An Evaluation of the Teaching Performance
of Full-Time Instructors in
Assumption Business Administration College

A Thesis
Presented to
The Faculty of the Graduate School
St. Mary's College
California

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in School Administration
in Bangkok, Thailand

by
Bancha Saenghiran
July 7, 1980

Saint Mary's
College *of California*

Department of Education

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To

My Family

Thesis Title   An Evaluation of the Teaching Performance

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Name   Bancha Saenghiran

Department   Education

Academic Year   · 1979

ABSTRACT

The main objective of this study was to investigate
and also to find out the important variables that affect
the teaching performance of the full-time instructors of
Assumption Business Administration College. The
researcher constructed a questionnaire concerning teach-
ing performance variables. The samples were Assumption
Business Administration College full-time instructors
and students. The data were factor-analyzed by the use
of Arithmetic Mean, Standard Deviation, Skewness and
t-test. The factors which were used to determine the
evaluation of the teaching performance of the instructors
were the teaching approach, teaching ability, the
relationship between instructors and students and personal
attributes.

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Bancha   Saenghiran

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CHAPTER 1

INTRODUCTION

ASSUMPTION BUSINESS ADMINISTRATION COLLEGE

GENERAL BACKGROUND

The Assumption Business Administration College is one of the leading business institutions of the country. It succeeds the Assumption School of Business founded in 1969 by the Brothers of Saint Gabriel - the religious congregation that owns and administers the Assumption group of schools in Thailand with the approval of the Education Ministry. On June 16, 1972, Assumption Business Administration College (ABAC) was formally established and accredited by the Education Ministry; by May 30, 1975 the school was recognized by the National Educational Commission, the State of University Bureau and the Civil Service Commission.

At present, ABAC offers a four-year bachelor's degree in business administration in any one of the following five major fields:

1. Accounting

2. Finance and Banking

3. General Management

4. Marketing and,

5. Business Computer (which has been introduced in 1979)

Aimed at fulfilling the nation's need for quality university level education, the college has adopted as its teaching philosophy academic excellence, freedom of expression, integrity and rationality.

To date, the studentbody numbers about one thousand and two hundred. The faculty consists of thirty-four full-time instructors and forty part-time lecturers from other universities and leading business enterprises.

Future plan

The administration of the Assumption Business Administration College has been making every effort to enhance its already impressive image by improving both academically and materially. The administration is not content to rest on its laurels but continuously seeks to elevate its status. They feel that it is important that the college steadily moves forward toward developing itself into the most outstanding education institution in the country.

The ABAC five-year plan (1977-1981), aiming at increasing the number of students, is on its way to completion. After completing the first five-year plan, then the second five-year plan (1982-1986) will be started and it is expected that the number of students will be increased to two thousand.

In the academic area, the administration, under the two plans which will be carried out in accordance with the current National Education Plan, will revise the present core curricula while introducing additional modern business administration type courses.

To cope with the expected increase in the number of students, the administration will have to add more educational facilities and expand its library facilities.

The college also believes a healthy body contributes to a healthy mind. Thus the physical education programme will be expanded in the form of the construction of a standard gymnasium.

In the continuous programme of upgrading the standard of teaching, additional technical assistance in academic fields will be requested from overseas. Scholarships to study abroad will also be made available to instructors and students who demonstrate the capacity to meet the challenge

Statement of the Problem

From the time Assumption Business Administration
College was formally established and accredited by the
Education Ministry in 1972 up to 1979, the total number of
graduates has been at least 500 (Assumption Business
Administration Report, 1977). The number of graduates is
increasing year after year. In the foreseeable future,
the number of graduates will increase greatly.

All the administrators of college and university
levels are conscious of the importance of the quality of
their graduates and the evidence can be seen from the
seminars and meetings conducted for this purpose. In
evaluating the standard or quality of the graduates,
emphasis formerly was on the personal qualities of the
instructors (Mapoung, 1977). The shift in the emphasis now
is on the efficient teaching performance of the instructors.
Many research papers have been written in this field and
on various particular subjects. Nothing whatever has been
done for this purpose at ABAC. Moreover, in researching
the efficiency of teaching performance of instructors in
a particular subject, it is hard to get accurate results
due to the very limited number of instructors.

The purpose of this study is to answer three questions:

a) What are the factors that influence the teaching performance of the instructors?

The researcher, then, will try to look for common performance criteria of the instructors of all the subjects. Variables of effective teaching performance must be formed so as to find criteria of judgment.

b) Then, how good is the teaching performance of the full-time instructors at ABAC? And,

c) What should be done to improve or up lift this standard teaching performance?

From their behavior and the result of their teaching, it is therefore possible to find the variables that are connected to the efficient teaching performance of the instructors. The result of the research will be used in the placement and training of the instructors to produce efficient and effective teaching.

Importance of the Study

This study is important because its objective is to find out how effective and efficient is the teaching performance of the full-time instructors of ABAC and eventually lead to the improvement and development in their

ways of teaching. The tremendous growth of the country depends significantly on the role of the instructors, since the quality of the nation's manpower depends on education.

To the administrators, in terms of selection and assignment of the instructors, the study will provide an additional source of information in an attempt to improve the quality of the faculty's teaching performance. A search to understand the problems on the part of the college as well as on the part of the instructors will offer a proper way to arrive at a proper solution.

To the researcher, this study should provide a varied and meaningful experience and give a broader understanding of the teaching performance of the instructors in general and of his own in particular. And this work may be used for future reference.

Any findings and recommendations from this study can be used as an educational source for further study and a reference to the administration and the staff-members of ABAC. The suggestions made would be flexible, and are not intended to be the absolute answer to any problem.

In as much as ABAC is one of a total of fourteen private colleges with similar inner structures and problems,

and following the same regulations of University Bureau, then ABAC can be considered as a valid sample of the whole population. Thus the findings that the researcher has made can be applied not only to the private colleges but also to any other similar institutions in Thailand.

Purpose of the Study:

To study the factors and variables that influence the teaching performance of the instructors in ABAC and also to find out the important variables that are connected to them.

Assumptions:

The researcher, in making this study, hereby assumes that

1. The chosen random sampling of various groups of students and instructors are a representation of the population of ABAC and other students eleswhere in similar institutions.

2. The questionnaires are valid and reliable enough for the analysis.

3. All answers and replies to the questionnaires are taken in good faith.

4. Personal observation, experience and judgment are valid and can be accounted for.

Limitations

1. In this research, the author aims at evaluating the teaching performance of the full-time instructors in ABAC. The population studied is the administrators, all full-time instructors, and sample groups from first, second, third, fourth year students and the graduates of the Assumption Business Administration College.

2. The researcher has mentioned the variable factors that influence and are connected with the teaching performances according to the assumptions set up by the use of a questionnaire with the said population. Other variables will not be considered.

3. In this research, the only data that has been gathered is from questionnaire given to the above mentioned population.

4. Interview and observation by the researcher was limited.

5. The study of the teaching performance of the full-time instructors was concerned with only a group of instructors and the constitution of the group may alter year after year.

Definition of terms

ABAC	: is the initials of Assumption Business Administration College
Full-time Instructors	: The instructors whose main job is only to teach at ABAC and whose compensation is on a monthly basis. One has to spend his official time according to the rules and regulations laid down for the full-time instructors of ABAC.
Teaching performance	: An instructor's behaviour exhibited when he interacts with students while teaching them, both in and outside class.
Class atmosphere	: Relationship between instructors and students.
Attitude of the instructors towards the subject taught	: A disposition or attitude

of the mind an instructor

holds towards the subject

whether he likes it or not.

CHAPTER 2

REVIEW OF THE LITERATURE

To come to know the teaching performance of the instructors concerned, it is necessary to understand the meaning of "teaching", "learning" and to know the good qualities that belong to good educators. The following discussion is based on a representative sample of the literature in the field.

It is understood that the principles of teaching on the college level are no different from those of other levels. It is a process of learning, starting from the experience of observation from which a concept is formed. This grows into understanding and this understanding is then tested (Singkanipa, 1977).

Lots of meanings of "teaching" have been written, Different persons give different meanings as follows:

Sumit Kunakorn (1975) concludes:

> 'Teaching is a process in which a person exposes his own thought, feeling, ideas and way of life to another person so that he may analyze and select and adopt as his own the attitude quality and social value that he wants to follow and act in accordance with.'

In teaching, according to the State University (1975), the principle is not only in giving but there must also be a feed back. Aaporn Suwan (1975) believes that teaching also means to arrange the experiences in such a way that it is in line with the aims laid down which is to enable the college students to acquire knowledge for creative thinking and to solve problems. Thus this will give rise to the change in attitude of the students to take interest in the subject and appreciate its value so as to enable them to move or change their personality towards the better.

In a book edited by Smith (1971), Frederick J. Mc Donald said that in teaching, one aspect of educating is an interaction between a teacher, a person who can induce intelligent behaving, and a learner, a person who is acquiring intelligent behavior and it is limited to those instructional interactions in which the behavior of the teacher is a necessary and sufficient condition for producing learning.

According to Elizabeth Monroe Drews (1972) schools will be the source of the new generation's development of new goals and values. It is here that the youth culture is formed: here that students meet the great ideas of the past and can be, if fortunate, caught up in learning; here that

the most outstanding teachers inspire the young to become their best possible selves.

Divid K. Heenan (1966) claims that education consists of something more than programs, instruction and learning processes; basically, it is concerned with the enlightenment and fulfillment of human beings. Since this is a basic concern, it is important to know as much as is impossible about the individuals who are being educated.

Ronald T. Hyman (1970) quotes several different definitions of teaching as follows:

1. "In its generic sense, teaching is a system of actions intended to induce learning" (B. Othanel Smith);

2. "Teaching is what occurs when teachers by virtue of their instructional activities succeed wholly or in part in enabling students to learn" (Elliot Eisner);

3. "Teaching may be characterized as an activity aimed at the achievement of learning and practiced in such manner as to respect the student's intellectual integrity and capacity for independent judgment" (Scheffer); and

4. "Instruction, training is then a matter of teaching with due regard to the criteria appropriate to the field in question indoctrination, drilling the reverse." (Atkinson)

According to Mr. Richard C. Anderson and companions (1969), instead of considering the role of the teacher as "imparting knowledge" they had presented a new dimension of bringing about those changes in behavior which are said to be the conspicuous manifestations of knowledge.

