

Instructional Performance of Teacher Education Faculty Members in One State University in the Philippines

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Abstract - *This study aimed to assess the instructional performance of teacher education faculty members in one State University in the Philippines as perceived by themselves and CTE students during the Academic Year 2012-2013 with the end view of formulating an action plan to enhance the aforementioned situation. The study utilized the descriptive method of research. This method attempted to ascertain the prevailing conditions and sought to answer questions to the real facts relating to the existing conditions. Results found that instructors/professors perceived their instructional performance as very good. Faculty respondents believed that they are qualified to teach the subjects they are handling. This was manifested by having good interaction between them and the students inside the classroom, by way of assessing their performance tasks and by way of assessing through pencil-paper test. However, student respondents perceived that the instructor/professors' instructional performance were only satisfactory. They perceived that CTE faculty members are all in better position to handle the subjects assigned to them. Interaction between them was effective. Relative to the findings, it is recommended that instructors/professors should exercise their full potential in teaching so as to become excellent.*

Keywords: *instruction, performance, instructors/professors, College of Teacher Education*

INTRODUCTION

The Philippine educational system is mandated to contribute to the maximum attainment of national development and unity with the framework based on a free and democratic system. Education is given high regard in the Philippines and, to a great extent, serves as an indicator of the quality of the country's socio-cultural, economic and educational growth because it creates, develops, enhances and inherent capabilities of every human being. The school provides the citizenry with relevant knowledge, skills, attitude and values necessary for growth and development.

The educational thrusts of the DepEd today are designed to update our schools, curricula, teaching force and incorporate the values that would adopt, in the light of the on-going changes, the present needs and demands involving personal and professional advancement of the teachers so as to have quality education.

Evaluating the current status of education, there is a tug between who's to blame: the teacher or the learner. This particular study aims to shed light on some important aspects of teaching including

performance of the teachers specifically teachers in the college level.

The educative process includes the learners, the learning process and the learning environment. Looking at the huge sphere of it, the teachers are playing a great role in the teaching and learning process. The success or failure of the students is basically dependent on the kind of instruction students receive from the teachers. There is no single factor that can contribute more to an improved student achievement than the guarantee of quality teacher in every classroom[1]. Moreover, no amount of classroom facilities and instructional materials can produce the desired learning outcome without a teacher at the center stage [1].

Teaching begins before the teacher steps into the classroom. Teachers should first and foremost identify what the students need to know, understand, and do in conformity with the curriculum standards. Teachers then collaboratively plan content of instruction, select teaching materials, design learning activities, decide on pacing, and identify learning opportunities for students [2].

The teachers help one or more individual learners in order to become future leaders and better citizens of the country. With that, they must be empowered to improve on their instructional practice [3]. They must be provided with the necessary trainings and experiences, directions and guidelines for them to translate into action the salient concepts to improve their teaching tasks.

Effective instructional planning calls teachers to have a profound understanding of the curriculum, as well as student learning data to inform planning. The following are considered when planning for the teaching and learning process: (1) what should be taught, (2) how should it be taught, and (3) how should learning be assessed. What should be taught pertains to a curriculum where the standards are deeply understood and utilized by all teachers within the school is to be taught. Factual knowledge or surface level learning is no longer acceptable. Effective teachers teach the curriculum at a level of depth that allows students to apply, synthesize, and analyze their learning.

In the present study, the researchers are concerned with the assessment of the instructional performance of teacher education faculty members in one State University in the Philippines. Considering the thrusts of the said institution are basically developing in every student the knowledge, skills, interests, habits, powers and ideals requisite to the realization of his potential; developing personal discipline enlightened by a well-trained intellect; developing in the individual a prayerful search for truth; and training the individual to become an upright and patriotic Filipino-citizen in a democratic society; hence, the school's primary concern is to develop each student as an individual and as an effective member of the society.

OBJECTIVES

This study aimed to assess the instructional performance of teacher education faculty members in one state university in the Philippines during the Academic Year 2011-2012 with the end view of proposing an action plan to enhance the aforementioned situation.

