

RESEARCH ARTICLE

Performance of Basilan State College faculty: Metrics on commitment, Knowledge, Teaching Prowess, and learning management

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ABSTRACT

This study examined the teaching performance of faculty at Basilan State College, focusing on commitment, subject matter expertise, fostering independent learning, and managing the learning process. The study involved 147 faculty members, both permanent and non-permanent, during the 2008-2009 academic year, from four campuses: Isabela City, Sta. Clara, Lamitan, and Maluso. A stratified random sampling method was used to select 107 teachers, which included 44 permanent and 63 non-permanent staff. A survey was conducted to collect socio-demographic information such as age, gender, marital status, ethnicity, education, teaching experience, subject area, and employment type. Faculty performance in the specified areas was assessed using the NBC-461 Standard Performance Rating Form. Results indicated that faculty performance was rated as Outstanding by teachers, peers, and supervisors, while students rated it as Very Satisfactory. Notable differences were found in ratings from various evaluators, with teachers generally rating themselves higher than their peers, supervisors, and students. The study showed that performance levels remained consistent across age, gender, employment type, or subject area, but were significantly influenced by educational qualifications and teaching experience, with higher levels of both leading to better performance. These insights suggest that focused strategies at both the departmental and institutional levels could improve teaching effectiveness and support the achievement of educational objectives.

Keywords: commitment level; learning management; Basilan State College; faculty

1. Introduction

Teacher commitment serves as an intrinsic motivation that drives educators to invest additional time and effort in their engagement with the school community. This dedication fosters an emotional connection between teachers and the institution, motivating them to enhance their professional practices and create effective learning environments that facilitate student achievement. A deep dedication to teaching is essential for the success of students^[1]. Furthermore, Chavez^[2] highlights the global resolve of students to continue their studies despite challenging circumstances, reinforcing a widespread dedication to learning. In today's dynamic educational environment, adapting to challenges serves as a critical foundation for effective learning. Recognizing and addressing these challenges enables educators to develop responsive teaching

ARTICLE INFO

Received: 7 September 2024 | Accepted: 25 October 2024 | Available online: 13 November 2024

CITATION

Abdurahim-Salain H. Performance of Basilan State College faculty: Metrics on commitment, Knowledge, Teaching prowess, and learning management. *Environment and Social Psychology* 2024; 9(10): 3085. doi: 10.59429/esp.v9i10.3085

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strategies that enhance student engagement and success.

Classroom management is another significant factor influencing students' academic performance, as underscored by numerous studies^[5]. Effective classroom management cultivates a conducive environment for teaching and learning, capturing students' attention and facilitating educational effectiveness. Variability in classroom management practices among teachers is often attributed to differences in personality, teaching style, preparedness, and class size^[5]. A comprehensive approach to classroom management—encompassing all aspects from the way lessons are delivered to the overall classroom atmosphere—is vital^[6]. Inclusive education involves different and diverse students learning side by side in the same classroom, which is integral to creating a supportive and equitable learning environment. By valuing diversity and the unique contributions each student brings, inclusive education ensures that every child feels safe and has a sense of belonging^[7]. Effective teaching practices in inclusive settings require teachers to be adaptable and skilled in managing diverse learning needs, directly linking teacher performance to the success of inclusive education initiatives.

It is imperative for schools to appoint highly qualified and well-prepared educators^[8]. Chavez and Lamorinas^[9] posit that the success of a curriculum largely depends on the teacher, who is responsible for transforming curriculum plans into tangible learning experiences. This role is critical for the overall effectiveness of educational programs. According to Buck et al.^[10], effective teachers must possess various professional and personal attributes, including an understanding and respect for students' perspectives, adaptability in teaching strategies, effective management of the learning environment, appropriate assessment methods and proficiency in questioning. It has been repeatedly demonstrated that students' study habits affect their academic performance. Even with the growing number of studies examining the connection between the two variables, there is still a lack of research contextualized with students who choose to use modular distance learning during the pandemic^[11].

