

Knowledge, practices and teaching performance Among teachers of Bachelor of Science in Office Administration

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Abstract

This study determined the level of teacher's knowledge, practices and teaching performance among teachers of Bachelor of Science in Office Administration in Iloilo Province. The respondents in this study were the sample of BSOA teachers in Private Schools, SUCs and LUCs. The descriptive research method was used as the research design of the study. A researcher-made questionnaire on the level of teacher's knowledge, practices and teaching performance among teachers of BSOA were used to gather data from the respondents. They were classified according to according to age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation. The data were gathered, tabulated and subjected to statistical analyses. Both descriptive and inferential statistics were used in this study. The statistical tools used were the frequency count, percentage, mean, Mann- Whitney U-test, Kruskal-Wallis and Spearman Rho with the aid of computers' Statistical Package for Social Sciences Software (SPSS). The level of significance was set at 0.05 alpha. The major findings of the study were majority of the BSOA teachers' were female 36 -50 years old, married bachelor's degree in private schools in colleges with no level of accreditation. There was a high level of knowledge, high level of practices, and very high level of teaching performance among teachers of BSOA. There were no significant differences in the level of knowledge among teachers of BSOA when classified according to age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation. There were significant differences in the level of practices among teachers of BSOA when classified according to type of institution. There were no significant differences in the level of practices among teachers of BSOA when classified according to age, sex, civil status, highest educational attainment, school category and program accreditation. There were significant differences in the level of teaching performance among teachers of BSOA when classified according to type of institution. There were no significant differences in the level of teaching performance of teachers among teachers of BSOA when classified according to age, sex, civil status, highest educational attainment, school category and program accreditation. There were significant relationships among level of knowledge, practices and teaching performance among teachers of BSOA in Iloilo Province.

Keywords: Knowledge, Practices, Teaching Performance, Teachers of BSOA

1. Introduction

Background of the Study

In the new era of globalization teaching is one of the most complex jobs. A teacher's role involves more than simply standing and discussing in front of a group of students. It is not only teaching how to learn theory and understand why theories are important but also to teach students to learn how to apply the theoretical

frameworks in practice to adapt to the rapidly changing work environment, specifically in the field of office administration.

Teaching under the program of Bachelor of Science in Office Administration (BSOA) is even more challenging. It demands broad knowledge of the subject matter, curriculum and standards, clerical expertise and skills, technology, management, and entrepreneurial techniques, work values, passion, and a strong desire to produce competent graduates.

One could be an effective BSOA teacher if you have best academic documents to be used and a good classroom command with these resources: course materials and activities, student outputs, and assessment tools. But as time changes, courses are revised as in the case of BSOA to suit the needs of the society, the employers, the diversity of students; hence, teachers must keep abreast of these changes.

Thus, change happened in the case of BSOA program. The curriculum of this program is mandated to assure quality delivery in accordance with the

pertinent provisions of Republic Act No. 7722, otherwise known as the Higher Education Act of 1994. In pursuance of an outcomes-based quality assurance system as advocated under Commission on Higher Education (CHED) Memorandum Order No. 19 s. 2017, and by virtue of Commission en banc Resolution No. 231-2017 dated March 28, 2017, the following policies, standards and guidelines (PSGs) are set (CHED CMO No. 19 s. 2017).

Article 1, Section 2 of CMO 19 s. 2017 provides that all Private Higher Education Institutions (PHEIs) with existing BSOA program are required to shift to an outcome-based approach. State Universities and Colleges (SUCs), and Local Universities and Colleges and (LUCs) should likewise strictly adhere to the provisions in these PSGs to prepare students to be able to handle clerical, administrative, supervisory and managerial tasks (CHED CMO No. 19 s. 2017).

Administrations and teachers of HEIs are the major role players in the successful implementation of CHED's outcomes-based quality assurance system for BSOA curriculum. However, implementing the system will take time and present many challenges. It is, therefore, imperative that an assessment of knowledge, practices and teaching performance among Teachers of BSOA program be conducted. The assessment could help HEIs administrations and

teachers achieve CHED's program development for BSOA and competency requirement identified for teaching the subject, or target an improvement of a

specified knowledge, skill or attitude to attain a higher competency level. It is along these thoughts that the author pursued the current study.

2. Statements of the Problem

This study determined the level of knowledge, practices and teaching performance among teachers of Bachelor of Science in Office Administration in Iloilo Province, Philippines for the School Year 2019-2020.

Specifically, this study sought answers to the following questions:

1. What is the profile of the respondents in terms of age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation?

2. What is the level of knowledge among teachers of Bachelor of Science in Office Administration in Iloilo Province, when taken as a whole and when classified according to age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation?

3. What is the level of practices among teachers of Bachelor of Science in Office Administration in Iloilo Province, when taken as a whole and when

classified according to age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation?

4. What is the level of teaching performance among teachers of Bachelor of Science in Office Administration in Iloilo Province, when taken as a whole and when classified according to age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation?

5. Are there significant differences in the level of knowledge among teachers of Bachelor of Science in Office Administration in Iloilo Province, when classified according to age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation?

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6. Are there significant differences in the level of practices among teachers of Bachelor of Science in Office Administration in Iloilo Province, when classified according to age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation?

7. Are there significant differences in the level of teaching performance among teachers of Bachelor of Science in Office Administration in Iloilo Province, when classified according to age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation?

8. Are there significant relationships among levels of knowledge, practices and teaching performance among teachers of Bachelor of Science in Office Administration in Iloilo Province?

Hypotheses

1. There are no significant differences in the level of knowledge among teachers of Bachelor of Science in Office Administration in Iloilo Province, when classified according to age, sex, civil status, and highest educational attainment, type of institution, school category, and program accreditation.

2. There are no significant differences in the level of practices among teachers of Bachelor of Science in Office Administration in Iloilo Province, when classified according to age, sex, civil status, highest educational attainment, type of institution, school category, and program accreditation.

3. There are no significant differences in the level of teaching performance among teachers of Bachelor of Science in Office Administration in Iloilo Province, when classified according to age, sex, civil status, highest educational attainment, type of institution, school category, and program accreditation.

4. There are no significant relationships among level of knowledge, level of practices and level of teaching performance of teachers among teachers of Bachelor of Science in Office Administration in Iloilo Province.

3. Theoretical Frameworks of the Study

For the Level of Knowledge of teachers, this study was anchored on Lee Shulman's theory of teacher's knowledge (1986). Shulman proposed seven categories of knowledge that make it possible for teachers to teach and deal with more than practical knowledge – knowledge of content, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge (PCK), knowledge of students, knowledge of educational contexts and knowledge of educational ends, purposes and values. Shulman's theory is useful here because it describes categories of teachers' knowledge required for successful teaching and used to identify the challenges of BSOA teachers in the context of the new BSOA curriculum.

For the level of Practices, this study was anchored to the Educational Theory "Outcome-Based Education" (OBE) of William Spady. The most detailed articulation of the theory underpinning OBE is given in Spady (1994, 1998). Outcome-Based Education means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do

successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction, and assessment to make sure this learning ultimately happens. Such an approach presupposes that someone can determine what

things are "essential for all students to be able to do", and that it is possible to achieve these things through an appropriate organization of the education system and through appropriate classroom practices, (Spady, 1994). This OBE educational theory practice is essential for the attainment of BSOA program development as required by CHED to shift to an outcome-based approach.

As to Teaching Performance, this study was anchored on the Theory of Performance (ToP) advocated by Elger as cited by Caine (2005) which develops and relates six foundational concepts to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes location in the journey. Current level of performance depends holistically on six components: context, level knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involve a performer's mindset,

immersion in an enriching environment, and engagement in reflective practice, (Catolos, 2017).

The theory explains the role of teachers as motivator inside and outside the classroom to learn and applies what he/she learns. The theory is most significant in the determination of how respondents perceived their teaching

performance as BSOA teachers and as what the CHED requires in new curriculum. The study will be enriched by looking at the respondents personal and professional circumstances and how it will affect their teaching performance given the extraordinary challenge - to shift in outcomes-based education as mandated.

Additionally, this study was linked in the student-centered learning based on the constructivist theory of psychologist Jean Piaget. Andrews (2012) asserts that socio-constructivist learning content will empower learners to become lifelong learners with the emphasis on 'learning to learn'. Constructivism emphasizes learners' construction of knowledge and belief. Learners construct information from the environment and combine it with their present knowledge.

Learners' construction of knowledge is determined by instructional conditions that stress social interaction (Schunk, 2012:516). For BSOA educators it is important that learners' understanding should be facilitated by means of activities, class discussions and exercises that are done outside and inside the

classrooms. These classroom practices support the outcomes-based education of CMO No. 19 s. 2017 for BSOA program development.

4. Conceptual Framework of the Study

This study determined the level of knowledge, practices and teaching performance among teachers of Bachelor of Science in Office Administration in Iloilo Province. The respondents in this study were the sample of BSOA organic administration and faculty in the department when grouped as to their profiles in SUCs and LUCs.

Respondents were grouped as to their demographic profiles namely age, sex, civil status, highest educational attainment, type of institution, school category, and program accreditation. Their personal profiles were crucial in understanding their views about a particular problem; therefore, it was imperative to obtain said information. It also explained the level of maturity of responses that were important variables in this study. This included their perceptions, attitudes, assessments, and ways of looking and understanding particular educational challenges, demands and changes.

The independent variables were age, sex, civil status, highest educational attainment, type of institution, school category, and program accreditation which were the assumed causes of dependent variables of the study.

As to **age**, respondents were categorized into "20- 35 years old, "36- 50" years old, and "51- 65" years old. It was presumed that "51- 65" years old

teachers have always thought of something innovative about their job, expert and advanced in the level of knowledge, practices and teaching performance.

As to **sex**, respondents were categorized into "male" and "female". It was presumed that "female" respondents have a different level of knowledge, practices and teaching performance than those of the male respondents.

As to **civil status**, there was a belief that the "single" teachers gave more time to students and more eager to learn more knowledge, improve level of practice and teaching performance. In this study, civil status was categorized into "single" and "married".

As to **highest educational attainment**, respondents were categorized as holders of "Bachelor's Degree, "Master's Degree" and "Doctoral Degree". Researcher believes that respondents who have attained higher education were assumed to have higher level of knowledge, practices and teaching performance.

As to **type of institution**, it was recognized that State Universities and colleges offer more on-campus resources. SUCs often attract distinguished

scholars as professors and may offer quality training for teachers. Therefore, it was expected that "SUCs" have complex level of knowledge, practices and

teaching performance for BSOA teachers. In this study, respondents were categorized into "Private", "SUCs", and "LUCs".

