

TEACHING PERFORMANCE OF THE CIVILIAN AND UNIFORMED FACULTY OF THE AUTONOMOUS REGION IN MUSLIM MINDANAO TRAINING CENTER

¹JULIE BARRETTO- MORALES, ²BRO. JOSE ARNOLD L. ALFEREZ

²MA CHIEF, ACADEMICS, PHILIPPINE PUBLIC SAFETY COLLEGE, ARMMTC

²OCDS, Ph.D., PROGRAM HEAD, GRADUATE COLLEGE, COTABATO CITY STATE POLYTECHNIC COLLEGE

Abstract: This study aimed to find out the teaching performance of the civilian and uniformed faculty of the Autonomous Region in Muslim Mindanao Training Centre. Specifically, the study sought to find out the profile of the respondents, the teaching performance of civilian and uniformed faculty in terms of planning and preparation for instruction, professional knowledge/competency, the delivery of instruction and the suggestions and recommendations to better improve the teaching performance of the faculty. The study used the descriptive study design in order to generate the desired data on the teaching performance of ARMM Training Center faculty. The study was conducted at the Autonomous Region in Muslim Mindanao Training Centre. The respondents were members of PSBRC 2016-02 “MANATAG” who are undergoing the six (06) months training at ARMMTC. A simple random sampling was used to come up with the final respondents of the study. The institution's survey questionnaire was used as reference in formulating the questions. The data collected were analyzed quantitatively with the use of Statistical Package for Social Science or SPSS version 20. Figures and tables were used to present and discuss the result of findings of the study. One hundred percent of the floated questionnaires were returned/retrieved. The study concluded that generally, teaching performance of the civilian and uniformed faculty of ARMM Training Center are outstanding which can be inferred that both group of faculty are professionalized, competent and committed professors who are capable of providing quality education to Philippine Public Safety College-National Police Training Institute-Autonomous Region in Muslim Mindanao Training Center clientele.

Keywords: Teaching Performance, ARMM (Autonomous Region in Muslim Mindanao, Civilian and Uniformed Faculty).

1. INTRODUCTION

The Philippine Public Safety College (PPSC) is the premiere education and training institution that caters the training needs of the three uniformed bureaus of the Department of the Interior and Local Government (DILG): The Philippine National Police (PNP), Bureau of Jail Management and Penology (BJMP), and Bureau of Fire Protection (BFP). Created pursuant to Section 66 of Republic Act 6975 as amended by Republic Act 8551, it is mandated to provide a continuing education and training to these uniformed personnel through the National Police Training Institute implemented by its Regional Training Centers (RTC's) nationwide. Among these Centers is Autonomous Region in Muslim Mindanao Training Center (ARMMTC) which is strategically located at the Police Regional Office Autonomous Region in Muslim Mindanao. (PRO ARMM) Camp Brigadier General Salipada K Pendatun, Parang, Maguindanao.

Since its inception in August 1993 to date, the Autonomous Region in Muslim Mindanao Training Center has a total of 9,333 graduates (source: ARMMTC Registrar) from the different courses offered: Public Safety Basic Recruit Course (PSBRC), Public Safety Junior Leadership Course (PSJLC), Public Safety Senior Leadership Course (PSSLC) and Public Safety Officers Candidate Course (PSOCC). In its pursuit of providing quality education to its clientele, Autonomous Region in Muslim Mindanao Training Center had established its faculty corps composed of civilian and uniformed

individuals from government and private sectors, non-government organizations, colleges and universities, who assist the College in pursuing its mandate in educating the policemen of the Autonomous Region in Muslim Mindanao (ARMM) and its adjacent regions and provinces.