The Education Act of 1982 requires that “every teacher shall be accountable for the efficient and effective attainment of specified learning objectives in pursuit of national development goals within the limits of available school resources.” Thus, the primary concern of schools, as learning-oriented institutions, is to ensure that productive and efficient learning occurs within the classroom. Tulqin o'g'li, Zukhra and Durdon^[12] emphasizes that the teacher, as the provider of knowledge and information, plays a crucial role in this process and must perform this function effectively.

Teacher behavior encompasses the actions and interactions of educators aimed at facilitating student learning, including both verbal and nonverbal conduct within the classroom. This behavior significantly impacts student performance, as different teaching methods and techniques can lead to varied outcomes^[13]. As students gain increased access to information, learning environments should foster a collaborative atmosphere where both teachers and students can pursue knowledge together^[14]. Evaluating student progress is fundamental; equally important is assessing teachers' behaviors and performance to ensure alignment with educational goals.

Analyzing teaching performance is crucial for enhancing educational quality in schools. With reliable data, strategies for instructional improvement can be developed. Effective role models exhibit professional expertise, excellent communication skills, and strong relationships with students, alongside personal qualities such as integrity, compassion, and enthusiasm^[14].

In curriculum development and consultations, educational institutions extensively prioritize the perspectives of professionals on language tactics and approaches for teaching the English language. In terms

of incorporating these stories into the micro-level curriculum development, however, there is a deficiency in absorbing the narratives on English language usage^[15].

At Basilan State College, faculty members undergo evaluation every three years in accordance with the National Budget Circular 461 (DBM NBC-461) from the Department of Budget and Management. The NBC-461 Common Criteria for Evaluation (CCE) serves as a framework defining key service and achievement factors that determine faculty performance during the evaluation period^[16]. This framework emphasizes the obligation of faculty members to enhance student welfare and further their academic disciplines (NBC-461 Guidelines). Insights into faculty performance are essential for formulating institutional strategies aimed at improving instructional quality and, consequently, the educational experience offered by the college.

The primary goal of all teacher training institutions is to provide high-quality teacher education. The term "Teacher Education Quality" refers to how well specific objectives and processes achieve their intended aims. Understanding quality in education necessitates an appreciation of educational aims, their social and philosophical roots, and the organization and systems best oriented to achieve these goals^[17].

Given these premises, it is imperative to assess the instructional effectiveness of faculty at Basilan State College. According to the findings, strategies at both the departmental and institutional levels should be established to improve the college's teaching functions and successfully meet the educational goals set by the institution and the state. Ultimately, an instructional development program could lead to improved classroom instruction through effective teaching practices.

2. Research questions

This study sought to evaluate the "Teaching Performance of the Faculty at Basilan State College." In particular, the following questions were explored:

1. What is the socio-demographic profile of the faculty at Basilan State College?
2. How do faculty members, supervisors, peers, and students evaluate the teaching performance level of the Basilan State College faculty in terms of:
 - a. Commitment;
 - b. Knowledge of Subject Matter;
 - c. Teaching for Independent Learning;
 - d. Management of Learning?
3. Are there notable differences in the teaching performance levels of the Basilan State College faculty as assessed by themselves, supervisors, peers, and students?
4. How is the teaching performance level of the Basilan State College faculty categorized based on:
 - a. Age;
 - b. Sex;
 - c. Educational Qualification;
 - d. Teaching Experience;
 - e. Area of Discipline;
 - f. Status of Employment?

5. Are there significant differences in the teaching performance levels of the Basilan State College faculty based on age, gender, educational qualifications, teaching experience, discipline area, and employment status?

3. Literature review

Academic achievement has been a central concern in educational research, with numerous studies investigating the factors that affect student success. Dev^[18] suggests that both intrinsic and extrinsic factors play significant roles in determining students' academic outcomes. One of the more recent areas of focus is the relationship between students' grammatical skills and overall academic performance. Garil et al.^[19] found that enhancing grammatical proficiency can lead to improved academic success, underscoring the need for tailored teaching strategies that focus on fundamental skills.

In defining academic achievement, Werang et al.^[20] emphasize its role in assessing students' comprehension and proficiency in classroom-taught curriculum. This concept is critical in educational development, as it serves as a benchmark for student progress and the effectiveness of teaching methods. This understanding of achievement highlights the importance of assessing both teaching practices and the support structures available to students in their learning journey.

