Faculty Performance As A Function Of Teaching Goals And Organizational Commitment

Merlita Castillo Medallon

Abstract:Seventy faculty members were surveyed to determine the correlates of faculty performance using the variables of faculty teaching goals, organizational commitment, and the profile. Using standardized instruments data were subjected to correlation analysis. Results show that faculty performance is not significantly related to age (p=0.368); years of teaching (p=.732); education level (p=.095), and specialization (p=.083). Higher order thinking skills is significantly related with the level of education of the faculty respondents (p=.042). Basic academic success (p=.003) and discipline-specific knowledge and skills (p=.019) are also significantly related to the education level (p=.003). Basic academic success skills is also significantly related to the years of teaching experience (p=.027) and age (p=.043). Teaching goal achievement in Liberal arts and academic values is significantly related to the specialization (p=.043). There is no significant relationship between the level of commitment and the profile of the respondents. The faculty performance is directly related to the use of higher order thinking skills (p=.005), basic academic success skills (p=.028), discipline-specific knowledge and skills (p=.021), and work and career preparation (p=.009). The relationship is weak and is not significant with Liberal arts and academic values (p=.500) and on personal development (p=.110). Relationship is very weak but direct between FPE and any of the three commitment measures.

Keywords: performance, teaching goals, affective, continuance, normative, commitment, function, correlates, skills

1 Introduction

Teachers are the prime movers of learning in every student. They play a major role in educating the youth in whatever field of specialization he is well adept with. As teachers, he/she should have an established set of goals for himself/herself as the facilitator or learning. Similarly, a teacher should have identified goals for the students to learn and to accomplish. At the end of an assignment or course, students who achieve the goals are likely to get the grades they had desired. However, students and teachers are not perfect, achievement of goals is usually uneven. Students may excel in one area and be merely adequate in another. Today's classroom is a diversified environment for teaching and learning. Every student brings in a personality unique from the others. A teacher should be able to adapt and mould all of them into professionals at the end of the four year of study. Relative to specifying what the students should learn through goal setting, the attachment of the teacher to the school or to the students could be a gauge on how a teacher would deliver the task assigned to him/her. Performance could be high when a teacher had set the direction, had implemented the plan and had delivered the services to the desired standards. The variables used in the study are further defined.

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1.1 Teaching Goals.

Goals are the destinations we set out to reach, the ends we work toward, the results we strive to achieve. As Lawrence Peter and Raymond Hull point out in *The Peter Principle*, "If you don't know where you're going, you will probably end up somewhere else." But goals are far more than just ending points for our journeys. They also serve as navigational beacons along the way. Without clear teaching goals, the effectiveness of all efforts could not be readily assessed. Likewise, tracking of student development is a challenge. For these reasons, almost all assessment efforts begin with goal-setting or goal-clarifying exercises, and end by comparing achieved outcomes against stated goals. If the above is reasonably accurate, then goal-directed teaching and learning ought to be more effective and satisfying for both faculty and students, especially when both pursue complementary goals. We can assess how well we're achieving our goals, help students do the same, and make necessary adjustments based on the results of our assessment. This simple truism is made more complex because all teachers have multiple goals. We want our students to behave responsibly and know our content. We want them to think critically and speak insightfully in class. Even when we help them master one aspect of scholarship, we have nagging doubts that they do not have other competencies. There are so many possible goals (Angelo and Cross list 52 goals in higher education), that it can be very difficult to weigh priorities and decide that one or two of these are the primary ones in our classes (Angelo & Cross, 1993). Teachers have goals for their students; we teach material and hope and expect that students will learn. Towards these ends, teachers employ methods, means or procedures we hope will help accomplish our goals. And, teachers have beliefs about their students and about how they learn, for example, views that influence our choices of goals and methods to help accomplish those goals. Much teacher education is built on the edifice of these words: goals, methods, and beliefs. For example, in methods courses, teacher candidates are taught to write lesson plans identifying instructional goals and to select instructional methods that will support them (Chazan & Schnepp, 2002).