As to **school category**, respondents were categorized into "university" and "college". Researcher believes that respondents in the "university" were assumed to have higher level of knowledge, practices and teaching performance.

As to **program accreditation**, for different educational institutions or programs there are specific types of accreditation. HEIs undergo with accreditation to ensure quality assurance process and to confirm they meet set

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of service and operational standards. Researcher believes that respondents who have attained higher level of accreditation were assumed to have higher level of knowledge, practices and teaching performance. Respondents were categorized into “none”, “level 1”, “level 2”, “level 3”, and “level 4”.

Furthermore, the mandated new curriculum for BSOA gave interest to the researcher to conduct this study by reviewing of related journals, articles, and studies for HEIs compliance, professional development of BSOA teachers, and personal experience in teaching skills-based subjects in BSOA. The information gathered from the literatures guided the researcher to define the variables of the study and eventually the development of questionnaires as an instrument to

answer the specific problems posted.

It highlighted the significance and strength of the relationship among knowledge, practices, and teaching performance among BSOA teachers in Iloilo

Province. It was observed that each of these three variables was significantly and positively related to one another, affirming the direct relationship or positive inter-relatedness of these three variables.

The current level of knowledge, practices and teaching performance among teachers of BSOA in Iloilo Province was assessed through a self-assessment form made by the researcher anchored on the CMO No. 19 s. 2017 for BSOA and from other literatures read. The results were analyzed and from the findings, there were recommendations to address the gaps.

The schematic presentation of the conceptual framework is presented below.

Research Paradigm

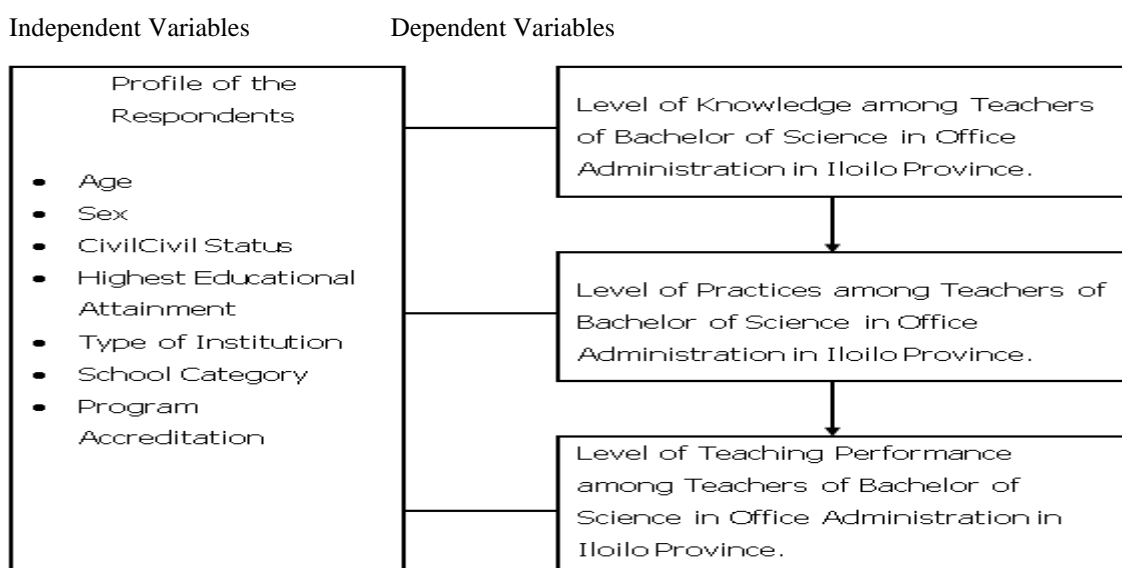


Figure 1. Schematic Presentation and Illustration of the Relationships among Variables

Significance of the Study

The findings of the study could be significant to the CHED, College administrators, BSOA teachers, parents, students, and future researchers.

Scope and Limitation of the Study

This study determined the level of knowledge, practices and teaching performance among teachers of Bachelor of Science in Office Administration in Iloilo Province, Philippines for the School Year 2019-2020.

The study was limited to the organic BSOA teachers in HEI's in Iloilo Province, Philippines. These BSOA organic administrations and faculty members came from two (2) private schools, one (1) Local College and two (2) State Universities.

The researcher utilized a researcher-made questionnaire based on literatures read and the Commission on Higher Education (CHED) Memorandum

Order No. 19, s. 2017 requirements. Said questionnaires were validated by experts and were subjected to

reliability tests. The validity of the questionnaire was determined by presenting the questionnaire to the panel of experts with the use of the Eight-Point Criteria of Good and Scates. The reliability was tested to 30 teachers in Iloilo City.

The data were gathered, tabulated and subjected to statistical analyses. Both descriptive and inferential statistics were used in this study. The statistical tools used were the Frequency Count, Percentage Analyses, Mean, Mann-Whitney U test, Kruskal-Wallis H- test.

The .05 alpha was used as the criterion for the acceptance or rejection of the null hypotheses. All data gathered for the study were analyzed using the statistical processing software known as the Statistical Package for the Social Sciences (SPSS).

5. Literature Review

The research of Gage, Berliner, Porter, and Brophy (cited in Lumanta, 2008) emphasized the importance of the teacher in providing a climate conducive to knowledge. Further, the teacher is considered the most important variable in the learners' educational environment for he/she motivates, guides, and directs the learners' quest for knowledge.

Shulman's (1987) knowledge base for teachers continues to be an influential framework, and consists of the domains of content, pedagogical and curriculum knowledge, and knowledge of learners, educational contexts and ends. His concept of pedagogical content knowledge (PCK) is central to effective pedagogies, that is, how teachers represent content knowledge in ways that students can grasp, anticipating difficulties and building in support such as using images, verbal explanations, relevant examples, metaphors and actions.

Verloop, Van Driel & Meijer (2001, p. 446) use the labels 'teacher knowledge' – or 'teacher practical knowledge' – to indicate the whole of the knowledge and insights that underlie teachers' actions in practice. The concept of 'knowledge' in 'teacher knowledge' is used as an overarching, inclusive concept, summarizing a large variety of cognitions, from conscious and well-balanced opinions to unconscious and unreflected intuitions. We will stress that teacher (practical) knowledge is not opposite to theoretical or scientific knowledge. In fact, knowledge gained from lectures, self-instruction and other sources of teacher education may be absorbed and integrated into teachers' practical knowledge. Because practical knowledge is often not simply discernible in teachers' actions, it needs expertise to make practical knowledge explicit. Elbaz outlined characteristics of that 'tacit knowledge' and made a plea under the motto 'giving voice to the tacit' for research into the possibilities of making that knowledge explicit (Elbaz, 1991). Meanwhile research results of study of practical knowledge have been published; this concern mainly study of the practical knowledge of (prospective) teachers in secondary education (Leinhardt & Smith, 1985; Peterson, Fennema, Carpenter & Loef, 1989; Wubbels, 1992; Meijer, 1999; Korthagen and Kessels, 1999; Verloop et al., 2001). In that research two important research lines can be distinguished. The first not only aims at conscious knowledge realized by reflection, but also at less conscious knowledge

(Wubbels, 1992). The terms 'image' (Calderhead, 1989) and 'Gestalt' (Korthagen, 1993) is core concepts in that approach. The second research line concerning study of teachers' practical knowledge is the study of domain related cognitions. This direction has in fact been launched with Shulman's well-known article (1986b), in which it contended that a fundamental component of the expertise of teachers is a matter of translating content knowledge to knowledge that is suitable to educational situations. He studied the kinds of teacher knowledge that teachers possess and that underlie their actions, and developed an overview of domains and categories of teacher knowledge of the trades' for teachers, with special reference to those broad principles and strategies of classroom management and organization that appear to transcend subject matter: curriculum knowledge, with a particular grasp of the materials and programs that serve as 'tools ail amalgam of content and pedagogy that is uniquely the province of teachers; their own special form of professional understanding; knowledge of learners and their characteristics; knowledge of educational contexts, ranging from the workings of the group or classroom, the governance and financing of school districts, to the character of communities and cultures; and knowledge of educational ends, purposes and values, and their philosophical and historical grounds (Shulman, 1987, p. 8). Since then, much attention has been given in the international research literature to this 'pedagogical content

knowledge' (e.g., Cochran, De Ruiter & King, 1993; Even, 1990; Even, Tirosh & Markovits, 1996; Lerman, 2001; Grossman, 1990; Gess-Newsone & Lederman, 1999).

Three Perspectives on Knowledge

Knowledge-for-Practice

Knowledge-for-practice is perhaps the most widely accepted perspective on teacher learning, notably so in special education. This perspective simply holds that the more teachers know about subject matter, instructional strategies, effective interventions, and so forth, the more effectively they will teach. This point of view thus leans heavily on formal knowledge or what are called 'best practices' or 'evidence-based practices'. This suggests that there is a distinct knowledge base, consisting largely of research validated practices which may be made explicit and learned by teachers, who are then expected to use this information to guide practice (Cochran-Smith & Lytle, 1999). Teachers are thus consumers of knowledge that is largely produced by others, and generally are not seen as generators of knowledge. For many years, this knowledge-for-practice perspective has been used as the foundation for one-shot 'teacher training' or workshop activities to disseminate knowledge and effective practices. Thus, an outside expert would present information on an effective practice to teachers, who were then expected to return to their classrooms and use this

practice. We know from long experience that this approach to professional development has not proven effective (Bull & Buechler, 1997; Cochran-Smith & Lytle, 1999; Goodman, 1995; McLeskey & Waldron, 2000, 2002a; Sprinthall, Reiman, & Thies-Sprinthall, 1996), as teachers seldom use practices, which are presented in such a manner. In recent years, research on professional development and teacher knowledge has revealed that teachers bring prior knowledge and experience to a learning situation, and this knowledge and experience provides the foundation for future learning (Sprinthall, Reiman, & Thies-Sprinthall, 1996). Thus, the new image of teacher learning and related professional development has moved to more of a constructivist model of instruction, and away from a transmission model. Furthermore, it has been widely recognized that teacher learning takes place over time with assistance and support from peers, and does not occur as a result of one-shot workshops (Cochran-Smith & Lytle, 1999). Generally speaking, all three of the perspectives on knowledge and practice that are discussed herein share this conception of active teacher learning. However, as Cochran-Smith and Lytle (1999) point out, just below the surface, this new vision is translated into practice in very different ways.