Learning Management Systems (LMSs) have become pivotal in modern education, particularly in supporting and enhancing the learning process. Medina^[21] explains that LMS platforms provide educators with essential tools, such as course management, document storage, video uploads, and grading features, which streamline both teaching and learning. The widespread use of LMS has made it easier for teachers to implement more effective strategies and ensure that students have constant access to course materials.

Moreover, Lian^[22] argue that effective learning management goes beyond technology, focusing on how teachers organize and execute educational activities in the classroom. Their study emphasizes the importance of a well-structured learning environment, which directly contributes to better academic outcomes. Despite the advantages of LMS, Garil^[23] found that two-thirds of students express a dislike for studying, viewing it as irrelevant to their future careers. This disconnect between students' perceptions of learning and its long-term value presents a challenge for educators, who must find ways to motivate students within this digital framework.

Teacher performance evaluation remains a cornerstone of efforts to improve education quality. Lupdag^[24] emphasized that a comprehensive evaluation system is critical for both teaching and learning improvement. Despite the controversies surrounding the evaluation process—such as the choice of tools and the subjectivity of some evaluations—it continues to be a widespread practice in educational institutions^[25,26].

Deuna^[27] identified several objectives for faculty evaluation, including improving teaching, recognizing superior performance, and providing information for professional development. These evaluations are necessary for ensuring accountability and for supporting career growth among educators. However, teacher evaluation is not limited to in-classroom performance. As Uy et al.^[28] pointed out in the Philippine context, teachers are also engaged in research, administrative work, and community development, which should all be reflected in the evaluation criteria. There is a positive relationship between teacher quality as “enthusiasm, creativity, flexibility and adaptability and school success of its students. The teacher who exhibits the attitude of allowing changes and learning to love the subjects with students can make the teachings stimulating and enjoyable and can even adapt to new demands^[29].

Teacher motivation has been linked to both performance and student outcomes. Ma^[30] explores the connection between teacher motivation and professional identity, suggesting that educators who are committed to their roles are better equipped to manage challenges. This commitment fosters an environment

where teachers remain flexible and adaptive, which is essential for dealing with the evolving demands of education^[29]

Konstantinou and Konstantinou^[31] define an effective educator as someone who fulfills professional responsibilities and meets educational objectives. Their work highlights the need for teacher assessments to focus on both the teaching strategies employed and the outcomes achieved. Improving teacher assessment tools can lead to better learning outcomes for students, as more effective teaching methods are developed and adopted^[32].

In the broader context, Inoferio et al.^[33] stresses the significance of teaching strategies in the learning process, noting that outcomes are largely dependent on how teachers approach content delivery. This aligns with current educational practices, which emphasize the need for adaptable and innovative teaching strategies to engage students actively.

The rise of flexible learning environments has brought new challenges, particularly regarding academic integrity. Chavez^[14] observed a significant increase in academic dishonesty on college campuses, attributing much of this to the less structured nature of flexible learning. This trend underscores the need for institutions to implement stricter academic policies and for teachers to adopt strategies that promote integrity and discourage dishonest behaviors.

While studies have identified approaches to enhance student literacy^[34], research on parental involvement and its perceived significance remains limited. This gap in the literature calls for further exploration into how parents perceive the value of education, particularly English proficiency, and their role in motivating students to pursue academic excellence.

Several studies have explored the correlations between different sources of teaching performance evaluations. Tuckman et al.^[35] found significant relationships between ratings from students, peers, and administrators, reinforcing the validity of multi-source evaluations. Similarly, Lupdag^[24] observed high correlations between ratings from students and institutional leaders, suggesting that student feedback is a reliable indicator of teacher performance in higher education.

As educational institutions increasingly recognize the importance of these evaluations, the development of robust assessment tools remains a priority. Paolini^[32] emphasized that improving these tools is essential for enhancing teachers' proficiency in the teaching-learning process, ultimately benefiting students.