Having been considered as the brains and the most important resource in a learning institution, faculty members play a vital role in bringing out the best learning outcome of the institution. As facilitators of learning, a teacher needs to be properly equipped with the necessary knowledge and skills to ensure maximum learning outcomes. Globally, learning outcome is being given emphasis when countries around the world adopted the Education for ALL (EFA) framework which stresses the need to improve education quality so that “recognized and measurable learning outcomes are achieved by all”. (www.unesco.org/education/efa/ed_for_all). Effective teaching requires considerable skills in managing the myriad of tasks and situations that occur in the classroom (ADPRIMA, 2010). Assessment of teacher’s performance therefore is one of the most important concerns in an education institution. Creighton (2003) asserted that supervision of institutional process is a form of quality control of student learning and teacher evaluation is an important element of that quality control.

As an institution of higher learning and the primary institution for Public Safety Education, it behooves us to maintain a pool of highly professionalized, competent and committed instructors and professors who shall assist the college in pursuing its mandate. Indeed, the institution is continuously monitoring and evaluating the teaching performance of its faculty to ensure delivery of quality services to its clientele. The researcher, being the Chief of the Academics Division becomes interested in determining the teaching performance of its civilian and uniformed faculty from the viewpoint of the students to ensure maximum learning outcome. The responsibility of ensuring effective teaching and learning lies in the Academics Division in the supervision of the actual conduct of classroom instruction.

OBJECTIVE OF THE STUDY:

The purpose of the study was to determine the teaching performance of the Civilian and Uniformed Faculty of the Autonomous Region in Muslim Mindanao Training Center.

2. MATERIALS AND METHODS

This study used the Descriptive Survey Design in generating the needed data to find out the teaching performance of civilian and uniformed faculty. This method was appropriate in getting the desired data on the profile of the respondents specifically the age, sex, civil status and the highest educational attainment. Moreover, this design is also suited in generating the data on the teaching performance of the civilian and uniformed faculty of the Autonomous Region in Muslim Mindanao Training Centre in terms of planning and preparation for instruction, professional knowledge, competency and the delivery of instruction as well as the suggestions and recommendations to better improve the teaching performance.

The study was conducted at Autonomous Region in Muslim Mindanao Training Centre (ARMMTC), one of the Regional Training Centres of the National Police Training Institute, under the umbrella of the Philippine Public Safety College located at Camp Brigadier General Salipada K Pendatun, Parang, Maguindanao during the research duration covering the period from November 2016- March 2017.

The Autonomous Region in Muslim Mindanao Training Center started its operation in August 1993 pursuant to Sec 66 of RA 6975 as amended by RA 8551, assumed the area and facilities of the defunct Philippine Constabulary Training Command (PC TRACOM) with an area 3.55 hectares. Its location is conducive for learning with concrete classroom structures, dormitories, mess hall and multipurpose hall and a wide parade ground. At present, the Center is manned by uniformed and civilian personnel headed by a Police Superintendent as the Regional Training Director with uniformed tactical officers. Civilian personnel occupy the plantilla positions of Training Specialists, Administrative officer and Registrar.

The respondents of the study were the members of Public Safety Basic Recruit Course 2016-02 "MANATAG" composed of two hundred eighty- one (281) trainees, who are undergoing the six (6) months Public Safety Basic Recruit Course- a course designed for newly appointed police officers. The course is conducted and handled under the auspices of Philippine Public Safety College through National Police Training Institute and implemented by the Autonomous Region in Muslim Mindanao Training Centre. Members of the class were mostly registered professionals in different field of discipline, with Criminologists as the majority. A simple random sampling was employed to come up with the final respondents. Using a fish ball method, the names of the total population (pre-testers excluded) were written in a small

sheet of paper and were put inside the box. Each name was drawn from the box to complete the required number of respondents. Using the Slovin's formula with five (5%) percent margin of error, out of 281 total populations, 166 were taken as respondents.

A survey-questionnaire's checklist was used as a primary data gathering tool in this study. The questionnaire was composed of three (3) parts. The institution's faculty evaluation form served as reference in the formulation of test items in the second part of the questionnaire.

The first part pertained to questions on the profile of the respondents such as: age, sex, civil status, and highest educational attainment. Frequency count and percentage were used to analyze the profile of the respondents.