1.2 Commitment.

Commitment is defined as a high level of attachment to an organization (Crosswell, 2006). It creates an emotional bond between the teacher and the school. It can also lead to motivation to work (Mart, 2013). Cohen (2003) saw it as one's attitude, which includes affect, belief and behavioural intention toward one's work. Several variables can determine the level of teacher's commitment to school. This includes the interaction between teachers, relationship between teacher and student, the quality of work done by the teachers and the working environment (Celep, 2000). A three-component model proposed by Meyer and Allen (1991) has implications for the continuing participation of the individual in the organization. The three components are: Affective commitment, Continuance commitment, and Normative commitment. Affective commitment refers to employees' emotional attachment to, identification with, and involvement in the organization. Employees with a strong degree of affective commitment continue employment with the organization because they want to do so. Members who are committed on an affective level stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization (Beck & Wilson, 2000). Meyer and Allen (1997) indicated that affective commitment is influenced by factors such as job challenge, role clarity, goal clarity and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation and dependability. Continuance commitment refers to an awareness of the costs associated with leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so. Continuance commitment can be regarded as an instrumental attachment to the organization, where the individual's association with the organization is based on assessment of economic benefits gained (Beck & Wilson, 2000). Finally, normative commitment reflects a feeling of obligation to continue employment. Employees with a high degree or level of normative commitment feel that they ought to remain with the organization (Meyer and Allen (1997). Internalized normative beliefs of duty and obligation to make individuals obliged to sustain membership in the organization (Allen & Meyer, 1990).

1.3 Faculty Performance.

Performance is the extent to which an employee accomplishes the tasks that make up his or her job (Byars and Rue, 2006). Performance can also be defined as a record of outcomes produced during a specific job, over a specific time (Williams, 1998). Performance refers to the amount of effort, initiative and absenteeism, maintenance of standards and commitment displayed by individuals while performing the job tasks (Ivancevich & Matteson, 1996). All organizations must face up to the challenge of how to evaluate, utilize and develop the skills and abilities of their employees to ensure that organizational goals are achieved and also to ensure that individuals gain as much satisfaction as possible from their jobs, while making effective contributions. Performance appraisal is one of the most important human resource practices (Boswell & Boudreau, 2002). Performance appraisal is a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview in which the work performance of the subordinate is examined and discussed, with the view of identifying weaknesses and strengths as well as opportunities for improvement and skills development (Fletcher, 2002). Appraisals are traditionally conducted by supervisors, or managers. Employee performance can be evaluated by the employees themselves, their supervisors as well as by multiple evaluators.

1.4 Rationale of the Study.

When anyone is trying to learn, feedback about the effort has three elements: recognition of the desired goal, evidence about present position, and some understanding of a way to close the gap between the two. So assessment in the classroom involves both student and teacher awareness of a goal-perhaps meeting a state standard, a baseline of knowledge, or a strategy of instruction (Starkman, 2006). Theory suggests that individuals affectively committed to the organization are characterized by high involvement in the organization and commitment to its goals and activities likely to result in better job performance (Angle & Lawson, 1994). The variation in the teaching goals will lead to varying learning opportunities for students. In as much as a student learner-centered approach is highly recommended, the teacher's goals in the classroom is still a primary concern in order to gauge the extent of learning the student gets. It is in this context that the current study is being undertaken. It seeks to determine the extent in which faculty teaching goals are achieved and if it is related in any way to their organizational commitment. Likewise, the study determines the relationship if any between faculty teaching goals and teaching performance. Data and information gathered in school year 2011-2012 comprise the primary data for evaluation and analysis.