In conclusion, academic achievement, teacher evaluation, and the role of technology in education are all interrelated factors influencing student success. Learning Management Systems provide essential support for teachers, but challenges remain in engaging students and promoting academic integrity in flexible learning environments. Teacher evaluations, particularly those involving multiple sources, offer valuable insights into educator effectiveness. Moving forward, professional development and a continued focus on fostering creativity in the classroom will be key to improving both teaching and student outcomes.

4. Methods

4.1. Research design

This study employed a descriptive research design, which is useful for depicting the nature of a situation as it exists during the study and investigating the causes of specific phenomena (Overman, 1978). Descriptive research involves collecting data to test hypotheses or answer questions related to the current status of the subject under investigation. Given the aim of this study—to evaluate the teaching performance of faculty members at Basilan State College (BaSC)—the descriptive method was deemed appropriate.

4.2. Sampling and participants

The study included 147 faculty members from Basilan State College, comprising both permanent and non-permanent staff during the academic year 2008-2009. Data were collected across four campuses: Isabela City, Sta. Clara, Lamitan, and Maluso. Faculty members were chosen, along with their supervisors, peers, and students, to offer thorough feedback on teaching performance. Each faculty member received evaluations from one supervisor, five fellow teachers, and thirty students.

In **Table 1**, the sample size was calculated using Slovin’s formula, allowing for a 5% margin of error, which led to a final total of 107 teachers—44 permanent and 63 non-permanent. A stratified random sampling method was utilized, employing randomly generated numbers matched against the official lists of teachers for selection.

Table 1. Distribution of faculty members by campus, employment status, and subject area.

Basks Campus	Population		Subjects	
	Permanent	Part-time	Permanent	Part-time
Isabela	47	60	34	44
Lamitan	1	9	1	7
Sta. Clara	12	6	8	4
Maluso	1	11	1	8
Total	61	86	44	63

4.3. Instrument

A survey was conducted with a questionnaire designed to collect socio-demographic information about the faculty, including age, gender, marital status, ethnicity, educational background, teaching experience, discipline area, and employment status. To evaluate faculty performance, the NBC-461 Standard Performance Rating Form was employed, focusing on four key areas: commitment, subject matter expertise, promoting independent learning, and learning management.

Each item was rated using five possible responses: Poor (P), Fair (F), Satisfactory (S), Very Satisfactory (VS), and Outstanding (O). The results were interpreted using the following scale:

1.00 – 1.80 = Poor (P)

1.81 – 2.60 = Fair (F)

2.61 – 3.40 = Satisfactory (S)

3.41 – 4.20 = Very Satisfactory (VS)

4.21 – 5.00 = Outstanding (O)

A weighted average rating of 1.80 or below indicated ‘Poor’ performance, suggesting the faculty member failed to fulfill job requirements. Ratings between 1.81 and 2.60 indicated ‘Fair’ performance, requiring improvement, while ratings between 2.61 and 3.40 signified ‘Satisfactory’ performance, meeting job requirements. Ratings of 3.41 to 4.20 implied ‘Very Satisfactory’ performance, often exceeding job requirements, and a rating of 4.21 or above indicated ‘Outstanding’ performance, meaning the faculty member consistently exceeded job expectations. The NBC-461 Standard Performance Rating Form is a standardized tool mandated by the Department of Budget and Management’s National Budget Circular 461 (DBM NBC-461).

4.4. Data gathering procedure

The data collection process began with a formal request for permission from the College President of BaSC, ensuring that the study could be conducted on campus and receive the necessary institutional support. Upon approval, the researcher coordinated with the office of the NBC-461 Director to access the summary of performance ratings for faculty members. The evaluation instrument utilized is a standardized performance rating tool for teachers, as required by the Department of Budget and Management’s National Budget Circular 461 (DBM NBC-461). Understanding the teaching performance of faculty members is crucial for developing institutional strategies that improve instructional quality and, consequently, the overall quality of education at the college^[16].

Ethical approval was obtained from respondents, and each participant received a consent letter, agreeing to voluntarily participate in the study. Clear instructions were provided before administering the survey, and respondents were encouraged to ask questions for clarification^[11].