According to the findings of John M. Leonard, John J. Fallon, and Harold von Arx (1966), the teacher can no longer merely furnish facts, he must:

1. Focus attention on problems for investigation:

2. Introduce the skills required in investigation:

3. Help develop and sharpen the student's abilities in critical thinking, reasoning capability, and creative expression; and

4. Encourage a spirit of self-motivation in the student that will help him continue the learning process throughout his life.

Vernon S. Gerlach and Donald P. Ely (1971) pose the quality of a teacher as a coordinator of learning resources. According to them, learning must somehow be related to behavior. Schools are concerned with behavior, firstly, to develop the ability to make a new response, to behave differently, and secondly, to use existing responses or behaviors in a new context. Then the function of a teacher

in the learning process is to facilitate learning. He is
to establish conditions which make it probable that learn-
ing will occur within a reasonable period of time.

Looking at the psycho-social point of view, teachers,
according to Clinton I. Chases (1973), are in the business
of changing their students behavior in certain socially
approved directions. Educational programs are designed to
change behavior in accordance with a particular value system.
It is then that a teacher performs a collection of acts
because he believes his students will acquire behaviours
they have not yet evidenced. The teacher has outcomes in
mind when he plans the instructional unit; he believes
that the students are capable of attaining the outcomes and
that the instruction is adequate to lead the students to
the objective.

Gail M. Inlow (1963) proposes teaching effectiveness
as a product of the personal adequacy of teachers: that
what they are as dynamic personalities determines, in large
part, what they are, and what they will become, as.
professional persons. A related theme is that learner
growth is a broadly dimensioned phenomenon encompassing the
rational, the effective, and the psychomotor domains.
Formal education is depicted as having three interlocking

functions: to transmit cultural essentials, to help learners adapt to their environments, and to help them develop as total personalities. The teacher, being central in all these, cannot simply be an imparter of knowledge. He needs, additionally, to be a social engineer, to be a human-relations guide. When playing the role of academician only, he fails many vital needs of the learners that are as complex as a personality is complex.

Through the interaction between teacher and student and through guiding principles in forms of lessons, experiences and observations, the teaching-learning process aims at sharpening the student's abilities, creating independent judgment, facilitating learning, helping adapt to their environments and ultimately helping change behavior for the enlightenment and development of total personalities which is the fulfillment to human beings.

To reach the above goal, an instructor must be aware and be conscious of his profession and the manner he should go about conducting his business. Any deviation from that objective would not be profitable nor useful to the students. One point that should be kept in mind is that the instructor is not the only factor that affects the teaching-learning process; the administrators, students

and environments also have a great share in it. The
researcher keeps other factors as constant and considers
only those factors that affect the instructor which is the
subject under this study.

The researcher, therefore, is interested to know the
mixed variables in acquiring knowledge, contents of subject
matters, ability, attitude of the instructors and things
connected with the teaching process to evaluate the
teaching performance of the instructors of Assumption
Business Administration College. To evaluate the teaching
performance, some criteria must be laid down and put as
a standard of judgment. Opinions of the authorities on
this matter and those of the researchers will be presented
as follows:

Saengchan and Nuan Sagnuansub propose the following
qualities of good teachers responsible for the future of
the students:

1.   Good knowledge:

a)   Knowledge of the subject matter to be taught.

b)   Knowledge of pedagogy - methods of imparting
knowledge and the nature of the student.

2.   Teach well: he must possess the art of teaching.

3.   Good behavior: he must give good examples to the
students.

4. Proper control of the class.

5. Good health: though this is something personal, yet it affects learning on the part of the students.

The research of Planning Section of College of Education, Somdej Chao Phraya (1975) claims that the teaching-learning result does not depend solely on the philosophy of education, its curriculum or pedagogy of the instructors but mainly depends on the person of the "instructor." Qualities of a good instructor, as a result and the findings of his research, are as follows: He must be kind, just, polite and humble, able to be proficient in his knowledge and way of teaching. Other research provides different aspects of a good teacher:

1. Behavior: a good teacher must possess good moral standing that is acceptable in the community in which he lives.

2. Academic Knowledge: he must love reading, do research, improve himself and keep himself always up-to-date.

3. Method of teaching: his role as a teacher should not be just imparting knowledge or supplying everything to the student as done before. Instead he should create inquisitive minds, guide them in such a way that they can

think creatively, know how to decide thing and take a course of action freely and with reason.

4. Class atmosphere: a good teacher should not be too strict but lenient on some occasion.

5. Human relationship: a good teacher should try to help the students. He must cooperate with parents as well as teachers and the cummunity, be equal with the students, take care of them, help them whenever need arises both academically as well as with personal problems.

6. Personality: a good teacher must have a pleasing appearance. He should be polite and kind in words. Good health is also very essential.

7. Extra work: outside working time, there is no research make concerning the appropriateness of the work done by the teachers.

After studying the characteristics of fifty outstand-ing teachers, the psychologist Philip Jackson, reported that the best teachers are spontaneous and informal. They not only prize their own autonomy, but are concerned for the development of the individual student (Monroe Drews, 1971).

To decide upon the criteria for good teaching, or excellent teaching, Ronald T. Hyman (1975) suggests that

there is no single list which all educators accept as the
"standard authority" on good teaching. Authorities along
with their colleagues must draw up the criteria they will
use. They must consider if each accepted criterion applies
to all the instructors. He further suggests to try these
criteria for good teaching:

1. The teacher should be dynamic. That is, he should
be energetic, out going, and assertive.

2. The teacher should ask creative questions. That
is, he should ask questions which require the students to
be creative in responding.

3. The teacher should not ridicule or humiliate
the students, but accept them as they are positively, and
move from there.

4. The teacher should strive to instill proper and
effective communication skills in the students.

5. The teacher should exemplify the social values
of our nation.

6. The teacher should be a model of the retional
decision maker and problem-solver during his lessons.

Good teacher - effective teachers - have always had
these as their major objectives. Their techniques and
approaches depended on the exigencies of their day, but

the best have always been alert, adaptable, and aware of their students as individuals. John M. Leonard, John F. Fallon, and Harold von Arx (1966) stated that another three characteristics of flexibility, awareness, and preparation are essential for the effective teacher in reaching the students where they are and helping them to broaden the base of their experience, in helping them move from "seeing" to "looking", from "bearing" to "listening".

Review of the Related Literature:

The following description is the work of research done in the field of evaluation of the teaching performance given different variables and environments that create efficiency in teaching-performance.

In 1964, Issacson and others worked on the evaluation of the instructors teaching psychology in the university, analyzing from 145 questionnaires for various activities and using five rating scales to analyze six variables as follows:

1. Skill: know how to use teaching aids effectively and interestingly. At the same time, create incentive and eagerness to seek knowledge to explain things clearly.

2. Overload: whether the teacher gave too much work or too difficult work.

3.   Structure: the plan, aim and method of teaching.

4.   Feedback: the analysis and the quality of the work done.

5.   Group Interaction: cooperation in common talk, discussion, free expression to be ready to help and work together freely and voluntarily.

6.   Student-Teacher Rapport: to be ready to listen to the ideas of the students. There is flexibility, sincerity, friendliness, and discussion of things with reasons.

Othañel B. Smith (1971) gave us two sources of development on performance criteria. The first is the emphasis in the current literature on behavioral objective instruction. The second source is the series of experimental studies which have been conducted in teacher education.

Descriptive studies have been used to develop normative data on teaching as it occurs in typical class-rooms. The descriptive behavioral data obtained from these classroom studies was then compared with what the educators believe "should" occur in classrooms.

According to Smith (1971), the best potential source of variables for teacher education programs is class

experimental studies in which various instructional

procedures are used and the effects of these different

procedures on pupils are reported. In order to furnish

conclusions which can be applied to teacher education

programs, we need studies in which:

1. the teacher is the statistical unit of analysis;

2. teachers or classes are randomly assigned to
treatment;

3. observational data are obtained on the fidelity
of teacher behavior to the experimental or contrast
treatment and on the behavior of the students, while similar
observational data are obtained on events in the classrooms
of teachers who follow their normal procedures; and

4. student-performance is assessed by a variety
of end-of-course tests. Such studies are rare. To date
we have found no more than ten studies which satisfy all
four criteria.

Process-product studies in Smith (1971) have produced

some of the best variables on the relationship between

teacher behavior and student achievement. Some fifty

process-product studies have been reported on all of the

studies where naturally occuring teacher behavior was

observed and, in most of the studies the teacher was the

sampling unit. This review covered only the relationships between teacher behaviors and student achievement. Other important outcome variables were not considered here. The eleven strongest variables contained in this research were presented below. The best results were obtained on the first five variables: the results were best conclusive on the last six variables.

1. Clarity. The cognitive clarity of a teacher's presentation includes whether the points the teacher made were clear and easy to understand, whether he was able to explain concepts clearly and had facility with material and enough background to answer questions intelligently, whether the cognitive level of the teacher's lesson appeared to be just right most of the time.

2. Variability. The focus is on the teacher's use of variety or variability during the lesson. Rating scales were made on the teacher's flexibility in procedure, whether the teacher was adaptable or inflexible and the amount of extra equipments and student activities used.

3. Enthusiasm. Teacher enthusiasm has been assessed by

    -observer ratings on paired adjectives such as "stimulating and dull", "original and stereotyped", or

"alert and apathetic"

-observer estimation of the amount of vigor and power exhibited by the teacher during classroom presentation.

-student ratings on the teacher's involvement, excitement, or interest regarding his subject matter.

-significant results relating enthusiasm to student achievement on at least one criterion measure were obtained in which the variable was studied.

4. Task-Oriented and/or Business-like Behaviors. In seven investigations, rating scales were used to estimate the degree to which a teacher was task-oriented, achievement-oriented, and/or business-like.

5. Student Opportunity to Learn Criterion Material. In three investigations an attempt was made to assess the relationship between the material covered in the class and the class criterion score. Overall, the correlations between measures of opportunity to learn and student achievement are positive, significant, and consistent.

6. Use of Student Ideas and General Indirectness. Research has been conducted using the following behaviors: acknowledging the student idea, modifying, applying comparing, and summarizing. The results were not

statistically significant.

7. Criticism. Teacher use of behaviors labeled "criticism" has been one of the most frequently counted variables. In no study was there a significant negative correlation between mild forms of criticism and student achievement.

8. Use of Structuring Comments. These refer to statements designed to provide an overview or a cognitive scaffolding for what is to happen or has happened.

The results to data indicate that the various forms of structuring merit further study, but it is impossible to synthesize the results in a manner which can be translated into teaching competencies.