Knowledge-in-Practice

A second conception of teacher learning, knowledge-in-practice, contrasts sharply with the previously described knowledge-for-practice, and diverges significantly from traditional practice in special education. This conception of teacher learning is similar to the conception of teaching as a craft (Grimmett & MacKinnon, 1992), with an emphasis on knowledge in action—that is, effective practice is what very good teachers know, and this knowledge is not formal knowledge that is 'out there' and readily available to all, but rather is embedded in the practice of good teachers (Cochran-Smith & Lytle, 1999). A fundamental assumption underlying this conception is that "teaching is, to a great extent, an uncertain and spontaneous craft, situated and constructed in response to the particularities of everyday life in schools and classrooms" (p. 262). Thus, teachers learn and become better teachers through experience, reflection on their practice, participation in collaborative teacher groups, inquiry into their experiences in the classroom, the study and discussion of cases, and the like. The image of teacher learning that emerges from this conception differs sharply from the knowledge-for-practice conception of teacher learning. Knowledge-in-practice assumes that what teachers need to know is embedded in the practices of good, experienced teachers. Such teachers thus construct and solve problems out of the uncertainty and complexity of their classrooms, building on knowledge

from previous practice and other information from a variety of sources. This image of knowledge strongly suggests that there is a need for research paradigms that go well beyond the positivist paradigm, and further acknowledges that much of the research that has been produced using the positivist paradigm has little applicability in the classroom (Cochran-Smith & Lytle, 1999). The approach to professional development that emerges from the knowledge-in-practice perspective on teacher learning contrasts the approach used by advocates of a knowledge-for-practice perspective. This conception of

learning leads to professional development that is built upon the practice of good, experienced teachers, and focuses on practices that may be used by teachers to address student learning, motivation, behavior or other issues in the "crucible of action" (Grimmett, 1988, p. 13) within the classroom. Thus, in a sense, professional development is conceived as a form of inquiry, requiring teachers to examine their own practice and the practice of others. This kind of learning sometimes occurs in dyadic situations (as in exchanges between an expert and a less experienced or less expert teacher) and sometimes in groups or communities (as in groups of experienced educators working together to reflect on, inquire about, and transform their experiences) (Cochran-Smith &

Lytle, 1999, p. 268). Furthermore, this perspective on professional development often focuses initially on teachers' examination of what they know and believe

regarding classroom practice, reconsideration of this knowledge and beliefs, and examination and invention of ways of teaching that are consistent with their knowledge and beliefs (Cochran-Smith & Lytle, 1999). This knowledge-in-practice conception of teacher learning assumes that teachers play a central role in school change or improvement. The major role of the teacher in this process is played out as teachers work in communities to reflect on and improve their practice. Such activities could lead a school in the direction of what Fullan (1993) has called learning organizations, as teachers and administrators frequently examine their practices, share this information with others, and seek input regarding ways to improve practice. These activities could also lead teachers and administrators to an examination of their beliefs and understandings regarding schooling and classroom practices, and subsequent examination of how classrooms and their school could be improved to better meet the needs of students, given the beliefs and understandings that have been identified (McLeskey & Waldron, 2000).

Knowledge-of-Practice

A third conception of teacher learning, knowledge-of-practice, contrasts with the first two conceptions that have been presented. While emphasizing different aspects of knowledge, knowledge-for-practice and knowledge-in-practice draw a sharp distinction between formal knowledge and practical or

craft knowledge. The knowledge-of-practice conception of teacher learning does not draw such a distinction (Cochran-Smith & Lytle, 1999). This perspective on teacher learning views all learning as constructed within a context, intimately connected to the knower, but also potentially relevant beyond the immediate situation. Knowledge may thus be used not only in the immediate classroom situation, but also to form conceptual frameworks that teachers use to make judgments. Furthermore, teachers play a central role in generating knowledge by "making their classrooms or schools sites for inquiry, connecting their own work in schools to larger issues, and taking a critical perspective on the theory and research of others" (Cochran-Smith & Lytle, 1999). The image of teacher learning that emerges from the knowledge-of-practice conception is that local school and larger professional communities collectively construct knowledge. Knowledge thus results from the conjoined understandings of teachers and others who are committed to the long-term study of teaching and learning. Teachers' relationship to knowledge is much different in this conception of learning, in that this knowledge is used to not only improve the teacher's classroom practice, but also to transform the classroom and school to better meet the needs of students (Cochran-Smith & Lytle, 1999). Professional development from the knowledge-of-practice perspective is also quite different from previous conceptions.

Professional development from this perspective focuses on teachers' learning by "challenging their own assumptions; identifying salient issues of practice; posing

problems; studying their own students, classrooms, and schools; constructing and reconstructing curriculum; and taking on roles of leadership and activism in efforts to transform classrooms, schools, and societies" (Cochran-Smith & Lytle, 1999, p. 278). These professional communities often include both teachers and researchers, who bring quite different knowledge, skills, and perspectives to the enterprise. However, it is important to note that neither researchers nor teachers serve as 'experts', but rather, all involved are equal, fellow learners in the process. The teacher's role in school change or improvement also contrasts sharply with the previous conceptions of teacher learning. From the knowledge-

of-practice conception of teacher learning, teachers are central participants in school change, as they take on the role of change agents, critically analyze school practices, and collectively develop alternatives for school improvement. Indeed, the very goal of teacher learning and 'professional development' from the knowledge-of-practice perspective is "understanding, articulating, and ultimately altering practice and social relationships in order to bring about fundamental change in classrooms, school, districts, programs, and professional organizations" (Cochran-Smith & Lytle, 1999, p.279). A central aspect of this process is teachers' commitment to student learning and life opportunities, and

the transforming of any barriers (i.e., school policies and structures) that may limit student access to these opportunities.

On Practice

Teacher's Practices has many representations which can be based on a number of views. It is therefore essential to present and examined the following studies about practices of teachers.

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Bialobrzaska, (2006). Lecturers need to be supported to make the paradigm shift that is required to understand OBE and its purpose and to understand the necessary competencies that are essential for fulfilling the expanded roles of the educator. Becoming a reflective practitioner –understanding where we have come from, why we teach the way we do and cultivating the habit of continually reviewing our practice as educators to improve the quality and efficacy of our delivery are keys to making the necessary transition.

Biggs and Tang, (2010). Education is facing challenges in terms of worldwide movement of international students mostly from the Asian and African continents to universities in the West to provide an important source of income to those receiving universities. With this trend higher education is pressured to come up with quality assurance or quality enhancement of teaching and learning (Guico & Dolor, 2013). New and emerging technologies challenge the traditional

process of teaching and learning and the way things are managed and controlled (Macatangay, 2013). This means that students demand high profile programs

that will enhance their prospects. Hence, the challenge lies on how the higher institution will provide the relevant approach to teaching that will address those aspects that bear upon teaching and learning (Guico & Dolor, 2013). Like most concepts in education Outcome-based Education (OBE) has been interpreted and practiced in many different ways. The term is often used quite inappropriately as a label for a great variety of educational practices that pay little more than lip-service to the fundamental principles of OBE. Ultimately, HEIs need to align the systemic structure and the classroom practice with the theory if they are to have genuine outcomes-based education. People can think of OBE as a theory (or philosophy) of education in the sense that it embodies and expresses a certain set of beliefs and assumptions about learning, teaching and the systemic structures within which these activities take place. The most detailed articulation of the theory underpinning OBE is given in Spady. While Spady is not the only person to have made a significant contribution to OBE, he is regarded by many as the world authority on OBE and it is evident that his ideas have had considerable influence on the approach to OBE that has been taken in Australia (Killen, 2000). Educational/Professional achievement of teachers greatly affects the implementation of OBE in LIMA. If students are to learn desired outcomes in

a reasonable effective manner, then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving

those outcomes. It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does (Caguitla, 2013).

Reyes, (2003). Effective teaching refers to instructional practices and behaviors that lead to the attainment of educational objectives which promote academic achievement, while responsible teaching refers to the development of desirable attitudes and values among the students which include guiding them towards assuming personal responsibility for learning, there can be no expert teaching. Expert teaching is concerned with the holistic development of the learner.

According to Lardizabal (2003), an effective teacher challenges their students. The most effective teachers are often the ones that many students

consider to be their most difficult. This is because they challenge their students and push them harder than the average teacher does.

Lapuz (2010) emphasized that to be an effective teacher; one should understand the content that they teach and knows how to explain that content in a manner that their students understand. There are teachers who do not know the content well enough to effectively teach it. There are teachers who are truly

experts on the content, but struggle to effectively explain it to their students. The highly effective teacher both understands the content and explains it on

level. This is supported by Pellegrino (2011), who said that an effective teacher uses a variety of media in their lessons. Like it or not in the 21st century and this generation of students was born in the digital age. These students have been bombarded by technological advances unlike any other generation. They have embraced it and if teachers do not, then they are falling behind. This is not to say that one should eliminate textbooks and worksheets completely, but effective teachers are not afraid to implement other forms of media within their lessons.

Taking a cue from Alexander (2001), teaching practices are the specific actions and discourse that take place within a lesson and that physically enact the approach and strategy. Teaching practices comprise teacher spoken discourse (including instruction, explanation, metaphor, questioning, responding, elaboration and management

talk); visual representation (using a chalkboard, writing, diagrams, pictures, textbook, learning aids such as stones, experiments,

drama) to understand or construct the new knowledge being presented or indicated to the learners;

- the act of setting or providing tasks for learners to cognitively engage with new content or develop physical skills, such as

experimentation, reading, writing, drawing, mapping, rehearsing, problem solving, practising;

- a variety of social interactions, in which language is central between learners or earners and teacher such as pairs, groups, individually or whole-class;

- teachers' monitoring, use of feedback, intervention, remediation and formative and summative assessment of the students or assessment by the students themselves.

Mourshed et al. (2010). Learning occurs when students participate in activities that are ideally in authentic situations, or those that approximate as closely as possible to the contexts in which the knowledge will later be required. Authentic tasks and simulations that approximate to 'real' situations with teachers modelling expert practice are central pedagogic approaches in this theory of learning. Such collaborative teacher professional development is seen as key to improving education systems globally.

Influential theories of learning for teacher educators from the US include structured classroom lesson observations, taking inquiry as a professional stance

and modelling practices through ecological 'thinking aloud' (Cochran-Smith, 2003, Lunenberg et al., 2007, Stallings and Mohlman, 1988).