1.5 Conceptual Framework.

Two closely related theories, Locke and Latham (1990) goal setting theory and Bandura's (1997) social cognitive theory, provide frameworks that have potential to enable teachers to increase their teaching effectiveness. Commitment to a specific goal can be enhanced by integrating two key constructs from social cognitive theory, namely self-efficacy and outcome expectancies. Motivational mechanisms by which specific, challenging goals produce their effects include choice, effort and persistence. By choice attention is directed to actions that are relevant to achieving the goal. Adjusted efforts for unreasonably difficult goals are required to achieve them and so is persistence of efforts. Contemporary practices in student evaluation of teaching provide one potential source of the kinds of feedback required for effective goal setting. The evolution of student evaluation of teaching reflects a movement towards observable teaching behavior which have been shown to be effective in providing feedback that will support change in teaching performance. The candidate's overall teaching program and each individual course should have clearly delineated goals and specific learning objectives. These goals and objectives should strongly relate to the discipline or disciplines upon which the overall teaching program or specific course is based and should connect their instructional efforts to the teaching goals. These goals should enhance students' opportunities to pursue employment or additional learning within the field and reflect an understanding of student learning differences. (Guidelines for Evaluation, 2005). The research paradigm shows the interplay of the variables included in the study. Profile variables such as years of teaching and education were identified and were analyzed

for its relationship to organizational commitment. Likewise, the same profile variables were used to relate to the teaching goals and the faculty performance. On the other hand, faculty performance is tested for relationship with the teaching goals and organizational commitment.

1.6 Objective of the Study..

The study aimed to assess the teaching goals, the organizational commitment, and the performance of faculty members in the six colleges of Lyceum of the Philippines-Laguna during school year 2011-2012.

2 METHOD

2.1 Respondents of the Study

Faculty members teaching in the six colleges of Lyceum of the Philippines – Laguna compose the respondents of the study. A specific course taught was identified by each of the faculty members, in which assessments were based.

2.2 Instruments and Sources of Data

The Teaching Goals Inventory (TGI) developed by Angelo & Cross was used to assess each faculty members goals in teaching their respective courses. The TGI is a 53-item questionnaire that is answerable using a five-point Likert scale. In addition, an organizational commitment scale developed by Meyer & Allen (1997) with the aim of measuring organizational commitment as a tri-dimensional construct was utilized. The Organizational Commitment Questionnaire (OCQ) consists of 24 structured statements or items, measuring affective, continuance and normative dimensions. The scale has 24 structured questions, 8 items per dimension and answered using a 4-point Likert scale. The reliability estimates of the scale vary between 0.85 for affective, 0.79 for continuance and 0.73 for normative. The overall reliability estimates exceed 0.79. The results of the faculty performance evaluation for school year 2011-2012 were obtained from the Human Resource department.

2.3 Data Analysis

Data on the profile of the respondents were presented in frequency and percent table. Weighted means was used to present the level of attainment of the goals, the level of organizational commitment and the teaching performance. Correlation analysis was utilized to determine relationships between the teaching goals, the organizational commitment and the teaching performance.

3 RESULTS AND DISCUSSION

3.1 Profile of the LPU-L and LPU-SC Workforce

Most of the respondents have rendered service for 1 to 3 years (27%), followed by those with service of 4 to 6 years (19%) and with 10 to 20 years of service (17%). There are more female (54%) respondents than male respondents (26%).

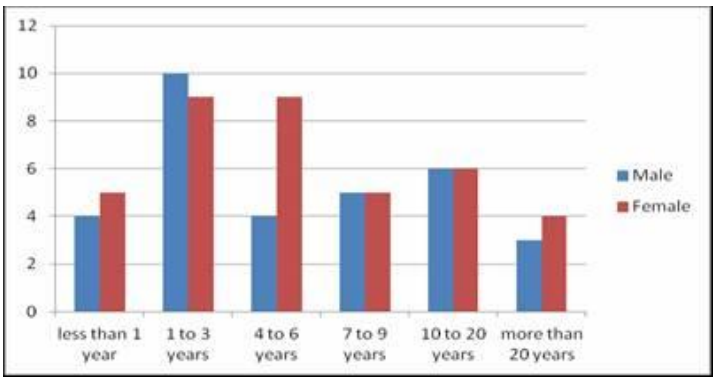

Figure 1. Profile of respondents according to gender and years of teaching

Majority of the respondents are in the masteral level (56%) with units earned or had finished the degree, followed by those with bachelors degree (32%) and in doctoral level (12%) either with units or had finished the degree. Majority of the respondents are geared towards the analytic areas (63%). They teach courses like Mathematics, Science, Engineering, Allied Medical Field, Information Technology and Computer Science, and Nursing. There are 24% handling courses in Liberal Arts, Humanities, English, Education and Psychology. There are 12% handling skilled courses as in Tourism, Hotel and Restaurant Management, Culinary Arts and Cruise Line Operations)