The second part pertained to questions on the teaching performance of civilian and uniformed faculty members of Autonomous Region in Muslim Mindanao Training Center in terms of planning and preparation for instruction, professional knowledge and competency and delivery of instruction. The Mean and Standard Deviation were used to analyze the answers on the teaching performance of the faculty.

Prior to the data gathering, the researcher coordinated with the Regional Training Director and informed him that she is conducting a research survey to the members of the PSBRC 2016-02 "MANATAG" on the teaching performance of the Autonomous Region in Muslim Mindanao Training Centre faculty. A formal letter request was then submitted to him and upon obtaining his permission, the researcher administered the pre-testing of the instrument for validation purposes. It was randomly administered to five (5) populations who were not included as the final respondents of the study. The researcher briefed the respondents before giving the questionnaires. The respondents answered the questionnaires smoothly and the researcher checked the papers. Necessary and appropriate changes in the questionnaire were made before the actual administration. After the pre-testing of the tool, the researcher herself administered the conduct of the survey. Before the actual conduct, a short briefing was conducted to explain the purpose of the survey and to orient the respondents on the different parts of the questionnaires. One hundred percent of the questionnaires were retrieved. The answers were summarized, presented in tables and were subjected to analyses.

3. RESULTS AND DISCUSSION

On the profile of the respondents:

In the profile of the respondents, the highest percentage of 65 belonged to age bracket 21-25 years old. This means that majority of the respondents are young professionals who after graduation landed a career in the government. Sec 14 of RA 8551 as amended explicitly provides for qualifications upgrading to enter in the Police service, "No person shall be appointed as officer or member of the PNP unless he/she possesses the following minimum qualifications": must possess a formal baccalaureate degree from a recognized institution of learning; for new applicant, must not be less than twenty-one (21) nor more than thirty (30) years of age.

Only one among the respondents belonged to age bracket 31 years and above. Entering in the police service at age 31 is allowed provided the applicant has an age waiver. Sec 15 of RA 8551 provides a waiver for initial appointment to the PNP - the age, height, weight and educational requirements for initial appointment to the PNP may be waived only when the number of qualified applicants fall below the minimum annual quota; provided, that the applicant shall not be below twenty (20) nor more than thirty-five (35) years of age. The waiver must be duly certified by the National Police Commission. It could also mean that the respondent of this study was 30 years old when he took his oath and turned 31 while inside the training school, which in this case allowed by law.

In the sex of the respondents, majority of the respondents were male with 65 percent and 35 percent female respondents. The Philippine National Police Organization is a male dominated profession and only ten to fifteen percent (10% -15%) of the quota were allotted for female applicants as provided for under PNP Memorandum Circular No. 2014-010 dated April 11, 2014 prescribing the policies and procedures in the recruitment and selection of Police Officer 1 which states that "the recruitment quota allocated to qualified women applicants shall not be less than ten percent (10%) but not more than fifteen percent (15%) of the annual quota.

The study revealed that majority of the respondents were single with eighty nine percent (89%). Though there is no law prohibiting married individuals to enter into the police service, it is evidently noted that majority of the newly hired policemen were single, based on the records from the Police Regional Office Autonomous Region in Muslim Mindanao-Regional Personnel Human Resource Doctrine and Development Division, this can be attributed to the fact that the PNP organization is among the government agencies that hires applicant in bulk so long as the applicant possesses the required baccalaureate degree and eligibility.

In the highest educational attainment of the respondents, graduates of BS Criminology ranked first with a percentage of 60. This means that individuals who enrolled/took Criminology course intends to enter into the police service. Knowing that BS Criminology is the preparatory course for law enforcers, graduates of this degree have an edge among the applicants for they are academically aligned with the position. The presence of the Police Regional Office Autonomous Region in Muslim Mindanao in the locality made most of the Colleges in the area offer BS Criminology education. Parents prefer their children to enroll in the Criminology school with the hope of immediately landing a police job after graduation. BS Hotel and Restaurant Management, BS Information Technology and BS Agriculture and BS Islamic Studies got the lowest ranked respectively. Minimum requirement is needed to enter into the PNP, and possession of any baccalaureate degree satisfies the requirements. Section 14 of RA 8551 as amended provides that "No person shall be appointed as officer or member of the PNP unless he/she possess the minimum qualifications and must possess a formal baccalaureate degree from recognized institution of learning.

