

Assessing the Performance of Faculty in SUCs Under Online Teaching During Pandemic Period 2020-2022

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Abstract— The purpose of this study is to assess the performance of permanent faculty members of Bataan Peninsula State University in the four-fold mandates of the University under Online Teaching during the Pandemic period 2020 – 2022 and to determine which among the faculty profile, online teaching activities, challenges encountered in online teaching were related to the performance of faculty and provide an appropriate model for it. The study is quantitative in nature. The data on the profile of faculty, online teaching activities, and challenges encountered in online teaching were collected from 131 permanent faculties from the six campuses (Dinalupihan, Orani, Abucay, Balanga, Main, and Bagac) as well as data on research, extension, and production through validated survey questionnaires, and the result of the evaluation for the performance of faculty in instruction was taken from the data bank of Bataan Peninsula State University. The study revealed that the majority of the faculty members have an age range of 47 – 55, had doctorate degrees, and have science as an area of their specialization, more than 25 years but less than 30 years in service and were Associate Professor in faculty rank with average computer skills. The study also found out that most of the faculty has two teaching load preparation, spent 11-20 hours per week in instructional content delivery, and spent 10-14 hours per week in student counseling, advising, and online assessment for AY 2020 – 2022. It is also evident that G-meet with Google form and G-classroom, Messenger, and Email are the top 3 most used communication and collaboration tools for online teaching, the majority handles 46-55 students and more than half of the faculty have a broken period schedule. It also found out that the majority of them sometimes encounter domestic responsibilities as an interruption in online teaching, and more than half experienced a dilemma with a strong internet connection. All faculty have at least one technological device available and used to connect on the internet. Moreover, the overall rating of the faculty members was outstanding in research and instruction, and have shown very good involvement in extension and production. The results revealed that only the average class size has shown a significant effect on the performance of an associate professor.

Keywords— extension, faculty performance, four-fold function, instruction, production, research.

I. INTRODUCTION

The coronavirus disease 19 (COVID-19) outbreak ravaging the globe has shaken the world's educational system, but at the same time, it has presented both opportunities and challenges for institutions of higher learning¹. Higher Education Institutions (HEIs) in the country and around the world must respond proactively to the disruption brought by the pandemic. In March 2020, COVID-19 resulted in school closures in the country. Consequently, there was a radical change in education giving rise to online learning, whereby teaching is undertaken virtually on digital platforms however, COVID-19 cases are still on the rise. As of June 26, 2020, the World Health Organization has recorded 9,472,473 confirmed COVID-19 cases², and in the Philippines, from January 3, 2020, to August 6, 2021, there have been 1,627,816 confirmed cases with 28,427 deaths³. Amid this situation, the Philippine Commission on Higher Education (CHED) prepares for the new normal in tertiary education. One of the recommendations of the CHED for State Colleges and

Universities (SUCs) is adopting and implementing flexible learning⁴ with synchronous and asynchronous delivery model through CHED Memorandum Order No.04 Series of 2020. This will help avoid and limit the risks of infection in the academic community thus, continue educating students for the purpose of sustaining learning and teaching. And so traditional classroom teaching was switched to online teaching in all educational institutions. With this, as Baran, Correia & Thompson have said, “faculty members at institutions of higher education who started their careers in the traditional face-to-face classroom tend to change their pedagogical approaches for use in online teaching” (Baran, Correia, & Thompson, 2011; Duffy & Kirkley, 2004; McDonald, 2002). Consequently, faculty upgraded their skills with training, coaching, and professional development like attending the latest educational conferences, webinars, online courses, professional organizations, and research/education updates. Faculty also collaborate regularly with other teachers to share best practices, subject matter tips, and

teaching methods, as well as to coordinate their efforts to meet the student's needs. The teacher will probably have to make adjustments to the planned instruction while teaching the courses based on student assessments and the learning needs of individual students within their classes for them to carry out the responsibilities in an online setting which cannot be delegated to a parent or other non-certified person. Aside from these self and online responsibilities, faculty also have duties and responsibilities they should perform along the University's four-fold mandate, instruction, research, extension, and production. By correlating independent variables to the performance of faculty, the study will develop a mathematical model/regression equation that can represent the performance of faculty in this pandemic period. The findings of this research could be of help and could serve as the basis for both faculty, the academe, the Commission on Higher Education (CHED), and the Philippine Association of State Universities and Colleges (PASUC) in examining variables that are associated with the performance of faculty in this four-fold mandate of the university and see for themselves if there is a need to redesign appropriate performance appraisal method to be used during the pandemic period, formulate new ones or make revisions to some indicators in the evaluation of faculty to be advocated by all higher education institutions into their functions considering the limitation of movements of faculty in the community due to pandemic period.