(Orr et al., 2013), 'effective' teachers' pedagogic practices are broadly interpreted and seen in the outcomes they engender. Measurements of enhanced student cognition are key, but other indicators are included, such as changes in student confidence, participation or values, and social indicators such as teacher-student interaction and inclusion. Secondary outcomes of successful learning as a result of effective teacher pedagogic practice may be higher student attendance, use of resources, use of specific practices and stakeholder satisfaction, such as parents and community members.

A modern view of teaching practice also includes professional activities on the school level, such as co-operating in teams, building professional learning communities, participating in school development, and evaluating and changing working conditions. These activities shape the learning environment on the school level, i.e. the school climate, ethos and culture, and thus directly and indirectly (via classroom-level processes) affect student learning. Teachers do not act only in the classroom where they instruct students more or less in isolation from other classes and teachers. (Darling-Hammond et al. 2005).

Eraut (1995a) posits that a (prospective) teacher is often faced with lack of time to reflect in action, because of the necessity to react immediately (cf. Dolk, 1997). Furthermore, a danger is that reflections remain superficial through lack

of – subtly 'fed' – adequate theoretical knowledge (Kennedy, 1992; Oonk, 2001). Another problem is the (tacit) interpretation of the different concepts. Terms such as reflective practice and reflection in action encompass some notion of reflection in the process of professional development, but at the same time

disguise conceptual variations that have implications for the design and organization for teacher education courses (Calderhead, 1989; Boerst & Oonk, 2005).

On Teaching Performance

Ladd (2006) said that the single most important quality that every teacher should possess to make education work is love and passion for teaching young people. This could not be replaced by anything. The best teachers go out of their way to find ways to relate to each of their students. Common interest can be hard to find, but good teachers will find a way to connect with their students. A teacher can also derive good performance from being proactive. Intense planning and organization can ultimately make the job all the less difficult.

Kenny (2006) pointed out that if there are poor performers in the classroom, it may be because of the student's slower inability to grasp certain topics other than the classmates. There are many reforms on education being implemented one by one. These are on classroom environment, academic curriculum, and lately the evaluation of teacher performance. Many of the

advocates of education reform in America say that salaries of teachers should be based on performance that can be reflected during test scores of the students in exams.

To Glewwe (2003), the performance of teachers could not only cripple the education system, but also would send "poor performers" to the real world in employment. But some of the teachers' unions would argue

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that "poor performance" should not be judged solely on exam scores by the students but the overall effectiveness of the performance.

On Teachers among BSOA

Teachers Knowledge Practices and Performance on Outcomes -Based Education and its relevance to Office Administration would mean addressing the needs of the students and the employers of today and providing the future graduates a curriculum of global comparability. To meet the challenges of the new educational approach, lecturer's roles have been re-conceptualized.

To address global changes in education today, HEIs need to adhere to mandated policies, standards and guidelines for BSOA. Administrators and teachers under BSOA should have enough knowledge about the curriculum and be able to execute intended teaching practices to ensure that student-centered learning or outcomes-based education produce quality graduates. Knowledge on fundamental concepts and principles of OBE is vital, as well as the implications of

this framework in school systems and processes. The implementation of OBE in HEIs requires change in institutional process involving realignment and

adjustment in organizational structures, educational processes and systems in accordance to CHED Memorandum 19 s.2017, from top to bottom - from BSOA dean to program head, and down to teachers. They must be qualified and aligned with regard to what is set by the BSOA curriculum standards. Indicated in the implementation of the BSOA minimum curricular standards is the minimum number of schools authorized by CHED to offer the BSOA, the minimum number of units prescribed by the CMO, the course resources, the activities for students, and learning outcomes and assessments which render teachers' knowledge, practices and teaching performance towards outcomes-based education necessary. The status of BSOA teachers as professionals is challenged by global curriculum which expects BSOA to adopt the outcomes-based curriculum.

Outcomes-based education according to Spady (1994, p. 12) is clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experience.

The definition explicitly specifies certain markers, which should serve

as bases of actions and procedures that schools must undertake to ensure the

proper institution-wide implementation of OBE. Tucker (2004) further emphasized this in his description of OBE as a process that should involve the restructuring of curriculum, assessment, and reporting practices in education.

According to the research of Macayan, (2017) entitled, 'Implementing Outcome-Based Education (OBE) Framework: Implications for Assessment of Students' Performance' the changes that OBE entails put emphasis on students' demonstration of learning outcomes rather than accumulation of course credits. Also, these definitions of OBE emphasize the need to accordingly align all aspects of educational processes and systems to the expected outcomes that all students should be able to proficiently exhibit at the end of the curriculum, and that outcomes should not be viewed synonymously with grades or simply curricular completion, but rather authentic demonstrations of expected competencies as a result of significant learning experiences.

Bresciani (2006) said outcome-based assessment is a systematic and intentional process. This means that the assessments used in this set-up are deliberately designed and administered in pursuit of outcomes attainment. Along with teaching and learning activities, assessments used in OBE classrooms should be constructively aligned with the outcomes that are expected to be successfully demonstrated at specific stages and curricular levels (Biggs, 2011; Biggs & Tang, 2007).

The term outcome is lexically defined as "something that follows as a result or a consequence", "an end-product or a result", and "the way a thing

turns out". One common denominator among these definitions is that they all concur that outcomes happen as a product or an end-result of processes or any

antecedent factors or events. In education, outcomes are viewed as the learning results that students are expected to demonstrate across the curriculum. Hence,

outcomes in education may vary in terms of levels or forms, (Macayan, 2017).

According to Killen (2000), some outcomes are expected to be demonstrated at a course level (subject-related academic outcomes), and some are at the program and institutional levels (cross-discipline outcomes).

However, according to Spady (1994, p. 49), the most important form of outcomes with which other forms or levels of outcomes should be aligned are those that reflect real life roles that learners will perform the moment they exit the education system – these are called “culminating outcomes.”

Simply, the course/subject-related and program level outcomes should be fundamentally linked to the culminating or exit outcomes of education. This practice ensures that education prepares students to perform future life-roles.

Thus, the focus of OBE is more on the results or products of education, rather than on the content and curricular processes (Morcke et al., 2012).

One of the operating principles of OBE in Spady’s (1991; 1994) framework is the Design Down Principle which should be simultaneously applied together with the other operating principles (i.e., clarity of focus, high expectation, and

expanded opportunity). The Design Down Principle is like a top-down approach of formulating and stating outcomes. The culminating outcomes should be stated first, followed by some enabling outcomes (program level), then by some discrete outcomes that are measured in terms of specific learning tasks (course level). The backward design of outcomes would somehow guarantee that all the forms and levels of outcomes across the curriculum are systematically and intentionally aligned and connected. Then, the implementation of this design should be forward.

As discussed in the preceding section, the implementation of OBE in the institution level would entail restructuring of relevant systems and procedures to constructively facilitate the attainment of the desired outcomes of education. This includes the critical restructuring of assessment methods and procedures employed by educators and institutions in evaluating student performance, which serves as evidence of the attainment of outcomes. Assessment plays an important role in the educative process. It serves as a basis for determining the rate of learning progress of students as well as the source of information of opportunities for further improvement. One of the most comprehensive

definitions of assessment are provided by the American Association for Higher Education (Angelo, 1995, p. 7) as an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and

public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance.

In OBE schools, assessment, when implemented appropriately, would have manifold purposes and benefits. Aside from providing educators ideas about the progress of students, it also informs them about the effectiveness of their teaching methodologies and approaches. Moreover, assessment results in an OBE school are used as bases to improve educational services and systems on an institutional level (Bresciani et al., 2012).

According to Macayan (2017), proper implementation of OBE both in the classroom and institutional levels would demand paradigm shift.

The following summarizes the shifts of assessment practices moving from the traditional practices to OBE practices:

Paradigm Shift 1: Teacher-Centered to Learner-Centered Approach

Assessment in outcome-based education requires a shift in mindset of educators and educational leaders. The shift requires a turnaround of approach from teacher-centered to learner-centered education (Bresciani, 2012; Bresciani et al., 2009; Ramoroka, 2006; Nieburh, 1996).

Paradigm Shift 2: Being Outcomes-Minded

Needless to say, in outcome-based education framework everything should be based on outcomes. Thus, assessment methods and techniques should be consistent with the stated outcomes of education. According to

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Bresciani (2006), outcome-based assessment is a systematic and intentional process. This means that the assessments used in this set-up are deliberately designed and administered in pursuit of outcomes attainment. Along with teaching and learning activities, assessments used in OBE classrooms should be constructively aligned with the outcomes that are expected to be successfully demonstrated at specific stages and curricular levels (Biggs, 2011; Biggs & Tang, 2007).

Spady (1994) specified four operating principles that will guide educators and academic leaders in the implementation of OBE. When applied consistently, systematically, creatively, and simultaneously the efforts of shifting to OBE can be almost guaranteed.

The four operating principles of OBE and their implications for assessment are as follows:

Clarity of focus. Educators should be made aware and conscious

about the outcomes of education each student must manifest or demonstrate

at the course level and that these outcomes at the classroom level are connected to the attainment of higher-level outcomes (i.e., program/institutional outcomes

and culminating outcomes). Thus, at the initial stage of academic or course planning, the higher outcomes serve as guide for educators in defining and clearly stating the focus of the course/subject. This principle implies that the criteria of attainment of learning outcomes (students' learning performance) that can be elicited through assessments should exhibit a particular standard that applies to all learners. In effect, this standardizes the assessment practices and procedures used by educators in specific subject/course.

High expectations. As stated in the clarity of focus principle, learning outcomes at the course level are necessarily connected to higher level outcomes. These connections warrant educators from eliciting high level of performance from students. This level of performance ensures that students successfully meet desired learning outcomes set for a course, and consequently enable them to demonstrate outcomes at higher levels (program or institutional level). Thus, the kind of assessments in OBE learning context should challenge students enough to activate and enable higher order thinking skills (e.g., critical thinking, decision making, problem solving, etc.), and should be more authentic (e.g., performance tests, demonstration exercise, simulation or role play, portfolio, etc.).

Expanded opportunity. The first and second principles importantly necessitate that educators deliver students' learning experiences at an advanced level. In the process, many students may find it difficult complying with the standards set for

a course. As a philosophical underpinning of OBE, Spady (1994, p. 9) emphasized that "all students can learn and succeed, but not on the same day, in the same way". This discourages educators from generalizing manifestations of learned behavior from students, considering that every student is a unique learner. Thus, an expanded opportunity should be granted to students in the process of learning and more importantly in assessing their performance. The expansion of opportunity can be considered multidimensional (i.e., time, methods and modalities, operational principles, performance standards, curriculum access and structuring). In the assessment practice and procedures, the *time* dimension implies that educators should give more opportunities for students to demonstrate learning outcomes at the desired level. Thus, provisions of remedial, make-up, removal, practice tests, and other expanded learning opportunities are common in OBE classrooms. Methods and modalities of assessment can also be expanded depending on the types of learners. Students vary in many ways. One important aspect of diversity among learners for example is their thinking style.

