

Communicative Competency in Britton's Language Functions and Academic Performance of Faculty Teaching English Discipline

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ABSTRACT

This descriptive research designed to determine the influence of communicative competency in Britton's language functions on the academic performance of faculty teaching English discipline premised on out-come-based teaching frameworks and the K=12 enhanced basic education curriculum implementation as a measure of reform to enrich performances level could assist the school administration towards a best-fit for quality assurance. The socio-economic-educational profile of respondents reflected majority age 41-50 years, female, married, received monthly salary of Php3,000-6,000, mostly BSAgEd graduate, teaching based on specialization with appropriate training-seminars. Communicative competency in Britton's language functions particularly, expressive and transactional were described as very good, except poetic with only good competency. All language functions divulged homogeneous with closely similar competency. Teaching Performance of faculty in English discipline described moderately adequate. The perceptual difference of Communicative Competency and teaching performance between the male and female faculty members in Britton's

language functions, respectively, disclosed T-test for independence/ uncorrelated level, divulged significant did not exist. Hence, the probability of occurrence greater than Alpha level accepted the Null hypothesis. The relationship between communicative competency in Britton's and teaching performance capability in English, taken collectively among faculty members, disclosed highly significant. Individually, the former variable indicated a directly proportional relationship with the later. The extent of the relationship of Britton's communicative competency and teaching performance on the socio-economic-educational profile, collectively/ individually, which co-existed not-significant, accepted the Null hypothesis.

KEYWORDS

Communicative competency, teaching performance, academic capability, descriptive research, Philippines

INTRODUCTION

Communicative competency in Personske, (1987) John Britton's three major language functions designed by Halliday's (1976) are materials identifying discourse used for (a) Self maintaining physical and psychological needs and wants; (b) directing the action of the self-collaborating in action with others; (c) reporting on present and past expressive labeling the component of the scene referring to the sequence of events recognizing the central meaning is reflecting of experience including own feelings; (d) toward logical reasoning expanding a process and recognizing principles; (e) predicting or for casting events or consequences of the action; (f) projective into the feeling of other or into the reaction others; and (g) Imagining-developing an imaging situations based on fantasy developing an original sherry. Conclusively the study registered that a teacher using the functional approach can create a setting for ESL student that will involve them intimately in reading and writing tasks that are maturated individualized focus on important linguistic structures and vocabulary in discourse contexts where the linguistic forms are used naturally and effectively.

Britton's communicative competency in English second foreign language discipline used as a medium for a definite purpose of communication as an efficient instruction to generate desired productivity for quality and excellence in educational development is for some objectivity is very vital instructional disciplines involving thinking, movement and interaction with creative efforts to achieve the desired end. Other people even use

some language words to produce tough context of meaning, the form of communication or written competencies, can take a varied structures, the personal choices, or whiling time away by engaging in the favorite activities can be one form it deserves.

Personske (1987) student speaks, read and write, and written letter only in communicative teaching performance exercises. It can also be communicative competency to generate better communication to effect productive teaching, or taking part of a social gathering, or eventing efforts for personal moral and intellectual growth or ever getting along with other listeners in the processing of learning, while communicators are striving, concretizing their communicative purpose, their messages, their social and physical skills, include their own native tongues or dialects are also of utmost importance.

In the context of teachers at the Tawi-Tawi Regional Agricultural College, they are technically expected to possess minimum communicative competence using their non-native English second foreign language capabilities "to share their own world" (Britton, et. al. cited by Newfield 1978) in teaching all levels, such as; elementary grade levels, secondary, collegiate, master's degree, doctoral and post graduate education courses to attain their instructional objectives.

Tropically, based from empirical observation, the students of secondary or collegiate level are generally perceived to have insufficient skills in utilizing their inherent communicative competencies and teaching learning performance efficiency. This can be attributable to the teachers resource training in English discipline and the insufficiencies of instructional facilities the school has it used for their learning proficiency in both academic and vocational disciplines may deceive them in different ways the achievers provide them and the ways the learning has registered. The course discipline orientation of the institutions as a flagship agriculture institution in the service area, which Tawi-Tawi Regional Agricultural College (TRAC) is the focal one, counts as a distorting-focus-variables may have led to poor communicative competencies and teaching performances of the faculty teaching and the students of the institution a like.

