An Analysis of the Performance Level of Non-education Teacher Graduates in the K-12 Program

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Abstract

ThePhilippines' Education department,particularlyinNarraNationalHighSchool,hadbeenresortingtohiringmore and more licensed teachers whose bachelor's degrees were not in Education because of howdemandingthis new basic education program is including the growing number of learners, the newsubjectsathand,andthepaucityofreadilyavailablecompetenteducators. With this, the researchers aim to know whether the quality of the second coursers as teachers has a significant reliance on certain external - such as DepEd teacher improvement initiatives – and on certain internal or personal conditions. This study utilized the descriptive research design and involved a total enumeration sampling technique of teachers who were non-education graduates. Results showed that teachers had an outstanding level of performance in content knowledge and pedagogy, and curriculum and planning, while they had a very satisfactory level of performance in the learning environment and diversity of learners, and assessment and reporting. Results further reveal that a low positive correlation was found between the level of performance based on IPCRF and years of teaching and the level of performance based on IPCRF and the level of educational attainment. This research recommends that Since training attended has no significant relationship to the teachers' level of performance, the current training designs for teachers must be modified in such a way that training programs should be based or aligned to/with the Key Result Areas of the teachers because teachers' level or performance is being measured according to these KRAs.

Keywords: *IPCRF, KRAs, Level of performance*

I. INTRODUCTION

Since the advent of the K-12 education program in the Philippines, the teachingprofession has become one of the most popular career choices for students in colleges anduniversities [1]. According to CHED's statistics, EducationScienceandTeacherTraininghasconsistently hadthe second-highest numberofenrolleesfrom2016to the present.Thisdatashouldincludeenrollmentnotonlyforabachelor'sdegreein secondary or elementary education but also those who choose to take supplementaryeducationunitstopursueteaching;thus,equallycomprisingtheteacherpopulationnowadays is the so-called "second coursers" [2], who studied and graduatedanother degree but somehow – due to varied reasons – landed in the teaching profession.But why does this discipline continue to entice more and more students? It is mainlybecause of the opportunities the new education program provides.

With the introduction of K-12, there will be an increasein student population, translating into a requirement for 20,000 to28,000 additionalclassroomsforeachyear-level,40,000to56,000classroomsforthetwoyearsofSHS.Thesame year, DepEd (June 2015) announced that they will be hiring 39,000 additionalteachers in 2016 to meet the 'personnel' demands of the program - ultimately openingdoors not only to Education graduates but especially to those with non-education degreesthatprocured supplementary education units.

As predicted, the following years during which the K-12 program was being integrated, educational institutions have been continually learning exactly how demanding this new basic education program is through the growing number of learners, the new subjects at hand, and the paucity of readily available competent educators. The Department of Education, particularly in Narra National High School, had been resorting to hiring more and more licensed teachers whose bachelor's degrees were not in Education. In this institution alone, 50 out of 140 teachers were determined to be non-education graduates. This goes to show that the K-12 program did not only provide opportunities to those who, at an early stage, realized their calling as an educator, but equal opportunities as well to 'second coursers' who may have at a later stage in life reached the realization to teach.

Education is a continuous process in life. It is the process of developing the knowledge, skill, mind, and character of people. It is the process in which latent abilities of individuals are developed so that they may be useful to themselves and society. In the study anchored on the Theory of Performance (ToP) developed by Don Elger, it is established that 'to perform' is to produce valued results and that humans are capable of not just mere accomplishments, but more so extraordinary accomplishments. This is the ultimate role of a teacher: to provide meaningful learning situations in which the learner is motivated to reach his/her full potential to function efficiently not just for and within society, but for himself/herself as well; to provide the initiative and the motivation to learn and help the student go along life applying what he/she has learned. Thus, meaningful improvements in the quality of education that students receive are determined by the quality of teachers [3]. The quality level of a teacher has a significant contribution to a student's success in the future– a success coincidentally shared by the country.

With this in mind, policymakers have regarded improving teacher quality as ameans to improve student achievement. The "No Child Left Behind Act", as an example,requires all teachers in core academic subjects to be highly qualified through sufficient –if not ample - subject-matter knowledge and teaching skills. This can be accomplishedduring undergraduate teacher education or through professional development programs.But what of non-education graduates (or second coursers as we will alternately call in this research) who are currently populating the teaching arena? The researchers had beenconsidering whether similar the strategies being employed for their proficiency result tothe same effect as with Education graduates, or whether subjects they teach are related ornon-relatedtotheirbachelor'sdegreeaffecttheirperformance.Thus,theresearcherswouldlike to know whether the quality of the second coursers as teachers have a significantreliance on certain external - such as DepEd teacher improvement initiatives – and oncertaininternalor personal conditions.

Thisstudyalsoaspiresthatitsfindingsserveasausefulreferenceforadministratorsand policy makers - for them to better understand and help evaluate existing initiatives asto which teacher characteristics have the greatest impact on student achievements. Thiswill also enable policymakers to design more effective intervention programs for second-courserteachersandbeenlightenedontheeffectivemethodsofenhancingteachingqualityduring K-12 program integration.

