

# “Teaching Performance, Sense Of Belongingness And Attitude Of Thailand Adventist Missionary Teachers”

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## Abstract

The purpose of this study is to examine the students' perception toward the Thailand Adventist Mission (TAM) teachers' teaching performance. The research study used simple random sampling techniques in selecting the research participants. Data were collected through a questionnaire and were analyzed by means of descriptive statistics, namely, frequencies, percentage, and mean. The t-test and ANOVA were used to determine significant differences in the teaching performance, attitude and sense of belongingness of teachers when they were grouped by their profile. Pearson Product Moment Correlation Coefficient was used to establish the relationship between the demographic variables. The study revealed that majority of the teachers at Thailand Adventist Mission (TAM) High School are male, 30-40 years in age, BS graduates and have been in the service for five years and above; majority of the students at TAM are female and 13-15 years in age. TAM teachers often feel a sense of belongingness and usually practice positive attitudes toward the school.

Key Words: Teaching Performance, teaching technique, effective planning, student/teacher relationship, classroom environment, attitude and sense of belongingness.

## I. INTRODUCTION

It is a general practice by many universities to measure teachers' performance through the student's evaluations of teaching, student's test scores and learning improvement. An educational system reform called “Race to the Top” in American schools, highly recommended and supported financially by Barach Obama, the president of the United States, continuously provides and supports outstanding teachers based on their teaching performance with direct connections with teacher's bonuses and salary through student evaluation, according to Brevetti (2014) in her study, “Reevaluating Narrow

Accountability in American Schools: The Need for Collaborative Effort in Improving Teaching Performances.” Thailand schools are not exempted in using student's evaluation in measuring teacher's performance. (Inwood, 2014) However, teachers are measured not only through the student's evaluation but also through other factors that may affect the teaching performance of the teachers.

Teaching performance plays a prime role in multi-diversity of education around the globe today. Teachers have to be skilled in preparing lesson plans, teaching techniques, student/teacher relationship and classroom management. These categories are competencies that are needed by teachers to get a good teaching performance. Teachers need to have qualities like to have good attitude towards the task given in class and a sense of belongingness. This is called job satisfaction which affects teacher's teaching. (Hongying, 2008) Teaching performance can be triggered with the competencies and qualities of a teacher to deliver good services to meet the academic standards so that students get the academic benefit. Therefore, teachers should show all these in their teaching performance.

Teacher performance is measured through student evaluations of teaching (SET) used commonly in the higher education to ensure the quality of teaching (Brown, 2008), (Boysen, 2015), (Kuzmanivuc, 2013), (Nowell, C., Gale, L. R., & Handley, B., 2010). Australian universities also practice evaluating teachers using student evaluation

of teaching to determine their teaching effectiveness and to serve as a basis to recompense teachers (Rannelli, Coderre, Paget, Woloschuk, Wright, McLaughlin, 2014, Shah, & Nair, 2012). Evaluation of teaching is also needed to determine if the students have acquired the skills and knowledge. Teaching only is not enough. There has to be an evaluation to find out if the class objectives are aligned with the learning outcomes. (Chun, 2010). Teaching evaluations are also used to guide teachers to focus on their teaching. (Montoneri, Lin, Lee, & Huang, 2012). Teaching performance which is student evaluation of teaching is defined as “actions taken by an external agent to provide information regarding some aspects of one’s task performance” (Kluger & DeNisi, as cited in Wiliam, 1998). It is essential to teachers and it is one of the most important measurements that are considered by schools (Taylor & Tyler, 2012). It is enhanced by teaching strategy, pedagogy, and one’s storage of knowledge (Cavanaugh, 2013). It has factors that may cause an effect toward teaching performance: gender, age, years of service, education level, and so with sense of belonging and attitude. Consequently, one way that teaching performance is assessed is through the students’ evaluation of teachers given towards the end of the term. A well-designed evaluation might fill that knowledge gap in several ways. First, teachers could gain information through the formal scoring and feedback routines of an evaluation program. Second, evaluation could encourage teachers to be generally more self-reflective, regardless of the evaluative criteria. Third, the evaluation process could create more opportunities for conversations with other teachers and administrators concerning effective practices. In short, there are good reasons to expect that well-designed teacher-evaluation programs could have a direct and lasting effect on individual teacher performance. (Taylor & Tyler, 2012)