The objective of the study is to Assess the Performance of Faculty in SUCs under online teaching during the Pandemic Period 2020 – 2022. Specifically, it will seek to answer the following inquiries.

1. How may the profile of faculty be described in terms of;
 - a. age
 - b. educational attainment
 - c. length of service
 - d. faculty rank
 - e. area of specialization
 - f. computer literacy/skills
2. How may the online activities of faculty be described in terms of;
 - a. Teaching load preparation
 - b. No. of hours spend in instructional content delivery

- c. No. of hours spend in online student's counseling & advising.
 - d. No. of hours spend in online assessment
 - e. Computer applications used in online teaching
 - f. Class size
 - g. Class Schedule
3. How may the Challenges encountered by faculty be described in terms of;
 - a. Domestic Responsibilities
 - b. Internet connectivity
 - c. Technological Devices used
4. How may the performance of faculty be describing in terms of;
 - a. Instruction
 - b. Research
 - c. Extension
 - d. Production
5. Which of the profile, online activities, and challenges encountered by the faculty when taken singly or in combination can significantly affect the performance of the faculty in SUCs?
6. What mathematical model can be used to determine the performance of faculty during the pandemic period?

II. METHODOLOGY AND MATERIALS

This study made use of descriptive research design and made use of survey questionnaires in identifying the independent variables (Profile, online activities, and challenges encountered by faculty members of BPSU) as well as in research, extension, production, and documentary analysis for the performance of faculty in instruction during the three semesters of the pandemic period 2020 – 2022.

The study made use of a simple random sampling for all permanent faculty members from the six campuses of the Bataan Peninsula State University.

Relevant data about the profile, online activities, and challenges encountered by faculty members as well as data in research, extension, and production were used and were obtained from the validated questionnaires floated to all the campuses, and data on the performance of faculty members in the area of instruction was obtained from the data bank of Bataan Peninsula State University.

Data gathered were tallied, analyzed, and processed using the statistical software SPSS. The study employed simple regression analysis to correlate the profile, online activities, and challenges encountered to the level of

performance of faculty (instruction, research, extension, and production) members from the six campuses of Bataan Peninsula State University.

III. Results and Discussion

Table 1. Summary of the Faculty Profile

A. Faculty Profile	Responses	Frequency	Percentage
a. Age	47 – 55 yrs. old	40	30.5
b. Educational Attainment	Ph. D/Ed. D holder	43	32.8
c. Length of Service	More than 25 yrs. but less than 30 yrs.	24	18.3
d. Position/Rank	Associate Prof.	46	35.1
e. Area of Specialization	Science	16	12.2
f. Computer literacy	Average	66	50.4

Table 1 revealed that the majority of the faculty members have an age range of 47 – 55, had doctorate degrees, and have science as an area of their

specialization, more than 25 years but less than 30 years in service and were Associate Professor in faculty rank with average computer skills.

Table 2. Summary of Faculty's Online Teaching Activities

B. Online Teaching Activities	Responses	2020-2021		2021-2022	
		F	%	F	%
Teaching load preparation	Two	47	35.9	49	37.4
Hrs. spent in Instructional content delivery/week	11 – 20 hrs.	47	35.9	50	38.2
Hrs. spent in student counseling & advising per week	10 – 14 hrs.	97	74	99	75.6
Hrs. spent in online assessment	10 – 14 hrs.	84	64.1	83	63.4
Class size	46 - 55	46	35.1	52	39.7
Class Scheduling	Broken Period	81	61.8	83	63.4
Online Teaching Activities	Responses	F %		F %	
Computer Application used	G-form, Google -meet, G-classroom	127		96.9	
Communication & Collaboration tools used	G-meet	126		96.2	

The study also found out that most of the faculty has two teaching load preparation, spent 11-20 hours per week in instructional content delivery, and spent 10-14 hours per week in student counseling, advising, and online assessment for AY 2020 – 2022. It is also evident that

G-meet with Google form and G-classroom, Messenger, and Email are the top 3 most used communication and collaboration tools for online teaching, the majority handles 46-55 students and more than half of the faculty have a broken period schedule.

