

# Self-Assessment and Employers Satisfaction on the Teaching Performance of Secondary Education Graduate Specialized in MAPEH at Batstateu JPLPC-Malvar

Michael H. San Miguel

College of Teacher Education, Batangas State University JPLPC-Malvar, Philippines

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**Abstract:** This study aims to respond on the self-assessment and employers' satisfaction on the teaching performance of the secondary education graduates specialized in MAPEH in Batangas State University JPLPC-Malvar Academic Year 2012-2013 to 2016-2017. The teaching performance of the graduates was assessed in terms of planning and preparation, instructional strategies, record keeping, parent and guardian involvement, room environment, classroom management and professional attitudes. The researchers used a questionnaire as a means of obtaining data. The input of the study was determined by employing questionnaire as the principal tool for gathering data. Through appropriate statistical tools, the gathered input underwent the correlation and difference analysis. There is no significant difference between the assessments of the two groups of respondents on the graduates teaching performance since the computed value of 0.08 is comparable to the tabular value of 1.78. Teachers are highly encouraged to enroll on masteral degree. Having such is more enticing and carries a lot of weight and credit in the teaching market. With such accomplishment, they can also be regarded as experts in the field. The course of action suggested by the researchers may be implemented, monitored and evaluated to strengthen the teaching performance of the graduates. For further research, a study to explore other possible variables that may relate to teaching performance of the graduates at BatStateU may be conducted.

**Keywords:** self-employees, employers, satisfaction, teaching performance, secondary education.

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## I. Introduction

The teacher's satisfaction attempts to improve performance in schools, but can never succeed if teacher's job satisfaction is ignored. If employees' organization is motivated, they can render services to the employer and customers very efficiently and effectively. Teaching profession was conceived as being a higher priority to prepare teachers in any country since this profession is considered as being challenging and critical, and may lead to nations' rising and progress in the different domains. As a huge agency, education has a big importance in building strong and developed societies. The teacher is always the primary agent for

achieving that. For more reasons, it is always an important educational need that teachers should receive proper educational and professional training to possess adequate knowledge and teaching skills and to be able to dedicate themselves for the teaching profession. Education is a process of transferring knowledge to the learners. This transfer of knowledge takes place in the classroom.

The teachers are human resources in the academe who deals with different personalities inside the classroom. Aside from doing usual tasks in school, they are also considered as the key implementers of educational trends. Higher education institutions in the Philippines are recognized as one of the best agents who can bring about development of the nation's human capital through the delivery of quality education and relevant training. Accordingly, graduates are expected to be prepared for employment. Higher education institutions had the responsibility to produce graduates with the skills and attitudes that are highly regarded by employers and are considered valuable to the country's prosperity and human capital. The quality of education provided by higher education institutions can affect the quality and the employability of its graduates.

Graduates, as former students, directly experience the relevance and content of an institutions' curriculum and are openly exposed to the consequences of the quality of instruction as delivered by its faculty members combined with the institutions' provision of favourable learning environment. Institutions are entrusted with the responsibility of turning graduates with employable skills and good attitudes, to enhance their curricula and improve the quality of instruction. This enhancement is a complex process that demands many things and among them is the involvement of different stakeholders. One of these stakeholders whose inputs are sought after is the group of employers.

In recent years, universities had involved the employers in many ways to enhance the curriculum and improve instructions. Data was attempted after the group of employers. In the past years, school joined employers in many ways to increase the curriculum and improve their instruction. One of these is to collect their feedbacks of graduates they employed. Through employers' feedback, schools are guided to heighten their curriculum and calculate their performance against the standard they set in consideration of their educational order.

Employers are also included in articulating the universities' own set of graduate attributes. The graduates attribute gives school a clear picture of what kind of skills and attitudes are needed in the workplace. School includes employers to know these attributes after graduation. Nature, examining employer feedback of graduates and their employability emphasizes the role that institution of higher learning plays in developing human capital, as part of local, national and international economies.

