

Teaching Effectiveness of the Teacher Education Faculty Members in Pangasinan State University Asingan Campus, Philippines

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Abstract. *Teaching effectiveness of the faculty is one of the most critical areas that need to be considered. The success of the students will depend to a great extent, upon how well the teachers have trained them. This paper evaluated the faculty members' level of teaching effectiveness in the teacher education program in Pangasinan State University Asingan Campus, Philippines. Their professional background was assessed. Their level of teaching effectiveness along commitment, knowledge of the subject matter, teaching for independent learning and management of learning were considered. The study used the descriptive and evaluative methods of research. Questionnaire Checklist was used to gather data. The Faculty Evaluation Instrument (QCE of the NBC No.461) was adopted to evaluate the faculty members' level of teaching effectiveness. It further tested significant relationship between the faculty members' level of teaching effectiveness and their professional background. Salient findings are as follows: the teacher education faculty members in Pangasinan State University Asingan Campus are qualified professionals who possessed the maximum educational qualifications and eligibility to work in a state-run university. Only few of them graduated with honors and attended training and conferences in the national and international level.; their level of teaching effectiveness is Very Satisfactory; the profile variable awards/honors received influences the faculty members' level of teaching effectiveness.*

Keywords: *teaching, effectiveness, teacher education*

INTRODUCTION

The quality of an educational system depends upon the quality of teachers and if the latter is poor, the quality of the former would also fall down. With the spread of education all over the Globe, the need for effective teachers at all levels has increased. The Pangasinan State University, being a state-funded higher education institution with its vision to be recognized as a centre of excellence supports researches on institution's evaluation.

The kind of students the university produced is conditioned by the quality of teachers and the quality of teaching they received. Based on the foregoing, it is therefore necessary to have an assessment of the teaching effectiveness of the faculty members of the University, specifically the teacher education programs which is tasked to prepare future teachers. But what are the true indicators of quality teacher education? Among the important factors, competencies and commitment [1] are considered

most crucial because, these will necessary bring a change in the teacher's surrounding learning environment and also to overcome his weaknesses. It is the teacher, who acts as a driving force behind (a) the raise of school level performance, (b) performance related to out of school activity, (c) parental contact, (d)community contact and cooperation. A teacher needs to possess certain knowledge, skills and appropriate personality profile. All these put together is termed as "competencies".

Only when the competencies are operated/processed optimally, then only the teacher can deliver maximum output. The stage where competencies are operated/ processes to produce performance is called commitment. If the teacher has all the competencies but no commitment, he is futile. On the other hand if the teacher has commitment towards his profession he will necessarily develop competencies and show outstanding performance.

This idea was further supported claiming that the two most important attributes of a teacher is competence[2] and values and attitudes. The innate values and disposition she possesses are of utmost importance in creating winning interaction among students and associates.

Another factor that contributes to quality teaching is the teacher's knowledge of the subject matter. Knowing your subject matter means that you have a command of your discipline and the capacity of calling upon resources[3]. But what really makes teaching effective? As a teaching professor, one should be willing to engage in the rigorous self-examination of his own teaching philosophy, methodology, and effectiveness. The Four Aces of Learning[4] are herein enumerated that represent a consolidated way of thinking about the "process" of teaching as it influences the "product" (student learning). These are as follows: (a) Outcomes- enable students to focus their attention on clear learning goals. (b) Clarity - involves the clarity of instruction and explanations concerning the course organization and content.(c) Engagement- suggests that students learn by doing and (d) Enthusiasm – wherein more effective teachers display a high level of enthusiasm that reflects their professional competence and confidence. Consequently, the most critical component for fostering classroom enthusiasm, however, is student success.

Giving more emphasis on the need for quality teachers, a question was put forward: Are qualified teachers really quality teachers? Considerable disagreement surrounds what specific teacher attributes indicate quality and how to better invest resources to provide quality teachers for all students. Answers to these questions have potentially important implications for the efficiency and equity of public education.

The highlights of the empirical evidence [5] include: (a) Teacher experience-Several studies have found a positive effect of experience on teacher effectiveness; specifically, the "learning by doing" effect is most obvious in the early years of teaching.

(b) Teacher preparation programs and degrees - Research suggests that the selectivity/prestige of the institution a teacher attended has a positive effect on student achievement, particularly at the secondary level. (c)Teacher certification- Research has demonstrated a positive effect of certified teachers on high school mathematics achievement when the certification is in mathematics.