Specifically, this study examined the perception of the CTE faculty members on their instructional performance, how they taught the subject, how interaction between instructor/professor and students is assessed. The study also investigated the perception

of the CTE students on instructors/professors' instructional management skills, how the instructors/professors taught the subject, and how students assessed the interaction between them. To enhance the findings of the study, it attempted to compare the perceptions of the two groups to find out if there is a significant difference between their perceptions. The study also explored the strengths and weaknesses identified by the respondents. Using the findings of the study, the study came up with a plan of action to be taken to enhance the instructional management skills of the CTE faculty members.

MATERIALS AND METHOD

This study utilized the descriptive method of research. This method attempted to ascertain the prevailing conditions and sought to answer questions to the real facts relating to the existing conditions. It was used to show the status of the situation and interpreted the present condition thereby satisfying the desire to gain increased knowledge about the phenomenon of interest. In addition, this may provide a basis for decision making.

This method was concerned with conditions and relations that exist, practices that prevail, beliefs, points of view or attitudes that are being felt. Descriptive research involves an element of interpretation of the meaning of the significance of what was described.

The study used two groups of respondents – CTE faculty members and CTE students. There were 20 faculty members in CTE handling either professional, specialization or general education courses and all 20 faculty members participated in the study. The second group of respondents was composed of 124 fourth year CTE students as this is the group of students who have been exposed to and handled by all the CTE faculty members. All of them were given questionnaires. However, the researchers were only able to retrieve 100 questionnaires and these were used as source of data for the study.

In this particular study, the researcher utilized the questionnaire as the main data gathering instrument to determine and assess the instructional management skills of the instructors/professors. The questionnaire was designed for both the instructors/professors and students as respondents. The questionnaire was prepared based on literature on instructional management. The first draft was shown to three faculty members who were not respondents of the

study for validation. Their suggestions were incorporated and the final copy was prepared.

As regards to data collection, the researchers first and foremost sought the permission of the administrator to administer the questionnaire to the instructors/professors and students. After permission was granted, the researchers personally distributed and administered the questionnaire. Since the researchers are also teaching in the college, the instructors/professors and students sincerely and honestly accomplished the questionnaire and at the end, 100% retrieval was achieved. After retrieval, the data were collected and tabulated.

The various data gathered were analysed and statistically treated to obtain answers to the proposed questions. To provide clearer meaning to the data gathered, the researcher utilized ranking, t-test, and

weighted mean. The interpretations used to interpret verbally weighted means obtained on instructional management are as follows: very good (VG): 1.00–1.50; good(G): 1.51-2.50; and fair (F): 2.51 – 3.0. For subject taught, strongly agree(SA): 1.00–1.50; agree(A): 1.51-2.50; disagree (D): 2.51 – 3.50; and strongly disagree (SD): 3.51 – 4.0. With respect to the area of student – instructor interaction, very good (VG): 1.00–1.50; good (G): 1.51-2.50; fair (F): 2.51 – 3.50 and needs improvement (NI): 3.51 – 4.0.

RESULTS AND DISCUSSIONS

After a thorough analysis, the following is revealed as finding on faculty members’ perceptions of their instructional performance: that they perceived their instructional performance as very good. This was revealed in the composite mean of 1.36.

