
The Academic Functions of English, Science and Mathematics Coordinators and its Relations to Teachers' Performance: A Basis for an Enhancement Program

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Abstract

This study was intended to analyze the academic functions of English, Science, and Mathematics (ENSCIMA) coordinators. It assessed a framework as to coordination, communication, planning, and assessment. Questionnaires were administered to ENSCIMA coordinators and teachers, and Performance Appraisal System for Teachers (PAST) data for teachers' performance was also collected for analysis. Ratings were analyzed in relation to assessments of respondents on academic functions of ENSCIMA coordinators. Academic functions of ENSCIMA coordinators in terms of coordination, communication, planning, and assessment are very satisfactory; there was significant difference between the assessments of two groups of respondents on performance of ENSCIMA coordinators in terms of coordination, planning, and assessment, but no significant difference in communication; all ENSCIMA teachers were very satisfactory on their performance; and there is significant relationship between the assessed academics functions of ENSCIMA coordinators and teachers' performance.

Keywords

English, Science and Mathematics teachers, Academic Functions

Author's Notes

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Introduction

Successful operation of an educational institution requires competent administrators. *Education administrators* provide instructional leadership and manage the day-to-day activities in schools, preschools, day care centers, and colleges and universities. They set educational standards, goals, and establish the policies and procedures required to achieve them. In administration, principal and head

teachers supervise teachers, guidance counselors, librarians, and other staff. They also develop academic programs; monitor students' educational progress, train and motivate teachers, and other staff on their specific tasks, manage career counseling and other student services; administer record-keeping; prepare budgets; and perform other duties. They as well handle relations with parents, prospective and current students, stakeholders, the alumni, the barangay and the community. In public secondary school

systems, responsibilities are divided among many administrators such as principal and head teachers, each with a specific function in different areas (Alcaide, 2002).

According to Dumaguing (2000), subject area coordinators as well as the principal ensure that students meet academic standards. When addressing problems of inadequate resources, administrators serve as advocates. They are responsible in planning for the upcoming year, participating in workshops for teachers and administrators, supervising improvements, and working to make sure that the school has adequate staff for the upcoming school year. Schools continue to be involved with students' emotional welfare as well as their academic achievement. As a result, principal and head teachers face the responsibilities outside of academics. They are monitoring the student development such as maintaining decreasing drop-out rates, increasing participation rates, increasing survival rates, increasing retention rates and supplementary diet.

Coordinators direct subject area programs such as English, Science and Technology, Mathematics, Filipino, and MAKABAYAN (Araling Panlipunan, Technology and Livelihood Education, Music, Arts, Physical Education and Health, and Values Education). They supervise the development and academic progress of the department and the implementation of different activities provided by the education program supervisor for the said subject area and the teaching techniques and strategies of subject teachers. Head teachers help the principal to assess the training needs of teachers and prepare the school-based training designs (Cabundol, 2001).

Today, students' low performance on all subject areas needs an immediate solution. Teaching needs improvement with the supervision of principal and subject area coordinators as to enhance learning skills among students. Varied enhancement activities have been utilized which indeed contribute to the development and improvement of the teaching and learning process (Jarilla, 2012).

However, all school heads, head teachers, area coordinators, teacher-leaders, and instructional leaders have major responsibilities for the over-all school's performance. So, the prevailing condition urges the researcher to explore ways and means on

how functions of coordinators in particular subject area could be enhanced. The researcher desires to conduct an assessment on academic functions of ENSCIMA coordinators to gain professional and personal competencies that stakeholder will hugely help who can identify enhancement programs aimed at high-standard and quality education not only in the department but also to sustain the finest performance of the school.

Stoner (2005) mentioned that one of the challenges in making a formal group effective is ensuring that everyone has a chance to contribute and participate. After all, no one can predict who will offer the best ideas. This is a systematic procedure for participative management wherein corporate accomplishments are regarded as results of the combined creative and decision making talents of all participants. There is a respect for individual dignity and contribution. American schools are reorienting themselves and successfully managing according to such models. Analysts suggested that one key is adopting the premise that, by and large, the workforce consists of intelligent people who want to do a good job.

This idea is supported by Verma (2005), when he said that department coordinators, as managers, are required to lead their area department in the challenging knowledge-driven environment in its institutions. He stressed that department management is a comprehensive effort to direct, guide, and integrate human efforts which are directed towards specific ends or aims. The principles underlying department management can be described as: planning, organizing, directing, coordinating, and evaluating.