One of the purposes of teacher performance evaluation is to maintain education quality and the teaching standards of the school (Silber et al., 2006). It is also a vital test to predict the teaching performance

of the teachers where students evaluate the teachers. In addition, student’s evaluation on the teacher’s teaching performance is an integral part of effective teaching, thus, to promote and enhance student’s learning and academic achievements (Gates & Gates, 2013) According to the study of Milanowski, Heneman, &

Kimball (2009), teacher evaluation is the main key to determine teaching performance and is continuously considered as the basis for measuring a teacher’s performance paradigm of teaching. Teachers are able to get direct and immediate feedbacks on the teacher himself/herself as well as valuable suggestions for essential teaching improvements (Milanowski et al. 2009; Taylor & Tyler, 2012). Moreover, quality assurance requires teacher evaluation from the students as another way to ensure good quality teacher performance. In addition, teacher evaluation enhances, boosts, and promotes quality education since teachers are aware of the feedback from the evaluations (Taylor & Tyler, 2012). Thus, student evaluation plays an important role in education, while it is still the main part for the teachers to improve their teaching (Australian Vice-Chancellors’ Committee, C. 1993), (Boerebach, Lombarts, Keijzer, Heineman, & Arah, 2012; Silber et al., 2006). Teaching performance may be affected by some factors like gender, teacher’s years of teaching experience, age, educational background. A sense of belonging and attitude are teacher’s teaching quality variables that likewise predict a teacher’s teaching performance (Basow, Codos, & Martin, 2013; Francis, 2008; Kogan, Schoenfeld-Tacher, & Hellyer, 2010; Munthe, 2001)

In real life, teaching performance vary due to some factors: gender, age, and education level. Many researches on gender have been conducted. In classrooms, students behave differently when a teacher is a male or female. Most students respect and listen attentively with male teachers. This is not only about male and female but also about “gay, lesbian, bisexual and transgender.” It was hypothesized that those may affect the student’s evaluation on teaching and negative learning outcomes but it turned out that they

did not have any effect on the performance of teachers' and their effectiveness (Jennings, 2010). The study also mentions about ethnic minority teachers and that female teachers should teach only girls and male teachers should only teach boys. An attitude toward the gender of the teacher may give a negative attitude in the learning environment (Carrington & McPhee, 2008). Thus, male teachers get better teaching performance evaluations than females (Basow et al., 2013; Francis, 2008) especially when they are young male teachers, they are rated higher in the student evaluations than younger female and older male and female teachers. (Arbuckle, & Williams, 2003) In her study, Menthe (2001) mentioned that male teachers have better rating teaching performance because students have a preference for teachers of the male gender. Moreover, a study of Moore showed that female teachers are perceived by students as more inclined to being unfair than male teachers. However, the study concluded that in spite of how the students rate teachers regarding their gender, it still won't affect teaching. (Moore, 1997)

A similar study of teacher performance done in the Philippines by Susada (2008) had organizational commitment as its lone predictive model of teaching performance and was found to be significant with 4.3% variance. The goal of the study was to find out the teacher's obligation toward the organization based on their teaching performance and whether there was fair consideration and equal treatment between male and female teachers. The female teachers have better teaching performance than the males. Moreover, result revealed that older teachers showing good teaching performance. As it can be seen, various aspects of teaching performance have likewise been done in the past. On the other hand, a study of Medallon (2013) in Laguna, Philippines has opposite results. It revealed that faculty performance is not significantly related to age, years of teaching, and education level. Neither is it significantly related to the respondents' profile (Atta & Jamil, 2012; Corcoran, 2013; Medallon, 2013).

A positive attitude is the key to

maintaining a positive classroom climate (Hartjes, 2008). An attitude influences the heart of a teacher to enhance good classroom environment. Compassion, patience and a willingness to talk with the students and parents could result to good academic performance of the students. It is represented by a chain of thinking of a teacher that connects and promotes a learning outcome. It is the main factor that can contribute toward professional development (Tesfaw, 2012). The study was done to 45 children, ages 5-6 years, who were divided into two classes to study factors that affect motivation of the students in learning English language as their second language. The study found that teachers' positive attitude (Natof, & Romanczyk, 2009) towards motivating the children in learning is one of the main factors that contribute towards the process in motivating the kids thus affecting the student's academic performance. (Biricik, & Özkan, 2012) .In addition, principal's attitude in dealing with incompetent teachers do relate an influence since these teachers won't feel being supported by the principals and therefore there's a negative attitude towards its teaching and that affects teaching performance. (JAO-NAN, C., 2014) So, a teacher who has a positive attitude could encourage an amazing classroom climate (Galović, Brojčin, & Glumbić, 2014; Gourneau, 2005; Hartjes, 2008; Trehan & Paul, 2014).