Getting the employers' feedback results raises a number of challenge such as feeding information on performance back to those who provides educational services to the graduates, most is the faculty members and college deans; developing mechanisms for faculty development in particular, the improvement of teaching practices; establishing support system and consequences that flows from feedback result; and developing the information generated by the graduates. The challenges highlight the importance of knowledge management. The employer feedback can manipulate evidence on the quality of graduates, their abilities and performance in the school and is usually reported as the employer's level of satisfaction of the graduates. Somehow it can provide information on the practice and qualities considered as very important and useful in the workplace.

The employer's feedback on graduates gives an importance as their assessment of the usefulness of skills needed. Satisfaction of employer's feedback of graduates is important for teacher education, also with the coming of implementing a longer basic education. It results to the increasing reward for teachers. It is used as a measure tool on how well a teacher education institution prepared their graduates and how high their qualities are.

This research shows the characteristics of a program of study that has a great impact on the relevance of the program in the world of work. The level of satisfaction in employer's feedback can also provide information on the relationship and responsiveness of pre-service teacher's preparation and the overall impact on the teacher education curriculum. Employer's satisfaction can serve as point of reference to heighten the teacher education's curricular content and provide relevant act. The enhancement can enable it to turn-in graduates who are employable -these who are competent and possess relevant proficiencies needed in the teaching workplace. These proficiencies are included, but are not limited to graduate's knowledge of philosophy and history of education, research, subject matter, learning and development, reflective skills, technologies, pedagogical and professional skills, assessment, dispositions, diversity, collaboration and initiative. Conducting assessments of employers' feedback will be valuable in determining future directions and requirements of teachers' education programs.

Curriculum can be customized according to employment and school needs, and most importantly, it helps teacher education institutions clarify whether the learning outcomes of their programs have been achieved (Aquino *et al.*, (2015). As an institution of higher learning, Batangas State University and its campuses aspire to be more effective, more competitive and more innovative in its provision of higher education. It persistently and continuously explores different approaches and avenues to realize these aspirations. It sets up assessment system to monitor the quality of services it provides to its stakeholders and the greater community.

Through an assessment of employer's feedback, the university, in general, can be given baseline information about the quality of its graduates and the requirements of employers, which may prove indispensable in enhancing the curriculum of different programs. For the College of Teacher Education, in particular, the feedbacks of school heads and principals on the performance of its graduates can yield evidence on the relevance of its curriculum and the quality of education it provides. These data can be used to enhance its program offering to enable exiting pre-service teachers better prepared for teaching and have better opportunities for employment.

### 1.1 Objectives of the study

The main objective of the study was to determine the assessment on the teaching performance of secondary education graduates specialized in MAPEH as assessed by the graduates themselves and their employers. This covered Academic Year 2014-2015, 2015-2016 and 2016-2017. Specifically, it ought to answer the following questions, How do the two groups of respondents assess the graduates' teaching performance in terms of planning and preparation, instructional strategies, record keeping, parent and guardian involvement, room environment, classroom management and professional attitudes?

Is there a significant difference between the assessments of the two groups of respondents on the graduates' teaching performance? What is the implication of the findings of this study to the curricular programs in the institution?

## 2. Methodology

The research design used by the researchers in this study was the descriptive-correlational method. Descriptive-correlational method was used to determine if there was an existing relationship between two or more qualified variables to extent or degrees of relationships. In other words, when the relationship was determined, the researchers must know whether such relationship is positive or negative and the degree or extent of relationship from the data gathered (Adanza *et al.*, 2009).

Descriptive- correlational method was used since it focuses on facts and conditions of the subject. It is the most appropriate research design employed in this study as it analyzes correlating factors and variables. It also provides an accurate account of a subject at the time of the research.