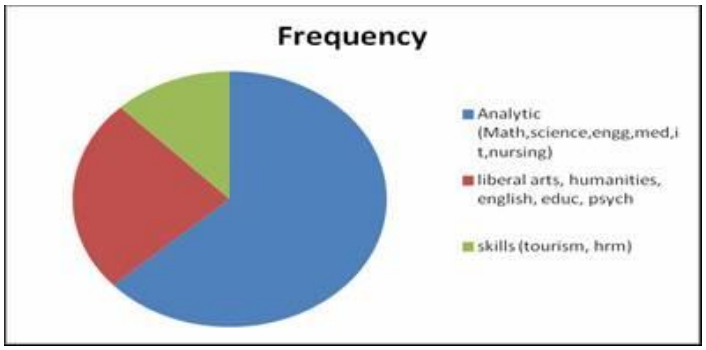

Figure 4. Profile of respondents according to their specialization

3.2 Faculty Performance

Data shows the performance of the respondents as gathered from the records of the Human Resource Department. Although it is a requirement that faculty performance should be a minimum of 4, there are still others who have performance below 4.0 (21%). Majority have performance level of 4.00 to 4.50 (52%) and there are 27% who have performance level of higher than 4.50. The mean performance is 4.23 for all the respondents. The faculty performance was determined using the student's evaluation of faculty performance, the immediate heads evaluation, classroom observation and the self-evaluation. The evaluation instrument administered to students covers personal characteristics, communication skills, mastery of subject matter, instructional methodology, classroom management and evaluation of student performance.

3.3 Faculty Teaching Goals

Three categories in the teaching goals inventory were rated as essential: higher order thinking skills, work and career preparation and personal development. Three categories were rated as very important: basic academic success skills, discipline-specific knowledge and skills, and liberal arts and academic values. Using the Teaching Goals Inventory, results show the highest mean rating in higher order thinking skills (μ = 4.61) followed by work and career preparation (μ = 4.56) and personal development (μ = 4.50). Sixty-eight percent of the respondents said that higher order thinking skills is essential. Work and career preparation was rated essential by nearly 65%.

Legend: 4.50-5.00 Essential; 3.50-4.49 Very important; 2.50-3.49 Important; 1.50-2.49 Unimportant; 0-1.49 Not applicable

Figure 5. Level of teaching goals achievement

Higher Order Thinking Skills.

The respondents highly assessed the essentiality of developing analytical skills (μ = 4.73), developing ability to think creatively (μ = 4.72), and developing problem-solving skills (μ = 4.71). More than 70% of the respondents rated the aforementioned areas as essential. Developing the ability to apply principles and generalizations learned and to think holistically was rated 2% lower. The lowest ability developed was distinguishing between fact and opinion with about 56% rating it as essential.

Basic Academic Skills.

On basic academic success skills, more than 60% rated essential the following: improvement of skill at paying attention (μ = 4.60), developing appropriate study skills, strategies and habits (μ = 4.58), and developing the ability to concentrate (μ = 4.56). The basic academic skills rated essential by more than 60% of the respondents include improving skill at paying attention, developing the ability to concentrate and developing appropriate study skills, strategies and habits. Improving memory skills, listening skills, speaking skills and writing skills were rated essential by a little more than half of the respondents. The reading skills and mathematical skills were rated essential by less than 50% of the respondents.

Discipline-specific Knowledge and Skills.