Halliday's (N.D.) communicative competence posited a learner sharing his book with a classmates might make a forceful instrumental or transactional statement "I want that book that is next to that small glass!" without offering the classmates the gain deserved the process should be done differently to less familiar comparison if the solid encounter is to smoothly ("please pass me that book") while consequently, the desired result is achieved, manifests successful communicative competency and efficient teaching performance.

Further, to a great extent, the culture of the society where the school or college is located would also influence the language of the people - can be gleaned the language carried with in the social affairs of the certain society where Tawi-Tawi Regional Agricultural College (TRAC) is likewise located. It has its social significance that without it, a society could not exist from the point posited by SAPIR-WORF hypothesis, language and culture (in Britton, 1999) gradually “shape the view” of the reality of the speaker creating viable though habit among them and that no two cultures are the same in the collage, particularly the elementary and secondary levels which instructional practices are to provide opportunistic and strong foundation of learning failed to use their communicative competencies serving varied purposes in English language. Teacher as observed would provide customary English reading materials with the sole purpose of teaching the students only the course content of discipline, sentence structure of vocabulary which could facilitate work in the other fields, which occurrences are incidental to the “how to” goal desired in the “writing” or speaking course. On the other side of the board, students are taught only the “how to write” doesn’t using letter writing choice words and sentence structure connected to other purpose of the students after they’ve mastered the essentials of writing discourse composition if they are not to write and accomplish a purpose but only to practice the forms the teacher designates, such as; the business letter, the paragraph of essay writing, analysis of the thesis of the passage they read, etc, the act do not make sense. The best is they know the theory, the thesis of the passage and then begin to write. Writing composition based on reading comprehension should begin from a thesis it deserves (Ahamad, 2002). Just like writing autobiography should not begin from my autobiography as title of the thesis, but on the contextual synthesis of the human life story, or the issue deserves to be written.

Sader (N.D.) believed in many classroom activities language learning not even connected to any of the teacher, that is student speaks, read write and written letter only in exercises (Personske, 1987). The given exercises do not open view where the students can practice different communicative functions, or use of language native or non-native English speaking competently (Panel, 1985).

Language functions of Britton’s (1978) earlier mentioned and Language Communicative competencies in Lyle Bachman’s (1990) Canale (1983, Hymes (1967) and Cumins (1967) schematizations are ideal theoretical frameworks this study deserves.

It is in this vein that the faculty teaching, much the student activities are necessary variables to determine the Britton’s language functions for

improvement of their communicative competencies (in all the language functions) under study. This means the teachers or students of all levels will develop the audience awareness (students-reader) and the language context successfully used in communication and teaching goal of language arts instruction. As their communicative competencies and teaching efficiency awareness increase the choices of learning, students become empowered to achieve passing purposes through teaching learning register done appropriately is an empiricism deemed necessary.

The Tawi-Tawi Regional Agricultural College which concerned is to promote and develop the human resources through faculty development program there by improving the delivery of its educational services and making it more responsive to the changing needs of time and required productivity being the only agricultural institution in the province, offering agricultural courses as its flagship, is presumed the same graduates' communicative competencies and teaching performance in English second foreign language used as a medium of instruction, have a weaker link of performance academically, to include vocational efficiency and productivity in the delivery of the services to attain its institutional mandates: objectives, visions and missions' quest for quality. Considering the consequences of the risks suffered by the institution and the whole constituencies and the clientele, the researcher hypothesized that the situations incurred upon the institution transferring from one place to another have deeply traumatized losing its credibility.

In this context, the researcher postulated the idea, a need to determine if the perceived variables, viz; communicative competency influence teaching performances of the same institution's faculty and the students' academic efficiency, hence this study.