In order to gather information needed in this study, the researchers utilized a researcher-made questionnaire which was composed of 35 items. The items can find the employers satisfaction on teaching performance. The questionnaire was administered to the teachers graduate at BatStateU-Malvar specialized in MAPEH and respective school heads. In providing the questionnaire, the researchers based the reviewed concepts of Self-Assessment and Employers Satisfaction on Teaching Performance.

The questionnaire revealed how the two groups of respondents assessed the graduates' teaching performance in terms of: planning and preparation, instructional strategies, record keeping, parent and guardian involvement, room environment, classroom management, and professional attitudes. To interpret the weighted mean of the assessment on the teaching performances of the Bachelor of Secondary Education graduates, the following numerical values and their corresponding verbal interpretation were used.

Numerical Value	Mean Ranges	Interpretation
4	3.51-4.00	Strongly Agree/ Highly Satisfied
3	2.51-3.50	Agree/ Satisfied
2	1.51-2.50	Disagree/ Not Satisfied
1	1.00-1.50	Strongly Disagree/ Highly Not Satisfied

The quantitative data gathered were subjected for checking, scoring, analysis and interpretation with the help of statistician. The researchers with the help of the statistician made a careful evaluation of the results of the questionnaires. Each item in the questionnaire was analysed and interpreted to come up with some implications of the findings.

## 3. Results and Discussions

This chapter covers the presentation, analysis and interpretation of the quantitative data gathered in the investigation. The discussions of the findings are patterned in a manner that coincides with the organization of the problems posed in the study.

### 1. Graduates' Teaching Performance

This part of the study determined the assessment of the two groups of respondents on the graduates' teaching performance. It was measured in terms of planning and preparation, instructional strategies, record keeping, parent and guardian involvement, room environment, classroom management and professional attitudes. These are found on the succeeding tables.

### 1.1 Graduates' Teaching Performance in terms of Planning and Preparation

Table 1 presents the two groups of respondents' assessment on the graduates' teaching performance in terms of planning and preparation. The gathered data were interpreted using mean and standard deviation.

**Table 1. Graduates' Teaching Performance in Terms of Planning and Preparation**

Item Statements	Graduates		Verbal Interpretation	Employer		Verbal Interpretation
	Mean	Standard Deviation		Mean	Standard Deviation	
<b>The teacher...</b>						
1. prepares weekly plans with SMART objectives	3.57	0.65	Strongly Agree	3.14	0.66	Agree
2. commits to attain his/her specified short-term goals to realize the long-term ones.	3.64	0.69	Strongly Agree	3.00	0.68	Agree
3. prepares weekly activities	3.57	0.65	Strongly Agree	2.93	0.62	Agree
4. aligns his/her lesson plan to the curriculum.	3.71	0.73	Strongly Agree	3.21	0.70	Agree
5. makes use of field trips, technology and laboratories in planning lessons.	3.14	0.95	Agree	3.00	0.68	Agree
<b>Overall</b>	<b>3.53</b>	<b>0.73</b>	<b>Highly Satisfied</b>	<b>3.06</b>	<b>0.67</b>	<b>Satisfied</b>

Table 1 exposes the graduates' teaching performance in terms of planning and preparation. It can be seen under the graduates' self-assessment column obtaining the highest weighted mean of 3.71 and the graduates remarks as "strongly agreed", that they are able to align the lesson plan to the curriculum. This showed that aligning the lesson plan in the curriculum is very important.

According to the study of Davis-Becker and Buckendahl (2013), aligning the objectives and lesson in the curriculum is important especially in terms of content, scope, developmental level, and cognitive level. Developing and aligning lesson plan to the curriculum requires a great deal of professional development and experience.

The item which garnered the lowest weighted mean of 2.93 assessed by the employers is preparing weekly activities which are interpreted as "Agreed". The reason behind this could be the limited sources of instructional materials in the school especially the technology.

According to Buabeng-Andoh (2012), the institutional and technological factors encourage teachers' use of computer technology in teaching and learning processes. As to overall assessment, the teachers are knowledgeable and well-informed on the importance of planning and preparation.

