

# Instructors' Classroom Performance Vis – A- Vis Students' Academic Achievement

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*Abstract* — This study aimed to identify the teachers or instructors' classroom performance in relation to the academic achievement among the instructors in the College of Arts and Sciences, Tourism Program. Results revealed that majority of the teacher respondents were young adults with Master of Business Administration highest educational qualification. The instructor's classroom performance also revealed an outstanding performance among them as well as very satisfactory performance among students. Moreover, the test of relationship between the instructors' classroom performance and the students' classroom performance revealed that there is a significant relationship between the two variables. This study concludes that the faculty of the College of Arts and Sciences, Tourism program possesses professional and academic qualities which able them to receive an outstanding performance based on their Individual Performance Commitment and Review Rating. This also means that the instructor's performance greatly affects students' very satisfactory performance. Thus, this study recommends that the faculty should continue the quality of education that they have in the faculty of the College of Arts and Sciences, Tourism Program.

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## I. Introduction

It is an observed phenomena that many organizations in both private and public sectors observations or evaluation tool in assessing employee's performance. This is true as well in the educational organizations; teachers or instructors are evaluated based on specific indicators stipulated in the aforementioned evaluation tool.

According to Milanowski et.al.(2018) , the performance evaluation system should measure and reward only the aspects of performance that are to be the key drivers of important outcomes, such as student learning. Moreover, they have enumerated advantages of using classroom observation as another measure of teacher performance. The strengths of this type of measurement are that : it gives employees credit for their efforts when circumstances outside their control prevent achieving success, as defined by students test scores or other out come measures; and it can provide formative feedback to employees on what they can do to achieve important outcomes(eg.behaviors, task strategies)because of these strengths, most organizations will want to use both outcome – based performance measures and classroom observations in their efforts to

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improve educator performance and hold educators accountable. Most organizations already have a formal performance evaluation system, thus they provide basic information on system design (Danielson, et.al. as cited by Milanowski, et.al. 2018).

In Jose Rizal Memorial State University, Dipolog Campus, instructor's classroom performance is regularly done to monitor the instructor's performance. In determining the instructor's performance, criteria for evaluation is therefore set. Thus, this study generally aims to find out the teacher's or instructors' classroom performance in relation to students' academic achievement.

### **Literature Review**

According to Cai Yonghong and Lin Chongde (2006) the teacher performance evaluation plays a key role in the educational personnel reform, so it has been an important yet difficult issue in the educational reform. Previous evaluations on teachers failed to make a strict distinction among three dominant types of evaluation, namely: capability, achievement, and effectiveness. Moreover, teacher performance evaluation was usually restricted to task performance, neglecting contextual performance. Most researches done in teachers' evaluation were only about college teachers. Their paper suggests that teacher performance evaluation should find its theoretical foundation in teacher performance constructs. After making literature review, critical case study, critical interview and qualitative research, the authors propose a new construct of teacher performance and make necessary analysis for the construct or reliability and validity in empirical approaches.

According to the expectancy-value model of achievement choices, expectancy-value constructs are primarily comprised of expectancy beliefs and task values. Expectancy beliefs refer to the extent of the students' beliefs that they have the capability to perform an activity. Task values concern on how much the students value an activity which relates to their perceptions of how important it is for them to perform well in the activity.

### **II. Methodology**

In this research, the descriptive method was used in acquiring information on the instructors' classroom performance in relation to the students' academic achievement. The study used questionnaires, classroom observation schedules, observation checklists and document analysis as instruments for data collection. Specifically, the academic performance of the students was sought from the dean and the registrar's office and analyzed using appropriate descriptive statistical methods. Moreover, the study was conducted in the College of Arts and Sciences' teachers handling tourism subjects of JRMSU, Dipolog Campus. The student as well as the dean of the said college will rate the teachers based on the prepared criteria for evaluation of the instructor's classroom performance. A standardized school based criteria for evaluation checklist was utilized by the researchers to determine the instructors' classroom performance which contains

20 indicators. The statistical treatment used were frequency and percentage distribution to describe the instructor's classroom performance as well as the academic performance of the students.

### III. Results and Discussion

Table 1 shows the profile of the respondents in terms of age. The table revealed that majority of the respondents are young adults from the age bracket of 20-30 years old. This means that they are mature enough to comprehend the instrument used in this study.

**Table 1 Respondents' Profile in Terms of Age**

Age Bracket	F	Percentage
20 – 30 years old	3	50 %
31 – 40 years old	2	33.3 %
41 – 50 years old	1	16.7 %
Total	6	100 %

Table 2 shows the profile of the respondents in terms of highest educational attainment. The results revealed that majority of them have attained a master's degree in Master of Arts in Business. This implies that they are qualified to teach higher education.