(d) Teacher coursework- Teacher coursework in both the subject area taught and pedagogy contributes to positive education outcomes and e) Teachers' own test scores• Tests that assess the literacy levels or verbal abilities of teachers have been shown to be associated with higher levels of student achievement. Most of the research does not seek to capture interactions among the multiple dimensions of teacher quality, and as a result, there are major gaps in the research that still need to be explored."

The importance of the teacher's attributes and roles in the teaching process cannot be overly emphasized. The teacher is an integral part of an instructional activity [6]. Her skills in employing a variety of teaching methodologies is paramount if every classroom encounter is to result in creating beneficial interactions and positive responses. The greatest concern is in evolving a conducive classroom atmosphere that could promote self-directed learning and independent decision-making. Fruitful learning then is achieved through a demonstration of a desirable teacher attributes couples with an aggregate of organized methodical teaching.

Many studies acknowledged the importance of determining teacher effectiveness.

More and more researchers are using data to study teachers and the effect they have on their students' achievement. Most show that beginning [7] teachers are less effective than experienced teachers, that teachers' effectiveness grows dramatically in the first three years on the job and levels off afterward, and that, in many districts, the least experienced teachers wind up in the most disadvantaged schools, that individuals with higher level of education are assumed to be more productive.

In a similar endeavour a research was conducted about the use and value of teacher effectiveness evaluation tools [8] and to make suggestions, based on the research, as to what an effective evaluation process might look like including attempting to define in which areas of instruction students are qualified to give meaningful feedback to faculty and which they are not.

An extensive research synthesis examines how teacher effectiveness is currently measured and provides practical guidance for how best to evaluate teacher effectiveness [9]. It evaluates the research on teacher effectiveness and the different instruments used to measure it. In addition, it defines the components and indicators that characterize effective teachers, extending this definition beyond teachers'

contribution to student achievement gains to include how teachers impact classrooms, schools, and their colleagues as well as how they contribute to other important outcomes for students.

Based on the foregoing, it is therefore necessary to have an assessment of the teaching effectiveness of the faculty members of the University, specifically the teacher education programs that produce future teachers.

OBJECTIVES OF THE STUDY

This study evaluated the teaching effectiveness of the faculty members in the teacher education program in Pangasinan State University. Specifically, the study attempted to determine their professional attributes (b) determine the level of their teaching effectiveness (commitment, knowledge of the subject matter, teaching for independent learning) and (c) test significant relationship between their level of teaching effectiveness and their professional background.

METHOD

The study made use of the descriptive and evaluative methods of research. The descriptive research was utilized to describe the professional attributes of the faculty members. The evaluative method was also used as this study sought to evaluate their teaching effectiveness. The subject of the study are the 20 teacher education faculty members during the first semester of school year 2012-2013. It composed of Core faculty members who are holders of Bachelor in Elementary Education and Bachelor in Secondary Education degrees and teaching the major courses in English, Mathematics, Science, Technology and Livelihood Education and Professional subjects; and Bachelor in Science graduates who are teaching the related subjects such as Social Science, Communication Arts (Filipino), Technology, Physical Education, and National Service Training Program. There was a total of 255 student-respondents who rated the 20 faculty members. Each teacher was evaluated by ten students randomly selected through the use of simple random scheme from all the classes being handled by the teacher.

In cases when there were less than 25 students in a class, only 5 student-respondents were randomly selected. Information on profiles of the faculty members were gathered through the use of Questionnaire Checklist prepared by the researcher.

Data on the level of teaching effectiveness were gathered through the adoption of existing Faculty Evaluation Instrument (QCE of the NBC 461 This instrument consists items that evaluated the teachers’ teaching effectiveness along commitment; knowledge of the subject matter; independent learning; and management of learning. Data were gathered by researcher herself who personally floated the evaluation instrument among all the student-respondents from their respective classes.

The data on the faculty profiles were interpreted base on frequency counts and their equivalent in percent. The data on the level of teaching effectiveness were quantified using the score of a 20 items questions with a five-point Likert Scale. The responses to all items were analyzed using the Average Weighted Mean.

Table 1. Level of teaching effectiveness scale with description

Weight	Rating Scale	Descriptive Rating
5	4.21-5.0	Outstanding
4	3.41-4.20	Very Satisfactory
3	2.61-3.40	Satisfactory
2	1.81-2.60	Fair
1	1.0-1.80	Poor

To determine the relationship between the faculty members’ level of teaching effectiveness and their professional background, Pearson Product Moment Coefficient or *r* was used. All the data were interpreted with the use of SPSS.