Table 3. Summary of Faculty's Challenges Encountered in Online Teaching

Challenges encountered in online teaching	Responses	Frequency	Percentage
a. Domestic Responsibilities	sometimes	72	55.0
b. Technological Device	laptop	131	100
c. Internet connectivity	strong	78	59.5

It also found out that the majority of them sometimes encounter domestic responsibilities as an interruption in online teaching, and more than half experienced a

dilemma with a strong internet connection. All faculty have at least one technological device available and used to connect on the internet

Table 4. Summary of an Overall Rating of the Faculty Performance

Functions	Mode	Verbal Interpretation
a. Research	6	Outstanding
b. Extension	7	Very good
c. Production	7	Very good
	Mean	
d. Instruction	4.21	Outstanding

*Legend: 5 = Excellent, 6 = Outstanding, 7 = Very good, 8 = Good, 9 = Average, 10 = Below Average

*Legend: 4.21-5.00 Outstanding; 3.41-4.20 Very Satisfactory; 2.61-3.40 Satisfactory; 1.81-2.60 Unsatisfactory; 1.00-1.80 Poor

The table shows that the overall rating of the faculty performance in terms of research is outstanding based on the verbal equivalent of the computed mode of 6. The same thing to the combined overall evaluation of supervisors and students in faculty's performance in

instruction has a weighted mean of 4.21 also with a verbal equivalent of outstanding. When it comes to extension and production, both show that the overall rating of faculty performance is very good based on the verbal equivalent of the computed mode of 7.

IV. REGRESSION ANALYSIS

Table 5. Probability Value and Decision on the Significant Effect of the Average Class Size on the Associate Professor's Performance.

Variable	Unstandardized B	Unstandardized Coefficients	Standardized Coefficients	t	Sig
Constant	86.380	2.185		39.542	.000
Class Size	2.323	.889	.366	2.613	.012

At 0.05 level of significance

Associate Professor Performance = 86.380 + 2.323 (Class Size)

Based on the given table, there is sufficient evidence to prove that there is a significant effect of the average class size on the associate professor's performance since the p-value of 0.012 is less than the level of significance of 0.05. This final model came out through the stepwise regression model which introduces only relevant and statistically significant variables that among all the independent variable which was correlated to the dependent variables (Instruction, Research, Extension and Production) only class size has seen significant on the overall performance of an Associate Professor

V. CONCLUSION

The majority of the faculty respondents were in their middle adults had an age range of 47 – 55; had doctorate degrees, and have science as an area of their specialization, had more than 25 years but less than 30 years in service, and were Associate Professor in faculty rank with average computer skills. This means that middle adults with more than 25 – 30 yrs of age tend to favor online education in the midst of covid 19 pandemic as they may be aware that the risk for severe covid illness increases with age and it is also evident that

most faculty has two teaching load preparation, spent 11-20 hours per week in instructional content delivery, and spent 10-14 hours per week in student counseling, advising, and online assessment for A.Y 2020 – 2022. It is also evident that G-meet with Google form and G-classroom, Messenger, and Email are the top 3 most used communication and collaboration tools for online teaching, the majority handles 46-55 students and more than half of the faculty have a broken period schedule. On the other hand majority of them sometimes encounter domestic responsibilities as an interruption in online teaching, and more than half experienced a dilemma with a strong internet connection. All faculty have at least one technological device available and used to connect to the internet. The overall rating of the faculty performance in terms of research is outstanding based on the verbal equivalent of the computed mode of 6. This means that faculty members don't stop making a proposal, still undergoing and completing their approved research and publishing their finished research using the online platform. Same thing in the faculty performance in the area of instruction, which shows the combined overall evaluation of supervisors and students

in faculty's performance in instruction has a weighted mean of 4.21 also with a verbal equivalent of outstanding. This means that faculty members were competent in the commitment, knowledge of the subject matter, teaching for independent learning, and management of learning. The faculty members are committed to their teaching profession and have demonstrated sensitivity to students' ability to attend online classes, absorb content information, and perform the assigned responsibilities during the asynchronous mode. When it comes to extension and production, both show that the overall rating of faculty performance is very good based on the verbal equivalent of the computed mode of 7 and based on the result of the computed p-value of 0.012, the researchers concluded that there is a significant effect of the average class size on the associate professor's performance and as a result of the regression equations from the profile of faculty members, online teaching activities, and challenges encountered only the class size may consider as the determinant of faculty performance of Associate Professor

**APPENDIX
SURVEY QUESTIONNAIRE FOR TEACHERS**

Dear Fellow Teacher,
Warm Greetings!