Similarly, on discipline-specific knowledge and skills, more than 60% of the respondents rated the following as essential: learning to understand perspectives and values of the subject (μ = 4.63), learning terms and facts of the subject (μ = 4.52), and learning concepts and theories in the subject (μ = 4.51), learning techniques and methods to gain new knowledge in the subject (μ = 4.53), and developing skills in using materials, tools, and/or technology (μ = 4.48). The skill that is rated essential by only 39% of the respondents is the ability to prepare for transfer or graduate study.

Liberal Arts and Academic Values.

On liberal arts and academic values, developing an openness to new ideas was rated essential by more than 70% of the respondents (μ = 4.63), while developing lifelong love of learning was rated essential by more than 60% of the respondents (μ = 4.59). Results show that not much emphasis is given in the areas of liberal arts and sciences (42% essential), rights and responsibilities of citizenship (46% essential), concern about contemporary social issues (41% essential), appreciation of culture (44% essential), and historical perspective (34% essential).

Work and Career Preparation.

On work and career preparation, the following items were rated essential by more than 60% of the respondents: improvement of the ability to follow directions, instructions and plans (μ = 4.62), improvement of the ability to organize and use time effectively (μ = 4.62), development of a commitment to accurate work (μ = 4.65), development of commitment to personal achievement (μ = 4.59), development of ability to perform skillfully (μ = 4.56), and development of ability to work productively with others (μ = 4.56). A little less than 50% of the respondents rated essential the development of management skills (56%) leadership skills.(59%).

Personal Development.

On personal development, rated essential by more than 70% of the respondents are: cultivating an active commitment to honesty (μ = 4.66), and developing respect for others (μ = 4.64). Rated essential by more than 60% of the respondents are: developing capacity to make wise decisions (μ = 4.63), improving self-esteem and self-confidence (μ = 4.63), developing capacity to think for one's self (μ = 4.56), cultivating a sense of responsibility for one's own behaviour (μ = 4.56), and developing a commitment to one's own values (μ = 4.56). Cultivation of emotional health and well being and physical health was rated at the lowest percentage of 49% and 47%, respectively.

3.4 Level of Commitment

Level of affective commitment is at the highest mean of 4.69 followed by the level of normative commitment at a mean of 4.65. Continuance commitment is the lowest at a mean of 3.65. More than 90 % of the respondents agreed on the following items: "the organization has a great del of personal meaning" at a mean of 4.67 and "I would be very happy to spend the rest of my career with this organization" with a mean of 4.34. The other items were agreed by more than 80% of the respondents. On continuance commitment, only one item was agreed by more than 70% of the respondents, "staying with my organization is a matter of necessity as much as desire" at a mean of 4.32. Affective commitment, according to Meyer and Allen (1991, p.67) refers to the "employee's emotional attachment to, identification with, and involvement in the organization." It was further stated that "Employees with a strong affective commitment continue employment with the organization because they want to do so." Meyer et al. (1993,

2002) argue that strong affective commitment to an organization arises because employees share values with both the organization and its members and it is therefore predicted to be positively associated with job performance. Moreover, establishing a committed and loyal workforce may be associated with enhanced firm performance through less opportunistic behavior on the part of employees (Green, 2008) or through influencing their supply of effort, and hence output. On normative commitment, there were more than 90% of the respondents who agreed on: "even if it were to my advantage, I don not feel it would be right to leave my organization now" at a mean of 4.97, "I feel an obligation to remain with the current employer" with a mean of 4.91, and "this organization deserves my loyalty" at a mean of 4.52. Affective commitment is a precursor to normative commitment. Employees with a strong affective commitment (high ACS scores) stay because they want to, those with strong normative commitment (high NCS scores) stay because they feel they ought to, and those with strong continuance commitment (high CCS scores) stay because they have to do so. Teacher commitment contributes to future of students and schools. Committed teachers make a difference to the success of the school and the learning of the students (Mart, 2013). Commitment is teacher's psychological attachment to the teaching profession (Coladarci, 1992). Teacher commitment includes commitment not only to the school or organization but also its students, and has considerations on career continuance, professional knowledge base and the teaching profession (Crosswell, 2004)

3.5 Relationships

Faculty performance and profile.