RESULT AND DISCUSSION

Profile of the Teacher Education Faculty

Table 2. Professional Attributes in terms of bachelors degree and major field of specialization

Bachelor’s Degree	F	%
BS Elementary Education	1	5
B Secondary Education	10	50
Others	9	45
Major/Field of Specialization	F	%
Major Subjects	8	40
General Education	3	15
Engineering	1	5
BS Tourism	1	5
Bachelor of Arts	3	15
Girls’ Trade	3	15

Table 2, 3 and 4 present the profile of the faculty members in terms of their professional

attributes. The variables include bachelors' degree, major field of specialization, college/university graduated, awards/honors received, professional examination passed, post graduate studies, and training attended.

Data in Table 2 showed that there are 10 or 50% of the faculty members who hold degree in Secondary Education; 9 or 45% finished other courses, and only 1 or 5% finished Elementary Education. Data show that the teacher education faculty members are graduates of Bachelor in Secondary Education and other courses. Data revealed that faculty members in the teacher education programs comprise of graduates not only in the teacher education courses.

Table 3 Profile in terms of College Graduated from and awards/honors received

Variables/Categories	F	%
College/University		
Public	12	60
Private	8	40
Awards/Honors Received		
With Honors	4	20
Without Honors	16	80

Table 3 shows the data on the college/ university attended by the faculty members. Data revealed that 12 or 60% graduated from public colleges/ universities, while 8 or 40% are products of private institutions. A research conducted pointed out that the selectivity/prestige of the institution a teacher attended has a positive effect on student achievement, particularly at the secondary level [13]. This may partially be a reflection of the cognitive ability of the teacher. It could also be gleaned in Table 3 the data on awards/honors received by the faculty members. There are 16 or 80% who did not received awards/honors, only 4 or 20% graduated with awards/honors.

Table 4 shows that there are 18 or 90% who passed an examination, while 2 or 10% who did not take any professional examination. It is noted that most of the faculty members are civil service eligible. Table 4 further presents data on post graduate studies. It is shown that there are 17 or 85% who finished master in education, 2 or 10% with doctoral degree and only 1 or 5% who has no post graduate studies. It is noted that most of the faculty members continue to pursue post graduate studies to enhance their knowledge and teaching competencies.

Table 4 Profile in terms of professional examination, post graduate studies and training

Professional Examination	F	%
With Examination	18	90
Without Examination	2	10
Post Graduate Studies		
Ed.D./Ph.D.	2	10
Master of Arts	17	85
None	1	5
Training Attended		
International	2	10
National/Regional	6	30
Campus/Municipal	2	10
None	10	50

A research suggested that the teachers who have earned advanced degrees have a positive impact on high school mathematics and science achievement when the degrees earned were in these subjects [13]. To support this, the university encouraged the vertical articulation policy among its faculty, whereby, requiring faculty to pursue higher education along their field of specialization.

Finally, the table revealed data on the training attended by the faculty members. Data show that there are 6 or 30% who attended training in the Regional level, 10 or 10% each in the Campus/ University and National levels, however there are 10 or 50% of them who did not attend training during the period. Data revealed that one half of the faculty members were given opportunity to attend training while the other half did not attend any. It is sad to note that only one half of the faculty members used seminar/training as a tool to improve in their craft.

Table 5 Level of Teaching effectiveness along Commitment

Commitment	WM	VI
1. Demonstrate sensitivity to students' ability to attend and absorb content information.	4.12	VS
2. Integrates sensitively his/her learning objectives with those of the students in a collaborative process.	4.03	VS
3. Makes self-available to students beyond official time.	3.96	VS
4. Regularly comes to class on time, well-groomed and well-prepared to complete assigned responsibilities.	4.11	VS
5. Keeps accurate records of students performance and prompt submission of the same.	4.06	VS
AWM	4.05	VS

The level of teaching effectiveness of the faculty members of the teacher education programs along commitment; knowledge of the subject matter; teaching for independent learning; and management of learning are presented on the following tables.

Table 5 presents the level of teaching effectiveness of the teacher education faculty members along Commitment. The teaching effectiveness was determined with the use of the QCE of the NBC No. 461 (Instrument for Instruction/Teaching Effectiveness).