On the Teaching Performance of the Faculty:

In the planning and preparation for instruction, results showed that civilian faculty members are outstanding in all the items listed. The item incorporates various instructional supports such as slides, visual aids, handouts, and etc. and also provides references for materials presented yielded the highest mean. This means that civilian faculty members were updated when it comes to the use of modern technology in teaching. This can be attributed to the access in the modern technologies like internet in home, school and offices. Gone were the days when teacher uses chalks and blackboards as the major visual aids. This corresponds to the readings as posted in <http://www.ehow.com> that the internet has many resources for teachers, most of them free, that can significantly increase the contents of the teaching toolbox. An investment of time and money in good teaching materials is an investment in good teaching. The results of the study also conforms to the study of Dr Roopnaine (2012), which stated that teaching materials can support students learning and increase student success. Knowing how to find the best instructional materials is as valuable skill for a teacher to have. Moreover, civilian faculty got the lowest mean in item provides the goals of assessment along with criteria, instructions and also provides examples of expectations and type of feedback given.

On the other hand, results showed that uniformed faculty got outstanding in all items in planning and preparation for instruction, with items implements course objectives appropriately yielded the highest mean. This means that uniformed faculty recognizes the importance of implementing the objectives. This substantiate to the study of Jere Brophy (1986), that being in the classroom without knowing the direction for learning is similar to taking a purposeless trip to an unfamiliar city. Teachers can set objectives to ensure that students' journey with learning are purposeful. Results also showed that uniformed faculty got the lowest mean in item has a well prepared lesson plan. As evidenced by their faculty profile submitted in the Center, this can be attributed to the kind of orientation of the uniformed faculty wherein majority of them are graduates of different field of discipline. This orientation differs the from civilian faculty members who are mostly members of the academe and mostly graduates of Education and are actually teaching. This is incongruence with the well settled principle that lesson planning is a vital part of the teaching-learning process. This is a proof that the teacher has taken considerate amount of effort in his/her teaching. <https://www.uwen.org/blog/2012>.

Result also disclosed that there was a slight difference in the weighted mean of the civilian and uniformed faculty in planning and preparation for instruction. Though yielded different results in the weighted mean yet both group have the same description of outstanding which means that regardless of the groups orientation (civilian & uniformed), faculty member take cognizance in the careful planning and preparation for instruction as an important factor in the instructional processes. This supports the study of Wharton-Mc Donald et al. (1998) which stated the planning is a deliberate process that results in teachers being well-prepared prior to walking the classroom door for the day. Organizing time and preparing materials in advance of instruction have been noted as important aspects of effective teaching. Both organization of time and preparation of materials are components of the broader practice of planning carefully for instruction. Moreover, in the item of having well prepared lesson plan, civilian faculty got the second highest mean while rank lowest for the uniformed faculty. Based on the faculty profile of the Center, it can be inferred that since majority of the civilian faculty are members of the academe and are actually holding a teaching job, preparation of a lesson plan is part of their routine activity hence preparation is not a problem as compared to the uniformed personnel who were hired to teach because of their technical expertise for a particular subject and they have less training in lesson plan preparation compared to their civilian counterpart, besides most of the uniformed faculty are graduates of different field of discipline.

On Professional Knowledge/Competency, results showed that civilian faculty got outstanding in all the items with emphasis on the item "explains difficult terms or concepts in depth in an understandable and comprehensive manner which yielded the highest mean while the item provides constructive criticism as part of the evaluation which yielded the

lowest mean. It can be inferred that the civilian faculty gives more focus/emphasis in explaining and unlocking difficulties for the lessons to be more understandable and comprehensive. Similarly the uniformed faculty got a result of outstanding in all the items on professional knowledge and competency. It yielded the highest result in item demonstrates mastery of the subject. It can be inferred that uniformed faculty members fully mastered their subject. This is consistent to the study of Ornstein and Lumenburge (2000) that effective learning demands that the teacher must possess a solid knowledge of his/her subject. Both group of faculty showed the same result in the item provides constructive criticism as part of the evaluation with a description of outstanding. This means that both group of faculty showed lesser attention on this item as compared to the other items.