1.1 Statement of the Problem

This study aims to determine the relationship of the new coursers' - non-education graduate licensed teachers' – level of performance and the following: (1) the total number of hours spent in relevant seminars/training/workshops they've attended, (2) their total years of teaching experience, (3) whether the subject/s they currently teach is/are related to their non-education bachelor's degree, (4) their level of educational attainment.

Specifically, this study seeks to answer the following questions.

1. What describes the profile of the respondents in terms of:
   1.1 number of relevant seminars/training/workshops attended;
   1.2. years of teaching;
   1.3. highest level of educational attainment; and
   1.4 relevance of current subjects taught with their non-education bachelor's degree?

2. What is the level of performance of the respondents as regards the following:
2.1 Content Knowledge and Pedagogy (KRA 1);
2.2 Learning Environment and Diversity (KRA 2);
2.3 Curriculum and Planning (KRA 3); and
2.4 Assessment and Reporting (KRA 4)?

3. Is there a significant relationship between the respondents' level of performance and:
3.1 number of hours they have spent in relevant seminars/training/workshops they've attended;
3.2 years of teaching experience;
3.3 the relevance of current subjects taught with their non-education bachelor's degree; and
3.4 level of educational attainment?

1.2 Research Methodology

The study utilized the Descriptive-Correlation Survey Research Design. According to Calmorin (2004), descriptive survey research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. Further, it assesses the characteristics of whole populations of people or situations.

A sample size of 30 was computed as the respondents of the study through Slovin's Formula from the population of teachers in Narra National High School who are non-education graduates. A SimpleRandom Sampling technique was done to identify these respondents. They were described in terms of age, sex,

educational attainment, teaching experience, and non-education bachelor's degree. The determined sample size is sufficient to provide information that answers the research questions because it involves the teachers who non-education degree holders are.

In this study, the instrument is a combination of questionnaire-checklist developed by the researchers. The instrument is developed to clearly describe the level of performance as perceived by the teachers themselves during the School Year 2019-2020. The instrument has three parts. Part I shows the description of the respondents' profile wherein personal variables such as age, sex, highest educational attainment, teaching experience, and bachelor's degree course are included. Part II, on the other hand, focuses on discussion about the main problem of the study. This portion includes variables such as Content Knowledge and Pedagogy (KRA 1), Learning Environment and Diversity of Learners (KRA 2), Curriculum and Planning (KRA 3), Assessment and Reporting (KRA 4), and Plus Factor (KRA 5). These variables are considered as these are believed to have a direct bearing on the problem investigated.

The data gathered were treated using the following statistical tests: frequency count and percentages to describe the profile of the teachers; mean to determine the level of performance of the teachers, and Pearson r correlation coefficient to determine the relationship between the teachers' profile and their level of performance.

II. RESULT AND DISCUSSION

The results obtained are as discussed below

2.1 Profile of the Teachers

Table 2.1 Profile of Teachers

	f	**%**
Number of relevant seminars/trainings/ Workshops attended in different levels		
School Level		
• 1-5	13	43
• 6-10	8	27
• 11-15	4	13
• 16-20	1	3
• 20 & above	4	13
Total	**30**	**100**
District Level		
• None	14	47
• 1-5	12	40
• 6-10	1	3
• 11-15	1	3
• 16-20	1	3
• 20 & above	1	3
Total	**30**	**100**
Division Level		
• None	12	40
• 1-5	13	43
• 6-10	2	7
• 11-15	2	7
• 16-20	1	3
Total	**30**	**100**
Regional Level		
• None	18	60
• 1-5	7	23
• 6-10	5	17
Total	**30**	**100**
National Level		
• None	21	70
• 1-5	8	27

• 6-10	0	0
• 11-15	1	3
Total	**30**	**100**
International Level		
• None	21	70
• 1-5	9	30
Total	**30**	**100**
Number of Years in Teaching		
• Less than 5 years	13	43
• 5 – 10	11	37
• 11 – 15	2	7
• more than 16 years	4	13
Total	**30**	**100**
Subjects taught related to their non-educational bachelor's degree		
• Related	22	73
• Not Related	8	27
Total	**30**	**100**
Educational Attainment		
• Bachelor's Degree	5	17
• With Master's Units	21	70
• With Master's Degree	1	3
• With Doctorate Units	3	10
Total	**30**	**100**

The table above presents the distributions of the teacher-respondents in terms of their profile. In terms of training attended, 43% of the respondents had attended school level of trainings, 47% of the respondents had not attended any seminars/training/workshops at the district level, 43% had attended division level of seminars/training/workshops, 60% had not attended regional level, 70% had not attended seminars/training/workshops at the national and international level. The results imply that majority of the respondents had attended school, district, and division levels of seminars/training/workshops.

