

Work attitude, and performance of TESDA supervised trainers at Leon Ganson Polytechnic College, Balasan, Iloilo, Philippines

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Abstract

This study aimed to find out the work attitude and performance of TESDA supervised Trainers at Leon Ganson Polytechnic College, Balasan, Iloilo for school year 2015-2016. The participants were the TESDA supervised trainers of the institution. The data was obtained through a researcher-made and duly validated questionnaire. Statistical tools employed were the mean, and Pearson’s r. Level of significance was set at 0.05. The findings showed that majority of the trainers were NC II holders. The work attitude in personnel and organization was very favorable. The level of performance as an entire group was very good. Finally, a significant relationship existed between work attitude and level of performance in terms of instruction, research and extension, professional growth, and organizational support.

Keywords: Work Attitude-Performance-Trainers

1. Introduction

This study aimed to find out the work attitude and performance of TESDA supervised trainers at Leon Ganson Polytechnic College, Balasan, Iloilo for school year 2015-2016. The participants were the TESDA supervised trainers of the institution. The data was taken from a researcher-made and duly validated questionnaire. Mean and Pearson’s r were the statistical tools. This study is anchored on Jarvis and Pounds Theory (Bilbao, 1998) [1], that “effective management of instruction can be attained through the use of acceptable supervisory practices such as observations, conferences with teachers, staff meetings, demonstration teachings, action research projects, workshops, arranging for teachers observations in other classes and professional readings.”

The teaching competence of teachers depends upon their academic preparation, professional development, methods and techniques of teaching. Work attitude with respect to the concept of professional development of faculty is not only desirable but necessary for the health of the school. This attitude must be demonstrated and communicated actively by

the teachers towards the organization and their duties as the mentors of the young and fresh talents. Work attitude is important in helping faculty members secure in our schools as it also helps meet the prerequisites for the qualities of competency and accountability. The most important ingredient of good teaching is a good teacher. Furthermore, performance of teachers in this study was based on the theory of performance by Bransford *et al.* (2000) [2] which states that the theory 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 the level of performance described locating in the journey. Current level of performance depends holistically on six components context, level of knowledge, level of skills, level of identity, personal factors, and fixed factors.

The paradigm below shows the researchers’ perception on the competency, work attitude, and trainers’ performance.

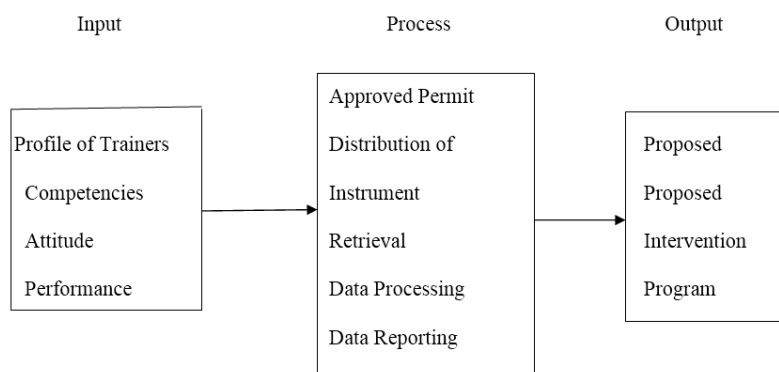


Fig 1: The Research Paradigm Showing the Relationship of Variables of the Study.

This study aimed to assess the national competency qualification, work attitude, and teaching performance of

TESDA supervised trainers in Leon Ganson Polytechnic College, Balasan, Iloilo for the school year 2015-2016.

Specifically, this study sought to answer the following questions:

1. What is the profile of trainers in terms of national competency qualification?
2. What is the work attitude of TESDA supervised trainers towards:
 - Personnel, and
 - Organization?
3. What is the level of performance of the TESDA supervised trainers in terms of:
 - Instruction,
 - Research and extension,
 - Professional growth, and
 - Organizational support?
4. Is there significant relationship between work attitude and level of performance of TESDA supervised trainers?
5. Based on the findings of the study, what intervention program may be developed?

Based on the question stated above the following hypothesis was advanced: There is no significant relationship between work attitude and trainers' performance.

2. Results

1. The profile of trainers in terms of level of competency revealed 1 or 2% was NC I, 25 or 61% were NC II, 11 or 27% were NC III, and 4 or 10% were NC IV holders.
2. The work attitude of trainers in terms of personnel and organization as an entire group was very favorable.
3. The level of performance of supervised trainers was outstanding in instruction, satisfactory in research and extension, good in professional growth, very satisfactory in organizational support.
4. There was a significant relationship existed between the work attitude and performance of supervised trainers.
5. The performance of TESDA supervised trainers in research and extension is good. Along these, a continued motivations must be initiated by the administration by giving of incentives and awards or certificate of recognition to trainers involved in these functions. Further budgetary allocation is encourage in their annual budget for implementation of the researchers and extensionist of the college.

3. Conclusions

In view of the foregoing findings, the following conclusions of the study.

1. In terms of level of competency, 1 or 2% has NC I, 25 or 61% have NC II, 11 or 27% have NC III, and 4 or 10% have NC IV holders. Maybe the trainers are the in the process of earning enough skills during the survey visit established a favorable skills
2. The very favorable work attitude of supervised trainers in terms of personnel organization should be sustained. They come up with the institutional mandate of the college.
3. The very good level of work performance of supervised trainers as entire group based on instruction, research and extension, professional growth and organizational support showed a commitment of support of every trainers for the total development of the college.
4. There is a significant relationship existed in the work attitude and performance of trainers, a continued

motivation must be sustained by the administration by giving of award in form of cash incentives, certification of appreciation every end of the school year.

5. The administration should motivate further all the trainers to be involve in research and extension work as part of the mandate of the college. Budgetary allocation in research and extension is encouraged to be included in the annual budget for implementation.

4. References

1. Bilbao P. The teaching profession. Lorimar Publishing Company, Quezon City, Philippines, 1998.
2. Brandsford, *et al.* An investigation of the relationship among leadership styles, occupational stress, types of behaviors of principals. A doctoral Dissertation of the University of North Carolina: Dissertation Abstracts International, 2000.