In summing up the mean of all the items in the professional knowledge/ competency both group of faculty yielded the same over-all weighted mean with a description of outstanding. This is due to the fact that both groups of faculty are registered professionals in their own field and majority are holders of masters and doctoral degrees and are considered subject matter experts in their field of specialization (based on the faculty profile records). The Code of Professional Teacher (1997) explicitly provides that a professional teacher is a licensed professional who possesses dignity and reputation, with high moral values as well as technical and professional competence. He/she also possesses a high-level of instructional competency. Teacher must not be in any way, negligent of the instructional competencies that they must own so as to assure betterment and quality education on the students. A professional teacher indeed possesses a high level of instructional competency.

In the delivery of instruction, both civilian and uniformed faculty yielded outstanding in item utilizes effective instructional techniques and tools. This conforms to the study of Hindman and Stronge (2006), which stated that effective teaching know how to use instructional techniques, such as mastery learning and cooperative learning. Effective teacher use modern technology during instruction to offer more individualized student attention, to provide hands on experiences, and to shift the focus from the teacher to students. However, result also disclosed that uniformed faculty got the lowest with a description of very satisfactory in item utilizing class time effectively whereas the civilian faculty were rated outstanding is this indicator. It can be deduced that civilian faculty are more conscious when it comes to utilization of class time compared to the uniformed faculty, this is because of the orientation of civilian faculty who were mostly members of the academe and who are time conscious when it comes to teaching.

On suggestions and recommendations to better improve the teaching performance of Autonomous Region in Muslim Mindanao Training Center faculty, results showed that items must attend faculty enhancements seminars and training yielded the highest with verbal description of highly recommended. This means that there is still a need for faculty members to continuously attend faculty enhancement seminar/trainings to upgrade and update with the current trends in education. This is consistent to the study of Kamel AM, (2016) which concluded that faculty development programs (FDP's) have proven to be successful for improving teaching skills in higher education. The only item must be provided with rewards/incentives when rated excellent got the lowest rank with a description of recommended. This is because ARMM Training Center faculty are hired on an hourly bases and were paid immediately after rendering teaching instruction, hence giving of additional rewards and incentives are not among the agreement stated in the service contract.

4. CONCLUSIONS

The researcher concluded that majority of the respondents' age ranges from 21-25 and only one among them belonged to age 31 and mostly single. It further concluded that majority of the respondents were male and mostly graduates of Bachelor of Science in Criminology.

The researcher concluded that the teaching performance of Autonomous Region in Muslim Mindanao Training Center Civilian faculty in terms of planning and preparation for instruction is outstanding. Likewise, it also concluded that the teaching performance of Autonomous Region in Muslim Training Center Uniformed faculty in terms of planning and preparation for instruction is also outstanding.

When it comes to professional knowledge/competency, the researcher concluded the civilian faculty is outstanding the same with the uniformed faculty. Furthermore, in terms of the delivery of instructions, the researcher also concluded that the two groups are outstanding.

On the suggestions and recommendations, the researcher concluded that attendance in faculty enhancement seminars and trainings is highly recommended to both group of faculty and further concluded that provisions of rewards and incentives is recommended. It also concluded that there is a need for both group of faculty to give handouts in advance so that students can participate in the discussion.

In summary, the two groups of Autonomous Region in Muslim Mindanao Training Center faculty possess an outstanding teaching performance in terms of preparation for instruction, professional knowledge and competency and in the delivery of instructions. The researcher further concluded that Autonomous Region in Muslim Mindanao Training Center faculty are highly professional, competent and committed faculty who are capable of giving quality education to its clientele, the personnel of the Philippine National Police.