4.5. Data analysis

To determine the demographic profile of the teacher-subjects, frequency and percentage calculations were conducted. The faculty's teaching performance levels were evaluated through weighted means and rankings. Descriptive statistics were employed to evaluate teaching performance levels among BaSC faculty, including frequency distribution and means for all relevant metrics.

5. Results

Table 2 presents the demographic profile of 107 faculty members from Basilan State College who participated in this study. The profile includes variables such as age, gender, marital status, ethnicity, educational attainment, employment status, teaching experience, and area of discipline.

Table 2. Demographic profile of teacher-respondents(N = 107).

DEMOGRAPHIC VARIABLE	FREQUENCY (f)	PERCENT (%)
A. AGE: MEAN = 40.21 YEARS	NA	NA
35 Years or Less	43	45.7
36 – 50 Years	37	39.4
51 Years or More	14	14.9
B. SEX	f	%
Male	34	31.8
Female	73	68.2
C. CIVIL STATUS	f	%
Single	13	12.1
Married	92	86.0
Widow(er)	2	1.9
D. ETHNICITY	f	%
Yakan	12	11.2
Tausug	19	17.8
Samal	1	9
Visayan	36	33.6

DEMOGRAPHIC VARIABLE	FREQUENCY (f)	PERCENT (%)
Chavacano	35	32.7
Tagalog	4	3.7
E. HIGHEST EDUCATIONAL ATTAINMENT	f	%
Baccalaureate Degree (BS Degree)	15	15.5
With Master's Units	42	43.3
Master's Degree	18	18.6
With Doctoral Units	17	17.5
Doctoral Degree	5	5.2
F. EMPLOYMENT STATUS	f	%
Permanent	44	41.1
Non – Permanent	63	58.9
G. TEACHING EXPERIENCE	f	%
Five Years or Less	21	21.6
6 – 10 Years	31	32
11 – 15 Years	16	16.5
16 – 20 Years	14	14.4
More than 20 Years	15	15.5
H. AREA OF DISCIPLINE/SUBJECT	f	%
Natural Science	18	16.8
Social Science	12	11.2
Language	18	16.8
Mathematics	13	12.1
Technology	16	15
Professional Subjects / Major Area	21	19.6
Other Disciplines	9	8.4

Table 2. (Continued).

The average age of the faculty at BaSC is 40.21 years. The majority are female (68.2%) and married (86.0%). Approximately one-third of the faculty members are Visayans (33.6%), while another third are Chavacanos (32.7%). Nearly half (43.3%) hold master's degree credits. Most are employed on a non-permanent basis (58.9%). About one-third (32.0%) have between six to ten years of teaching experience, and roughly one-fifth (19.6%) are engaged in teaching professional subjects.

Tables 3 and **6** present the means, descriptions, and rankings of the faculty's teaching performance evaluations from various perspectives: self-assessment, supervisors, peers, and students. The performance was evaluated based on the following criteria: Commitment, Knowledge of Subject Matter, Teaching for Independent Learning, and Management of Learning.

Table 3. Means, Descriptions, and ranks of the ratings of the teachers' performance by themselves(N = 107).

AREA	MEAN	DESCRIPTION	RANK
A. Commitment	4.6028	Outstanding	4

B. Knowledge of Subject Matter	4.6533	Outstanding	2
C. Teaching for Independent Learning	4.6327	Outstanding	3
D. Management of Learning	4.6626	Outstanding	1
OVERALL	4.6383	Outstanding	N/A

Table 3. (Continued).

Table 3 shows the means, descriptions, and ranks of the ratings of the teachers’ performance as assessed by the faculty members (N = 107). The data indicates that the teaching performance of the Basilan State College (BaSC) faculty is rated as Outstanding across all evaluated areas.

The rankings reveal that faculty members perceive Management of Learning (mean = 4.6626) as their strongest area, suggesting a high level of confidence in their ability to create effective learning environments and engage students. This is closely followed by Knowledge of Subject Matter (mean = 4.6533), reflecting their strong expertise in their respective fields.