9. Types of questions. The classification of questions and/or types of discourse into three or more types appears to offer greater potential for future research.

10. Probing. The variable "probing" generally refers to teacher responses to student answers which encourage the students to elaborate upon his answer.

11. Level of Difficulty of Instruction. Student perceptions of the difficulty of the instruction have been assessed in four studies through student questionnaires. The issue is complex.

Summary

Of all the variables which have been investigated in process-product studies to data, five variables have strong support from correlational studies and six variables have less support but appear to deserve future study. The five variables which yielded the strongest relationships which mesures of student achievement are: clarity, variability, enthusiasm, task orientation and/or business like behavior, and student opportunity to learn. The six less strong variables are: use of student ideas and/or teacher indirectness, use of criticism, use of structuring comments, use of multiple levels of discourse, probing, and perceived difficulty of the course. The relationships are positive for ten of the variables and negative for use of criticism (Smith, 1971).

From the year 1976 a group of fifty researchers in Thailand (Dr. Chaleo Buriphakdee, et al, 1977) worked together to bring about the characteristics of a good teacher in three ways:

a) Characteristics of "good teachers according to experienced persons and researchers":

Buddha has given 7 variables to be the main traits of a good teacher to teach effectively.

     1. A good teacher must be lovable to all the students and the people around him.

     2. He must be steady in his temperament.

     3. Behave well.

     4. Be diligent and tactful in giving advice.

     5. Patient and have good intention in using words.

     6. Moving from simple things to a more complex one.

     7. Give advice in a good and correct way.

According to Dr. Thanu Sawangsak, (Chaleo Buriphakdee, et al, 1977), to develop and teach students efficiently and effectively, a good teacher should possess the following qualities:

     1. Have a good relationship with the students.

     2. Love his profession,

     3. Possess the good traits of his profession.

     4. Have a pleasing personality.

     5. Should have acceptable outward appearance.

    b) Characteristics of a good teacher according to the good Thai teachers in the past:

From a good Thai teacher: Kru Boon Ong Raor gave the following qualities:

     1. Pay attention in teaching.

2. Always find and increase additional knowledge.

3. Know how to use audio-visual aids and other instructional instruments.

4. Devote his time to his profession.

5. Love children.

From Kru Lamphao Sukluman Chan

1. Really devoted to the profession.

2. Pay attention in teaching.

3. Devote his time both inside and outside official time.

4. Trust worthy.

5. Patient and hard working.

6. Well disciplined.

7, Sincerely friendly.

8. Cheerful.

9. Tactful.

10. High spirited.

11. Good relationship.

12. Increase his knowledge.

13. Give moral lesson regularly and be lovable.

c) Characteristics of a good teacher as the result of a work:

Dr. Chaleo Buri Phakdee and friends launched a research survey project in 1973 and finished it in 1976. The work had been done with the help of eleven teacher colleges in Thailand. Questionnaires had been used with various groups of students in different parts of Thailand. They set questionnaires with only the highest rating scales between .85 to .97 being chosen. The following variables are given as good traits of good instructors:

1. Teaching ability: Know how to teach.

2. Behaviour: Show good example.

3. Pay good attention in teaching and be clear.

4. Be understanding and friendly.

5. Be responsible.

6. Be just and kind.

7. Be jovial and humorous.

8. Be polite.

9. Possess different methods of teaching.

10. Prepare his lesson very well.

11. Self-sacrificing.

12. Enjoy good health.

13. In search of knowledge.

14. Good appearance.

15. Good personality.

To summarize the above qualities of a good teacher, they can be grouped into 5 categories:

1. Good knowledge: search for knowledge and use it profitably.

2. Teach well: express clearly and use different methods and techniques in teaching.

3. Good Health: physically and mentally.

4. Behave well: be trust worthy, just, kind, hard working patient and know how to face difficulties.

5. Be democratic: to be reasonable, ready to accept the ideas of others.

From the Research Works:

In 1948, from the finding of Smith (1971), David G. Ryans and friends started on a research project to find out the characteristics of a good teacher that would produce efficient work in the students. When this research was published for the first time in 1960, five aspects were proposed as follows:

1. Class behaviour   : a. Be understanding, friendly.
   b. Be responsible and systematic towards one's duty.
   c. Arouse and stimulate progress in the student.

2. Attitude   : a. Be interested in the students' ideas.
   b. Be democratic in the class.
   c. Give room to the ideas of the administrators and others.

3. Subject matter   : Be Learning Centered-Traditional.

4. Linguistic ability   : Know how to express himself very well.

5. Emotional aspect   : Be steady and adaptable.

Norman E. Gronlund (1971) has said,

> Broadly conceived, the main purpose of
> classroom teaching is to change pupil
> behavior in desired directions. When
> viewed in this light, evaluation becomes
> an integral part of the teaching-learning
> process. The "desired directions" are
> the educational objectives established by
> the school and the teacher; evaluation is
> the process of determining the extent to
> which these objectives are being achieved.

According to Gail M. Inlow (1963), the evaluation
serves the following five purposes:

1. It enables teachers to keep abreast of the
progress they are making in teaching.

2. It enables the administrators to be aware of the
progress their instructors are making in teaching.

3. It gives teachers insight into their instructional
effectiveness.

4. It provides school administrators and college
admissions personnel with data on which to base selected
education decisions.

5. It provides the profession of education and other
interested social group with an overview of the quality of
teacher performance en masse.

From the variables used in the study of teaching-
behavior, it can be seen that acquistition of knowledge
alone is only a part of the whole picture. The crucial

thing is in the pedagogy of teaching.

Dr. Uthumporn Thong-Uthai in his article "A Construct of Teaching Effectiveness" has proposed research works done abroad concerning the evaluation of the teaching performance of the instructors at college level as follows:

a) In 1968, Younge and Sassenrath studied the college teaching behavior of the instructors by applying questionnaires with the third and fourth year students. Nine variables were obtained from the analysis:

1. Confidence and Fluent Delivery: To be confident of oneself, reasonable, flexible in teaching.

2. Clarity of Course: To be clear in the aim of teaching, meaningful in content, reasonable in exercises and clear in explanation.

3. Open and Sympathetic Attitude towards Students: Being ready to help the students. Permit students to express their ideas, and at the same time be ready to accept their ideas. Give time for discussion and open questions, to be humorous.

4. Interesting and Stimulating Teachers: See the importance of the stimulating factors, know how to use the educational tools interestingly, use the environments to suit the classes.

5. Fairness of Evaluation: Use the standardized tests and be fair in giving grades.

6. Suitable Class Material and Value of Course: See the importance of preparation for teaching. The subject matter should not be too complex but suitable to the class.

7. Frequency of Evaluation: This includes frequency of assignments and tests.

8. Interest in and Knowledge of Subject Matter.

9. Preparedness of Lecture.

b) In 1974, Greenwood developed a kind of measurement called "Student Evaluation of College Teaching Behavior" to measure what could be observable in the Instructors. The random sampling group were the instructors, students and the administrators. He concluded that to be efficient in teaching, the instructors must possess the following qualities:

1. To be able to make the lesson easy to understand.

2. To have a modern method of teaching.

3. To be responsible to his profession.

4. To be friendly with the students.

5. Ready to listen to the ideas of the students.

6. To know the techniques of evaluation, give
clear and proper assignment.

7. Possess the knowledge of the events of the day.

8. Understand the problems of the students well.

c) In 1975, Wotrubo and Wright constructed a set of
questionnaires to evaluate the efficiency of instructors
in teaching business administration. The following categories
were used in building up the questionnaires:

1. The attitude of the instructors towards the
students.

2. Methods of teaching.

3. Personality of the instructors.

4. Class atmosphere.

5. Teaching aids.

6. Attitude of instructors towards the subject.

Five rating scales were used with three groups of
students, instructors and administrators. As the result,
the efficiency in teaching of the instructors is composed
of the following variables:

1. Know the subject matter well and always keep
it up-to-date.

2. Stimulate the students to use their own
thinking.

3. To be enthusiastic in teaching.

4. Create good relationship among the students.

5. Give clear explanation of the subject matter especially that of abstract ideas.

6. Make them know how to think by giving examples from real life situation.

7. To be fair in evaluation.

8. Render help to students in class as well as outside class time.

9. To be lively and interesting in teaching.

The research in this line in Thailand on the college level is not as extensive. According to Thong-Uthai 1979, in 1977, some Thai researchers Ms. Chintana Mapoung, et al, 1977, had ventured on the project in Social Sciences, Applied Biological Sciences, Human Science and Physical Sciences. They were Theses submitted in partial fulfillment of the requirements for the Degree of Master of Education, Department of Educational Research, Graduate School, Chulalongkorn University, 1977.
The following factors were used:

1. Relationship between the instructors and students.

2. Method of teaching.

3. Personality of the instructors.

4. Attitude of the instructors towards the subject.

5. Knowledge of evaluation.

6. Ready to listen to ideas of the students.

7. The use of teaching aids.

8. To be good leaders (Thong-Uthai, 1975)

From the research done abroad as well as in Thailand,
common qualities have been found that create efficiency
in teaching. The following factors are among the most
important:

1. Personality: outward appearance, sincerity,
interest in the students, leadership, knowledge of the
subject and being up-to-date.

2. Method of teaching: preparation of the lesson,
use different techniques, clarity in explanation, and
development in ideas.

3. Relationship between instructors and students:
good relationship, ready to listen to students, ready
to help them in and outside classtime.

4. Teaching aids: including laboratory and
library.

5. Evaluation: including feedback, standardiza-
tion and fairness.

6. Attitude of the instructors towards teaching
the students: being professional, respecting them as
individuals.

There must be a process which helps in measuring the
efficiency of the instructors. Evaluation of the efficiency
in teaching can help the administrators, instructors and
students greatly in their learning development. The
administrators can evaluate the instructors' works. At
the same time, the instructors know their own abilities and
can find room to improve themselves. The end-results would
go to the students who would benefit from it all.

In the light of this, the researcher proceeded to
formulate the questions to evaluate the teaching performance
of the full-time instructors at ABAC to define the present
situation, in the hope of uplifting their teaching standards
and thus increasing the over-all effectiveness of the
teaching performance.

CHAPTER 3

PROCEDURES EMPLOYED

The aim of this research was to evaluate the teaching performance of full-time instructors in Assumption Business Administration College. The researcher made use of Descriptive Research by developing a set of questions with a random sampling group. The questionnaire was composed of variables connected with the efficiency of teaching at the college level, built up by the researcher himself. The data obtained was analyzed in terms of the arithmetic mean, standard deviation, coefficient of skewness, t-test, and then finally factor analyzed.