According to Talaue et al. (2019) in their study entitled "*Teaching Competency for Business Educators: A Framework for Quality Assessment within Higher Education Institutions in ASEAN*" the major components of a competency framework for business education, following the aspects of competence for business educators, resulting from an iteration of the research data are the following: academic preparation, professional experience, personal effectiveness, cultural sensitivity, pedagogical skills, and meta-cognitive skills.

**Table 2 Respondents' Profile in Terms of Highest Educational Attainment**

Highest Educational Attainment	F	Percentage
MBA	4	66.7 %
MBA-Ongoing	2	33.3 %
Total	6	100 %

**Table 3 Instructors' Classroom Performance**

Rating	F	M	fm	Mean
4.21 – 5.00	6	4.605	27.63	4.605
3.41 – 4.20	0	3.805	0	
2.61 – 3.40	0	3.005	0	
1.81 – 2.60	0	2.205	0	
1.00 – 1.80	0	1.4	0	
	$\Sigma f = 6$		$\Sigma fm = 27.63$	Outstanding

**Legend:**

<i>Rating</i>	<i>Description</i>
4.21 – 5.00	Outstanding
3.41 – 4.20	Very Satisfactory
2.61 – 3.40	Satisfactory
1.81 – 2.60	Fair
1.00 – 1.80	Poor

Table 3 presents the instructor's classroom performance which revealed an outstanding performance among the instructors. This implies that the faculty of the College of Business Administration possess professional and academic qualities which able them to receive an outstanding performance based on their Individual Performance Commitment and Review Rating.

According to Andrews et al. (1996), excellent professors prefer a deep or meaningful approach to teaching rather than a surface or reproducing approach to teaching. Moreover, excellent professors tend to engage in instructional processes that are congruent with their preferred approach, and have values, beliefs and characteristics that are considered foundational to a deep approach to teaching. However, the results of their study indicate an incongruence between the professors' approach to teaching and their students' approach to learning. Although each professor in this study preferred a deep approach to teaching many of their students adopted a surface rather than deep approach to learning. Although the reasons for adopting different approaches to learning remains speculative (e.g. developmental level of the students, context of the learning situation), assessment (grading) practices and workload were indicated as influential variables.

**Table 4 Students' Classroom Performance**

Rating	F	M	fm	Mean
4.21 – 5.00	9	4.605	41.445	4.165
3.41 – 4.20	11	3.805	41.855	
2.61 – 3.40	0	3.005	0	
1.81 – 2.60	0	2.205	0	
1.00 – 1.80	0	1.4	0	
	$\Sigma f = 20$		$\Sigma fm = 83.3$	Very Satisfactory

**Legend:**

<i>Rating</i>	<i>Description</i>
4.21 – 5.00	Outstanding
3.41 – 4.20	Very Satisfactory
2.61 – 3.40	Satisfactory
1.81 – 2.60	Fair
1.00 – 1.80	Poor

Table 4 shows the students' classroom performance which revealed a very satisfactory classroom performance. This means that students have excelled academically in their chosen field.

The result somewhat corroborates with Castillo-Merino and Serradell-Lopez (2014) who show that motivation is the main variable affecting performance of online students, confirming the importance of this factor as a source of educational efficiency. Motivation appears in our model as a latent variable receiving the influence of students' perception of efficiency, which is, in turn, a driver for the indirect positive and significant effect on students' performance from students' ability in ICT uses.

**Table 5 Test of Relationship between the Instructors' Classroom Performance and the Students' Classroom Performance**

Factors Compared	$\alpha$	$p$ - value	$r$ -value	Interpretation	Action/ Decision
Instructors' Classroom Performance	$\alpha = 0.05$	.008341	0.5061	Significant Relationship	$H_0$ was rejected
Students' Classroom Performance					

Table 5 presents the test relationship between the instructors' classroom performance and the students' classroom performance which revealed that there is a significant relationship between

the two variables. This means that the instructor's performance greatly affects students' performance.

According to Tehseen & Hadi (2015), in their study entitled "*Factors influencing teachers' performance and retention*" asserted that it is critical to retain high quality and qualified teachers to provide high quality education in schools. Turnover intentions of teachers in schools have a negative impact on student satisfaction and on their educational development as well. The retention and performance of school teachers is possible through their job satisfaction to which reduces their turnover intentions and lead to their higher performance. Therefore, it is vital to consider all possible factors that impact on the teacher's performance and on their turnover intentions.

#### IV. Conclusion

This study concludes that the instructors of the College of Business Administration have an outstanding classroom performance. They possess professional and academic qualities which able them to receive an outstanding performance based on their Individual Performance Commitment and Review Rating. Moreover, students' classroom performance have also revealed a very satisfactory classroom performance; they have excelled academically in their chosen field.

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