Additionally, the areas of Teaching for Independent Learning (mean = 4.6327) and Commitment (mean = 4.6028) are also rated highly, although slightly lower than the top two categories. These results imply that while faculty members feel equipped to foster independent learning, there may be a perceived need for further development in their levels of commitment or additional support in this area.

Overall, the faculty’s self-assessment highlights a strong sense of confidence in their teaching capabilities, particularly in managing learning processes. However, these self-ratings prompt further exploration of the differences between faculty assessments and evaluations from students and peers, which could offer a more holistic view of teaching effectiveness at BaSC.

Table 4. Means, Descriptions, and ranks of the ratings of the teachers’ performance by supervisors(N = 107).

AREA	MEAN	DESCRIPTION	RANK
A. Commitment	4.4187	Outstanding	3
B. Knowledge of Subject Matter	4.4355	Outstanding	2
C. Teaching for Independent Learning	4.4738	Outstanding	1
D. Management of Learning	4.3729	Outstanding	4
OVERALL	4.3944	Outstanding	N/A

Table 4 shows the means, descriptions, and ranks of the ratings of the teachers’ performance as assessed by their supervisors (N = 107). The findings indicate that the supervisors also regard the instructional effectiveness at Basilan State College (BaSC) faculty as Outstanding across all evaluated areas.

The highest-rated area is Teaching for Independent Learning (mean = 4.4738), which suggests that supervisors recognize the faculty's effectiveness in encouraging students to engage in self-directed learning. This is a crucial skill in fostering student autonomy and enhancing overall educational outcomes.

Following closely is Knowledge of Subject Matter (mean = 4.4355), indicating that supervisors feel the faculty possess a strong command of their subjects. This competence is essential for delivering quality instruction and facilitating student understanding. Commitment (mean = 4.4187) ranks third, suggesting that supervisors view faculty as dedicated to their teaching roles, although there may be room for improvement compared to the top two areas.

Lastly, Management of Learning (mean = 4.3729) ranks fourth, indicating that while supervisors acknowledge the faculty’s capabilities in this area, it is perceived as slightly less effective than the others.

Overall, the BaSC Faculty’s teaching performance, as rated by supervisors, reinforces the findings from the self-assessments, showcasing a consistent recognition of teaching effectiveness. However, these ratings also highlight potential areas for professional development, particularly in enhancing management strategies in the classroom to further boost teaching quality.

Table 5. Means, Descriptions, and ranks of the ratings of the teachers’ performance by peers(N = 107).

AREA	MEAN	DESCRIPTION	RANK
A. Commitment	4.4392	Outstanding	1
B. Knowledge of Subject Matter	4.4293	Outstanding	2
C. Teaching for Independent Learning	4.4215	Outstanding	4
D. Management of Learning	4.4216	Outstanding	3
OVERALL	4.4284	Outstanding	N/A

Table 5 presents the means, descriptions, and ranks of the ratings of the teachers’ performance as evaluated by their peers (N = 107). The results indicate that the BaSC faculty's teaching performance is regarded as Outstanding across all assessed areas, showcasing a strong consensus among colleagues.

The highest-rated area is Commitment (mean = 4.4392), reflecting the peers' recognition of the faculty's dedication to their teaching roles. This suggests that faculty members are perceived as highly invested in their students' learning and overall success.

Following closely is Knowledge of Subject Matter (mean = 4.4293), which indicates that peers acknowledge the faculty's expertise and thorough understanding of their respective disciplines. This competence is vital for creating an engaging and informative learning environment.

Management of Learning ranks third (mean = 4.4216), indicating that peers see the faculty as effective in organizing and directing the learning process, though slightly behind the top two areas. Lastly, Teaching for Independent Learning (mean = 4.4215) ranks fourth, highlighting a recognition of faculty efforts to foster student autonomy, albeit with potential for further enhancement.

Overall, the BaSC faculty's teaching performance, as rated by peers, is consistently seen as Outstanding. This alignment across self-assessments, supervisory evaluations, and peer ratings suggests a robust perception of teaching quality within the institution. However, the rankings also point to opportunities for continued growth, particularly in enhancing practices that support independent learning among students.

Table 6. Means, Descriptions, and ranks of the ratings of the teachers’ performance by students(N = 107).