Table 5 presents data on the level of teaching effectiveness along the performance indicator : Commitment. Data revealed that item number 1 (*Demonstrate sensitivity to students' ability to attend and absorb content information*) was rated the highest Weighted Mean of 41.2 with a descriptive rating of Very Satisfactory. Item number 3 (*Makes self available to students beyond official time.*) was rated the lowest Weighted Mean of 3.96 although it was also described as Very Satisfactory. The Average Weighted Mean of 4.05 described a Very Satisfactory level of teaching effectiveness along Commitment.

Table 6. Level of Teaching Effectiveness along Knowledge of Subject matter

Knowledge of Subject Matter	WM	VI
1. Demonstrates mastery of the subject matter	4.23	O
2. Draws and share information on the state of the art of theory and practice in his discipline.	4.17	VS
3. Integrates subject to practical circumstance and learning intents/purposes.	4.06	VS
4. Explains the relevance of present topics to the previous lessons,	4.18	VS
5. Demonstrates up-to-date knowledge and/or awareness on current trends and issues of the subject.	4.24	O
AWM	4.18	VS

Table 6 presents data on the level of teaching effectiveness along the indicator : knowledge of subject matter. It could be gleaned that the items 1 (*Demonstrates mastery of the subject matter*; and 5 (*Demonstrates up-to-date knowledge and/or awareness on current trends and issues of the subject*), were rated equally highest Weighted Mean (4.23 and 4.24 respectively) with descriptive rating of

Outstanding. Along this indicator, item number 3 (*Integrates subject to practical circumstance and learning intents/purposes of students*) rated lowest Weighted Mean of 4.06 and described as Very Satisfactory. The Average Weighted Mean of 4.18 finally described the level of teaching effectiveness of faculty along knowledge of the subject matter as Very Satisfactory. This finding emphasized that the two most important attributes of a teacher are competence in terms of knowledge and skills [14 and as a professional the teacher is expected to be knowledgeable about the subject she is supposed to teach. Further emphasized that the teacher must possess not only substantial knowledge but deeper and more advanced knowledge in order to be able to teach with confidence and accuracy. On the same note, [15] enumerated the qualities of good teaching primary of which is: know your subject matter. Further pointed out that knowing your subject matter means that you have a command of your discipline and the capacity of calling upon resources.

Table 7 Teaching for Independent Learning

Independent Learning	WM	VI
1. Creates teaching strategies that allow students to practice using concepts they need to understand	4.18	VS
2. Enhances students' self esteem and gives due recognition to student's performance.	4.14	VS
3. Allows students to create their own course with objective and realistically defined	4.05	VS
4. Allow students to think independently and make their own decisions.	4.08	VS
5. Encourage students to learn beyond what is required and help/guide the students how to apply the concepts learned.	4.14	VS
AWM	4.12	VS

Table 7 show data on the level of teaching effectiveness of the faculty members along the indicator : teaching for independent learning. It is reflected on the table that the item number 1 (*Creates teaching strategies that allow students to practice using concepts they need to understand*), was rated the highest Weighted Mean of 4.18 with a descriptive rating of Very Satisfactory. Item number 3 (*Allows students to create their own course with objective and realistically defined student-professor rules.* was rated with the lowest Weighted Mean of 4.05 although also

described as Very Satisfactory. The Average Weighted Mean of 4.12. described the level of teaching effectiveness of the faculty members along the indicator : teaching for independent learning as Very Satisfactory.

Table 8 Management of Learning

Management of Learning	WM	VI
1. Creates opportunities for intensive and /or extensive contribution of students in the class activities.	3.97	VS
2. Assume roles as facilitator, resource person, coach, inquisitor, instigator, referee in drawing students to contribute to knowledge and understanding of the concept at hand.	3.98	VS
3. Designs and implements learning conditions and experience that promotes healthy exchange and/or confrontations.	4.00	VS
4. Structures/restructures learning and teaching/learning context to enhance attainment of collective learning objectives.	3.95	VS
5. Use of instructional materials (audio/video materials; fieldtrips; film showing, computer aided instruction and etc. to reinforce learning process.	3.99	VS
AWM	3.96	VS

Table 8 finally presents data on the level of teaching effectiveness of the faculty members along the indicator : Management of learning. It is reflected in the table that item number 3 (*Designs and implements learning conditions and experience that promotes healthy exchange and/or confrontations.*) received the highest Average Mean of, while item number 4 (*Structures/restructures learning and teaching/learning context to enhance attainment of collective learning objectives*) received the lowest Average Mean of 3.95. Both items were described as Very Satisfactory. The Overall Average Weighted Mean of 3.96 described a Very Satisfactory level of teaching effectiveness of faculty members along the indicator : management of learning.