Table 1. Perception of the CTE Faculty Members on Instructional Performance

Instructional Performance	WM	VI	Rank
1. Explains the objectives and expectations of the subject.	1.25	VS	11
2. Comes to the class prepared for the lesson.	1.2	VS	7
3. Presents the subject matter clearly and systematically.	1.2	VS	7
4. Relates the course to other fields and current issues/concerns.	1.15	VS	3.5
5. Fosters a stimulating atmosphere which encourages the students to participate in class discussions/activities.	1.8	S	25
6. Stimulates the students to study more about the subject.	1.25	VS	11
7. Encourages the students to do their best.	1.1	VS	1.5
8. Speaks clearly and audibly.	1.5	VS	18.5
9. Uses appropriate teaching techniques and instructional materials.	1.35	VS	14
10. Respects students’ ideas and opinions.	1.3	VS	13
11. Explains concepts again when he/she notes that the concept is not well understood.	1.2	VS	7
12. Identifies and stresses important points.	1.2	VS	7
13. Demonstrates thorough and broad knowledge of the course.	1.25	VS	11
14. Uses evaluation measures, tests which adequately sample what was covered in the course.	1.5	VS	18.5
15. Gives constructive criticism.	1.4	VS	15
16. Is firm and consistent; strict but reasonable in disciplining students.	1.6	S	21.5
17. Invites questions from students.	1.6	S	21.5
18. Treats students tactfully; does not embarrass them.	1.7	S	24
19. Invites respect through behavior and general appearance.	1.5	VS	18.5
20. Explains the grading procedure and standards clearly and applies them.	1.5	VS	18.5
21. Admits errors in presentation of the subject matter, and in evaluation.	1.65	S	23
22. Answers students’ questions adequately.	1.45	VS	16
23. Is able to make students comprehend and appreciate complex idea.	1.15	VS	3.5
24. Gives reasonable course requirements and assignments.	1.2	VS	7
25. Uses a comprehensive, up-to-date relevant reading list.	1.1	VS	1.5
Composite Mean	1.36	VG	
<i>WM – Weighted Mean</i>	<i>VI- Verbal Interpretation</i>	<i>R – Rank</i>	<i>VS- Very Satisfactory</i>
			<i>S-Satisfactory</i>

Using a comprehensive, up-to-date relevant reading list and encouraging the students to do their best were the most favoured item as they both occupy the first rank with weighted mean of 1.1 each. This means that the faculty members kept themselves abreast with the current reading materials that suffice the needs of the students to learn more and more. They made sure that education students should have a comprehensive knowledge on every learning area. The least favoured item was fostering a stimulating atmosphere which encourages the students to participate in class discussions/activities with a weighted mean of 1.8. This means that the faculty respondents were not that satisfied the way they see the classroom atmosphere. They believed that they were not able to encourage/motivate the students to become more participative in class discussion.

Table 2. Perceptions of Faculty on Subject Taught

Subject Taught	WM	VI	Rank
1. This subject stimulates me to study beyond the lessons assigned.	1.85	A	9.5
2. This subject provides me with a better understanding of the degree program.	1.1	SA	2.5
3. This subject develops in me a greater sense of responsibility (self-reliance, self-discipline, independent study).	1.15	SA	5.5
4. This subject helps me work more consciously than in other subject.	1.4	SA	7
5. This subject is still worthwhile taking even if it is not required.	1.6	SA	8
6. This subject is handled/conducted well.	1.1	SA	2.5
7. This subject stimulates me to think creatively.	1.15	SA	5.5
8. This subject uses instructional aids that are both stimulating and challenging.	1.1	SA	2.5
9. This subject develops critical thinking.	1.1	SA	2.5
10. This subject is recommended for students to take under the same teacher.	1.85	A	9.5
Composite Mean	1.34	SA	

In as much as the subject taught is concerned, the instructors/professors strongly agreed that they were all qualified to teach the subject they were handling as evidenced by the composite mean of 1.34. The instructors/professors disclosed that the course

provided them with better understanding of the degree program, feeling satisfied with the way they handled the subject.

The faculty disclosed that the course provided them with better understanding of the degree program, feeling satisfied with the way they handled the subject, considered the instructional aids used in the subject were stimulating and challenging, and believed that the subject developed their critical thinking. However, they agreed that the subject stimulated them to go beyond the lesson assigned and recommended that students could take this subject under the same instructor but these received the lowest ranks.

It implied that the CTE faculty members performed well in the classroom in as much as the subject they taught was concerned. The instructors/professors did the best inside the classroom day after day as shown by their great interest in encouraging the students to do their best and in using comprehensive.

The study also examined the perceptions of faculty members on instructor – student interaction and this is reflected in Table 3.