AREA	MEAN	DESCRIPTION	RANK
A. Commitment	3.8793	Very Satisfactory	1
B. Knowledge of Subject Matter	3.8138	Very Satisfactory	4
C. Teaching for Independent Learning	3.8229	Very Satisfactory	3
D. Management of Learning	3.8319	Very Satisfactory	2
OVERALL	3.8379	Very Satisfactory	N/A

Table 6 displays the means, descriptions, and ranks of the ratings of the teachers’ performance as evaluated by students (N = 107). The overall performance is categorized as Very Satisfactory, indicating that while students perceive the faculty's teaching positively, there is still room for improvement.

The highest-rated area is Commitment (mean = 3.8793), reflecting students' recognition of their teachers' dedication and engagement in the educational process. This suggests that students feel supported and valued, which is crucial for fostering a positive learning environment.

Management of Learning follows in rank (mean = 3.8319), indicating that students see the faculty as effective in organizing and guiding the learning process. This area is vital for ensuring that students can navigate their educational experiences successfully.

Next is Teaching for Independent Learning (mean = 3.8229), showing that students appreciate efforts to promote their autonomy in learning. However, this area suggests potential for further development to enhance students' independent learning skills. Finally, Knowledge of Subject Matter ranks fourth (mean = 3.8138), which, while still rated as Very Satisfactory, may indicate that students perceive slightly less confidence in the depth of their teachers' subject expertise compared to other areas.

Overall, the BaSC faculty's teaching performance, as rated by students, is considered Very Satisfactory. While this reflects a positive assessment, the results indicate opportunities for further enhancement in teaching practices, particularly in deepening students' understanding of the subject matter and promoting independent learning. Addressing these areas could contribute to elevating students' perceptions and experiences in their educational journey.

6. Discussion

Teacher performance significantly impacts student achievement, as posited by Hanushek^[36], highlighting its crucial role in educational outcomes. Nzewi et al.^[37] describe teacher performance as encompassing total efforts, skills, and attitudes towards teaching roles, both in and outside the classroom. This study aligns with these definitions by assessing the performance of BaSC faculty across four key metrics: Commit, Knowledge, Teaching Prowess, and Learning Management.

The findings indicate that BaSC faculty exhibit a high level of commitment, reflected in their self-assessment (mean = 4.6028) and corroborated by peer evaluations (mean = 4.4392). This suggests that faculty are dedicated and recognized for their investment in students' educational experiences. The importance of commitment is further emphasized by Ma^[30], who asserts that motivated educators are better equipped to manage the demands of the profession, leading to improved outcomes for both educators and students. In contrast, some studies^[38] suggest that high levels of stress and burnout can undermine this commitment, pointing to the need for ongoing support systems for faculty.

Knowledge of subject matter was rated highly across all evaluations, with a self-assessment mean of 4.6533 and a peer assessment mean of 4.4293. The consistency in ratings across different evaluators suggests a strong recognition of faculty expertise, which is crucial for delivering quality instruction^[39]. However, contrasting findings from other studies^[40] indicate that even knowledgeable teachers may struggle with pedagogical methods, underscoring the need for professional development in instructional strategies.

When compared to other studies, the high knowledge ratings for BaSC faculty are notable. For instance, in urban settings, Demir and Nihat^[39] found that teachers often struggle with maintaining student engagement despite possessing strong content knowledge. In contrast, BaSC faculty's performance in this area may reflect the smaller class sizes and closer community relationships in rural institutions, which allow for more personalized instruction and deeper engagement with students. These comparisons reveal broader trends in the interplay between teacher expertise and institutional context, particularly in under-resourced areas where teachers may take on additional responsibilities to meet student needs.

Teaching prowess, particularly in fostering independent learning, was acknowledged, though slightly lower in student assessments (mean = 3.8229). Saad et al.^[41] suggest that helping students understand the purpose of their learning enhances motivation and engagement. This aligns with the need for continuous development in independent learning strategies among faculty. Conversely, studies indicate that teachers often lack training in promoting self-directed learning, which may explain the lower student ratings in this area.