Sources of data (Population)

The researcher contacted the administrators, the full-time faculty members and students of various years as a sampling group to answer the questionnaire. Since the researcher is one of the members in the administration, it was not hard for him to contact all the 34 full-time instructors. As for the students, a stratified sampling was used with different groups of students according to their status in the college. Seventy graduates, fifty

seniors, fifty juniors, fifty sophomores and thirty freshmen were employed giving total sampling group as 250.

Tools of Research

The main tool of this research was a questionnaire constructed basing its questions on the good qualified and authorized researchers. It had five rating scales which were out-standing, excellent, good, less than satisfactory and unsatisfactory, with the scores of 5,4,3,2 and 1 respectively. It contained 35 items concerning teaching approach, teaching ability, organization and clarity in explaining the subject matter, group interaction and dynamism, enthusiasm and personal qualities of the instructors. The sample groups were the full-time instructors and the students of ABAC during the academic year 1979-1980. Out of 284 questionnaires, 250 were distributed to the students and 34 were handed over to the instructors and the returns were 192 and 30 respectively. The researcher made use of the complete questionnaires to find the arithmetic mean, standard deviation and skewness to find the value of each item and analyze the results.

Questionnaire Content

Five rating scale units have been used in the questionnaire which contained 4 variables. The first

variable was the "teaching approach" containing 5 items, as,
discussing others' points of view, contrasting implications
of various theories, discussing recent developments in the
field and presenting origins of ideas and concepts, giving
references for more interesting and related points, and,
choosing texts for the course which added depth to lectures
and discussions.

The second variable was the "teaching ability,
organization and clarity of the subject matter." There were
13 items altogether regarding competency in the teaching
areas, preparation for lectures and discussions, beginning
and ending class with vigor and promptness, clear outline
of the course, efficient use of class time, appropriate
pacing of the course, coherent presentation of the matter,
using illustrations and examples, encouragement of student
participation and also independent thought and action, giving
appropriate assignments and promptly returning them and,
lastly, giving clear and meaningful test questions.

The third variable was concerned with group interaction
and the instructor. Eleven items were used: teaching at an
appropriate level, being aware of their understanding of the
lecture, making them feel free to express their ideas,

stimulating them to work more than the minimum requirement
of the course, giving feed back to their works, using proper
instruments to evaluate the students' achievement,
appropriate testing, showing clearly the method to determine
the grade, being fair and impartial, respecting them as
individuals and being available to the students for personal
discussion outside of class.   And the last variable was
about "the dynamism, enthusiasm, and personal qualities" of
the instructor. There are six items: ability to communicate,
ability to hold students' attention during class, being
intellectually stimulating, being lively and enthusiastic in
teaching, following through on commitments and considering
criticism as part of professional growth. This set of
questions was first answered and tested by my five co-college
instructors. A few places had been corrected and improved
upon such as the language and the order of grouping. A
"try out" of the paper was done with other five senior
students and one college instructor.

The improved questionnaire was a five scale rating unit
to know the actual performance of the full-time instructors
related to teaching effeciency given in 35 items.

To facilitate the collection of data, the investigator
put a code number on every questionnaire.

Collection of Data

Since the investigator was making a research with the population and the random sampling groups of the college where he was working, the permission from the Director was obtained. Direct contact had been made with the full-time instructors and various groups of students of different years. Close co-operation was obtained on various levels. The researcher spent two months to finish the job. Out of 284 questionnaires distributed, 222 were returned, which accounted for 78.17% of the total.

Procedure in the Analysis of Data

In the analysis of the data, the researcher selected only 180 perfect questionnaires (42 were incomplete) and then analyzed the data obtained using the following procedures:

1. Grouped the questionnaire into two groups of students and instructors;

2. Then found out the arithmetic mean, standard deviation and coefficient of skewness of each item; and

3. Factor analyzed in the following manners:

3.1 Found the arithmetic mean $(\bar{X})$ of each item of the results obtained from the two groups and interpreted their meanings;

3.2   Found the standard deviation of each item of
the two groups and gave their interpretation;

3.3   Found also the coefficient of skewness of
each item of the two groups and gave their interpretation.

3.4   Used t-test to find the difference between
the arithmetic means of the two groups and gave its
interpretation.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF THE DATA

The research made use of statistical analysis and the following symbols were used:

$\bar{X}$	represents	arithmetic mean
S.D.	represents	standard deviation
Sk	represents	coefficient of skewness

Statistical Analysis:

From the total questionnaires distributed to the instructors and students of different groups, 222 questionnaires were returned and 180 questionnaires were in the analysis as shown in Table 1.

TABLE 1

TABLE OF SIZE SAMPLES

Population	Nos. Distributed	Nos. returned	Nos. applied
The graduates	70	50	43
Senior students	50	43	30
Junior students	50	39	30
Sophomore students	50	35	30
First-year students (2nd semester)	30	25	20
Total	250	192	153
Instructors	34	30	27
Grand Total	284	222	180

Since the research was limited only to the college in which he is working, the return of the questionnaires was of no problem. Freshmen were omitted from the sample population and this was due to the fact that freshmen were new to the college's life and to the way of teaching of the instructors.

TABLE 2

ARITHMETIC MEAN, STANDARD DEVIATION AND SKEWNESS

OF THE FACULTY RESPONSES TO THE QUESTIONNAIRE ITEMS.

Variables	$\bar{X}$	S.D.	Sk
1.	3.7778	0.8748	0.5814
2.	3.4074	0.8282	0.3229
3.	3.2593	0.6986	0.1828
4.	3.5926	0.9132	-0.3198
5.	3.6296	0.8233	0.0056
6.	4.1852	0.7219	-0.1283
7.	4.1852	0.8181	-0.3848
8.	4.1111	0.7371	-0.0754
9.	4.3333	0.6669	-0.2500
10.	4.1111	0.6286	0.0632
11.	4.1111	0.7857	-0.1033
12.	4.2593	0.6434	0.0404
13.	4.2593	0.6986	0.1855
14.	3.8889	0.6849	-0.0162
15.	3.8519	0.4471	-0.1872
16.	3.8148	0.6688	-0.1872
17.	3.5926	1.0974	0.3122
18.	3.8519	1.0611	-0.2338

Table 2 (Cont.)

Variable	X̄	S.D.	Sk
19.	4.0370	0.6931	-0.0332
20.	3.8148	0.7221	-0.1472
21.	4.3333	0.7203	-0.4917
22.	3.9630	0.9991	-0.2873
23.	3.6296	0.9088	-0.3388
24.	3.8148	0.8182	0.0356
25.	4.0740	0.8578	-0.4966
26.	4.2222	0.8750	-0.4054
27.	4.5185	0.5691	-0.3374
28.	4.3704	0.6747	-0.3897
29.	4.2222	0.7857	-0.6081
30.	4.2593	0.6434	0.0404
31.	3.8519	0.8027	0.6300
32.	3.7778	0.7369	-0.1319
33.	4.0741	0.6623	0.0279
34.	4.1111	0.6851	0.0162
35.	4.0000	1.1547	-0.6877

TABLE 3

ARITHMETIC MEANS, STANDARD DEVIATION AND SKEWNESS

OF THE STUDENT RESPONSES TO THE QUESTIONNAIRE ITEMS.

Variables	$\bar{X}$	S.D.	Sk
1.	2.9869	0.8856	0.1046
2.	2.5621	0.8388	0.3492
3.	2.5621	0.8185	0.3472
4.	2.6863	0.7738	-0.1238
5.	2.6863	0.7738	-0.1231
6.	2.6993	0.7761	-0.0653
7.	3.1895	0.7819	-0.0340
8.	3.0000	0.8085	-0.0392
9.	2.9085	0.8429	-0.0007
10.	3.0392	0.6251	0.0157
11.	2.5033	0.8865	0.2332
12.	2.8366	0.7090	-0.0867
13.	2.5490	0.8852	0.1665
14.	3.1176	0.9072	-0.1719
15.	2.9608	0.8994	0.0259
16.	3.0458	0.8580	0.0022
17.	2.4379	0.9622	0.1904
18.	2.4641	1.8929	-0.2730

Table 3 (Cont.)

Variables	$\bar{X}$	S.D.	Sk.
19.	3.1046	0.7767	0.0100
20.	1.9935	1.8471	-0.2874
21..	3.2614	0.8987	-0.1137
22.	2.9608	0.8994	0.0259
23.	1.7908	0.9050	0.5055
24.	2.6667	0.8706	-0.2046
25.	2.9020	0.9617	0.0419
26.	3.6536	1.0310	-0.3085
27.	2.9150	1.1714	-0.0307
28.	3.2026	0.7264	0.0688
29.	3.3007	0.9716	0.0843
30.	2.7451	0.7367	-0.1747
31.	2.7451	0.7367	-0.1747
32.	2.8954	0.9713	0.0278
33.	3.0000	0.8085	-0.0392
34.	2.6667	0.8706	-0.2046
35.	3.2026	0.7264	0.0688

TABLE 4

QUESTIONNAIRE OF THE EVALUATION OF

THE TEACHING PERFORMANCE OF ABAC INSTRUCTORS AND

THE ARITHMETIC MEANS OF THE FACULTY RESPONSES ($\bar{X}_1$) AND

STUDENT RESPONSES ($\bar{X}_2$) COMPARED.

Evaluate your teaching performance and give the score you deserve in each item below. Put a check mark ($\checkmark$) in appropriate column as your rating.