The study of Balaquit (2004) revealed congruence between the self-appraisal of the administrator respondents and the assessment of the teacher respondents on the effectiveness of the administrators' instructional improvement skills, planning, and organizing work skills, public relations and community involvement skills and utilization and allocation of resources skills. However, there is an existing gap between the self-appraisal of administrators' leadership and personnel management skills and problem analysis and decision-making skills. The school administrator respondents assessed themselves "very effective" in

these areas; while the teacher-respondents assessed the school administrators “effective” in the said area. Finally, the study underscored that the instructional leadership skills of school administrators are critical levers in driving performance and student achievement.

Hess (2003) mentioned that teachers’ development is a long complex task. The role of school manager is critically important in the implementation of an effective staff development program. The school managers should encourage teachers to pursue further studies. It is also well established that they lead planned professional development among his/her subordinates to cultivate quality education; teachers’ development needs to be on going and well planned. The following are different staff development program to be considered. Improving the performance in their present position; developing key skills so as to fill anticipated vacancies; influencing individuals to facilitate need satisfactions; promoting self-development of all personnel in order to enhance their potentials; and providing basis for identifying and developing successors in each employee, group across school systems.

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Purpose of the Study

This study aimed to assess the academic functions of ENSCIMA coordinators and its relations to teachers’ performance in public secondary schools in the District of Cabuyao, Philippines.

Specifically, this study intended to answer the following:

1. How do the ENSCIMA coordinators of public secondary schools in the District of Cabuyao perform their academic functions as assessed by themselves and teachers along with the following aspects:
 - 1.1. coordination;
 - 1.2. communication;
 - 1.3. planning; and
 - 1.4. assessment?
2. Is there a difference between the assessments of the two groups of respondents on the performance of the ENSCIMA coordinators of their academic functions?
3. How is the performance of the ENSCIMA teachers described?
4. How are the assessed academic functions of the ENSCIMA coordinators related to the teachers’ performance?

Methodology

Research Design

The researcher used the descriptive method of research, which according to Calderon and Gonzales (2004), is a purposive process of gathering, analyzing, classifying and tabulating data about prevailing condition, practices, beliefs, processes, trends and cause-effect relationship and then making adequate and accurate interpretation about such data.

Participants

The participants of the study included ENSCIMA coordinators/head teachers and their teachers in the public secondary schools of the District of Cabuyao. A total involvement of the 15 ENSCIMA coordinators/head teachers and 154 teachers in year 2012-2013.

Data Collection

The following were undertaken by the researcher in order to gather the needed data:

First, the researcher requested as approval from the Superintendent of the Division of Laguna to administer a survey using questionnaire to the target respondents. Then, he sought the approval of principals to conduct the study and personally administered the survey to the principals for their ENSCIMA coordinators/ head teachers and their teachers, and also asked the copy Performance Appraisal System for Teachers (PAST) for second semester, Academic Year 2011-2012 in order to gather ENSCIMA teachers' performance in public secondary schools in the District of Cabuyao..

Finally, the gathered data from questionnaire and pieces of information of Performance Appraisal System for Teachers (PAST) for second semester, Academic Year 2011-2012 for ENSCIMA teachers' performance were carefully tallied, tabulated, and analyzed in order to arrive with reliable results. The assistance of the statistician was sought for the most appropriate treatment.

Materials

The first instrument that intended to assess the academic functions of ENSCIMA coordinators was based and patterned from the indicators reflected in Performance Appraisal System for School Administrators (PASSA) issued by the Department of Education.

The instrument in identifying the teachers' performance was the Performance Appraisal System for Teachers (PAST) for second semester, Academic Year 2011-2012 of five public secondary schools in the District of Cabuyao.

Validation of the Instrument

The researcher prepared the survey questionnaire which was patterned after the

Performance Appraisal System for School Administrators (PASSA) issued by the Department of Education for the school respondents of the District of Cabuyao. The questionnaire was submitted to the educational authorities who were experts, (graduate school professor and education program supervisors) in the field to check the validity of the instrument. The researcher considered all their recommendations and suggestions.

After doing the necessary modifications in the instrument, the researcher proceeded in gathering the needed data.

Data Analysis

The following are the statistical treatments applied in the study:

1. Concerning the academic functions of ENSCIMA coordinators as assessed by themselves and teachers, the five-point Likert Scale and the mean were used.