Table 3. Perceptions of Faculty Members on Instructor – Student Interaction

Instructor-Student Interaction	WM	VI	Rank
1. Students actively participate in class discussion and activities.	1.85	G	3
2. Students learn new ideas from your interaction with them and so with their classmates.	1.1	VG	1
3. Students are receptive to new ideas presented.	1.8	G	2
4. Students exert much effort to meet the requirements of this course.	1.9	G	4
5. Students feel that they have done well in this course.	1.95	G	5
6. Students meet their expectations of this subject.	2	G	6
Composite Mean	1.77	G	

As regards to interaction between them and their students, instructors/professors perceived that there was good interaction between them as evidenced by the composite mean of 1.77. This weighted mean implies that a good interaction was seen inside the classroom. It could be that they were able to motivate their students to learn new ideas from the interaction.

Thus, students showed interest in learning new things, and they were open for new ideas or concepts.

Delving deeper into the table, faculty members generally believed that students learned new ideas from the interaction inside the classroom as evidenced by the highest weighted mean of 1.1 among the six items. The item that received the lowest rank was about the expectations of the course with a weighted mean of 2. This indicated that faculty members had noted that something was lacking in their interaction among the students.

Talking about the perception of the student-respondents on Table 4, they assessed that the instructional performance of the instructors/professors were satisfactory as evidenced by the composite mean of 2.07. This was supported by the disclosure of the students that the instructors/professors came too class prepared for the lesson and answered the questions adequately as indicated by the highest weighted mean of 1.88.

Giving constructive criticism ranked last according to the student – respondents with the

weighted mean of 2.44. It was noted that students agreed that instructors/professors were in better position to handle the subject assigned to them as evidenced by the average weighted mean of 2. Students believed that the subject developed in them a greater sense of responsibility lie self-reliance, self-discipline, and independent study which ranked first among the areas given with a weighted mean of 1.78. However, students were uncertain that the instructional aids used in the course were stimulating and challenging. It gained a weighted mean of 2.34.

It was indicated by the students were contented and satisfied with the instructional performance of the faculty members. They further claimed that the instructional behaviour and general appearance of the faculty members were able to invite and gain respect from them. This meant that instructors/professors were well-respected because they tended to respect the ideas and opinions of the students. In one way or another, it contributed to the better performance of the students because they were being recognized.

Table 4. Perceptions of Students on Faculty Members’ Instructional Performance

Instructional Performance		WM	VI	Rank
1.	Explains the objectives and expectations of the subject.	2.25	S	22
2.	Comes to the class prepared for the lesson.	1.88	S	1.5
3.	Presents the subject matter clearly and systematically.	2	S	6.5
4.	Relates the course to other fields and current issues/concerns.	2.02	S	8.5
5.	Fosters a stimulating atmosphere which encourages the students to participate in class discussions/activities.	2.11	S	18.5
6.	Stimulates the students to study more about the subject.	2.08	S	16
7.	Encourages the students to do their best.	2.08	S	16
8.	Speaks clearly and audibly.	2.11	S	18.5
9.	Uses appropriate teaching techniques and instructional materials.	2.39	S	24
10.	Respects students’ ideas and opinions.	1.91	S	4
11.	Explains concepts again when he/she notes that the concept is not well understood.	2	S	6.5
12.	Identifies and stresses important points.	1.93	S	5
13.	Demonstrates thorough and broad knowledge of the course.	2.17	S	20
14.	Uses evaluation measures, tests which adequately sample what was covered in the course.	2.08	S	16
15.	Gives constructive criticism.	2.44	S	25
16.	Is firm and consistent; strict but reasonable in disciplining students.	2.07	S	14
17.	Invites questions from students.	2.03	S	10.5
18.	Treats students tactfully; does not embarrass them.	2.06	S	12.5
19.	Invites respect through behavior and general appearance.	1.90	S	3
20.	Explains the grading procedure and standards clearly and applies them.	2.02	S	8.5
21.	Admits errors in presentation of the subject matter, and in evaluation.	2.06	S	12.5
22.	Answers students’ questions adequately.	1.88	S	1.5
23.	Is able to make students comprehend and appreciate complex idea.	2.03	S	6
24.	Gives reasonable course requirements and assignments.	2.26	S	23
25.	Uses a comprehensive, up-to-date relevant reading list.	2.19	S	21
Composite Mean		2.07	S	