5 - outstanding   3 - good

4 - Excellent   2 - less than satisfactory

                         1. - unsatisfactory

$\bar{X}_1 / \bar{X}_2$

A. With Respect to Teaching Approach, How Well Did You	5	4	3	2	1
1. Discuss points of view other than your own?	3.7778 / 2.9869				
2. Contrast implications of various theories?	3.4074 / 2.5621				
3. Discuss recent developments in the field and present origins of ideas and concepts?	3.2593 / 2.5621				
4. Give references for more interesting and related points?	3.5926 / 2.6863				

$\bar{X}_1 / \bar{X}_2$

5. Choose texts for the course which added depth to lectures and discussions?	3.6296 / 2.6863

B. With Respect to Teaching Ability, Organization and Clarity, How Well Did You

6. Possess competency in the knowledge of the subject matter and teaching areas?	4.1852 / 2.6993
7. Prepare for lectures or discussions?	4.1852 / 3.1895
8. Begin and end the class with vigor and promptness?	4.111 / 3.0000
9. Outline clearly at the beginning of the course your expectations of the class and did not surprise the students with major assignments at the end of the course?	4.3333 / 2.9085
10. Make efficient use of class time?	4.1111 / 3.0392
11. Pace the course so that you did not have to hurry over large amounts of material toward the end of the semester?	4.1111 / 2.5033
12. Present the material coherently, emphasizing the major points and making clear their relationships?	4.2593 / 2.8366
13. Use examples and illustrations which made the material clearer?	4.2593 / 2.5490
14. Encourage wide student participation?	3.8889 / 3.1176

$\bar{X}_1 / \bar{X}_2$

	$\bar{X}_1 / \bar{X}_2$
15. Direct your efforts, by example and precept, toward situations which encourage independent thought and action?	3.8519 / 2.9608
16. Give adequate instructions concerning assignments?	3.8148 / 3.0458
17. Usually return assignment promptly?	3.5926 / 2.4379
18. Write test questions for which the meanings were usually clear?	3.8519 / 2.4641

C. With Respect to the Group Interaction and You, How Well Did You

	$\bar{X}_1 / \bar{X}_2$
19. Teach at an appropriate level for the course?	4.0370 / 3.1046
20. Usually have the awareness of whether the class members are following your discussion or lecture with understanding?	3.8148 / 1.9935
21. Make the students feel free to ask questions, disagree, and express ideas?	4.3333 / 3.2614
22. Stimulate the students to work on their own beyond what the course itself required?	3.9630 / 2.9608
23. Comment individually on the student's work, either orally or in writing as to give them encouragement and support?	3.6296 / 1.7908
24. Have sufficient demonstrable evidence, in terms of class participation and written work, to evaluate the students' achievement in your course?	3.8148 / 2.6667

$\bar{X}_1 / \bar{X}_2$

		$\bar{X}_1 / \bar{X}_2$
25.	Give tests which provided the students with an adequate opportunity to show what they have learned?	4.0740 / 2.9020
26.	Explain clearly and early in the semester how the course grade would be determined?	4.2222 / 3.6536
27.	Possess fairness and impartiality in your dealings with students?	4.5185 / 2.9150
28.	Respect them as individuals in your dealings with students?	4.3704 / 3.2026
29.	Make yourself available for meetings or personal discussions outside of class?	4.2222 / 3.3007

D. With Respect to Dynamism, Enthusiasm and Personal Qualities, How Well Did You

		$\bar{X}_1 / \bar{X}_2$
30.	Use your ability to communicate?	4.2593 / 2.7451
31.	Usually hold the students attention during class?	3.8516 / 2.7451
32.	Be intellectually stimulating?	3.7778 / 2.8954
33.	Reveal enthusiasm in your teaching? (Seem to enjoy working with the class?)	4.0741 / 3.0000
34.	Follow through on commitments such as conferences, paper grading, etc?	4.1111 / 2.6667
35.	Consider criticism as part of professional growth?	4.0000 / 3.2026

Some suggestions given to improve your own teaching performance.
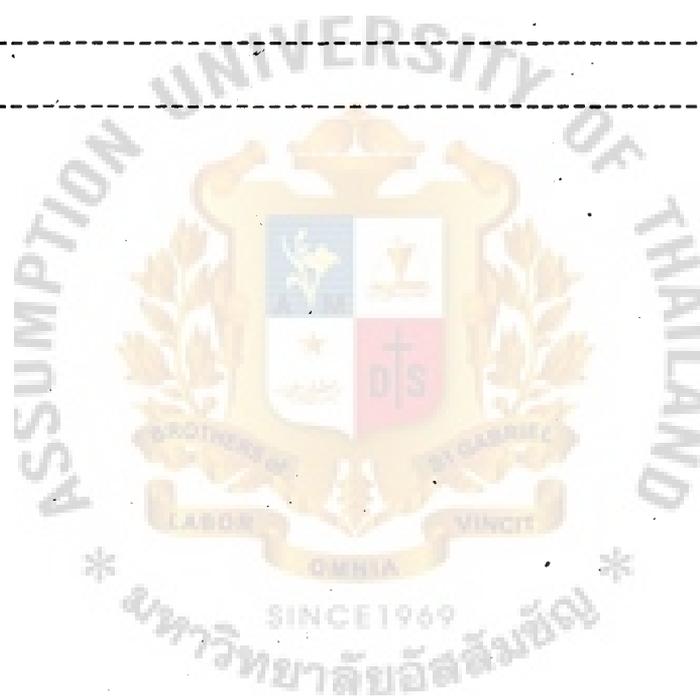
TABLE 5

T-TEST FOR VARIABLES OF THE
FACULTY AND THE STUDENT QUESTIONNAIRE ITEMS.

Variables used	$\bar{X}_1$	$\bar{X}_2$	S_1^2	S_2^2	$N_1 = N_2$	t=value
1. Teaching Approach	3.53	2.697	0.685	0.669	5	$1.6007^{@}$
2. Teaching Ability	4.04	2.688	0.552	1.165	13	3.7204^{**}
3. Group Interaction	4.09	2.88	0.615	1.011	11	3.1470^{**}
4. Personal Qualities	4.01	2.87	0.610	0.654	6	2.4837^{*}

N.B. This is a one-tailed test with

$$H_0 \quad : \quad \mu_1 = \mu_2$$

$$H_1 \quad : \quad \mu_1 > \mu_2$$

using $N_1 + N_2 - 2$ degree of freedom and
5% and 1% range of levels of significance.

@ means acceptance of null hypothesis.

* means the difference of $\bar{X}_1$ and $\bar{X}_2$ is significant.

** means the difference of $\bar{X}_1$ and $\bar{X}_2$ is highly significant.

The Analysis of the Data

From the two sets of data, (1) the self-evaluation and
(2) students-evaluation of the instructors, some
comparisons and conclusions can be drawn.

1. Considering the Teaching Approach from the point
of view of the instructors themselves as well as the
students evaluation, the results of the two coincide. The
highest weight falls on the discussion of the points of
view other than their own, followed by proper choice of
texts, giving references for more interesting and related
points, contrasting implications of various theories and
discussing recent developments in the field and presenting
origins of the ideas and concepts. In the student evalua-
tion table, "the references for more interesting and related
points" has the same weight as "the proper choice of texts".
And this same insident occurs also with contrasting
implications of various theories and discussing recent
developments in the field and presenting origins of ideas
and concepts. As a whole the trend is more or less the same
with the lesser weight given by the students.

2. With regards to Teaching Ability, Organization and
Clarity, from Table 2 of self-evaluation, No. 9 "outline
clearly at the beginning of the course the expectations of

the class and did not surprise the students with major assignments at the end of the course" carries the highest weight and the lowest weight in this area is No. 17 "returning assignment promptly." The order of highest weight to the lowest is Nos. 9,12,13,6,7,8,10,11,14,15,18, 16,17.

On the contary, the students evaluation is of different opinion. The highest point is with No. 7 "to prepare for lectures or discussions" and the lowest is No. 17 concerning the return of assignment promptly. The order of weight obtained from highest to lowest is Nos. 7,14,16,10,8,15,9,12,6,13,11,18 and 17.

3. With respect to the "Group Interaction and the Instructors", from the instructors' own evaluation, the highest in the list of arithmetic means is No. 27 concerning "fairness and impartiality in your dealings with students" and the lowest is No. 23 which is about "commenting individually on the student's work, either orally or in writing as to give them encouragement and support". Compared to Table 3 of Students Evaluation, the highest weight is on No. 26 "explaining clearly and early in the semester how the course grade would be determined".

On the other hand No. 23 "commenting individually on the
student's work, either orally or in writing as to give them
encouragement and support" obtains the lowest mean and this
evaluation coincides with self-evaluation.

4. With respect to "Dynamism, Enthusiasm and Personal
Qualities", the highest arithmetic mean belongs to No. 30
"using ability to communicate" and No. 32 "be intellectually
stimulating" gets the lowest mean. In contrast with Table 3
of Students evaluation, No. 35 considering "criticism as
part of professional growth" gets the highest mean and
No. 34 "following through on commitments such as conferences,
paper grading, etc." has the lowest mean.

Of all the variables, in instructors evaluation, the
highest arithmetic mean obtained is 4.5185 on No. 27
"possess fairness and impartiality in dealings with
students". And the lowest arithmetic mean is 3.2593 on
No. 3 "discuss recent developments in the field and present
origins of ideas and concept."

From Table 3 of students evaluation, the highest is
3.6536 on No. 26, "explain clearly and early in the
semester how the course grade would be determined" and the
lowest is 1.7908 on No. 23 "to comment individually on the
student's work, either orally or in writing as to give them

encouragement and support". The two groups of evaluators have different opinions on the issue. It can be noticed that the weight of each variable in the list of arithmetic means of the self-evaluation is generally higher than that the students evaluation and this may be due to the bias of self-esteem.

To treat each table differently, consider

a) first, the arithmetic mean of self-evaluation. The highest weight obtained is No. 27. The instructors mostly feel that they possess fairness and impartiality in their dealings with students. The lowest is No. 3 concerning the discussion on recent developments in the field and presentation on origins of ideas and concepts. Though the score is the lowest yet it is above average.

In Table 3, all the arithmetic means are lower than in Table 2. The highest is 3.6536 of No. 26, "explaining clearly and early in the semester how the course grade would be determined". The lowest arithmetic mean is 1.7908 of No. 23 "commenting individually on the student's work, either orally or in writing as to give them encouragement and support". It goes to show that the students as a whole are not satisfied with the correction of the assignments given to the students. This may be due to lack of training.

b) Standard deviation of the variables: In Table 2, the highest standard deviation is 1.1547 of No. 35 "considering criticism as part of professional growth". Comparatively, the instructors have different opinions regarding this personal trait. As for other variables, their standard deviation values are slightly lower than that of No. 35. Most of the instructors are of the same opinion in this respect.

Consider Table 3, the opinion of the students: The highest standard deviation is 1.8929 of No. 18 "writing test questions for which the meanings were usually clear". This goes to show that among 153 students, there is a considerable spread of opinion on the matter. The spread of ideas and opinions show that some students may be very biased in judging their instructors, because the standard deviation on the question is 1.8929 which most other standard deviation are closer to 1.000. Comparatively. the opinion of the students is only spread out a little bit. In relation to the above mentioned arithmetic mean, the conclusion that may be made from the standard deviation is that the opinions of students cluster at the average level. The two sets of data support each other.

c) Skewness: Consider the self-evaluation of the instructors (from Table 2). The highest negative data obtained is -0.6877 of No. 35. This means that most of the instructors give high scores on the item "consider criticism as part of professional growth", and few do not have that attitude. The highest positive value is 0.6300 of No. 31 which shows that only few of them give high scores on holding the students' attention during class by the instructors. The quality is not up to the mark, though it may be above average. The values of other variables are between that range.