Furthermore, interpretations for computed means are adopted from Table 1.

2. In determining the difference between the assessments of the two groups of respondents on the performance of the ENSCIMA coordinators of their academic functions, the study applied the Uncorrelated t-test.

To give interpretation to computed Pearson's r correlation and t-test, the following guide was adopted:

Table1. For the Academic Functions of ENSCIMA Coordinators

Weight	Verbal Description	
10	8.40 – 10.00	Outstanding (O)
8	6.80 – 8.39	Very Satisfactory (VS)
6	5.20 – 6.79	Satisfactory (S)
4	3.60 – 5.19	Unsatisfactory (US)
2	2.00 – 3.59	Poor (P)

Table2.

Range	Verbal Interpretation
0	No Correlation
+/- 0.01 to +/- 0.20	Slight Correlation, Almost Negligible Relationship
+/- 0.21 to +/- 0.40	Slight Correlation, Definite But Small Relationship
+/- 0.41 to +/- 0.70	Moderate Correlation, Substantial Relationship
+/- 0.71 to +/- 0.90	High Correlation, Marked Relationship
+/- 0.91 to +/- 0.99	Very High Correlation, Very Dependable Relationship
+/- 1	Perfect Correlation

Results and Discussion

The following pointers are hereby summarized based on the results of this research:

1. On the Academic Functions of ENSCIMA Coordinators along with the following aspects:

- 1.1. Coordination

The computed grand average weighted mean was 7.572 interpreted as very satisfactory.

- 1.2. Communication

The value of the obtained grand average weighted mean of 7.518 having been interpreted as very satisfactory.

- 1.3. Planning

The calculated value of grand average weighted mean of 7.648 which was interpreted as very satisfactory.

- 1.4. Assessment

The amount of the grand average weighted mean of 7.361 having been interpreted as very satisfactory.

2. On Differences in the Assessment of Respondents on the Performance of ENSCIMA Coordinators.

In terms of coordination, it can be said that there was a significant difference, thus the alternative hypothesis is accepted. As to communication, it can be noted that there was no significant difference, thus the null hypothesis is adopted. With regard to planning, it indicated that there was a significant difference, thus the alternative hypothesis is recognized. Regarding the assessment, it can be noted that there was a significant difference; thus, the alternative hypothesis is hereby employed.

3. On The Performance of ENSCIMA Teachers

Nobody among the teachers involved in this undertaking was outstanding as evident by a zero frequency and percentage. On the other hand, all of them, (154) or an equivalent to 100% were very satisfactory, subsequently, it was happy to know that nobody among the teachers were satisfactory, unsatisfactory and poor on their performance as supported by their respective zero frequency and percentage equivalent.

4. On The Assessed Academic Functions of the ENSCIMA Coordinators As Related to the Teachers' Performance

There is significant relationship between the assessed academic functions of ENSCIMA coordinators and the teachers' performance.

5. On The Proposed Enhancement Program

There is an enhancement program proposed to explore ways and means on how academic functions of coordinators in particular subject area could be enhanced more and expecting to produce high-standard and quality education not only within the department but also to sustain the finest performance of the school.

<i>Area</i>	<i>Objectives</i>	<i>Strategies</i>	<i>Time Frame</i>	<i>Persons Involved</i>	<i>Success Indicators</i>
Coordination	<p>*Prepare and formulate effective strategies on leadership</p> <p>*Prioritize the assistance needed by the teachers</p> <p>*Provide and apply cooperation and trust within the department</p>	<p>*Monthly meeting</p> <p>*Group and Work Management</p>	<p>*Year Round</p>	<p>*Area Coordinators/ Head Teachers</p> <p>*Teachers</p>	<p>*Effective strategies on leadership shall have been formulated</p> <p>* Assistance needed by the teachers shall have been prioritized</p> <p>*Cooperation and trust shall have been given and applied</p>
Communication	<p>*Practice and exercise harmonious relationship</p> <p>*Discuss and resolve conflicts</p> <p>*Value wide connection to other stakeholders</p>	<p>*Open Forum</p> <p>*Individual or Group Conference</p>	<p>*Year Round</p>	<p>*Area Coordinators/ Head Teachers</p> <p>*Teachers</p>	<p>*Harmonious relationship shall have been exercised</p> <p>*Conflicts shall have been discussed and resolved at the end of the day</p> <p>*Wide connection to other stakeholders shall have been valued</p>
Planning	<p>*Inform all members of planning of agenda.</p> <p>*Appreciate suggestions and corrections</p> <p>*Prioritize firm verdict</p>	<p>*Monthly meeting</p>	<p>*Year Round</p>	<p>*Area Coordinators/ Head Teachers</p> <p>*Teachers</p>	<p>*All members shall have been part of planning of agenda</p> <p>*Suggestions and corrections shall have been appreciated</p> <p>*Firm verdict shall have been prioritized</p>