Giving constructive criticism ranked last according to the student-respondents. This meant that students somehow looked forward to constructive criticisms by the faculty members in their outstanding performance. They also rated the faculty members on the use of appropriate teaching techniques and instructional aids as satisfactory. This may be attributed to the needs, interests, and abilities of the students. This signified that they wanted to have more meaningful, challenging and stimulating instructional aids and techniques that are suited to them.

The insights of students on subjects taught by faculty members, which are coincidentally subjects they took at the time of the study, is presented in Table 5.

Table 5. Perceptions of Students on Subjects Taught

Subject Taught	WM	VI	R
1. This subject stimulates me to study beyond the lessons assigned.	1.78	A	1.5
2. This subject provides me with a better understanding of the degree program	2.28	A	9
3. This subject develops in me a greater sense of responsibility (self-reliance, self-discipline, independent study).	2.02	A	7
4. This subject helps me work more consciously than in other subject.	2.0	A	5.5
5. This subject is still worthwhile taking even if it is not required.	1.91	A	4
6. This subject is handled/ conducted well.	2.34	A	10
7. This subject stimulates me to think creatively.	1.86	A	3
8. This subject uses instructional aids that are both stimulating and challenging.	2.05	A	8
9. This subject develops critical thinking.	2.00	A	5.5
10. This subject is recommended for students to take under the same teacher.	1.78	A	1.5
Composite Mean	2.00	Agree	

A close look at the table reveals a composite mean of 2.00 verbally interpreted as agree. Delving deeper, the table shows that all items were verbally interpreted as agree. The data revealed that students agreed that faculty members were in better position to handle the

course. This meant that they were quite satisfied with the way instructors/professors taught the course. This also showed that there was an effect on them because they had developed a greater sense of responsibility like self-reliance, self-discipline, and independent study.

The students were also requested to rate the quality of the instructor – student interaction in the college. The table below shows the findings on this aspect.

Table 6. Perceptions of Students on Instructor – Student Interaction

Instructor-Student Interaction	WM	VI	Rank
1. College students actively participate in class discussion and activities.	2.14	G	5
2. College students learn new ideas from their interaction with instructors and so with their classmates.	1.81	G	1
3. Students are receptive to new ideas presented.	1.98	G	3
4. Students exert much effort to meet the requirements of this course.	1.82	G	2
5. Students feel that they have done well in this course.	1.99	G	4
6. Students meet their expectations of this subject.	2.19	G	6
Composite Mean	1.99	G	

The findings generally indicate that there was a good interaction between them and their instructors as evidenced by a composite mean of 1.99 verbally interpreted as good.

The nature of responses in this section of instructor – student interaction is very relevant as they reveal the nature of the students enrolled in CTE and the competencies of their instructors.

The items that emerged first and second in rank support the earlier claim that faculty members have very good instructional skills and that student-respondents believe the interaction between them and the faculty members is very effective. This was proven by the disclosure of the students that they learned new ideas from the interaction (1.81), which occupies the first rank. This maybe due to the instructors’ interactive approach in teaching that facilitated a better learning experience on the part of the students. Next in second rank, students divulged that they exert much effort to meet the requirements of each of their courses. This response emphasizes that instructors are able to motivate and engage them to

satisfy the course requirements and further proves that teachers have very good instructional skills.

The other items that follow reveal that students enrolled in CTE are both very receptive to new ideas (1.98) and confident (1.99) so much so that they denoted they have done well in each of their courses. In the teaching – learning process, this student behaviour could be a consequence of the quality of faculty members’ interpersonal relationship with students.

Second to the least favoured item is about students’ moderate participation in class discussion and activities (2.14). It could be that respondents are not very satisfied of their level of participation in class and they recognized the fact there is a need to improve it, hence the low rating they give on this item. This could also mean that students are looking forward to something very challenging and stimulating.