In studies on thinking styles (Abdi, 2012; Zhang, 2002), findings revealed that students vary on thinking or cognitive styles. These manifold styles when accommodated appropriately not only on the delivery of lessons but also on the

type of assessments would yield more productive and successful results from students in terms of demonstrating the learned outcomes.

Design down. This is the most crucial operating principle of OBE. As mentioned in the previous section, OBE implements a top-down approach in designing and stating the outcomes of education (i.e., culminating --- enabling --- discrete outcomes). The same principle can be applied in designing and implementing outcomes' assessments in classes. Traditionally, the design of assessments for classes is done following a bottom-up approach. Educators would initially develop measures for microlearning tasks (e.g., quizzes, exercises, assignments, etc.), then proceed to develop the end-of-term tasks (e.g., major examination, final project, etc.). In OBE context, since the more important outcomes that should be primarily identified and defined are the culminating ones, it follows that the same principle should logically apply. Thus, the first assessment that should

bedeveloped and designed for a course is the final assessment; from this, smaller measures (discrete tasks) can be logically designed and progressively implemented. This process employs the top-down approach, which guarantees that all course assessments are constructively linked and aligned to the desired

outcomes of the course/subject, and ultimately to the culminating outcomes of education (i.e., program/institutional, and exit).

6. Related Studies

Related literature discusses the BSOA Curriculum and shows a large variation of definitions and opinions concerning the demographic profiles of teachers and each relationship among knowledge, practices and teaching performance.

Bachelor of Science in Office Administration (BSOA) is a four-year degree program designed to provide students with knowledge and skills in business management and office processes needed in different workplaces such as general business offices, legal or medical office (Commission on Higher Education Memorandum Order No. 19, s. 2017).

The BSOA program prepares students to be able to carry out clerical, administrative, supervisory and managerial tasks. In addition, the program also trains students to develop their skills in keyboarding, filling, and shorthand or stenography (Commission on Higher Education Memorandum Order No. 19, s. 2017).

Subjects and Curriculum

The BSOA curriculum contains both General Education Subjects (English, Math, Filipino, Social Sciences and Humanities) and Professional Subjects. The Professional Subjects of the BSOA program are further divided into two categories:

1. *Business Core Courses:* Basic Accounting, Basic Finance, Principles of Management, Principles of Marketing, Human Behavior in Organization, Business Application Software, Business Communication.

2. *Office Administration Core Courses:* Foundations of Shorthand, Basic Office Administration, Business Report Writing, Word Processing with Documents Production, Advanced Keyboarding, Principles of Customer and Public Relations.

Elective courses are also integrated in the BSOA curriculum. Depending on the student's chosen field of specialization, he/she chooses the appropriate elective subjects. The following are examples of elective subjects:

- Specialized Shorthand
- Specialized Office Procedures (Legal or Medical)
- Entrepreneurship
- Business Law and Taxation
- Mathematics of Investment
- Filipino Isteno
- Customer Relations
- Managerial Accounting

There are three main specializations in the BSOA program:

- Office Management
- Computer Education
- Computer Secretarial

Career opportunities for BSOA graduates

- Clerk/Encoder
- Stenographer/ Transcriber
- Call Center Agent
- Customer Relation/Reception Clerk

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- Office Secretary
- Personal Assistant
- Bill and Account Collectors

There are some schools that offer a *ladderized* curriculum for the BSOA program. For each year level a student completes, they receive a proficiency certificate. The proficiency certificate is granted to students who passed the competency test administered by the Technical Education and Skills Development Authority (TESDA).

Recommended Senior High School Strand

Students who want to pursue a degree in Office Administration are encouraged to take the Accountancy, Business, and Management (ABM) strand. This strand provides the basic concepts of business and financial management,

and corporate operations which will be helpful in their college journey. However, students may also opt to take the General Academic Strand (GAS) if they prefer

a wider range of topics. The GAS strand has a flexible curriculum where students can learn from the electives of all the other academic strands.

Subjects and Curriculum

- Basic Accounting
- Basic Finance
- Principles of Management
- Principles of Marketing
- Human Behaviour in Organization
- Business Application Software
- Business Communication
- Foundations of Shorthand
- Basic Office Administration
- Business Report Writing
- Word Processing with Documents Production
- Advanced Keyboarding
- Principles of Customer and Public Relation

Program Outcome

Graduates of Office Administration are expected to be able to:

- Provide general administrative and clerical support according to the Code of Ethics for Office Professionals.
- Handle office management activities and programs
- Manage effective office communications
- Organize files, information, and office supplies
- Work in a diverse environment

On-The-Job Training/Internship

During the fourth year of the program, students are required to attend an On the Job Training (OJT) in various legal or medical companies. Students are given the opportunity to apply their knowledge and skills in an actual work setting. Usually, universities require them to submit a written report on their tasks, learning experiences, and hours rendered. Their work performance will also be evaluated by their immediate managers

and will be submitted to their respective OJT coordinator. The number of hours required may differ in each school.

Board Exam

The BS in Office Administration does not have a board examination. However, graduates may opt to take the Civil Service Examination (CSE) conducted by the Philippine Civil Service Commission (PCSC) to qualify to work in the government. Some graduates opt to take a Master's degree followed by a Doctorate degree to develop expertise in the industry.

Career Opportunities

Graduates of BS in Office Administration may pursue a career path in various legal or medical companies. They may apply for roles such as a medical secretary, legal secretary, court stenographer, administrative staff, customer service representative, encoder, or bookkeeper.

The curriculum of this program is mandated to assure quality delivery in accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the Higher Education Act of 1994. In pursuance of an outcomes-based quality assurance system as advocated under CMO No. 46 s. 2012, and by virtue of Commission en banc Resolution No. 231-2017 dated March 28, 2017, the following policies, standards and guidelines (PSGs) are set. In the Article 1. Section 2, all private higher education institutions (PHEIs) with existing BS Office Administration program are required to shift to an outcome-

based approach based on these PSGs. State Universities and Colleges (SUCs), and local universities and colleges and (LUCs) should likewise strictly adhere to

the provisions in these policies and standards (Commission on Higher Education Memorandum Order No. 19, s. 2017).

Office Administration curriculum allows the students to explore the concepts and processes leading to becoming top quality office administrator and achievement of personal and organizational success. The primary objectives of

office administration curriculum are to have sufficient exposure to the realities of the business world, through academic instructions closely coordinated with the business community; to have common foundation of knowledge and understanding concerning modern business through a core program consisting of general education and professional office administration; and to provide proper motivation for professional growth (Commission on Higher Education Memorandum Order No. 19, s. 2017).

Demographic Profiles of Teachers and Each Relationship among Knowledge, Practices and Teaching Performance.

Studies on the influence of teachers' age, marital status and gender on students' learning have found a significant connection between teachers' effectiveness and teachers' age, marital status and gender. Few studies, however, exist in literature on teachers' age and academic achievement of

students. The reason according to Sloane & Kelly (2003) is that most developed countries such as America do not care about the age of a teacher. A study on teachers' age carried out in Turkey by Martin and Smith (1990), teachers' age

was grouped into three levels – young age, middle age and old age. The study revealed that middle aged teachers were perceived by learners to be more effective in classroom organization, motivation, communication and competence. On the other hand, the study of Goebel and Cashen (1979) revealed that old

teachers were rated lower on teaching skills than young or middle-aged teachers. In Riley and Ryan (1969), younger teachers were rated contrary however; Dehanty (1977) found no significant difference between the ratings of old and younger teachers. This is also in line with Abrami and d' Appollonia (1999) and d' Appollonia and Abrami (1997). On the variable, teachers' marital status, Kong (2005) discovered that unmarried and married teachers had higher scores than those separated and divorced in the dimensions of job engagement, especially in the dimension of vigor and dedication. According to Zhang and Fang (1991) psychological problems such as separation and divorced affect teachers' dedication to duty. Kong (2009), however, posited that single teachers who do not have any family issues and more dedicated and committed to their jobs. For Ayeop (2003), married teachers have higher job satisfaction compared to single teachers and those in the group of others (that is, separated and divorced).

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Studies have shown that teachers' gender has its role on the effectiveness of teachers. According to Norlander – Case, Regan and Case (1999) women tend to perform better in teaching than their male counterparts. This view is also supported by Mwamwenda and Mwamwenda (2002). For Mwamwenda and

Mwamwenda, female teachers performed significantly better than pupils taught by male teachers in English Language, Mathematics, Science and Social studies in Botswana. Zuzovsky (2003) also reported that in her study in Israel, students

taught by female teachers achieved more than those taught by male teachers. However, Abrami and d' Appollonia (1999) and d' Appollonia and Abrami (1997) opined that teachers' gender characteristics may not influence student's learning. This observation is supported by Centra and Caubatz (2002) and Kite (2001). This finding is also in line with Kong (2008) who declared that no research has connected test results to teacher gender. However, the studies of Arbuckle and Williams (2003) declared that male teachers performed better than female teachers in areas of asserting authority and using meaningful voice tones during teaching. This finding is not different from that of Martin and Smith (1990) who opined that male teachers were rated higher in their performance than their female counterparts.

The Relationship between Knowledge and Practices

Yee Fan Tang, S. (2003) identified important contexts of the development

of teacher knowledge, namely the action context, the socio-professional context and the supervisory context (p. 483).