Correlation analysis shows that faculty performance tends to increase with increase in age, years of teaching and the level of education, however the relationship is weak. Faculty performance is not significantly related to age (p=0.368); years of teaching (p=.732); education level (p=.095), and specialization (p=.083).

Teaching goals and profile.

Higher order thinking skills is significantly related with the level of education of the faculty respondents (p=.042). Analysis also reveals that as the education level increases, the utilization of higher order thinking skills also increases. Similar result goes with basic academic success (p=.003) and discipline-specific knowledge and skills (p=.019) which are also significantly related to the education level (p=.003). Basic academic success skills is also significantly related to the years of teaching experience (p=.027) and age (p=.043). Teaching goal achievement in Liberal arts and academic values is significantly related to the specialization (p=.043).

Level of Commitment and profile.

There is no significant relationship between the level of commitment and the profile of the respondents. Affective commitment has a very weak, direct relationship with the years of teaching (p=.299) but a weak, inverse relationship with the educational level (p=.632). Continuance commitment, on the other hand has an opposite relationship. Continuance commitment has weak, direct relationship with educational level (p=.998) but has weak, inverse relationship with the years of teaching (p=.981). Relationship of normative commitment is weak and inverse both for educational level (p=.980) and years of teaching (p=.843). Suplido (2006) in a study of teacher commitment in Lasallian schools reported significant relationship of affective and normative commitment with longevity or length of service, but not with continuance commitment. Further, no relationship was seen with any of the commitment type and their career advancement. Brown et al (2011) reported that individuals in the younger age group are more likely to respond in the lowest commitment category relative to those individuals aged over 65 by 78 percentage points.

Teaching goals and faculty performance.

The faculty performance is directly related to the use of higher order thinking skills (p=.005), basic academic success skills (p=.028), discipline-specific knowledge and skills (p=.021), and work and career preparation (p=.009). Analysis further shows that as the utilization of the categories of teaching goals achievement increase, the faculty performance tends to increase likewise. However, the relationship is weak and is not significant with Liberal arts and academic values (p=.500) and on personal development (p=.110). The results of the study is in agreement with an earlier by Segal, et al (2005) where a direct relationship was found between set goals and performance (r=0.42). Locke and Latham (2006) likewise found that the higher the goals, the higher is the performance.

Level of Commitment and faculty performance.

Relationship is very weak but direct between FPE and any of the three commitment measures. It agrees with the report of Herscovitch and Meyer (2002) and Abbott et al (2005) who said that employees with strong organizational commitment tend to be more productive and more willing to assume larger responsibilities. On the other hand the relationships between FPE and affective commitment (p=.589), continuance commitment (p=.694) and normative commitment (p=.276) are not significant. Results are in contrast with the report of Johnson and Young (2010) who said that affective commitment is strongly associated with performance. There were conflicting reports on the relationship of commitment to performance. Some earlier times authors found that employee commitment and job performance are largely unrelated. However, some others would say otherwise. Mathieu and Zajac (1990) concluded that commitment has relatively little direct influence on performance in most instances. On the other hand, Becker et al (1996) found that commitment is highly associated with performance. Brown et al (2011) had findings that employees commitment and loyalty are positively associated with higher levels of workplace performance. Executive officers in the study of Fredberg, et al (2008) saw a connection between the commitment they could create and the performance that this facilitated. In a school setting, Susada (2008) in a study of elementary school teachers found that the lone predictive model of teaching performance was organizational commitment. It accounted for 4.3% of the variance explain in the teaching performance.

4. Implications

The study had revealed that for some faculty members, the desired level of performance is not met. It should have been noted by the immediate head and interventions should be made to assist the faculty in the areas of their limited expertise. The faculty should be reminded on the holistic approach to teaching and learning. The faculty should aim at teaching students all the skills which should include reading,

writing, and memory skills. The goal of achieving higher level of learning should be part of the teaching goal of the faculty. Awareness of the social issues and the emotional and physical health and well being should be part of the holistic teaching goals.

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