Table 8 reflects the level of teaching effectiveness of the teacher education faculty members along the four performance indicators: Commitment, Knowledge of the Subject Matter, Teaching for independent Learning; and Management of Learning. It is revealed on the data that the faculty members were rated highest (AWM= 4.18) along Knowledge of the subject matter, and rated lowest

(AWM=3.96) along Management of Learning. It is noted that both indicators were described as Very Satisfactory.

Table 5 Summary on the Level of Teaching Effectiveness

Indicator	AWM	VI
a. Commitment	4.08	VS
b. Knowledge of the of the Subject Matter	4.18	VS
c. Teaching for independent Learning	4.12	VS
d. Management of Learning	3.96	VS
e. Learning		
f. Learning		
Overall AWM	4.08	VS

The Overall Average Weighted Mean of 4.08 indicated a Very Satisfactory level of teaching effectiveness of the faculty members of the teacher education programs in the campus.

The second most important attribute of teacher is innate values and disposition in creating winning interaction among students and associates [9]. Being more experienced and sensitive to students' reactions, both positive and negative, one will be able to perceive common difficulties such as inability to understand the lesson, indifference and lack of interest. She will be able to treat with patience and compassion those with short temper and showing habitual inattentiveness, in return she will be able to provide a conducive learning environment. This is the primary goal of functional classroom management.

Table 9 Test of Relationship Between the Faculty Members' Level of Teaching Effectiveness and their Professional Background

Variable	r	Sig	Remarks
Teaching Effectiveness vs:			
Bachelor's degree	.049	.837	NS
Major/Area of Specialization	-.074	.756	NS
College/University	-.028	.907	NS
Award/Honors	.503*	.024	S
Examination Passed	-.086	.770	NS
Post graduate studies	.325	.162	NS

*Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

The Pearson Product Moment Coefficient or *r* was used to obtain relationships between the faculty members' level of teaching effectiveness and their professional background that include bachelor's degree, major or area of specialization,

college/university attended, awards or honors received, examination passed and post graduate studies.

Table 9 presents the data on the relationships between the faculty members' level of teaching effectiveness and their professional attributes.

It could be gleaned from the table that only the variable : awards/honors received is significantly related to the faculty members' level of teaching effectiveness. This is evidenced by the computed correlation value of .503 with .024 computed significant value that is lower than the preset level of significance of 0.05.

A study conducted concluded that individuals with higher level of education are assumed to be more productive, and that, education brings about a change in outlook in the individual that promotes productivity and work efficiency[10]. The present study concluded otherwise, stating that there is no significant relationship between the faculty members' level of teaching effectiveness and their professional attributes that includes among others, post graduate studies except awards and honors received by the teachers.

CONCLUSION AND RECOMMENDATION

Salient findings of this study are as follows: the teacher education faculty members in Pangasinan State University Asingan Campus are qualified professionals who possessed the maximum educational qualifications and eligibility to work in a state-run university. Only few of them graduated with honors and attended training and conferences in the national and international level.; their level of teaching effectiveness is Very Satisfactory; the profile variable awards/honors received influences the faculty members' level of teaching effectiveness. Recommendations forwarded include the following: (a) Since the faculty members of the Pangasinan State University are qualified professionals and rated Very Satisfactory in their teaching effectiveness by the students, it is implied that PSU produced equally competent graduates. This is supported by the idea that the kind of students the University produced is conditioned by the quality of teachers and the quality of teaching they received. In order to sustain high quality of faculty members, the PSU administration should be more aggressive with its faculty development program especially along faculty participation to training, seminars and conferences in the national and international level. (b) the selection

board should consider the profile awards/honors received by the instructor-applicants, as this was found to influence their level of teaching effectiveness. (c) a similar study should be replicated in 5 years on the faculty population of the Campus. This kind of study could also be conducted in other departments in the Campus or in the other nine component campuses of the Pangasinan State University. d) The study is limited as to the number of subjects (faculty members involved). It is recommended that future study should consider to assess teaching effectiveness of faculty members from all the Teacher Education Institutions in the Region. e) Another limitation of this study is the non inclusion of students' performance assessment. Teaching effectiveness could have been accurately measured when students' performance were likewise evaluated and correlated with the faculty members' level of teaching effectiveness. Students performance should therefore be considered as one variables for further investigation of the teachers' teaching effectiveness.

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