As stated by Cicek and Tok (2009), lesson planning and preparation take account on effective use of class time and classroom management by having positive expectations for students.

## 1.2 Graduates' Teaching Performance in Terms of Instructional Strategies

Table 2 presents the two groups of respondents' assessment on the graduates' teaching performance in terms of instructional strategies. The gathered data were interpreted using mean and standard deviation.

**Table 2. Graduates' Teaching Performance in Terms of Instructional Strategies**

Item Statements	Graduates		Verbal Interpretation	Employer		Verbal Interpretation
	Mean	Standard Deviation		Mean	Standard Deviation	
<b>The teacher...</b>						
1. directs students to achieve learning goals.	3.79	0.58	Strongly Agree	3.21	0.70	Agree
2. designs learning opportunities to allow flexibility for small group or large group activities.	3.57	0.65	Strongly Agree	3.14	0.77	Agree
3. provides different strategies applicable to the students' nature whether they are visual, kinesthetic, verbal linguistic, etc.	3.64	0.63	Strongly Agree	3.14	0.86	Agree
4. establishes criteria and feedback for the students' performances to achieve the goal of ongoing assessment.	3.71	0.61	Strongly Agree	3.29	0.61	Agree
5. uses technology to improve students' motivation, attitude and interest in learning.	3.36	0.93	Agree	3.36	0.63	Agree
<b>Overall</b>	<b>3.61</b>	<b>0.68</b>	<b>Highly Satisfied</b>	<b>3.23</b>	<b>0.72</b>	<b>Satisfied</b>

Table 2 revealed the teaching performance of the graduates in terms of instructional strategies they used. Based on the table, the highest mean of the graduates is 3.79. The graduates "Strongly Agreed" that directing students for them to achieve their goals is an integral part in the learning process. Based on Lars and Asa (2008), learning are more efficient when the instructional strategies are clearly introduced, the concepts and views of the subjects are generated. When the teachers and the students have their positive relationship towards each other, students can develop study climate, so the learning is promoted. The lowest mean in the assessment of employers is 3.14 but still "Agreed" in providing different strategies applicable to the student's nature whether they are visual, kinaesthetic, verbal linguistic and etc. OECD (2016) stated that both active learning and cognitive instruction is necessary in planning the students' dedication than teacher-directed instruction. Providing support and advice with disruptive classroom would lead to fewer interruptions. They will be having so much time and potential innovation towards their lesson. Development of professional activities that focus on the implementation of active learning can be helpful to introduce different strategies to teachers.



Overall, implicates that instructional strategies are important to develop for better learning and the school heads or principal is the one who had developed and improved the instructional strategies. According to Inclusive School Networks (2015), it is stated that principals or school heads play a vital role in the delivery of quality instructions including that the instructional strategies that support effective learning for all students. They serve as the facilitator, guide and supporter of quality instructional practices.

### 1.3 Graduates' Teaching Performance in terms of Record Keeping

Table 3 presents the two groups of respondents' assessment on the graduates' teaching performance in terms of record keeping. The gathered data were interpreted using mean and standard deviation.

**Table 3. Graduates' Teaching Performance in terms of Record Keeping**

Item Statements	Graduates		Verbal Interpretation	Employer		Verbal Interpretation
	Mean	Standard Deviation		Mean	Standard Deviation	
<b>The teacher...</b>						
1. keeps up-to-date records of students.	3.50	0.65	Agree	2.86	0.77	Agree
2. records the students' attendance accurately	3.71	0.47	Strongly Agree	3.07	0.92	Agree
3. shows evidence of students' assessment.	3.86	0.36	Strongly Agree	3.21	0.80	Agree
4. labels the paper works of the students for proper identification.	3.50	0.65	Agree	3.00	0.78	Agree
5. keeps updated and organized credentials.	3.50	0.65	Agree	2.93	0.73	Agree
<b>Overall</b>	<b>3.61</b>	<b>0.56</b>	<b>Highly Satisfied</b>	<b>3.01</b>	<b>0.80</b>	<b>Satisfied</b>