This differentiation reflects the author's complex view of the growth and development of teacher knowledge, the teaching act in classrooms, the interpersonal aspects of teaching, and finally the impact of supervisors on

shaping knowledge. This view is practice oriented: the practice of teaching, the practice of developing interpersonal relations with diverse participants in school life, and the practice of learning from and with supervisors. Personal practical knowledge is a term designed to capture the idea of experience in a way that allows us to talk about teachers as knowledgeable and knowing persons. Knowledge is not found only 'in the mind', it is 'in the body'. And it is seen and found 'in our practices' (Connelly & Clandinin, 1988, p. 25). Tamir concludes that the actual behavior of a person in his or her professional field is a result of interaction between professional and personal knowledge (p. 265). Grossman, P. L., & Richert, A. E. (1988). From the research, *Unacknowledged Knowledge Growth: A Re-Examination of the Effects of Teacher Education*, the researchers define teacher knowledge as follows: "a body of professional knowledge that encompasses both knowledge of general pedagogical principles and skills and

knowledge of the subject matter to be taught" (p. 54). Tamir, P. (1991) addresses subject matter and the knowledge needed for teaching it. Tamir bases

his insights on an example of teaching the design and use of practical tests in previous studies (Tamir, Nussinovitz, & Friedler, 1982). Though Tamir's paper is dated earlier than the following one, it clearly relies on the work of Connelly and Clandinin (1988). Tamir elaborates the concept of teacher knowledge and suggests the distinction between professional and personal knowledge of teachers. He defines "professional knowledge" as follows: "By professional

knowledge we commonly refer to that body of knowledge and skills which is needed in order to function successfully in a particular profession" (p. 263). In the special case of the teaching profession, this knowledge is both general and personal-experiential. Personal knowledge of teachers is viewed by Tamir in terms used by Connelly and Clandinin (1988): Personal practical knowledge 'is a term designed to capture the idea of experience in a way that allows us to talk about teachers as knowledgeable and knowing persons. Knowledge is not found only 'in the mind', it is 'in the body'. And it is seen and found 'in our practices' (Connelly & Clandinin, 1988, p. 25).

Kind (2009). In the context of teacher education, a central issue is the definition of what are the skills that a teacher needs to know to teach (knowledge base). As already mentioned, for many decades, it was believed that

what the teacher needed to know in order to teach was the specific content. In practice, however, is not only content what characterizes a good teacher. If so,

all university teachers, researchers and experts in their content, should be excellent teachers. However, it is known that this is not at all a truth and, on the contrary, the inefficiency of experts in the classroom is one of the major complaints of the students in general. According to Shulman & Shulman (2004),

teacher learning has recently shifted from an emphasis on the individual towards the concept of teacher-learning communities based on theories of situated cognition that recognize the importance of social engagement arising from the particular contexts and institutions in which teachers practice.

In the literature on teacher knowledge, various names have been used, each indicating one aspect of that relevant knowledge (Henze, Van Driel, Verloop, 2007). Together, these designations give an overview of how teachers' knowledge has been investigated in the last decades (Verloop et al., 2001). The most commonly used names are personal knowledge (Connelly, Clandinin, 1985), situated knowledge (Brown, Collins, Duguid, 1989), knowledge of professional, craft knowledge (Shimahara, 1998), action-oriented knowledge (Carter, 1990), tacit knowledge (Eraut, 1994), among others. In this work the expression teachers' knowledge is used to indicate all the teachers' knowledge and beliefs

that influence their teaching practices as assigned by Verloop, Van Driel and Meijer (2001).

Thiessen (2000) claims that this orientation is the most promising for teacher education. In his view – considering the image of teaching as 'knowledge work' – the emphasis on concurrent use of practical and propositional knowledge distinguishes this orientation from the impactful behaviors and the reflective practices orientations. He argues that student teachers should experience "the

concurrent use of knowledge in each pedagogical phase and context – on campus through strategies which focus on practically relevant propositional knowledge and in schools through strategies which focus on purposeful, defensible practice (i.e. propositionally interpreted practical knowledge)" (Thiessen, 2000, p. 529). What he contends in this way about relating theory and practice, is to some extent in accordance with ideas of Eraut (1995b) and Leinhardt et al. (1995). Verloop et al. argue that, although the importance of integrating formal theoretical knowledge and teacher knowledge is evident, it is necessary to come to a balanced view of both theory and practice before the relationship between those two components of the knowledge base of teaching can be studied adequately (Verloop et al., 2001, p. 445).

The authors contend that the process of eliciting and reconstructing practical arguments allow teachers to take control of their justifications, and

therefore, take responsibility for their actions. Practical argument seems a usable concept. For student teachers it is a reason to use theory in practice, and so for

teacher education it is a reason to 'feed' student teachers' learning environment with relevant theory. Pendlebury (1995) agrees on Fenstermacher's and Richardson's assertion that good teaching depends upon sound practical reasoning, but she doesn't agree with their statement that an improvement in teachers' practical arguments results in better practical reasoning. She thinks

that sound practical reasoning requires situational appreciation, a way of seeing which is better nurtured by stories than by formal arguments (Pendlebury, 1995, p. 52). It is a relevant comment on Fenstermacher & Richardson's statements. The learning environment of (student) teachers does in any case need the feeding – both implied and explicit – with a variety of theories and theory laden stories and furthermore, the guidance of an expert in order to level up the student teachers' practical reasoning. Moreover, the expert has to be aware of the importance of learning by interaction (Elbers, 1993) and of 'constructive coaching' (Bakker, Sanders, Beijaard, Roelofs, Tigelaar & Verloop, 2008) from Van Driel, Verloop & Vos (1998), who consider pedagogical content knowledge as a specific type of practical knowledge. In comparison with experienced teachers, student teachers' practical knowledge will be different, supposedly more extreme, which means either more theoretical (formal) or more of a

'practical wisdom' character (informal). Experienced teachers select (filter) useful knowledge on the basis of their teaching experience; student teachers mainly

have to draw from experiences from their own educational history or from knowledge that they acquired in 'colleges' (Cohen & Ball, 1990; Stipek, Givvin, Salmon & MacGyvers, 2001).

Relationship between Knowledge, Practices, and Teaching Performance of Teachers

Wiske (2008) reported that the amount of education coursework completed by regularly certified teachers explained more than 4 times the variance in teacher performance than did measures of teacher content knowledge. Further it demonstrated consistent, strong, and positive relationships

between teacher education coursework completed and teacher performance in the classroom.

Lambert (2004) believed that while some factors that influence improving performance are immutable, other factors can be influenced by the performer or by others. The factors that can be varied fall into three categories such as performer's mindset, immersion in the different environments and reflective practice. Performer's mindset includes actions that engage positive emotions.

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Immersion in a physical, social, and intellectual environment can elevate performance and stimulate personal as well as professional development.

Elements include social interactions, disciplinary knowledge, active learning, emotions (both positive and negative), and spiritual alignment. Reflective

practice involves actions that help people pay attention to and learn from experiences.

The status of teachers as professionals with a body of knowledge to draw on, as experts with professional academic freedom, is challenged by global curriculum and work reforms that place more demands on them but diminish their participation and autonomy, so that teachers' status has declined rather than increased over the last 23 years (Robertson, 2012). That body of knowledge itself is challenged through increased numbers of unqualified and undereducated teachers passing through alternative routes to the classroom. Teacher characteristics as they enter teacher education are heterogeneous and include: gender; background in terms of location within a country (urban/rural); educational experience and qualifications; teaching experience; attitudes and beliefs around teaching and learning (Lewin and Stuart, 2003, Pryor et al., 2012). Such characteristics differ widely between countries. For example, the educational qualifications of teachers in Senegal are far more varied than those

in Uganda, having implications for the kind of training that will meet their heterogeneous needs (Pryor et al., 2012). The theory of andragogy or adult learning suggests that adults build on these characteristics and in contrast to

children, have their own developed self-concept, have greater learning readiness and can take on practical, problem-solving approaches. Prior experience may

also, however, block out acceptance of new concepts or content. Experienced teachers routinize much of their practice, making it habitual and automatic, built

on tacit, situated knowledge (Eraut 2000; Knowles et al., 2005). This can also be ritualistic. Novice teachers, on the other hand, need to learn their practice consciously, while avoiding cognitive overload (Abadzi, 2006).

Foreign Studies

Knowledge in Educational Quality Assurance

In the research of Amir (2015), it is seen that for designing a successful and effective quality assurance system (QAS) at educational system in Iran, planners and policy makers must be considered these three dimensions as well

as four phases to develop the effective QAS. Results show that for developing the quality assurance strategy as the best choice, they must be focused in economical, technical, and organizational dimensions as main dimensions of

feasibility system. Also, these findings suggest that QAS is more appropriate for improving evaluation flows and access to qualitative result within the organization. Although his model provides a framework for designing and implementing a QAS, there were some limitations in his study. First, the model

did not consider all possible dimensions and factors, elements, and their interactions. Depending on these factors, additional factors and interactions,

within this educational system, could be added. For example, several factors that have been supported in the selection of quality making strategies like

organizational culture, leadership, structure, culture, innovative capabilities, and strategic goals of the organizations were not explicitly included in this model, but could be easily considered to improve the designing the QAS. Second, to increase the validity of these results it was desirable to invite more direct participation from a larger number of this educational system's stakeholders; for instance, it would be appropriate to use expert and experienced teachers as participants in the data collection process; furthermore, the researchers have some suggestions for future research. Future work is planned along the following lines. First, a plan to include more elements and factors in developing the structural model should be taken in to place. Second, the number of participants

is going to be increased to include more participants from each regional educational system being studied.

This will allow the development of a more robust structural model for each educational system and finally a common model for all educational systems across Iran. In conclusion, managing quality in educational system is a dynamic

and multidimensional process. Therefore, there is very heavy dependency on the art of planner and designer to develop the effective QAS.

Ultimately, it can be said that any educational system must be aware that quality assurance is anything causing a beneficial change in quality performance, so for quality assurance and improvement, it must become an integral and

essential part of an institution's operations, processes and procedures (American Journal of Educational Research, 2015).

This is important for the continuous quality improvement of an institution. Quality Assurance can be achieved through effective internal management involving effective utilization of human resources, system, facilities, finance, and the development of positive corporate culture (Zuhairi and Suparman 2002). The success of quality assurance in an organization depends on the total commitment of the management. The quality assurance in an educational institution is possible when every member of the organization contributed his might to the quality process (Venkaiah 1995).

The nature, range, method of delivery and organization, and management of learner support system varies from one institution to another. The competitive advantage of an institution lies in its systems, procedures, policies and programs. It is difficult for any distance education institution to serve the needs of its students efficiently and effectively without any quality assurance measures. The

success of quality assurance in an organization depends on the total commitment of the management and all the members of its staff.