Assessment	*Enhance students' academic performance	*Orientation *Trainings *Mentoring *Coaching	*Year Round	*Area Coordinators/ Head Teachers *Teachers	*Students' academic performance shall have been enhanced *Programs for slow learners shall have been monitored
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Conclusions

From the findings summarized, the following conclusions were drawn:

1. On The Academic Functions of ENSCIMA Coordinators that they are considered as true leaders. As educational leaders, they make sure they do the first move by helping out their principals in implementing their proposed programs and reaching out for their peers if there is a need like instructing them what to do it as well as coaching teachers for them to be able to perform well in their respective functions. Cooperative and collaborative efforts for both are required for these are considered their life and instrument to achieve a desirable goal in education. Furthermore, coordinators bridge the gap by keeping their teachers aware and informed of what they are supposed to do and what are expected from them. Through communication, conflicts on their area can be minimized if not avoided. Teachers can work well if they are oriented and guided on the tasks they are expected to accomplish. The coordinators make sure that everything is running according to plan and they are often engaged in planning activities together with the principal and other teachers in school, they also make sure that everybody is involved in the decision making process and possess that good planning may enhance effective outcomes or desirable results. And both coordinators and teachers are committed to perform their academic functions for the development of the learners; thus, providing them with fruitful knowledge and insights.
2. The success of the educational department depends largely on how the coordinators perform their roles as a leader and how actively their teachers will respond to them. The good leadership of coordinators will put into waste if they will get no support from their teachers. That both sets of respondents are performing well their duties and functions showing their support, cooperation and concern for each other.
3. It connotes that these teachers performed very well, and still they should be encouraged to be more responsible, committed and dedicated to their teaching jobs.
4. That major parameter for good management practices like coordination, communication, planning and assessment can effectively influence to guide both coordinators and teachers to perform best academically.

Recommendations

In the light of findings summarized and the conclusions drawn, the researcher offered the following recommendations:

1. These coordinators should continue to evaluate their own performance through regular conduct of interviews, dialogues with their teacher-subordinates and also by the inclusion of gathered analysis, feedback and information and issues about their management capabilities. The coordinators must see to it that there should be no communication gap between them and their teachers; thus, it should be established that they are people in the Department of Education joining hand in hand for the proper development of Filipino citizens, and with due respect to each other should be extended. The coordinators should continue in maintaining good relationship among their teachers not only in the observance of good channel or flow of communication but through well-performed tasks of planning, coordination and assessment of learning as well. Democratic leadership should always be applied in administration and supervision. Teachers' suggestions and opinions should always be heard. In decision making, the voice of the majority must prevail. However in doing so, it should have some limitations. Both of them should come up with varied learning objectives and opportunities as integrated in the school program of activities which are intended to develop themselves and their learners. All skills in the different subject areas intended for the different year levels should be finished by the end of January, so that at the start of February, intensive reviews in all lessons can be done in the preparation for different achievement tests in March.
2. The coordinators should be specific to their unique style of managing the department. The coordinators and their teachers should continuously show harmonious relationship for the betterment

of the department and the school. Both coordinators and teachers are encouraged to maintain a good relationship through a day-to-day interaction, shaking hand-in-hand; thereby, enhancing effective academic functions leading toward quality education for learners.

3. The school heads and their teachers should be encouraged to attend and participate the in-service trainings concerning the academic functions of coordinators / head teachers. The coordinators should enrich their functions through attending seminars and development related to their management and academic functions focusing attention on good content and principles of leadership; thus, this may serve as their guides in leading and developing their teacher-subordinates to become competitive facilitators of learning. All teachers must be required to take master's level course in order for them to be elevated to the next to the higher position after the required number of years in the service.
4. The coordinators should see that teachers correctly apply what they have learned toward the effectiveness and efficient teaching for their subjects.

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