Table 3 exposes the graduates' teaching performance in terms of record keeping. Obtaining the highest mean of 3.86, the graduates are "Strongly Agreed" that they show evidence of students' assessment. This shows that the graduates are able to show evidences of the student's assessment. According to Mills (2016), academic performance records such as grades and report cards provides insight about student progress and help parent and teachers make important decisions regarding student's learning needs. Gathering the lowest mean of 2.86 as to record keeping is statement number 1. The employers "Agreed" that the graduates are good at keeping up-to-date records. Record Nations (2018) suggested that the teacher must keep an up-to-date record anytime when he or she sends notes home, if he or she had to report a student to the office, or if contacted by a parent directly.

As to overall assessment, it implicates that record keeping is essential to an effective teacher. Amanchukwu (2015) stated that record keeping is vital to education systems, information cycles as a whole because of its fundamental roles. Student records in the school are important because of accountability by providing proof.

### 1.4 Graduates' Teaching Performance in terms of Parent and Guardian Involvement

Table 4 presents the two groups of respondents' assessment on the graduates' teaching performance in terms of parent and guardian involvement. The gathered data were interpreted using mean and standard deviation.

**Table 4. Graduates' Teaching Performance in terms of Parent and Guardian Involvement**

Item Statements	Graduates		Verbal Interpretation	Employer		Verbal Interpretation
	Mean	Standard Deviation		Mean	Standard Deviation	
<b>The teacher...</b>						
1. keeps up-to-date records of students.	3.50	0.65	Agree	2.86	0.77	Agree
2. records the students' attendance accurately	3.71	0.47	Strongly Agree	3.07	0.92	Agree
3. shows evidence of students' assessment.	3.86	0.36	Strongly Agree	3.21	0.80	Agree
4. labels the paper works of the students for proper identification.	3.50	0.65	Agree	3.00	0.78	Agree
5. keeps updated and organized credentials.	3.50	0.65	Agree	2.93	0.73	Agree
<b>Overall</b>	<b>3.61</b>	<b>0.56</b>	<b>Highly Satisfied</b>	<b>3.01</b>	<b>0.80</b>	<b>Satisfied</b>

Table 4 exposes the graduates' teaching performance in terms of informing parents and guardians about the school activities, programs and projects. In the table above, the highest mean of 3.50 states that the graduate "Agreed" that they informed the parents and guardians about the school activities, programs and projects.

According to Graham-Clay (2009), teachers strived to establish partnerships with parents to support student learning. As for the role of the teachers, they should be the one to inform the parents about the school activities, programs and projects.

Garnering the lowest mean of 2.93, the employers were "Agreed" that the graduates are administering parent conferences to update them about the progress of their children.

According to McGuire (2013), the parents should approach the class teacher and try to resolve the complaint. If the parent is not happy with the relationship with their son's teacher, the tendency is misunderstanding between the two sides. The teacher has always the patience to talk to the parents even if they are the people of anger.

It implicates that parent and guardian involvement is both essential for being an effective teacher. Neula (2010) stated that the board of education values the parents/guardians as children's first teachers and decision-maker teacher at home.

The board believes that student's learning is more likely to occur effectively when the teacher acted as their parent; they are likely to give more respect to their teachers. The term "family" used to include children's primary caregivers, who are not their biological parents. Students tend to learn more when they are comfortable and feel secured.

### 1.5 Graduates' Teaching Performance in terms of Room Environment

Table 5 presents the two groups of respondents' assessment on the graduates' teaching performance in terms of room environment. The gathered data were interpreted using mean and standard deviation.