Local Studies

Teachers, Knowledge, and Academic Performance

The indication of academic performance evaluation in state universities and colleges has been a constant practice in the Philippines. Performance is the completion of a known job and undertaking that is evaluated and measured against preset known standards of correctness, exactness, completeness, speed and efficiency. These are the results of activities of an individual, an organization or even an investment over a given period of time. According to Sampson, Driscoll, Foulk and Carroll (2010) the performance and success of a faculty member of a university are based on how they perceive and how knowledgeable they are to the different basic and fundamentals of teaching, research and service in such a way that it uses the available resources. Faculty members are

also expected to contribute substantially to the learning of their students and their growth academically. The academy calls for continuous improvement. With the increased accountability for further development and improvement, one goes back to the basic unit of academe-its core, the faculty. These learning assets, in its delivery of knowledge transfer across time and technology, need to be fit with

the demand of the above-mentioned conditions portrays. Such requires re-examining and evaluation of them to get a sound of fit facilitation in terms of learning delivery skills- enabling them to deliver phenomenal learning

experiences for its audience- the students. Further, assessment of specific practices of each and every faculty help determine if it commensurate expectations from students, academic stand point, in relation to program's objectives. As defined by Miller (1987), faculty evaluation is either (1) a process designed to improve faculty performance (a development process), or (2) a procedure that assists in making personnel and strategic decisions (a reviewing process). In support of the early claim that academe needs to adapt with the advancement of ages, faculty evaluation has to do with the member's ability and interest in continuing to grow (Licata 1986). More so, an academic institution which caters the demand of information and technology has to be at pace with the pressing need that the course requires. The conjunction of the globalization

of higher education in terms of new information technology is change driven. Frontiers to learning facilitation are key ingredients in this transformation process. Evaluation of these key areas leads to determining faculty performance and its effectivity in improving student learning outcomes. (Mccinis 2002).

Furthermore, education experts all over the country work tirelessly to identify the salient points or domains needed in line with the vision of

transforming the Filipino Teacher into a globally competitive one. Thus, the National Competency-Based Teachers Standards (NCBTS) was born and Teacher Work Performance Appraisal (TWPA) is anchored on it (Cebrian, 2009). The

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TWPA system provides teachers with meaningful appraisals that encourage professional learning and growth. The process is designed to foster teacher development and identify opportunities for additional support. Moreover, the TWPA framework is divided in seven domains such as diversity of learners, curriculum content and pedagogy, planning, assessing and reporting, learning environment, community linkages, social regard for learning and personal growth and professional development.

To Heneman (2009), regularly certified teachers outperform non-certified or provisionally certified teachers in terms of student achievement and observations by administrators and others, this research, should be viewed with

some skepticism. First, only a small portion of the studies conducted relate teacher certification to student achievement. Second, survey research of teachers shows that few value their training experiences in schools of education.

The Philippine Constitution has a specific provision that requires education to be accorded the highest budgetary priority, such that in 1990 the education sector was allocated funds equivalent to 3.07 percent of GNP. This is high

relative to the allocations made for the other sectors, e.g., national defense (1.38 percent), health (0.71 percent) and transportation and communications (2.18 percent). In the same year, the primary level's current expenditures absorbed

over one-third of education sector funds, equivalent to 1.18 percent of GNP or 40.1 percent of total public expenditure on education. According to Tan and Mingat (2007) translated into per pupil basis, the primary level's share of funds amounted to about 7.01 percent of per capita GNP.

A comparison of Philippine levels of educational expenditures with other Asian countries, it also reveals that towards the end of the 1980s, Malaysia was already spending for education something in the order of 7.3 percent of GNP; Bhutan spent 4.0 percent of GNP and Indonesia 3.7 percent. Actually, the Philippines and Bangladesh (1.5 percent of GNP) were at the low end of the spectrum; Malaysia and Papua New Guinea (6.9 percent of GNP) were at the

high end. However, Bangladesh had enrolment ratios very much lower than the Philippines. In sum, then, the Philippines may have under spent in primary education at that time considering its very high gross and net enrolment ratios even if non-current or capital expenditures were added on. This is not to say, however, that low priority was given to primary education. The fact that the sub-

sector absorbed 40 percent of total current public expenditure on education indicates its relative size and importance among the other sub-sectors of

education. The Philippines' total education budget supports, in addition the secondary and tertiary education including the very extensive state universities and colleges system, and vocational education and training.

Isaacs (2003) posited that in the percentage of teachers who possessed the required academic qualifications was already 100 percent with an urban-rural parity of 1.0. Unfortunately, no data was provided by the DECS on the gender distribution of teachers, but it is common knowledge that females greatly outnumber the males in the teaching force. In the public sector, teaching is a civil service post that requires, as a minimum, a relevant 4-year teaching credential such as a Bachelor's degree in Elementary Education or in Secondary Education, for employment. Private sector hiring standards are higher generally, such that it can be reasonably surmised that the percentage of private school teachers with the proper academic preparation would have been about the same as in the public sector. It would not have been difficult for the Philippines to post such a high level of academic qualification among its teachers even that early, since there had historically been a surfeit of teachers. Annually, the many teacher education institutions turn out vast numbers of teaching graduates who cannot all be absorbed into the system primarily because of their sheer numbers

and secondarily because many of them do not pass the teachers' certification examinations.

Relevance of the Related Literature and Studies

The conceptual literature and studies included in this study were relevant and related to this present study as it emphasized knowledge, practices and

teaching performance among teachers of BSOA as well as the mandate of CHED Memorandum order no.19 s.2017 for BSOA to shift into an outcomes-based education. The aforementioned literature served as guide for the BSOA teachers and the proponent to study the said policies and should likewise strictly adhere to the

program development and through assessment of through knowledge, practices and teaching performance among BSOA teachers in Iloilo Province.

The related studies discussed the BSOA curriculum and mentioned a large variation of definitions of variables and different opinions concerning the demographic profiles of respondents. It also focused on the relationship among knowledge, practices and teaching performance of teachers which was significant in the present study, emphasizing that these variables were important in order to meet the global demand in education.

Most importantly, quality assurance in educational system was an integral and essential part of an institution's operations, processes and procedures. It was noted that any educational system must be aware that quality assurance is anything causing a beneficial change.

7. Methodology

Research Design. The purpose of this study was to determine the level of knowledge, practices and teaching performance among teachers of Bachelor of Science in Office Administration vis-a-vis the Office Administration curriculum standards among Higher Education Institutions (HEIs) in Iloilo Province.

This study utilized descriptive research design using survey-correlation method. According to Trochim (2006), survey-research involves the use of [questionnaires](#) and [statistical surveys](#) to gather [data](#) about people and their thoughts and behaviors. A correlational study, according to Leedy and Ormrod (2001), explores relationships among different things. It may tell about the extent to which two human characteristics are associated with one another, or it may give information about the degree to which certain human behaviors occur in conjunction with certain environmental conditions.

This method was appropriate to the study since the researcher determined the level of teacher's knowledge, practices and teaching performance among teachers of BS Office Administration in Iloilo Province to the curriculum standard.

The data was collected, summarized, organized, and analyzed to test the formulated hypotheses.

Respondents of the Study

The respondents were organic faculty members teaching in BSOA among HEIs in Iloilo Province. The total population of faculty handling BSOA in five (5) Higher Education Institutions were considered. They were classified according to their demographic profiles namely age, sex, civil status, highest educational attainment, type of institution, school category, and program accreditation.

Table 1 Distribution of the Respondents

Category	<i>f</i>	%
Private HEIs		
College A	9	
College B	9	
SUCs		
University A	10	
University B	3	
LUCs		
Local College	9	

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Research Instrument

Both researcher-made and standardized questionnaire was used to gather the data needed. The 60-item instrument was comprised of four parts. The first part was the demographic profile sheet which gathered personal data of the respondents namely, age, sex, civil status, highest educational attainment, type of institution, school category, and program accreditation. The second part consisted 20-item questions for the BSOA Curriculum Knowledge Self-Assessment. The third part was 20-item questions for the BSOA Curriculum Practices Scale . The fourth part was a 20-item Teaching Performance Self-Assessment to which measured the respondents' teaching performance that pertains to the respondents' level of teaching performance. The researcher utilized a researcher-made questionnaire based on literatures read and the Commission on Higher Education (CHED) Memorandum Order No. 19, s. 2017 requirements. The researcher-made instruments were submitted for content validity and reliability using the *Good* and *Scates* criteria. All comments, corrections and recommendations for the improvement or revision were incorporated in drafting the final instrument and copies were reproduced for administration.

Responses were given the following numerical weights and descriptions:

Weight	Description
5	Strongly agree
4	Agree
3	Uncertain
2	Disagree
1	Strongly disagree

To interpret the scores, the researcher used the following scales of means and interpretations:

Knowledge among Teachers of BS Office Administration Self-Assessment Questionnaire:

Mean Scores	Interpretation
4.21 – 5.00	Very high
3.41 – 4.20	High
2.61 – 3.40	Average
1.81 – 2.60	Low
1.00 – 1.80	Very low

Practices among Teachers of BS Office Administration Self-Assessment Questionnaire:

Mean Scores	Interpretation
4.21 – 5.00	Very Highly Practiced
3.41 – 4.20	Highly Practice
2.61 – 3.40	Moderately Practiced
1.81 – 2.60	Least Practiced
1.00 – 1.80	Very Least Practiced

Teaching Performance among teachers of BS Office Administration

Self-Assessment Questionnaire:

Mean Score	Interpretation
4.21 – 5.00	Very high
3.41 – 4.20	High
2.61 – 3.40	Average
1.81 – 2.60	Low
1.00 – 1.80	Very low

Validity of the Research Instrument

The questionnaire was subjected to content validity by five experts in the area of study and determined the accuracy of a conclusion, measurement, or

concept corresponding to what was being tested. Suggestions and comments of the validators were integrated in the instrument. Their suggestions were incorporated prior the pilot testing.

Reliability of the Instrument

After the process of validation of the instrument utilizing the *Good and Scates* validity test, it was subjected to reliability test for consistency through a pilot test administered to two (2) HEIs with Business Schools in Iloilo Province.

In determining the reliability coefficient, the data that was gathered in the pilot test was subjected to statistical procedure using Cronbach Alpha. The results showed a .839 coefficient which was greater than .70. Hence, the questionnaire was considered reliable.

Data Gathering Procedure

The researcher employed three phases in conducting the study: the Pre-Investigation phase, the Investigation phase, and the Post Investigation phase.

In the Pre-investigation phase, the researcher constructed a table of specification considering the variables to be included in the study. A questionnaire was constructed based on the Table of Specifications. The questionnaire was submitted to the panel of experts to ascertain the validity.

The researcher secured permission from the HEIs administrators offering BSOA program in Iloilo Province and engaged the BSOA administrations and teachers as respondents of the study.

In the Investigation Phase, the researcher, with the endorsement of the research adviser and dean of the Graduate School, sought approval of the Tertiary Administrators, Presidents and Deans of different institutions in Iloilo Province in the conduct of the study. Upon their approval, the researcher secured permission from the different HEIs offering BSOA program for the distribution of questionnaires in their respective institutions in a period of three weeks. The researcher personally administered the questionnaire to the BSOA administrators and teachers and explained each item of the questionnaire to ensure essential data were properly collected. The results of the data gathering were appropriately kept to ensure their confidentiality.