The least favoured item is about them meeting the expectations of the subject (2.19) only moderately. This response can be taken to mean that the students themselves are not very satisfied with the way they cope up with the requirements of their courses. Students experience high levels of satisfaction both in the case of factors considered very important like the valuable content of the courses and in the case of factors considered less important like practical courses are based on case studies [5].

Table 7. Comparison of Perceptions of the Instructors and Students on Instructional Performance of Faculty

Areas	Instructors/ Professors			Students		
	AWM	VI	R	AWM	VI	R
1. Faculty Members’ Instructional Performance	1.36	VS	2	2.07	S	3
2. Subject Taught/Taken	1.34	SA	1	2	A	2
3. Instructor-Student Interaction	1.77	G	3	1.99	G	1
Over-all Mean	1.49			2.02		

The data indicated that the instructional performance were ranked second with an average weighted mean of 1.36 with verbal interpretation of very satisfactory by instructors/professors and ranked third with satisfactory rating by the students. As for the perception of the subject taught, this was ranked first by the instructors/professors with a rating of strongly agreed and ranked second by the students with a rating of agree. With regard to interaction between them, it ranked third by the instructors/professors with a rating of 1.77 and ranked first by the students with a rating of 1.99. The overall mean was 1.49 by the instructors/professors and 2.02 by the students. Evidently, there is a significant difference between the perception of instructors/professors and students.

There is a significant difference between the perceptions of the instructors/professors and students as presented in Table 8. It was evident because of the computed t-value of 2.04 was higher than the critical value of 1.98 at 0.05 level of significance using 118 degrees of freedom. The data showed that the students gave lower ratings on the instructional management skills than that of the instructors. Students’ perception has a general weighted mean of 2.02 while the instructors/professors’ perception has a general weighted mean of 1.49.

This implied that both respondents had different perceptions; thus, the mean difference of 0.53 was significant. This signifies that instructors/professors believed that they are doing very well in teaching but students look at the instructors/professors’ teaching performance as only satisfactory. This implies that there is a need on the part of the faculty members of college of teacher education to do their best to meet the expectations of the students in as much as their performance is concerned.

The findings of this study contradicts that of Sali – ot [4] where the study found that there is no significant difference in the responses of the two groups of responses consisting of faculty and pre – service elementary teachers.

Table 8. Test of Significant Difference between the Perceptions of the Instructors/Professors and Students on the Instructional Performance

Respondents	Mean	N	Df	SD	Computed	Required	VI	On Ho
Instructors	1.49	20	19	1.01	2.04	1.98	VG	Rejected
Students	2.02	100	99					
Total		120	118					

T-value at .05

Strengths and Weaknesses Identified by Respondents

The respondents identified the following strengths: CTE instructors had the motivating factors to encourage the students to do their best in learning; they used comprehensive, up-to-date relevant reading list; students were quite satisfied with the way they performed and there was a good relationship between them. On the other hand, respondents identified the following weaknesses: there is a need for faculty members to exercise their full potential in teaching so as to become excellent; they have to use more stimulating and challenging instructional aids in the subject they taught; and they need to encourage the students more to participate actively in the class discussion and activity was expected to them.

Plan of Action to Improve Instructional Performance of CTE Faculty

The center of the educative process is the students. This means that teachers should be competent and dedicated in their responsibilities so as to provide meaningful learning experiences for students. This study assessed the instructional performance of faculty members of a teacher education institution in a state university in the Philippines. The study yielded findings that are used as basis in coming up with a proposed plan to enhance the instructional performance of faculty members and thereby enhance the teaching learning process in the college for the advantage of the students. This is shown in Table 9.