The slightly lower scores in teaching prowess, particularly in fostering independent learning, highlight a critical area for improvement at BaSC. One recommendation is to implement faculty development programs focused on integrating self-directed learning strategies into the curriculum. Workshops on scaffolding techniques, peer learning, and the use of technology to promote student autonomy could be particularly beneficial. Additionally, mentorship programs where experienced faculty members support newer teachers in these areas may enhance the overall teaching performance at the institution.

Management of learning emerged as a key strength for the faculty, with self-assessment mean scores indicating a high level of confidence (mean = 4.6626). Effective classroom management is essential for promoting student engagement and achieving learning goals^[42]. These findings corroborate earlier research indicating that strong classroom management skills contribute significantly to positive learning environments^[39]. However, challenges remain, as some educators may still find it difficult to adapt their management strategies in diverse classroom settings^[32].

Despite these strengths, the study's limitations must be acknowledged. A significant limitation is the reliance on self-reported data, which may introduce bias, particularly in areas where faculty might overestimate their performance. Moreover, the NBC-461 Standard Performance Rating Form, while useful, may not fully capture the nuanced aspects of teaching prowess, particularly in innovative teaching methods like fostering independent learning. The use of peer and student evaluations helps mitigate some of these biases, but additional tools, such as classroom observations and student achievement data, could provide a more holistic view of faculty performance.

Another limitation is the generalizability of the findings. While the results offer valuable insights into teacher performance at BaSC, the unique socio-cultural and geographic context of the institution may limit the applicability of these findings to other educational settings. Further research is needed to explore whether similar patterns of teacher commitment and performance are observed in other rural or under-resourced institutions.

Future research could address these limitations by conducting longitudinal studies to assess the long-term impact of professional development initiatives on teaching performance. Comparative studies with other institutions, both in the Philippines and in similar international contexts, would also provide a broader understanding of the factors influencing teacher performance in under-resourced areas. Additionally, future research could explore the effectiveness of specific interventions aimed at improving teaching prowess, particularly in fostering independent learning.

Overall, the BaSC faculty's performance, as indicated by various metrics, demonstrates a solid foundation in commitment, knowledge, teaching prowess, and learning management. Nevertheless, opportunities for professional development remain, particularly in enhancing strategies for independent learning and classroom management to further elevate student perceptions and experiences. Future research could explore these areas in more depth, comparing BaSC faculty performance with similar institutions to identify best practices and areas for growth.

7. Conclusion

This study provides a comprehensive evaluation of the instructional effectiveness of faculty members of BaSC, focusing on four key areas: commitment, subject matter knowledge, promoting independent learning, and learning management. The results reveal a generally high level of performance, with faculty self-assessments rated as Outstanding across all areas, while students rated their performance as Very Satisfactory.

The discrepancies observed between faculty self-assessments and student evaluations highlight a critical need for alignment between faculty perceptions and student expectations. These differences indicate potential areas for improvement in teaching practices and student engagement strategies. Furthermore, the analysis demonstrates that educational qualifications and teaching experience significantly influence performance levels, suggesting that higher qualifications and more experience correlate with better evaluations. This underscores the importance of ongoing professional development and institutional support for faculty members.

While this study provides important insights, it is crucial to recognize its limitations. The emphasis on a single institution might limit the applicability of the results. Future research should explore the underlying reasons for the discrepancies in performance ratings by conducting qualitative interviews with students and faculty. Additionally, expanding the scope to include multiple institutions could provide a broader perspective on teaching effectiveness in the Philippine context.

In a broader sense, these findings have significant implications for the Philippine education system, where alignment between faculty and student expectations is crucial for fostering a more engaging and effective learning environment. By addressing these discrepancies, institutions like BaSC can enhance not only the quality of education but also student satisfaction and learning outcomes. Specific actions BaSC could consider include refining its faculty evaluation process to include regular feedback sessions, promoting dialogue between faculty and students to close perception gaps, and investing in continuous professional development programs tailored to address identified areas of improvement. By implementing these measures, BaSC can continue to elevate its educational standards and contribute to the broader goal of quality education in the Philippines.

Conflict of interest

The authors declare no conflict of interest.

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