administrator. In an organization, the release of work order constitutes the function of directing and administrator must help his employees do the activities to the best of their ability.

Interestingly, the Xerox Learning System conducted research that identified some managerial functions necessary for successful supervisor. One of the managerial functions is directing. The finding showed that supervisors are effective as managers when they know how to set workers in motion to achieve the desired goals for the organization. Moreover, as pointed out by Plunkett and Atner (1995), teachers will only perform their job better and work enthusiastically when their tasks involve some challenge, learning and responsibility, and are varied and interesting. Furthermore, teachers are also more active when they have enough support from the authority to get the work done.

Controlling

The management process is completed only after the control function has bee accomplished. According to Haynes (2001), control is any process that guides activity toward predetermined goal. The essence of control in determining an activity is achieving the desired results. However, the planning function is a prerequisite for effective control since it provides the necessary yardstick which predetermines the desired performance. One of the problem areas of management is attempting to control the organizational activities without adequate planning.

In an article, The American Telephone and Telegraph Company spent years to study "job content" in order to identify some functions necessary for a success supervisor. One of the functions is controlling the work. It is shown in the findings that function is necessary for the supervisor tp exercise because it affects the organizational performance (Franco, 1994). In support to this finding, the Chicago Tribune (July 1994) reported that successful supervisors are good at controlling function and knowledgeable about their jobs. These supervisors influence the performance of their employees. In line with this idea, Klein & Posey (1998) collected performance data on some 75 managers and supervisors. They concluded that successful supervisors push for controlling the work while providing clear direction. Timely feedback is used to determine how effective is the control of organizational work. In line with this idea, controlling takes into account time management as one of the basic elements in the process for it monitors the scheduling of employees.

Conceptual Skills

Conceptual Skills involve the manager's ability to organize complex and dynamic issues, and to resolve the situations for the benefit of the organization and everyone concerned (Bateman & Zeithaml, 1993). Moreover, these are skills which consist of the ability of the administrators to see how the department works to contribute to the entire organization and to understand how each task of the various employees affects the performance of the entire department (Nillarama, 2001). In addition to this, these skills include several cognitive abilities such as planning, organizing, directing, and controlling. and the ability to find meaning and order in ambiguous events (Yukl, 1994). Thus, an administrator with high cognitive complexity is able to see many shades of gray, to identify, complex patterns of relationships and predict future events from current trends, to develop a better implicit model of the organization, and to help understand the most critical factors and relationships among them.

Human Relations Skills

To make the teachers become efficient and effective instruments for learning, administrators must take into consideration how he relates with his subordinates as he organizes its activities into effective means of attaining planned goals (Sayno, 1996). In addition, he must combine the use of his ability with that of his people in making decisions about plans and their implementation which will stand up when reviewed by others. In the same vein, Andres (1995) was of the opinion that to make teachers responsible for their professional growth, and promotions, administrators should trust the abilities of their subordinates and create opportunities for talents to surface. Therefore,a good administrator is sympathetic and understanding with the weak. He is not a downer but he carries his subordinates when they are down and pushes them up if they are capable. Hence, human relations

skills which include the ability to understand someone's motives, values, and emotions are essential for influencing people.

Technical Skills

A good administrator must possess technical skills which are primarily concerned with things so that he knows the technical aspects of the work to be done. These skills, according to Clayton (1996) consist of knowledge about methods, processes, and equipment for conducting a specialized activity, and the ability to use tools and equipment relevant to the activity to increase work performance. In support to this idea, research conducted by Yukl (1994) on work effectiveness found ample evidence that technical skills are related to teacher's effectiveness. The finding of his study revealed that technical knowledge of products and processes is necessary to plan and organize work operations, to direct and train subordinates with specialized activities, and to monitor and evaluate their performance. Technical skills are needed to deal with disruptions in the work due to equipment breakdowns, quality defects, accidents, insufficient materials, and coordination problems. These are also the basis for earning respect. Workers cannot respect someone whom they cannot learn.