In terms of the number of years of teaching, 43% had less than five years of experience. In terms of subjects taught related to their non-educational bachelor's degree, 73% agreed that their subjects handled were related to their degrees. In terms of educational attainment, 70% had units in master's degree. The results imply that the majority of the respondents were relatively young in the service, had subjects taught that were related to their bachelor's degrees, and had units in master's degrees.

2.2 Level of Performance Based on IPCRF

Table 2.2 Level of Performance of the Respondents

Key Result Areas (KRAs)	$\overline{X}$	Adjectival Rating
KRA 1. Content Knowledge and Pedagogy		
Apply knowledge of content within and across curriculum teaching areas.	4.82	Outstanding
Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.46	Very Satisfactory
Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher order thinking skills.	4.27	Very Satisfactory
Composite Mean	**4.53**	**Outstanding**
KRA 2. Learning Environment and Diversity of Learners		
Manage classroom structure to engage learners, individually or in meaningful explorations, discovery and hands-on activities within a range of physical learning environment.	4.24	Very Satisfactory
Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environment.	4.31	Very Satisfactory
Use differentiated developmentally appropriate learning experiences	4.24	Very

to address learners' gender, needs, strengths, interests and experiences.		Satisfactory
Composite Mean	**4.27**	**Very Satisfactory**
KRA 3. Curriculum and Planning		
Plan, manage and implement developmentally sequence teaching and learning processes to meet curriculum requirements and varied teaching context.	4.86	Outstanding
Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.28	Very Satisfactory
Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.	4.57	Outstanding
Composite Mean	**4.57**	**Outstanding**
KRA 4. Assessment and Reporting		
Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	4.40	Very Satisfactory
Monitor and evaluate learner progress and achievement using learner attainment.	4.26	Very Satisfactory
Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.	4.24	Very Satisfactory
Composite Mean	**4.31**	**Very Satisfactory**
Grand Mean	**4.42**	**Very Satisfactory**

Adjectival Rating Equivalence

Range	Adjectival Rating
4.500 – 5.000	Outstanding
3.500 – 4.499	Very Satisfactory
2.500 - 3.499	Satisfactory
1.500 – 2.499	Unsatisfactory
Below 1.499	Poor

Table 2.2 shows the level of performance of teachers in every Key Result Areas based on their Individual Performance Commitment and Review Form. As shown, the teachers had an outstanding level of performance in content knowledge and pedagogy, and curriculum and planning with weighted means of 4.53 and 4.57 respectively. Only two objectives in the Key Result Areas obtained an outstanding level. In KRA 1, the objective "Apply knowledge of content within and across curriculum teaching areas" got a mean of 4.82. In KRA 2, the objective "Plan, manage and implement developmentally sequence teaching and learning processes to meet curriculum requirements and varied teaching context" received a mean of 4.86. More so, they had a very satisfactory level of performance in the learning environment and diversity of learners, and assessment and reporting with weighted means of 4.27 and 4.31 respectively. Results further revealed that the teachers had a very satisfactory level of performance in their IPCRF.

These findings are supported by the study of Nessipbayeva (2016) that teachers tend to have a higher level of job performance if they are fully equipped in their content knowledge and pedagogy dimensions [4]. Similar results were reflected in the study of Solis (2011) who found out that professional learning of content teachers greatly affects their job performance, especially in classrooms with diverse student populations [5].

2.3 Relationship between Teachers' Profile and their Level of Performance

Table 2.3 Correlation between the Profile and their Level of Performance of the Teachers

Teachers' Profile	Level of Performance			
	r	p-value	Decision	Interpretation
Total number of hours spent in relevant seminars/training/workshops attended	0.332	0.0971	Insignificant	
Years of Teaching Experience	0.357	0.053	Significant	Low positive Correlation
Relevance of Current Subjects taught with their non-education bachelor's degree	-0.170	0.280	Insignificant	

Level of Educational Attainment	0.403*	0.027	Significant	Low positive Correlation

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

A Pearson r correlation was used to determine the significant relationship between the IPCRF
level of performance and teachers' profiles as shown in Table 3. A low positive correlation was found between IPCRF level of performance and years of teaching (r = 0.357, p < 0.05). Furthermore, a low positive correlation is also found between the IPCRF level of performance and the level of educational attainment (r = 0.403, p < 0.05). It can also be gleaned that training attended is insignificant with the teachers' level of performance. This is supported by the study of Hammond et al. (2017) that many teacher professional development initiatives appear ineffective in supporting changes in teacher practices due to the fact that some of the training programs in which teachers are asked to attend are not parallel to their specialization [6].

III.   CONCLUSION

Based on the analysis of the results, it was observed that majority of the respondents had attended school, district, and division levels of seminars/training/workshops, were relatively young in the service, had subjects taught that were related to their bachelor's degrees, and had units in master's degree. The teachers had an outstanding level of performance in content knowledge and pedagogy, and curriculum and planning. More so, they had a very satisfactory level of performance in the learning environment and diversity of learners, and assessment and reporting.A low positive correlation was found between the level of performance based on IPCRF and years of teaching, and the level of performance based on IPCRF and the level of educational attainment.

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