**Table 5. Graduates' Teaching Performance in Terms of Room Environment**

Item Statements	Graduates		Verbal Interpretation	Employer		Verbal Interpretation
	Mean	Standard Deviation		Mean	Standard Deviation	
<b>The teacher...</b>						
1. shows evidence of standards in proper room management.	3.64	0.63	Strongly Agree	2.93	0.73	Agree
2. maintains the cleanliness of the classroom.	3.71	0.61	Strongly Agree	2.93	0.83	Agree
3. provides and maintains attractive and updated bulletin boards.	3.50	0.65	Agree	3.00	0.78	Agree
4. posts daily class schedules at the door of the classroom.	3.64	0.63	Strongly Agree	3.21	0.79	Agree
5. maintains the cleanliness and neatness of the pieces of furniture in the classroom.	3.57	0.65	Strongly Agree	3.21	0.80	Agree
<b>Overall</b>	<b>3.61</b>	<b>0.63</b>	<b>Highly Satisfied</b>	<b>3.06</b>	<b>0.79</b>	<b>Satisfied</b>

Table 5 reveals the graduates' teaching performance in terms of room environment. It can be seen under the graduates' self-assessment column, obtaining the highest mean of 3.71, that the graduates "Strongly Agreed" that they keep on maintaining the cleanliness of the classroom. Cox (2017) revealed that it is important to keep and maintain a clean classroom environment. If the room is not kept clean, it may have the negative impact on everyone's health. Cleanliness of the classroom can motivate the student to participate in different classroom activities because of the clean classroom environment.

Gathering the lowest mean of 2.93 from the employer's assessment as to room environment is statement number 2. In this table the employers "Agreed" in maintaining cleanliness of the classroom. Maintaining cleanliness in the classroom is required in all schools. According to NVRO (2014), cleaning is one of the most important aspects in school particularly in room environment. Failing to ensure the cleanliness in school can provide damage on the health or well-being. It is necessary to ensure that significant time and resources are invested.

It shows that the principals and teachers had the good implementation of developing a productive and conducive room environment for the learners. According to Brown (2014), learners deserved learning paces that meet their individual collective needs. If the room environment is conducive and productive, students become active and engaged learners. Room environment must be updated and upgraded for the latest research and to provide best practice to the learners.

### 1.6 Graduates' Teaching Performance in terms of Classroom Management

Table 6 presents the two groups of respondents' assessment on the graduates' teaching performance in terms of classroom management. The gathered data were interpreted using mean and standard deviation.

**Table 6. Graduates' Teaching Performance in terms of Classroom Management**

Item Statements	Graduates		Verbal Interpretation	Employer		Verbal Interpretation
	Mean	Standard Deviation		Mean	Standard Deviation	
<b>The teacher...</b> 1. assigns students their respective classroom routines.	3.36	0.84	Agree	3.50	0.65	Agree
2. makes students aware of the expectations about their behavior and performance.	3.50	0.76	Agree	3.36	0.93	Agree
3. strengthens students' capability to follow directions with accuracy.	3.64	0.50	Strongly Agree	3.21	0.89	Agree
4. checks and monitors students' performance of classroom routine activities (prayer, class attendance, distribution of papers, etc.)	3.79	0.43	Strongly Agree	3.29	0.83	Agree
5. provides opportunities to students to join group activities to develop the values of leadership and cooperation.	3.36	0.84	Agree	3.36	0.63	Agree
<b>Overall</b>	<b>3.53</b>	<b>0.67</b>	<b>Highly Satisfied</b>	<b>3.34</b>	<b>0.79</b>	<b>Satisfied</b>

Table 6 reveals the graduates' teaching performance in terms of classroom management. The highest mean of the graduates is 3.79 which they "Strongly Agree" on the checking and maintaining of the students' performance in classroom routine activity. Mellish (2017) stated that classroom management is directly tied to the levels of student's involvement and academic achievement. An effective classroom management can help to burst down classroom behaviors and boost student's engagement in their academic task. The low classroom management can result to low-term academic behaviour and social outcomes of the student. Maintaining and checking student's routine have been linked to positive student's outcome, increasing students' academic engagement and decreased disruptive behavior.