REFERENCES

- [1] Aaronson, Daniel, Barrow, Lisa, Sander, William, 2007, "Teachers and student achievement in the Chicago public high school" *Journal of labor Economics* 25:95-135.
- [2] Betts, Julian R., Zau, Andrew C., Rice, Lorien A., 2003 "Determinants of student achievement : new evidence from San Diego." *San Diego: Public Policy Institute of California.*
- [3] Brophy, J., & Good, T.L. (1986). Teacher behavior and student achievement. In M.C. Wittrock (ed.), *Handbook of research on teaching* (3rd ed.). New York: Macmillan Clotfelter, Charles T., Ladd, Helen F., Vigdor, Jacob L., 2006. "Teacher-student matching and the assessment of teacher effectiveness." *Journal of Human Resources* 41(4): 778-820.
- [4] Clotfelter, Charles T., Ladd, Helen F., Vigdor, Jacob L., 2010. "Teacher credentials and student achievement in high school : a cross-subject analysis with student fixed effects." *Journal of Human Resources* 45(3):655-681.
- [5] Coleman, JS., Campbell EQ., Hobson, CJ., McPartland, J., Mood, A.M. Weinfeld, F.D. < York, R.L. 1966. "Equality of educational Opportunity," U.S. Government Printing Office, Washington, D.C.
- [6] Garet, Michael S., Cronen, Stephanie, Eaton, Marian, Kurki, Anja, Ludwig, Meredith, Jones, Wehmah, Uekawa, Kazuaki, Fulf, Audrey, Bloom, Howards., Doolittle, Fred Zhu, Pei, Szejnberg, Laura, 2008. "The impact of two professional development interventions on early reading instruction and achievement." U.S. Department of Education, NCEE, Washington, DC, 2008-4031.
- [7] Glewwe, P., Ilias, N., Kremer, M., 2010. Teacher Incentives. *Am Econ.J. Appl.Econ* 2(3), 205-227. Dunkin, M. & Doneau, S. (1980). A replication study of unique and joint contributors to variance in student achievement. *Journal of Education Psychology*, 72,394-403.
- [8] Hanushek, E.A. 2011. "The Economic Value of Higher Teacher Quality" *Economics of Education Review* 30:466-479.
- [9] Hanushek, E.A., & Rivkin, S.G. 2006. "Teacher quality. " In E. A. Hanushek, & F. Welch (Eds), *Handbook of the economics of education*, vol 2 (pp.1051-1078). Amsterdam: north Holland.
- [10] Harris, Douglas N. and Tim R. Sass 2011. " Teacher Training, Teacher Quality and Student Achievement." *Journal of Public economics* 95:798-812.
- [11] Lavy, V. 2002. "Evaluating the Effect of Teacher's Group Performance Incentives on Pupil Achievement". *Journal of political Economy* 110(6):1286- 317.
- [12] Muralidharan, K., and V. Sundararaman. 2011. " Teacher Performance Pay: Experimental Evidence from India." *Journal of Political Economy* 119:39-77.
- [13] Rivkin, S.G., Hanushek, E.A., & Kain, J.F. 2005. " Teachers, schools, and academic achievement." *Econometrica* 73(2):415-458.
- [14] Rosenshine, B. & Furst, N. (1973). *Research on teacher performance criteria.* In Eaglewood Cliffs, NJ: Prentice hall.
- [15] Summers, A.A. and Wolfie, B.L. 1977. "Do schools make a difference?" *American Economic Review* 67(4):639-652.
- [16] Walls, R.T. (1994). *Concepts of learning: 99 truths.* In Federal Emergency Management Agency (Ed), *Instructor one.* Emmitsburg, MD: National Emergency Training Center.
- [17] Walls, R.T. (1999). *Psychological Foundation of Learning.* Morgantown. W.V: WVU International Center for Disability Information.
- [18] Walls, R.T., & Cather, W.L., (1987). *Principles of Instruction.* Emmitsburg, MD: National Emergency Training Center.