Belongingness is a deeply personal and contextually mediated experience that evolves in response to the degree to which an individual feels (a) secure, accepted, included, valued and respected by a defined group, (b) connected with or integral to the group and (c) that their professional and/or personal values are in harmony with those of the group. (Levett-Jones & Lathlean, 2009).

When a teacher feels secure and has a sense of belonging and loyalty to the school, then it gives the teacher more confidence and security that brings good and translates to improved teaching performance since the teacher feels safe and feels an affinity toward the teaching institution. A sense of worth, acceptance, recognition and being supported to the extent that even birthdays and

performances are acknowledged by coworkers and administrators promote a mindset of working academically successfully. If a teacher feels a sense of camaraderie among colleagues and administrators, a sense of teamwork and enhanced competence in teaching ensues, then a teacher can function academically since a sense of belonging brings the whole physical and mental effects to the body and soul, thus, enhancing a person's support toward a task like teaching performance (LevettJones & Lathlean, 2009; Skaalvik & Skaalvik, 2011; Wild, 2013; Plunket, 2011).

## II. METHODS

This study involved a descriptive research design that used a survey method of data collection which is a quantitative method in order to gain results in the research area.

A 5-point Likert-type scale allows students and teachers to select their degree of agreement with the survey statements provided. The questionnaire is composed of 45 positive statement questions where high school students were asked to choose from using the following scale:

- 5 *Always* highly approves or agrees
- 4 *Usually* four points of approval
- 3 *Often* approves at the point of three
- 2 *Sometimes* approves at the point of two
- 1 Never lowest scale

Another set of 23 questions covering teacher's attitude and teacher's sense of belonging and loyalty to the educational institution, together with the demographic variables such as age, gender, years of teaching experience, and educational background were filled by the teachers. Then, the questionnaires were emailed by the researcher to TAM secondary principals and distributed randomly to the high school teachers and to the students to be filled out. The questionnaires were then expected and were returned to the researcher via mail as hard copy.

To determine the profile of the teachers and students in Thailand Adventist Mission Schools frequency and percentage were

computed. Mean and standard deviation were used to describe the teachers' responses to their teaching performance, sense of belongingness and attitude.

To ascertain if there were differences in the teachers' performance, sense of belongingness and attitude when grouped by gender, age, level of education and years of teaching experience, t-test and ANOVA were used.

To determine if significant correlation exists between students' perceptions on teachers' performance and their age and gender, Pearson r was used.

## III. RESULT

In this survey, out of 112 teachers who participated, the majority of the respondents from TAM high school are males with 58 respondents (51.8%) and the rest are females with 48.2% with an equivalent of 54 respondents.

1. Majority of the teachers at Thailand Adventist Mission (TAM) High School are males, 30-40 years in age, BS graduates and have been in the service for five years and above majority of the students at TAM are female and 13-15 years in age.
2. The students believe that their teachers usually practice good teaching techniques, effective planning, student teacher relationship and maintain a conducive classroom environment
3. Age is not a factor that determines the students' perceptions on teaching techniques, effective planning and classroom environment; however, age influences the students' perceptions on student teacher relationships. Gender influences the students' perceptions on effective planning and classroom environment but not on teaching techniques, and student teacher relationship.
4. Teachers at Thailand Adventist Mission High Schools often feel a sense of belongingness and usually practice positive attitudes toward the school
5. Gender, age, educational qualification, and teaching experience of teachers do not influence their feeling of belongingness and attitude towards the school. However, educational

qualification influences their attitude.

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#### IV. DISCUSSION

1. The teacher at TAM should be encouraged to pursue their master's degrees through scholarship grants.
2. The administration at TAM should do something to improve the performance of teachers.
3. Since gender of the student does not influence the teaching techniques and student relationships, activities given to these students may be similar regardless of gender. Teachers should deal fairly and uniformly with all the students.
4. The sense of belongingness that teachers feel toward the school and their positive attitude toward the school be maintained.
5. Since there is significant correlation between the educational qualification of teachers and their attitude towards the school, those who finished their Bachelor's degrees should be encouraged to pursue their master's degrees.

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