The lowest mean of 3.21 stated as "Agree", states that the teachers strengthen the student's capability to follow directions with accuracy. According to Greutman (2016), it is essential to know all the ways to give and encourage direction based on their abilities. It is important to understand developmentally what students are able to understand for them to follow rules. The beginning of the academic year is always the most challenging part in the teachers. They need to get back the students into the swing of the classroom.

For overall assessment of the employer to the graduates in terms of classroom management, according to Gayuna (2015), classroom management is essential for its goal to reduce misbehavior in the classroom. It also gives the students little time to misbehave, the

expectations are clearly explained, the students know what they need to do and give students boundaries, as well as consequence.

### 1.7 Graduates' Teaching Performance in terms of Professional Attitudes

Table 7 presents the two groups of respondents' assessment on the graduates' teaching performance in terms of professional attitudes. The gathered data were interpreted using mean and standard deviation.

**Table 7. Graduates' Teaching Performance in terms of Professional Attitudes**

Item Statements	Graduates		Verbal Interpretation	Employer		Verbal Interpretation
	Mean	Standard Deviation		Mean	Standard Deviation	
<b>The teacher...</b> 1. comes to class on time, well-groomed and well-prepared for his/her classes.	3.71	0.61	Strongly Agree	3.29	0.73	Agree
2. attends faculty meetings conducted by the school principal.	3.79	0.58	Strongly Agree	3.43	0.76	Agree
3. joins extracurricular activities in school and in the community to showcase his/her talents.	3.64	0.63	Strongly Agree	3.50	0.65	Agree
4. attends seminars and trainings that will enrich his/her professionalism.	3.71	0.47	Strongly Agree	3.57	0.65	Strongly Agree
5. shows leadership among his/her subordinates or constituents.	3.57	0.51	Strongly Agree	3.26	0.83	Agree
<b>Overall</b>	<b>3.69</b>	<b>0.56</b>	<b>Highly Satisfied</b>	<b>3.41</b>	<b>0.72</b>	<b>Satisfied</b>

Table 7 reveals the graduates' teaching performance in terms of professional attitudes. Obtaining the highest mean of 3.79, the graduates are "Strongly Agreed" on attending faculty meeting conducted by school principal. It shows that there is an active collaboration between the graduates and the principal. According to Jennings (2008), faculty meetings conducted by the school principal is important because it required good communication for the purpose of faculty, and collaboration with staff on developing norms to create a faculty-based team. It also stated that collaboration between head of the school and the faculty helps to build and develop professional development and to solve problems and make decisions. Gathering the lowest mean of 3.26 from the employers as to professional attitudes is statement number 5. In this table the employers "Agreed" in showing leadership among his/her subordinates or constituents. It shows that the principal acts as the leader and a role model of an effective teacher. Arifin (2008), stated that the principal acts as the leader of providing an effective teacher especially in improving teachers discipline. It is stated that the principal needs to influence the teachers effectively, headmaster of discipline and use appropriate motivation to improve the discipline of the teacher and give reward and punishment to improve the teacher discipline.

Overall on the self-assessment, it shows that the professional attitudes of the teachers reflect their teaching process. Principal is the mentor of developing professional attitudes. According to Zimmerman (2011), principal in terms of their attitude becomes reflective practitioners who know themselves and engage in professional learning. It is stated that the changes of the school and developing effective teacher are sometimes based on the professional attitudes of the principal.

## 2. Comparison in the Assessment of the Graduates' Teaching Performance

Table 8 presents the comparison of the respondents' assessment on the graduates' teaching performance. The significant difference of their assessments was tested using the t-test formula.