Table 9. Action Plan For Instructional Performance Of Instructors/Professors

Problem Areas	Objectives	Ways and Means	Success Indicators
1. Admitting Errors when evaluated by students	1. To develop humility and self-acceptance.	<ul style="list-style-type: none"> • Form teachers moral support group and mentoring • Conduct values orientation to strengthen teachers characters and shape their attitude and enable them to discover one's weakness and strength 	Accepts his/her weaknesses and strengths
2. More interactive classroom interaction is lacking	1. To enhance the interaction between and among instructors and students	<ul style="list-style-type: none"> • Form teachers moral support group and mentoring • Conduct teacher's conference and counselling and review teachers' roles and responsibilities to enhance their willingness and enthusiasm in teaching. 	Better interaction inside the classroom
3. Giving constructive criticisms and using appropriate teaching techniques and instructional aids	3. To engage the students more on the subject	<ul style="list-style-type: none"> • Conduct seminar on how to use the 4 A's method; using 4A's in achieving learning outcomes 	Well-motivated students results to good teaching and learning
4. Exercise full potential in teaching	4. To encourage the students to do their best	<ul style="list-style-type: none"> • Conduct orientation and seminar on classroom management to enable teachers to provide challenging and meaningful activities. 	Higher level performance
5. More stimulating and challenging instructional aids and activities	1. To engage students and encourage more participation among students during classroom	<ul style="list-style-type: none"> • Conduct seminar on innovative instructional materials to enable faculty to provide challenging and meaningful 	Higher level of performance

discussion	activities
<p>CONCLUSIONS</p> <p>As shown by the results of the study, the following conclusions were drawn: the instructional management was perceived very satisfactory by instructors while students perceived this as satisfactory. Both instructors and students enjoyed the course. They both agreed with the way the instructors taught the subject. There is a good relationship between instructors and students. There was a significant difference between the perception of the instructors and the students in as much as the effectiveness of instructional performance of instructors/professors was concerned.</p>	<p>instructional management skills of instructors, thus resulting to improved student's achievement.</p>
<p>RECOMMENDATIONS</p> <p>The results of this study exposed that the CTE instructors/professors accepted their own strengths and weaknesses in as much as the way they handled the subject. The findings also revealed that instructors/professors should exercise full potential in teaching. They should continuously use instructional aids which are stimulating and challenging. The study also revealed that instructors/professors should strive harder to encourage the students to participate more actively in the discussion and activities so as to meet their expectations of the subject. Using these findings, the study came up with a proposed plan to enhance the instructional performance of faculty members and thereby enhance the teaching learning process in the college for the advantage of the students. With these goals in mind, college administrators are highly encouraged to review the proposed plan below before its implementation to make it more appropriate and ensure its realization. Further, a follow-up study should be conducted with additional variables to assess whether there is an improvement in the</p>	<p>REFERENCES</p> <p>[1] Salandanan, G. (2001). <i>Teachers' Educational Journal, First edition</i>, Quezon City: Katha Publishing Company, Inc.</p> <p>[2] Zulueta, F. M. et. al., (2002). <i>Teaching Strategies and Educational Alternatives</i>, Mandaluyong City: academic Publishing Corporation.</p> <p>[3] Marks, H.M. & Louis, K. S. (1997). Does Teacher Empowerment Affect the Classroom? The Implications of Teacher Empowerment for Instructional Practice and Student Academic Performance. <i>Education Evaluation and Policy Analysis</i>. 19 (3) 245-275. Retrieved from http://epa.sagepub.com/content/19/3/245.short</p> <p>[4] Sali –ot, M.A. (2011) Competencies of Instructor: Its Correlation to the Factors Affecting the Academic Performance of Students. <i>JPAIR</i>. Vol. 6. Retrieved from http://www.eisrjc.com/documents/Competencies_of_Instructors_1325756513.pdf.</p> <p>[5] Mihai-Florin, B . Alexandra-Maria, T., Raluca, C. & Alexandru, C. Study Regarding Students' Satisfaction With Instructional Process As A Dimension Of Academic Performance Of Institutions Of Higher Education. <i>Annals of the University of Oradea: Economic Science</i>. 2011;1(1)716-722 Retrieved from http://anale.steconomieuoradea.ro/volume/2011/n1/093.pdf</p>
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