The values of skewness shown in Table 3 of the students' evaluation give No. 26 as the highest negative value at -0.3085. Most of the instructors give high scores on this point. It shows that most of the instructors "explain clearly and early in the semester how the course grade would be determined" while No. 23 gives the highest positive value at 0.5055, which concerns the comments of the instructors on the student's work individually, either orally or in writing, so as to give them encouragement and support. This means that very few gives high scores on this matter. In general, the students see their instructors as in the average level.

From Table 5, the general arithmetic means of variables
of the faculty and student questionnaire items have been
formed. The ranking of the arithmetic means of the
variables within the faculty questionnaire items from the
highest to the lowest are as follows: Group Interaction,
Teaching Ability, Personal Qualities and Teaching Approach.
Whereas, within the student questionnaire items, the
arithmetic means of the variables from the highest to the
lowest are as follows: Group Interaction, Personal
Qualities, Teaching Approach and Teaching Ability. And
from the t-test analysis, the conclusion obtained is that
there is no significant difference in arithmetic means of
the "Teaching Approach" of the faculty and student
questionnaire items. The differences are highly significant
when comparing the arithmetic means of the faculty and
student questionnaire items concerning "Teaching Ability"
and "Group Interaction". Whereas, the difference is
significant only in the arithmetic means of the faculty and
student questionnaire items concerning "Personal Qualities".
As a whole, the arithmetic means of the faculty responses
to the questionnaire items are higher than those of the
student responses to the questionnaire items.

The self-evaluation of the instructors indicates that they do best in "Group Interaction" which is the same as that of student-evaluation. The lowest performance of the instructors according to self-evaluation is in the area of "Teaching Approach" whereas according to the student-evaluation the lowest performance is in the area of "Teaching Ability".

The ranking of the general means of variables of the responses to the questionnaire items of the two groups almost coincide except in the areas of "Teaching Approach" and "Teaching Ability". Even in these two areas there is not much difference. Hence the conclusion can be drawn to the effect that the ranking of the general means of variables of the responses to the questionnaire items of the two groups are the same.

Interpretation of the Data

There are four main areas in the questionnaire items; namely, Teaching Approaching, Teaching Ability, Group Interaction and Personal Qualities of the instructors.

From the result of the one-tailed test, there is an acceptance of the null hypothesis. That is, the arithmetic mean of the faculty response $(\bar{X}_1)$ and the arithmetic mean of the student response $(\bar{X}_2)$ concerning

"Teaching Approach" is not significantly different. The instructors, in this area, are probably at least "good" and the faculty can be commended for that. Although they are good, the falulty rates itself higher than the students do. (Appendix III)

Consider the other three areas of Teaching Ability, Group Interaction and Personal Qualities, there seems to be a problem in these three areas. Table 5 of the one-tailed test shows that there is a highly significant difference between the arithmetic mean of the faculty response $(\bar{X}_1)$ and the arithmetic mean of the student response $(\bar{X}_2)$ in the areas of Teaching Ability and Group Interaction, while there is only a significant difference in the area of Personal Qualities. The arithmetic means of the faculty responses tend to be consistently higher than those of the student responses. The problem may be that there is an over-estimation by the instruction of their talents. To come to this interpretation, the researcher thinks that the students are in a better position to evaluate the effect of the teaching performance of the instructors on them. By comparing the arithmetic means of the student responses in these three areas, the researcher suspects that the instructors have over-rated

69.

themselves.

   The researcher, then, can form these three areas into one and focuses on the instructors as the major target. From the faculty and student responses, it may be that the opinions of the instructors do not correspond with reality. Their abilities may be questionable in terms of their teaching background and method of teaching. Teaching effectively needs time and experience to master the art and it has to be developed. The quality of their English is another aspect to be considered. Since English is the medium of communication and it is not the mother tongue, it is natural that the instructors as well as the students would find it hard to communicate with each other in the best way they can. The students still rated the instructors as "good". The need, then, is not so much to improve the teaching approach of the instructors but to get the instructors and students to be more consistent in their opinions. Probably the quality of communication between the instructors and students could be of prime importance.

   As a whole, the achievement on the part of the instructors is good but not as good as their opinions reveal. There is a gap between the opinion of the

instructors and the teaching performances of the instructors. The result of the responses of the questionnaire items No. 20 and No. 23 show this.

The reserarcher also personally perceives the self-evaluation of the instructors to be excellent as something over-estimated. The reason is due mainly to a lack of ex experience and methodology in imparting knowledge. The language may be another barrier to effective teaching. The barrier can either be created by the instructors themselves because of the low quality of English as a second language created or may be by the students due to their inability in using English as a medium of communication. In either way, the teaching performance of the instructors will not be as effective as it would normally be. Just as important may be the Thai custom of putting the teacher "on a pedistal" and insisting on total respect for the teacher by the student.

Last, but not least, is that devotion and commitment to the teaching profession is very essential. In modern times, teaching is business-like. The special care, sacrifice and the devotion of the former days are gone. Moreover, the standard of living is so high that

it forces the instructors to have other jobs in order to earn enough for their living. They are more materialistic. That is the reason why they cannot wholeheartedly devote themselves to the profession, but divide themselves among so many other things which they think they need in life.

The instructors should take the initiative to be sensitive to the needs of the students. Unless and until the instructors come to know the needs of the students, there will remain a communications gap and the teaching performance of the instructors will be hard to improve.

To bridge this gap, the instructors must know the students' needs and this can be dome through, first, observation of the students' reactions during class-time. Then, through teaching techniques, the instructors may prepare a kind of test to check their understanding and at the same time to detect their needs. It may be done orally or in writing. To be sensitive to their needs, the instructors may talk to some of pupils privately outside clas-time and seek their opinions so that lessons may be better prepared and more relevant.

CHAPTER 5

FINDINGS OF THE STUDY

The findings of this study will be persented in three
parts, namely, the qualities of the instructor based on
previous research, the findings from the questionnaire and
the findings from interviews, personal observations and
experiences.

1. From previous research: Factors that affect the
effieiency of the teaching performance of the instructor
are:

a) Personal traits: The instructor must possess
pleasing personality, good and up-to-date knowledge of the
subject matter, inquisitive mind, and qualities as a
leader;

b) Method of teaching: He must know different
techniques of presentation. At the same time, he must
know how to make use of teaching aids to properly facilitate
the learning of the students.

c) Relationship with students: A readiness to
listen and to help the students both inside and outside

class-time is very essential. He should be friendly with
every one and create an atmosphere of trust and confidence.

   d) Evaluation: A teacher should know the art of
measurement and evaluation and use the feedback and
criticism as a stepping stone to the change and improvement
for the better.

   2. From the questionnaire: From the data gathered the
following findings have been obtained:

   a) The instructors tend to highly evaluate
themselves than the students normally do. From Table 2
and 3, we know that the arithmetic mean of the faculty
responses to the questionnaire item is about 4 where as
the Arithmetic mean of the student responses is less
than 3.

   b) According to self-evaluation of the
instructors, what is the lowest of all the items presented
is in "discussing recent developments in the field and
present origins of ideas and concepts". More importantly,
the students feel that the instructors come to class
unprepared for lectures and discussions.

   c) Of all the four variables, the weakest point
according to the students is in "Teaching Ability,
Organization and Clarity" and in view of the instructors'

evaluation "Teaching Approach" is their weakest asset.

d) In general, and according to the t-test performed, the evaluation of the two groups are the same in ranking of the variables of the responses to the questionnaire items. But the significant and highly significant differences show that there is something wrong either with the faculty members or the demand on the part of the students is too high.

CHAPTER 6

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

From the self-evalvation, the instructors see them-
selves as already functioning well. The standard of
teaching is rather high. If the measurement is right and
if the instructors are sincere, then the teaching
performance of the instructors as a whole is at a high
level. The instructors are doing their best and they are
putting efforts into their work. This may show that their
achievement in teaching is quite satisfactory. There is
a few defects here and there. The instructors readily
listen to the complaints and criticism of the students.
This also indicates that the instructors seem to be ready
to correct themselves. Thus the future standard of
teaching performance of the instructors will continue to
improve.

Viewing the teaching performance of the instructors
from the students point of view, the outcome of the
standard is average. According to the students, there is

a need for a lot of improvement in many areas, since
teachers are accounted as the developers and builders of
the nation.

According to the students, the standard of the
teaching performance of the full-time instructors is not
up to the mark. Instructors do not put their heart and
soul into the work. Sometimes, it might happen that the
teaching ability of the structors is so limited. Sometimes,
perhaps, instructors possess teaching ability but due to
personal problems and their relationship with the students
the results are not good.

Though the students play a great role in the educational
process, yet one of the major keys is in the instructors
themselves. If the instructors, with their good will and
intention, want to improve themselves for the better, then
things would be much easier. From the students view
point, the instructors should improve themselves in several
areas: First, the instructors must perpare better for
lectures and discussion; secondly, the instructors should
take more interest in gaining more knowledge daily, have
additional or private studies to keep them up-to-date, and
know how to make effective use of evaluation and

measurement. They should make the students feel free to ask questions, disagree and express ideas. And one of the most important things is the readiness to listen to the complaints and criticism and consider them as part of their professional growth. Oftentimes, the instructors overlook their own deficiencies. They should listen then to criticism for their own good individually and collectively to increase the standard of the teaching performance of the instructors.

Taking the two points of view into consideration, certain ideas coincide with each other while the rest differ. This may be due to the fact that

Case 1. The instructors are really good. They are well prepared for their classes. If the students cannot understand the lesson, they may project it as unpreparedness on the part of the teacher.

Case 2. In another sense, the instructors may not be prepared for their classes but keep on thinking that they have done their best.

From Case 1, the instructors do not do their utmost to make the students understand their lessons. The instructors must try to motivate and arouse the eagerness in studies in the students. The result is that the students cannot understand their lessons. The suggestion is that the instructors should take more interest in teaching and try to understand the student' difficulties and problems.

In Case 2, an instructor may think that he is well prepared but actually he knows very little: Each instructor must know himself very well and how much he knows the subject he is teaching. Then he must listen a lot to the students themselves. From there, he can consider these deficiencies and improve himself.