Instructional Supervision

Instructional supervision aims to improve the quality of education through the improvement of teacher effectiveness in managing the instructional system (Punzal, 1997). It also aims to provide a mechanism for teachers to increase their understanding of the learning-teaching process through collaborative inquiry with the administration (Sergiovanni, 1995).

Ruiz (1992) was of the opinion that the coordinator / department chairman is the key figure in the administration and supervision and the kind of leadership provided by department chairman determines the quality of instructional program, the espirit de corps of teachers and students, and the quality of school relation. He further stressed that some of the administrative and supervisory duties and responsibilities of department chairman include the following: prepare the school program at the start o the school year, attend to the supervision of instruction in their schools, and make study of their school needs. Similarly, Murphy (in Bringas 2002) stressed that principals have instructional roles which include: providing teachers with uninterrupted blocks of instructional time and ensuring that basic skills and academic subjects are taught, and translating curriculum knowledge into meaningful programs, matching instructional objectives with curriculum materials and standardized tests..

Organizational Commitment

The effectiveness level of an educational organization depends on the employee's level of organizational commitment (Blau, 1985). Certainly, organizational commitment consists of the factors such as the employee's belief and acceptance of the organization's goals and values, the employee's willingness to exert effort on behalf of the organization, and the strong desire to keep up membership in the organization (Randoll & Cote, (1991). In this respect, teachers' commitment to their schools, students, teaching activities, occupation, and colleagues are believed to have positive influences on the effectiveness of the teachers.

According to Morrow (1993), lower commitment creates the dilemmas that affect badly the effectiveness of the school and cause teachers to be successful in their professional performance or to leave the teaching profession.

Teachers' Self-Efficacy

Self-efficacy is a person's judgment about his/her capability to organize and execute a course of action that is required to attain a certain level of performance (Bandura, 1997). In other words, it is an individual's overall judgment of his/her perceived capacity for performing a task. Bandura (1997) further pointed out that self-efficacy contributes to work effectiveness by determining the goals that individuals set for themselves, how much effort they expend, how long they preserve in the face of difficulties, and their resilience to failures. The stronger people believe in their capabilities, the greater and more persistent are their efforts. According to Hoy (1998) that teachers who believed that they could influence student achievement and motivation were more effective than those who thought the external forces could not be overcome. In line with this idea, Stipek (1998) explained that teachers' belief about their own competencies and control over how much their students learn affects students' learning as well as their performance. Moreover, it is noteworthy that Gasalao (2001)stressed that teachers with high self-efficacy have a positive effect on student achievements. The above ideas imply that teacher's belief that he/she can reach even difficult students to help them learn appears to be one of the important personal characteristics of teachers that is correlated with students' achievement (Bandura, 1997).

Teachers' Performance

Every institution of learning has the responsibility to assess continually the efficiency and effectiveness of its teachers. It becomes imperative to appraise carefully how well teachers are performing in order to review the effectiveness of its personnel selection procedures, to make decisions about teachers' compensation, ranks and promotions, and to determine what training and development programs are needed that would help improve their performance.

With the growing, complex society and increasing demands for sophisticated and better technology, the job

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or any administrator is likely to become even more challenging. It is then important that administrators prepare themselves and their employees professionally, scientifically, technologically, and and psychologically for changes that will occur inevitably in the delivery of service. The one aspect that will help the administrator cope with all this is the development of his knowledge and skills in the managerial part of the job (Haimann, 1991).

In a nutshell, administrators are responsible for the performance of their subordinates, and to ensure that employees are performing better, they should access the work of their employees in a more formal way by means of a systematic performance appraisal (Robbins, 1998).

Chapter III

Methodology

The study employed the descriptive correlational method to gather needed data for analysis. It is descriptive since this study aimed to find out the profile of the school administrators' leadership behavior, department chairmen's attributes, and the levels of performance of the tertiary school teachers. This is also correlational because it sought to find out the relationship between the administrators, department chairmen, and teachers' attributes and the performance of the tertiary teachers.