**Table 8. Comparison in the Assessment of the Graduates' Teaching Performance**

Respondents	Mean	Standard Deviation	Computed t	p Value	Decision Ho	Interpretation
Graduates	3.564	0.463	1.780	0.088	Fail to Reject	Not Significant
Employers	3.212	0.577				

As shown, there is no sufficient evidence at the 0.05 level of significance to show that there is a significant difference in the assessment of the graduates' teaching performance. This means that the respondents are comparable; there is no significant difference between the assessment of the graduates and employer's in their teaching performance. This implies that the graduates of BatStateU-Malvar graduates specialized in MAPEH meet the expectation of their employers.

According to the study of Knight (2014), assessing the performance can provide both formative and summative information about the quality of teachers. As a result, assessing the performance of the teacher can provide feedback to teacher education program about the strength and weaknesses of the teacher. Assessing the teaching performance is designed to provide information for program improvement.

## 4. Implications of the Findings

The data gathered undertook a careful analysis and interpretation. The researchers then arrived at the findings of the study which are cited as follows. In assessing the graduates' teaching performance as to planning and preparation, the graduates were highly satisfied with the mean of 3.53 while the employers were satisfied of the graduates' planning and preparation with the mean of 3.06. As for instructional strategies, the graduates were highly satisfied with the mean of 3.61 and the employers were satisfied with the mean of 3.23 with regards to the graduate's instructional strategies. In terms of record keeping, graduates gained a mean of 3.61 which is interpreted as highly satisfied and their employers were satisfied with the mean of 3.01.

In terms of parent and guardian involvement, the graduates got a mean of 3.33 which is interpreted as satisfied while the employers got a mean of 3.10 which means that they are satisfied with the parent and guardian involvement of the graduates. The teaching performance of the graduates in terms of room environment got a mean of 3.61 which means that the graduates were highly satisfied with the room environment while their employers were satisfied with a mean of 3.06.

In terms of classroom management, the graduates were highly satisfied with the mean of 3.53 while the employers got a mean of 3.34 which means that they were satisfied with the graduates' performance in terms of classroom management. In terms of professional attitudes, the graduates were highly satisfied with the mean of 3.69 while their employers were satisfied with the mean of 3.41 in terms of professional attitudes.

There is no significant difference between the assessments of the two groups of respondents since the computed value is 0.088. This means that there is no sufficient evidence at the 0.05 level of significance to show that there is a significant difference in the assessment of the graduates. Employers are satisfied of the teaching performance being shown by the graduates. Motivations of the graduates should provide for the significant relevance of the lesson to the needs and lives of their students.

## 5. Conclusions and Recommendations

Based on the above-mentioned findings of the study, the following conclusions are, the employers were satisfied on the teaching performance of the BSED specialized in Music, Arts, Physical Education and Health graduates as to planning and preparation, instructional strategies, record keeping, parent and guardian involvement, room environment, classroom management and professional attitudes. Moreover, there is no significant difference between the assessments of the two groups of respondents. The commitment to teaching profession of the graduates implies that the graduates of BatStateU-Malvar graduates specialized in MAPEH meets the expectation of their employers.

This section presents the output of the study beneficial to various individuals. In the light of the study's findings and conclusions, the researchers were able to construct the following recommendations. The school may improve their laboratories to enhance the teaching skills of the graduates. The pre-service teachers may attend seminars about record keeping. Teachers are highly encouraged to enroll in Master's degree. Having a Master's degree is more enticing and carries a lot of weight and credit in the teaching market. With such accomplishment, they can also be regarded as experts in the field. Activities for parents may be conducted by the graduates to be their partner in the learning process of the students. They may also show a standard evidence of proper room management may post daily class schedules at the door of the classroom and may provide an opportunity to students to join group activities to enhance the values and skills of leadership and cooperation. For further research, a study to explore other possible variables that may relate to teaching performance of the graduates at BSU may be conducted. The college may establish and strengthen a strong link with alumni to access knowledge and practices in the field and consequently, build venues of sharing these to students of the university. Further, studies about the assessment of teaching performance of Bachelor of Secondary Education graduates who specialized in MAPEH may be conducted to uncover other queries regarding the matter.

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