Therefore, if the instructor plays his role properly, if he guides the students well, they should naturally respond to their calling.

The Main Qualities of a Good Instructor

In my personal opinion and from the variables I have put forth in my questionnaire, a good teacher must possess the following aualities:

1. With respect to teaching approach: He should give his own ideas apart from what is given in the text. Pers Personal opinions presented to the class should help to increase the students' range of vision and perspectives. This also stimulates the students in their studies and, at the same time, increases personal confidence of the students in their instructor.

In the explanation of various theories, he should contrast their implications. This approach would help them to better understand and to solve problems that may arise. The instructor must read books and magazines widely so as to be able to discuss recent developments in the field he is teaching and present origins of ideas and concepts. Everytime he uses ideas from other books, references must be cited. Before all else, the instructor must choose the proper text for the course which adds depth to lectures and discussions.

2. With respect to teaching ability, organization and clarity: The good instructor should be competent in his knowledge of the subject matter and teaching areas. This competency of knowledge should increase confidence,

zeal and euthusiasm in the students. To be competent means that he needs to prepare for his lectures. All the more, he should keep up-to-date in his art. Outward appearance also plays a great role. He should outline clearly at the beginning of the course his expectations of the class and should not surprise them with major assignments at the end of the course. Then everyday, he should begin and end the class with vigor and promptness to increase interest in the students. Class time should be used efficiently. Materials should be presented coherently, emphasizing the major points and making clear their relationships. In the art of teaching, he should use examples and illustrations which will make the material clearer. With tact and skill, he should try to encourage wider student participation and direct his efforts towards situations which encourage independent thought and action. He should give adequate assignments and once he finishes his corrections, return them promptly.

3. With respect to the group interaction and the instructor: Good instructor must be aware of whether the students are following his discussion and lectures with

understanding or not. He should create an atmosphere of trust and confidence in his class so that the students feel free to ask questions, disagree, and express ideas. During the course stimulate the students to work on their own beyond what the course itself requires. Occasionally he should give them encouragement by commenting on their work. He also should possess adequate tools to evaluate students' achievement in the course apart from regular examinations. The students should know how they will be graded. In this regard he must be fair and impartial in dealing with the students. He should respect them as individuals and most important of all, he must try his best to make himself available for meetings and personal discussions outside of class.

4. With respect to dynamism, enthusiasm and personal qualities: A good instructor knows how to communicate his ideas to the students. With this ability of his, he can hold the students' attention during class. If he enjoys his career, the students should feel enthusiastic in their study. Then if he loves his profession, he will not only enjoy teaching but enjoy

everything that follows in teaching. But no one is perfect and all are liable to some criticism or another. Even a good instructor will have difficulty, but he will take it to his own advantage and, at the same improve his professional growth. The achievement in the teaching performance then is the outcome of both the parties, that is, the instructors on one hand and the students on the other. If they cooperate and try to understand each other and possess good relationship then some problems, if not all, can be solved.

Recommendations:

From the above research and findings, the researcher makes the following recommendations to improve the teaching performance of the instructors:

1. The instructors must prepare for lectures and discussions more extensively. They must also use stimulating teaching approach.

The lack of teaching experience and a clear understanding of the function of the instructor-training program has led to many problems for beginning instructors. This problem will be solved by providing a good intensive

orientation program. The program should be made worth-
while, realistic, and sincere for all new instructors. It
should stimulate them to be responsible, encourage them to
create quality, give them direction, and provide them with
an understanding of the general nature of the instructor-
training program.

A committee should be formed to make a review
and also revise the instructor-training program for the
college to train and improve the quality of teaching.

2. Since the self-evaluation and the students-
evaluation of the instructors differs, there should be a
system of feedback for the instructors so as to measure
their teaching performance. Consequently, they can come
to know themselves better. To this purpose, confidential
student-evaluation of each course can be conducted either
by the instructor himself or by the college toward the end
of the course to know at least partly the effectiveness of
the performance.

3. The administration should set up a general
guideline for the faculty members to follow so that, at
least, the minimum requirements as instructors of the

college would be fulfilled, if not more, in various aspects of the teaching performance.

Related Recommendations

1. There should be **sys**tematic method of selection of the staff members. Special emphasis should be on observation, follow up and the evaluation of the selected member before the final admission is decided.

2. For unexperienced instructors, there should be someone initiating them into this new profession, guiding and helping them whenever it is necessary.

3. In-service training should be provided to all the members during or at the end of the year to keep themselves always up-to-date in this profession.

4. Informal gathering for the instructors teaching in-the same field or even of different fields to come together and discuss their difficulties and methods of teaching for effective teaching.

Other fields relating to teaching should be exposed to the instructors for the betterment of teaching.

5. Course in measurement and evaluation must be given to all the instructors so that they know how to use

the tools of measurement effectively.

6. At the proper time, instructors should be sent
to attend seminars conducted outside to broaden their out-
look.

7. Experts on the matter should be invited to conduct
seminars and give illustrations on effective teaching.

8. The students should be free to present personal
opinions to the administration for consideration.
Anonymous questionnaire will be employed for every student
to evaluate the instructors and give feedback for improve-
ment.

9. Consider the qualifications and job experiences
of the full-time instructors, as shown in Table 6. From
this data it is quite clear that most of the instructors
become professional after acquiring their job. Out of
34 instructors, only 11 got their degrees in education and
all of them are from foreign universities. They naturally
have little experience of teaching in the Thai milieu.

The researcher therefore suggests having special
training for the new, inexperienced instructors undergo for

a certain period of time a special training before they launch themselves into a full-time instruction.

10. Instead of waiting for outside application, it is better to launch a programme of preparing required and efficient instructors for the College by the College itself and this may be labeled as the "Instructors Programme".

Recommendations for Further Studies

1. Apart from the class-room atmosphere and personal traits of the instructors, other factors that affect the teaching performance of the instructors should be researched and looked into.

2. Not only the full-time instructors, but also part-time instructors who form the majority of the members of the staffs should be taken into consideration to increase the efficiency in teaching performance of the instructors.

3. Continue research with other groups of students to confirm the results of this questionnaire.

4. Further study should be done on how to close the

communication gap between the instructors and the students.

These recommendations for future studies will help the College to see clearer the obstacles that black the efficiency of the teaching performance of the instructors. Little by little, it can get rid of these diffculties and innitiate new efforts to form man in his totality.

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APPENDICES

APPENDIX I

FORMULAE USED IN RESEARCH

APPENDIX   I

FORMULAE USED IN RESEARCH

1.   Arithmetic Mean :

$$\bar{X} = \frac{\Sigma fX}{\Sigma f}$$

$\bar{X}$ = arithmetic mean

ΣfX = sum total scores

Σf = total number of responses

2.   Standard Deviation :

$$S.D. = \sqrt{\frac{\Sigma fX^2}{N} - \left(\frac{\Sigma fX}{N}\right)^2}$$

S.D. = standard deviation

ΣfX = sum total scores

ΣfX^2 = sum of power two of the scores

N = total number of responses

3.   Coefficient of Skewness :

$$Sk = \frac{\bar{X} - mode}{S.D.}$$

Sk = Coefficient of Skewness

$$\text{Mode} = L_1 + C \left[\frac{\Delta_1}{\Delta_1 + \Delta_2} \right]$$

L_1 = actual lower limit of the modal class.

C = size of class interval

Δ_1 = the difference between frequency in the modal class and pre-modal class.

Δ_2 = the difference between frequency in the modal class and post-modal class.

4. T-Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\dfrac{S_1^2}{N_1} + \dfrac{S_2^2}{N_2}}}$$

t = t-test

$\bar{X}_1$ = mean of the variables of the faculty responses to the questionnaire items.

$\bar{X}_2$ = mean of the variables of the student responses to the questionnaire items.

S_1^2 = variance of the variables of the faculty responses to the questionnaire items.

S_2^2 = variance of the variables of the student responses to the questionnaire items.

N_1 = number of responses in the faculty group.

N_2 = number of responses in the student group.
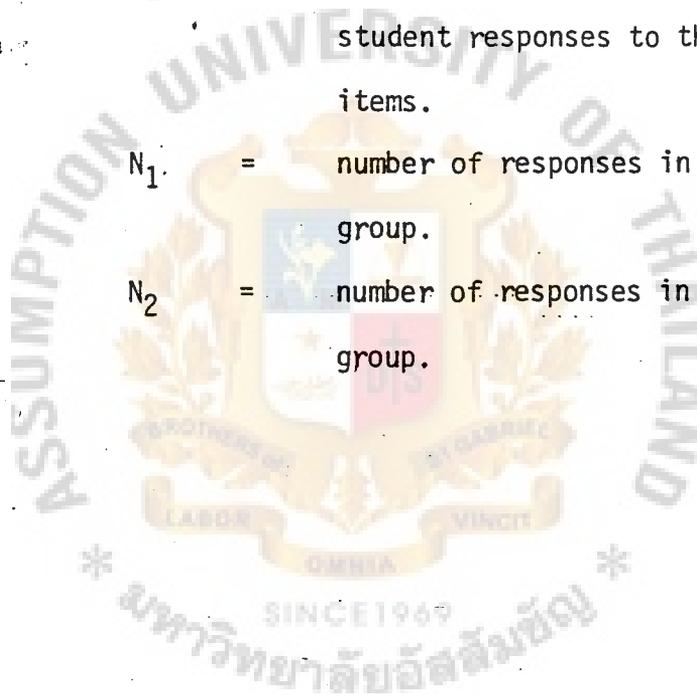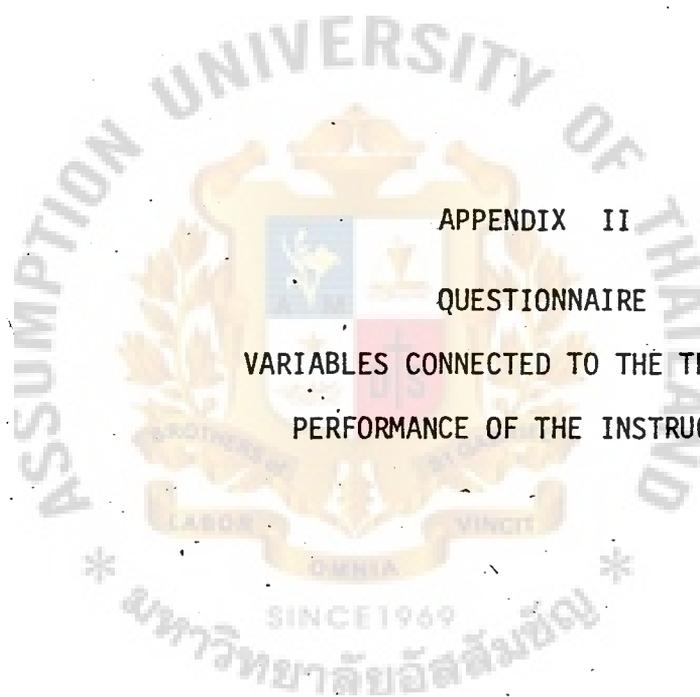
APPENDIX   II

QUESTIONNAIRE

VARIABLES CONNECTED TO THE TEACHING

PERFORMANCE OF THE INSTRUCTORS

Feb. 1, 1980   Assumption Business Administration
                               College.