The Respondents

The study involved fifteen tertiary schools' administrators, thirty department chairmen, 140 regular full-time tertiary school teachers, and 1,328 students of all ten tertiary schools in Misamis Occidental. Systematic random sampling was used in order to get the sample number of teacher and student respondents from each school.The teacher-substitutes, part timers, and teachers on leave were not included in the study. The department chairmen and teachers evaluated the leadership behavior of the school administrators, while the teachers evaluated their respective department chairmen. The teachers appraised their self-efficacy, and their organizational commitment, and the students evaluated the teachers' performance.

Instruments

This present study used the following instruments, namely: Leadership Behavior questionnaire, questionnaires on administrators and department chairmen's skills, questionnaires on instructional supervision, organizational commitment, personality traits of teachers, and students' evaluation of the faculty. All of these questionnaires were respectively adapted from the following: Manual of Regulations for Private and Public Schools (2001), Sister Marie Eugene Santos, S.P.C. (1977), Clarke Country District-Supervisor-Coordinator Assessment Record (1992), Mowday et. Al, (1979), Blau and Morrow, (1993), Kanugo (1982), and Randall (1991), Brayfield and Crockett (1989).

Statistical Treatment

The data were treated using the following statistical measures:

1. The weighted mean was used in computing the average to determine the levels of the leadership behavior of the school administrators, personal qualities, managerial skills, conceptual skills, human relation skills, technical skills, and instructional supervision skills of the department chairmen; organizational commitment and self-efficacy of the teachers, and teachers' performance.

2. Pearson r and t-test were used to determine the correlation and the significant relationship between the administrators, and teachers' attributes and teachers' performance.

Discussion

The school administrators were rated very good in their leadership skills. This means that they are serious in performing their functions. The department chairmen's personal qualities, managerial skills, conceptual skills, human relation skills were described as very good. However, their instructional skills were described as good only. This means that effective supervision was not practiced by the department chairmen. This is shown by their low ratings in evaluating teachers' performance regularly, and making pop-in, and unannounced visit of classes. Teachers' performance was rated very good, and they were highly committed to school, to teaching work, to teaching occupation, and to work group. The teachers' performance was significantly correlated with the leadership behavior of the school administrators, teachers' self-efficacy, and teachers' commitment to work. However, there was no significant correlation between department chairmen's personal qualities, managerial skills, conceptual skills, human relation skills, technical skills, and instructional supervision skills and teachers' performance. There was also no significant relationship between teachers' organizational commitment and teachers' performance

Conclusions

The following conclusions are drawn from the preceding discussion:

1. The teachers' performance was significantly influenced by the school administrators' leadership behavior.
2. The teachers' performance was not significantly influenced by the department chairmen's managerial skills, conceptual skills, human relations skills, and technical skills.
3. The teachers' self-efficacy has a positive influence on their teaching performance. They believe that they can influence students to learn through their perseverance in the face of difficulties and resilience to failures.
4. The tertiary schools are composed of teachers who are committed to their school, to their work, to their

occupation, and to their work group.

5. The teachers are competent to teach in tertiary schools.

6. The variables such as leadership behavior of the school administrators, teachers' self-efficacy, and commitment to work are good predictors of teachers' performance.

7. The department chairmen's personal qualities, managerial skills, conceptual skills, human relations skills, technical skills, and instructional supervision skills are not predictors of teachers' performance.

8. Teachers' performance was not significantly influenced by the teachers' commitment to school, to teaching occupation, and to work group.

Recommendations

1. School administrators should continue to develop desirable leadership qualities necessary for managing and leading the schools so as to motivate department chairmen and teachers to appreciate and perform the task given to them. This could be done through leadership seminars and workshops that will help improve their performance.

2. Since administrators' weaknesses were identified, it is therefore suggested that enrichment sessions should be organized and planned out to help them upgrade their managerial competency

3. School administrators and teachers should develop a supervisory program on instructional supervision for the improvement of the teaching-learning process. They should regularly provide teachers the necessary exposure to modern approaches, techniques and methods of teaching and managing students. Department chairmen should regularly monitor and evaluate teachers' performance for them to provide appropriate assistance to teachers when needed.

4. The schools may adopt and implement the reorientation program on the next page which is designed by the researcher to address attributes rated low by the respondents. Educational planners where the study was conducted may test this program.

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