In the Post-Investigation Phase, the data collected were encoded and processed using the Microsoft Excel application and Statistical Package for the Social Science (SPSS) software.

8. Data Analysis

The data gathered were subjected to certain statistical treatments. For the purpose of this study, both descriptive and inferential statistics were used.

Frequency Count. Frequency Count was used to determine the number of participants belonging to a class or category of the independent variables.

Percentage Analyses. Percentage Analyses was utilized to determine which portion of the participants belongs to a class or category of the independent variables.

Mean. To determine the level of knowledge, extent of practices and level of work performance among respondents, the means were employed.

Mann-Whitney U - Test. Mann-Whitney U test was employed to determine the significance of the difference among respondents' sex, teaching performance.

Kruskall-Wallis H - Test. Kruskal-Wallis H- test were used to determine the significant differences among the teachers age, civil status, respondents' teaching performance.

The .05 alpha was used as the criterion for the acceptance or rejection of the null hypotheses. All data gathered for the study were analyzed using the statistical processing software known as the Statistical Package for the Social Sciences (SPSS).

9. Results and Discussion

This part presents the discussion and results summary, conclusions and recommendation of the study that determined the level of knowledge, practices and teaching performance among teachers of Bachelor of Science in Office Administration in Iloilo Province, Philippines for the School Year 2019-2020.

Specifically, this study sought answers to the following questions:

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1. What is the profile of the respondents in terms of age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation?
2. What is the level of knowledge among teachers of Bachelor of Science in Office Administration in Iloilo Province, when taken as a whole and when classified according to age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation?
3. What is the level of practices among teachers of Bachelor of Science in Office Administration in Iloilo Province, when taken as a whole and when classified according to age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation?
4. What is the level of teaching performance among teachers of Bachelor of Science in Office Administration in Iloilo Province, when taken as a whole and when classified according to age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation?
5. Are there significant differences in the level of knowledge among teachers of Bachelor of Science in Office Administration in Iloilo Province, when classified according to age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation?
6. Are there significant differences in the level of practices among teachers of Bachelor of Science in Office Administration in Iloilo Province, when classified according to age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation?
7. Are there significant differences in the level of teaching performance among teachers of Bachelor of Science in Office Administration in Iloilo Province, when classified according to age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation?
8. Are there significant relationships among levels of knowledge, practices and teaching performance among teachers of Bachelor of Science in Office Administration in Iloilo Province?

The following hypotheses were tested:

1. There are no significant differences in the level of knowledge among teachers of Bachelor of Science in Office Administration in Iloilo Province, when classified according to age, sex, civil status, highest educational attainment, type of institution, school category, and program accreditation.
2. There are no significant differences in the level of practices among teachers of Bachelor of Science in Office Administration in Iloilo Province, when classified according to age, sex, civil status, highest educational attainment, type of institution, school category, and program accreditation.
3. There are no significant differences in the level of teaching performance among teachers of Bachelor of Science in Office Administration in Iloilo Province, when classified according to age, sex, civil status, highest educational attainment, type of institution, school category, and program accreditation.
4. There are no significant relationships among level of knowledge, level of practices and level of teaching performance of teachers among teachers of Bachelor of Science in Office Administration in Iloilo Province.

10. Summary of Methods

This study determined the level of knowledge, practices and teaching performance among teachers of BSOA in Iloilo Province. The respondents in this study were the sample of BSOA teachers in private universities, SUCs and LUCs.

The descriptive research method was used as the research design of the study. A researcher-made questionnaire on the level of knowledge, practices and

teaching performance among teachers of BSOA were used to gather data from the respondents. They were classified according to age, sex, civil status, highest educational attainment, type of institution, school category and program accreditation. The validity of the questionnaire was determined by presenting the questionnaire to the panel of experts with the use of the Eight-Point Criteria of Good and Scates. The reliability was tested to 30 teachers in Iloilo City.

The data were gathered, tabulated and subjected to statistical analyses. Both descriptive and inferential statistics were used in this study. The statistical tools used were the Frequency Count, Percentage Analyses, Mean, Mann-Whitney U test, Kruskal-Wallis H- test.

The .05 alpha was used as the criterion for the acceptance or rejection of the null hypotheses. All data gathered for the study were analyzed using the statistical processing software known as the Statistical Package for the Social Sciences (SPSS).

11. The Findings of the Study

The data gathered from the study after a careful detailed analysis yielded the following findings:

1. Majority of the BSOA teachers were female 36 -50 years old, married, with bachelor's degree, and were teaching in private schools in colleges that have no level of accreditation.

2. The level of knowledge of teachers when taken as a whole was ($M = 4.72$) or 'very highly knowledgeable'. Both male and female teachers were 'very highly knowledgeable' with mean scores of 4.83 and 4.67, respectively. Teachers aged 20-35 years old, 36-50 years old and 51 years old and above were all 'very highly knowledgeable' with mean scores of 4.74, 4.74, and 4.68, respectively. Both single and married teachers were also found to be both 'very highly knowledgeable' with mean scores of 4.87 and 4.69, respectively. All teachers with bachelor's degree, master's degree, and doctoral degree were also 'very highly knowledgeable' with mean scores of 4.78, 4.63, and 4.80, respectively. Teachers in the the private schools, SUCs, and LUCs were also found to be 'very highly knowledgeable' with mean scores of 4.83, 4.78, and 4.42, respectively. Teachers teaching in universities and colleges were also 'very highly knowledgeable' with mean scores of 4.65 and 4.76, respectively.

3. Teachers teaching in schools without any level of accreditation, in schools with level 1 accreditation, and in schools with level 2 accreditation were all found to be 'very highly knowledgeable' with mean scores of 4.80, 4.60 and 4.61, respectively.

4. The level of practices of teachers when taken as a whole was ($M = 4.73$) or 'very highly practiced'. Both male and female teachers were 'very highly practiced' with mean scores of 4.84 and 4.68, respectively. Teachers aged 20-35 years old, 36-50 years old and 51 years old and above were all 'very highly practiced' with mean scores of 4.63, 4.77 and 4.74, respectively. Both single and married teachers were also found to be both 'very highly practiced' with mean scores of 4.87 and 4.70, respectively. All teachers with bachelor's degree, master's degree, and doctoral degree were also 'very highly practiced' with mean scores of 4.78, 4.68 and 4.68, respectively. Teachers in the the private schools, SUCs, and LUCs were also found to be 'very highly practiced' with mean scores of 4.83, 4.84 and 4.38, respectively.) Teachers teaching in universities and colleges were also 'very highly practiced' with mean scores of 4.74 and 4.72, respectively. Teachers teaching in schools without any level of accreditation, in schools with level 1 accreditation, and in schools with level 2 accreditation were all found to be 'very highly practiced' with mean scores of 4.75, 4.72 and 4.62, respectively.

5. The level of performance among teachers of BSOA when taken as a whole was ($M = 4.67$) or 'Very High Teaching Performance'. Both male and female teachers had 'very high' level of teaching performance' with mean scores of 4.76 and 4.63, respectively. Teachers aged 20-35 years old, 36-50 years old and 51 years old and above all had 'very high' level of teaching performance with mean scores of 4.79, 4.64 and 4.64, respectively.) Very High Teaching Performance. Both single and married teachers were also found to have 'very high' level of teaching performance with mean scores of 4.83 and 4.63, respectively. All teachers with bachelor's degree, master's degree, and doctoral degree had also 'very high' level of teaching performance with mean scores of Very High Teaching Performance. As to educational attainment, the teaching performance of Bachelor's Degree was ($M = 4.71$) Very High Teaching Performance, the Master's Degree was ($M = 4.56$) Very High Teaching Performance, and the Doctoral degree was ($M = 4.82$) Very High Teaching Performance. When classified according to type of HEIs, the teaching performance of private school was ($M = 4.74$) Very High Teaching Performance, the SUCs was ($M = 4.81$) Very High Teaching Performance, and the LUCs was ($M = 4.40$) Very High Teaching Performance. As to school category, the teaching performance of university was ($M = 4.69$) Very High Teaching Performance, and the colleges was ($M = 4.64$) Very High Teaching Performance. As to program of accreditation the no accreditation was ($M = 4.69$) Very High Teaching Performance, the level 1 was ($M = 4.66$) Very High Teaching Performance, and the level 2 was ($M = 4.62$) Very High Teaching Performance.

12. Conclusions

1. Teachers in BSOA courses among HEIs in Iloilo Province generally have very high levels of knowledge regardless of their age, sex, civil status, educational attainment, and school category they belong to, and the program accreditation their schools have or do not have.

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2. Teachers in BSOA courses among HEIs in Iloilo Province generally have very high levels of practice regardless of their age, sex, civil status, educational attainment, and school category they belong to, and the program accreditation their schools have or do not have.

3. Teachers in BSOA courses among HEIs in Iloilo Province generally have very high levels of teaching performance regardless of their age, sex, civil status, educational attainment, and school category they belong to, and the program accreditation their schools have or do not have.

4. The levels of practices and teaching performance of teachers handling BSOA courses vary according to the type on institution they are teaching in.

5. There are more female BSOA teachers than male BOSA teachers among HEIs in Iloilo Province

6. There is a significant relationship among the level of knowledge, level of practices, and teaching performance among teachers of BSOA in Iloilo Province.

Recommendations

The following recommendations were based on the foregoing findings and conclusions by the researcher:

1. Teachers of the BSOA curriculum should correlate and integrate different courses of study that are essential to an effective educational program and for optimal student achievement.

2. The school administrator should ensure that seventy-five percent (75%) of Office Administration, business and professional courses should be taught by teachers with related master's degree.

3. The deans and program administrators should link and integrate different courses of study that are essential to an effective educational teaching and instruction.

4. The teachers should consider other measurable factors of education emphasizing development of integrity, professional attitudes and continuing desire to learn.

5. The Higher Educational Institution should provide evidence that learners are meeting outcomes-based course objectives.

6. The teachers should encourage learners to participate and offer regular, timely and specific feedback and reinforcement of learning through outcome-based education.

7. The school heads should encourage teachers in the school to observe their colleagues and provide constructive feedback and discuss the different instructional practices in the classroom.

8. Further studies should be conducted to examine the correlation of levels of practices and teaching performance with the type of institutions where BSOA teachers are teaching in.

Similar studies on teacher's knowledge, practices and teaching performance among teachers on other level and venue are recommended in order to validate the results of this study.

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