Dear Instructors,

        Presently, I am working on "An Evaluation of the
Teaching Performance of Full-Time Instructors of ABAC"
which forms part of my work in my studies. I would
very much appreciate your help in evaluating your
personal class behaviour, characteristics and professional
competencies exhibited. Kindly present the fact as close
to reality as possible. Feel free to utilize the space
on the last page for additional comments you wish to make.
        Thank you very much in advance for the time and
concern you have given to this paper of mine.

                               Yours sincerely,

                               (Bancha   Saenghiran)

EVALUATION OF THE TEACHING PERFORMANCE

PERSONAL INFORMATIONS:

Sex: ☐ Male   ☐ Female

Age: ☐ 20-30 Yrs.   ☐ 30-40 Yrs.   ☐ 40-50 Yrs.

               ☐ 50-60 Yrs.

Qualifications: ☐ Bachelor Degree   ☐ Master Degree

                   ☐ Doctorate Degree   ☐ Others

Student taught: ☐ Freshmen   ☐ Sophomores.

                   ☐ Juniors   ☐ Seniors

Subject taught: _____

Teaching Experiences in College/University level:

               ☐ 1-5 Yrs.   ☐ 5-10 Yrs.

               ☐ 10-15 Yrs.   ☐ more than 15 Yrs.

Evaluate your teaching performance and give the score you deserve in each item below. Put a check mark (✓) in appropriate column as your rating.

5 - outstanding   3 - good

4 - Excellent   2 - less than satisfactory

                         1 - unsatisfactory

A. With Respect to Teaching Approach, How Well Did You

	5	4	3	2	1

1. Discuss points of view other than your own?

2. Contrast implications of various theories?

3. Discuss recent developments in the field and present origins of ideas and concepts?

4. Give references for more interesting and related points?

5. Choose texts for the course which added depth to lectures and discussions?

B. With Respect to Teaching Ability, Organization and Clarity, How Well Did You

6. Possess competency in the knowledge of the subject matter and teaching areas?

7. Prepare for lectures or discussions?

8. Begin and end the class with vigor and promptness?

9. Outline clearly at the beginning of the course your expectations of the class and did not surprise the students with major assignments at the end of the course?

10. Make efficient use of class time?

	5	4	3	2	1

11. Pace the course so that you did not have to hurry over large amounts of mateiral toward the end of the semester?

12. Present the material coherently, emphasizing the major points and making clear their relationships?

13. Use examples and illustrations which made the material clearer?

14. Encourage wide student participation?

15. Direct your efforts, by example and precept, toward situations which encourage independent thought and action?

16. Give adequate instructions concerning assignments?

17. Usually return assignment promptly?

18. Write test questions for which the meanings were usually clear?

C. With Respect to the Group Interaction and You, How Well Did You

19. Teach at an appropriate level for the course?

20. Usually have the awareness of whether the class members are following your discussion or lecture with understanding?

21. Make the students feel free to ask questions, disagree, and express ideas?

	5	4	3	2	1

22. Stimulate the students to work on their own beyond what the course itself required?

23. Comment individually on the student's work, either orally or in writing as to give them encouragement and support?

24. Have sufficient demonstrable evidence, in terms of class participation and written work, to evaluate the students' achievement in your course?

25. Give tests which provided the students with an adequate opportunity to show what they have learned?

26. Explain clearly and early in the semester how the course grade would be determined?

27. Possess fairness and impartiality in your dealings with students?

28. Respect them as individuals in your dealings with students?

29. Make yourself available for meetings or personal discussions outside of class?

D. With Respect to Dynamism, Enthusiasm and Personal Qualities, How Well Did You

30. Use your ability to communicate?

31. Usually hold the students attention during class?

	5	4	3	2	1
32.					
33.					
34.				•	
35.					

32. Be intellectually stimulating?

33. Reveal enthusiasm in your teaching? (Seem to enjoy working with the class?)

34. Follow through on commitments such as conferences, paper grading, etc?

35. Consider criticism as part of professional growth?

Some suggestions given to improve your own teaching performance.
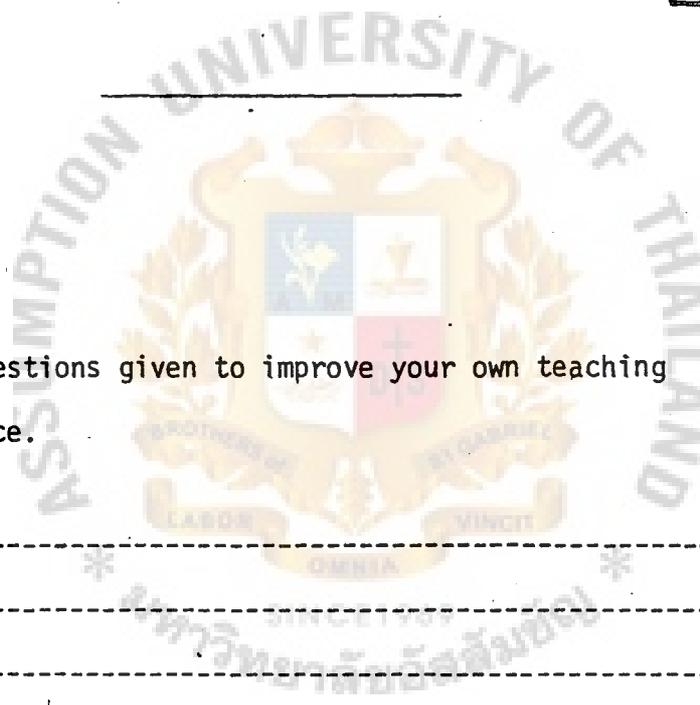
APPENDIX III

THE TALLY OF THE INSTRUCTOR-EVALUATION

AND STUDENT-EVALUATION

The tally of the Instructor-Evaluation and Student-Evaluation.

INSTRUCTOR-EVALUATION

	1	2	3	4	5	Total
1	-	1	11	8	7	27
2	1	-	16	7	3	27
3	-	3	15	8	1	27
4	-	4	7	12	4	27
5	-	2	10	11	4	27
6	-	-	5	12	10	27
7	-	1	4	11	11	27
8	-	-	6	12	9	27
9	-	-	3	12	12	27
10	-	2	4	16	7	27
11	-	1	4	13	9	27
12	-	-	3	14	10	27
13	-	-	4	12	11	27
14	-	-	8	14	5	27
15	-	1	8	12	6	27
16	-	1	6	17	3	27
17	1	3	9	7	7	27
18	-	2	7	10	8	27
19	-	1	3	17	6	27
20	-	1	7	15	4	27
21	-	-	4	10	13	27
22	1	1	5	11	9	27
23	-	4	6	13	4	27
24	-	1	9	11	6	27
25	-	1	6	10	10	27
26	-	2	2	11	12	27
27	-	-	1	11	15	27
28	-	-	3	11	13	27
29	-	-	6	9	12	27
30	-	-	3	14	10	27
31	-	-	11	9	7	27
32	-	1	8	14	4	27
33	-	-	5	15	7	27
34	-	-	5	14	8	27
35	2	-	6	7	12	27

STUDENT-EVALUATION

	1	2	3	4	5	Total
1	2	45	69	27	10	153
2	10	70	52	19	2	153
3	7	74	55	13	4	153
4	8	52	74	18	1	153
5	8	52	74	18	1	153
6	7	54	71	20	1	153
7	4	19	78	48	4	153
8	8	22	89	30	4	153
9	5	42	73	28	5	153
10	1	24	96	32	-	153
11	17	64	52	18	2	153
12	3	43	84	22	1	153
13	10	65	59	18	1	153
14	5	32	64	44	8	153
15	6	40	68	32	7	153
16	4	36	67	41	5	153
17	23	63	50	11	6	153
18	4	40	65	38	6	153
19	7	15	89	39	3	153
20	17	57	58	18	3	153
21	5	23	61	55	9	153
22	6	40	68	32	7	153
23	70	56	17	9	1	153
24	15	44	74	17	3	153
25	9	44	61	31	8	153
26	4	19	36	61	33	153
27	20	33	56	28	16	153
28	2	19	81	48	3	153
29	2	32	55	46	18	153
30	7	44	84	17	1	153
31	7	44	84	17	1	153
32	10	44	58	34	7	153
33	8	22	89	30	4	153
34	15	44	74	17	3	153
35	2	19	81	48	3	153

APPENDIX IV

TABLE SHOWING THE

DEGREES AND YEARS OF EXPERIENCE IN

TEACHING PROFESSION IN COLLEGE OF THE INSTRUCTORS OF ABAC

TABLE 6

QUALIFICATIONS AND JOB EXPERIENCE OF THE FULL-TIME INSTRUCTORS

OF ABAC IN COLLEGE-TEACHING PROFESSION IN 1978-79

Total number of Instructors	Degrees Acquired	Number of Instructors	Range of Job Experience in College Teaching
34	B.A.	9	
	B. Com.	3	
	B. Ed.	5	From 6 months
	M.A.	10	to
	M.S.	1	7 years.
	M. Ed.	6	

EDUCATIONAL BACKGROUND

Bro. Bancha Saenghiran finished grade twelve at St. Gabriel's College, Bangkok, Thailand, in 1963. One year was spent in Loyola College, Madras, India for pre-university Course in 1966. Then a Bachelor Degree of Science in Mathematics (cum laude) was undergone from 1971 to 1974 in St. Louis University, Baguio City, Philippines. Masters Degree program in School Administration was initiated by St. Mary's College California, U.S.A., in 1976. Presently, he is working at Assumption Business Administration College occupying the seat of Vice-president for Student Affairs.