A group of faculties from Bataan Peninsula State University is presently conducting a research entitled "Assessing the Performance of Faculty in SUCs under Online teaching during Pandemic Period 2020 – 2022". The population of the study will comprise all permanent faculty members of the six satellite campuses of Bataan Peninsula State University and wants to prove that even during the Pandemic period, the faculty of Bataan Peninsula State University are performing well and doing good in the four-fold mandates of the university – the Instruction, Research, Extension, and Production.

In this connection, we wish to ask for your valued support and cooperation in this endeavor by answering with sincerity and honesty this survey questionnaire.

Please put a check (/) or indicate your response in every item below

Name: (Optional) _____

I. TEACHER'S PROFILE:

1,1 Campus

- Dinalupihan Abucay
- Main Orani
- Balanga Bagac

a. Age

- 20 – 28 38 – 46
- 56 - 64 29 – 37
- 47 - 55 65

b. Educational Attainment

- Ph. D./Ed. D. holder
- MA/MS with Ph. D./Ed. D units
- MA/MS degree holder
- BS with MA/MS units

c. Length of Service

- less than 1 year
- more than 1 year but less than 5 years
- more than 5 years but less than 10 years
- more than 10 years but less than 15 years
- more than 15 years but less than 20 years
- more than 20 years but less than 25 years

d. Status of Appointment

- Permanent Contractual

e. Area of Specialization

- English Filipino
- Mathematics Science
- Social Studies Physical Education
- Others (Pls. specify) _____

f. Computer Literacy/skills :

- Below Average Above Average
- Average High Average

II. Online Teaching Activities

a. Teaching Load Preparations

- One Three
- Five Two
- Four Six

b. Number of hours spend in Instructional Content Delivery (per week)

- 11 – 20 hours 41 – 50 hours
- 21 – 30 hours 51 – 60 hours
- 31 – 40 hours 61 – 70 hours

c.No. of hours spend in online student's counseling & advising (per week)

- 10 – 14 hours 25 – 29 hours
- 15 – 19 hours 30 – 34 hours
- 20 – 24 hours 35 – 39 hours

d. No. of hours spend in online assessment (per week)

- 10 – 14 hours 25 – 29 hours
- 15 – 19 hours 30 – 34 hours
- 20 – 24 hours 35 – 39 hours

e. Computer applications in online teaching

1. Software used

- Microsoft Word Google form,

Microsoft Excel Google meet
 Microsoft PowerPoint Google classroom,

2. Communication and Collaboration Tools used

E- mail Skype Zoom
 Facebook Twitter Messenger

f. Class size (average students)

25 – 35 students 56 – 65 students
 36 – 45 students 66 – 75 students
 46 – 55 students

g. Class Scheduling

Straight Period Broken Period
 am has big gap
 pm small gap

III. Challenges encountered in online teaching

a. Domestic Responsibilities

sometimes never
 always often

b. Internet connectivity

weak normal
 strong

c. Technological devices used

Smartphone Tablet
 Desktop Computer Laptop
 Netbook

Part II. Teacher's Performance

A. RESEARCH

Has published at least one research in a recognized refereed journal

Yes No

Has completed at least one approved research submitted to the University Research Office.

Yes No

Has undergoing at least one approved research by the RDO.

Yes No

Has submitted at least one research proposal according to the university research agenda

Yes No

Is in the process of conceptualizing a research

Yes No

B. EXTENSION

Has accomplished at least one extension project recognized by the college and the University

Yes No

Is a participant to the major proponent/s of an extension program/project?

Yes No

Has an ongoing extension program/ project in the college?

Yes No

Has a proposed extension program/project?

Yes No

Has a potential for an extension program/project but has not presented a proposal?

Yes No

C. PRODUCTION

Has at least one instructional material recognized by the University or available at the

Business Center for sale or distribution. (textbook / manual / worksheets / CDs, etc.)

Yes No

Has at least one instructional material used at the college level

Yes No

Has on-going project of producing instructional material

Yes No

Has an instructional material at the conceptualization stage

Yes No

Has potential in the production of instructional material.

Yes No

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