OBJECTIVES OF THE STUDY

This study aimed to determine the Communicative Competencies and Teaching Performances among Faculty Members in Tawi-Tawi Regional Agricultural College (TRAC), Bongao, Tawi-Tawi. It specifically, answered the subsequent Problems:

1. What is the socio-economic-professional profile of the respondents?
2. What is the communicative competency of faculty teaching English subjects at the Tawi-Tawi Regional Agricultural College?
3. What is the level of teaching performance among the Faculty Members at the Tawi-Tawi Regional Agricultural College?
4. Is there perceptual significant difference of the Communicative

Competency and teaching performance between the male and female faculty members at the Tawi-Tawi Regional Agricultural College?

5. Is there significant relationship between communicative competency and teaching performance among faculty members at the Tawi-Tawi Regional Agricultural College?
6. What is the extent of relationship between communicative competency and teaching performance among faculty members at the Tawi-Tawi Regional Agricultural College?

THEORETICAL FRAMEWORK

Communicative competencies (Bruner, 1977, Halliday, 1978) the interactions that surface within this situation are considered as the originating force, as well as, the condition for language learning (Reese, 1979).

Mclean and Snyder-Mclean (1978) characterized language as a means of achieving already existing communicative functions directly related to the automatic aspect of the language and learned in dynamic social interaction involving the individual as the maturity of uses in his environment by nature of the form language carries within it, the complex product of all the input identified plus the effect of the nature and functions of the human physiological and ecological system as a result as individual grows older their ways of manifesting intention would be gradually improve in using of the structure of the language would be clear and comprehensible.

Quoted, Tomskins and Hosikisson (1991), thus commented that using language via its function or discourse is easily learned in communication experiences rather than through practices activities that lack functions purpose (Roble, 1998) consequently language is rarely employed for the one function at a time rather utilized in two or more function either in talking and writing Pinnel (1975) support such claims that when learner use language discourse functionally they use it for real communication where interacting with other. Language and culture as a theoretical framework also play a vital roles in the development of language verbal competencies, (Ahamad, 2002) of the students.

Erds and Wells (1989) found also though talk student extended from the individual interpretation of their ready and better understanding of it for they talk about their understanding of their story and could change their opinions though prediction after listening the classmate alternative view.

Franly Sampson (1981) is study a functional approach to leading writing use the step (motivation attention use and development of language specific

abilities to learning a second language reading and writing composition a functional approach revealed that the students discoursed contain language forms in performing even their assigned talks.

Harlow, et. al., (1980), Lacasa and Lacasa (1983), Brynes and Camale cited in Baluma (1994) on the student perceived communicative needs of university level student should achieve in the following result: meeting, people, greeting people, expressing pleasure and displeasure, expressing satisfaction, complaining expressing want. Genegabaes (1989) examined English proficiency of the grade six pupils of the Sacred heart school for Boys of Cebu city, centered on the use of the writer assessment though a six-point scale pounded in the instrument a three man scores found out that heading comprehension skill as the most proficient and manner skills as the last performance which phenomena also disturbed researcher.

This research study is anchored on the reading comprehension and writing composition skills theory of Personske, (1987) related to Britton's composition based on Halliday's sociological theory of English second foreign language used as a subject offered at Bongao II district elementary schools in the department of education (DepEd).

It further assessed the capacity of an individual teacher of national elementary and secondary education department in Tawi-Tawi division based upon communicative discourses in reading comprehension and writing composition, to summarily comprehend and write what they read or comprehended and in conveying the message across to his/her readers, audience in attaining such communicative goals and purposes.

In this context, it is important that language user like secondary school teachers of Bongao II district in Tawi-Tawi division should do their best to discover the power of language reading and writing there environments, home and schools' campuses they need to learn a language composition (Ahamad, 2002) to comprehend reading, or compose meaning through written composed heading the meaning (Stewart, Hall, 1988).

Gleaned from the above theory of Britton, in Personske, (1987), individuals learn language composition in order to socialize and direct the behavior of other (pragmatist quested by Brunar, 1974) which further pragmatist states that beside learning the meaning and mechanical forms of composition unity individual are motivated to learn the reading and writing skills.

Muma (1978) as cited by Owens (1984) language communication composition skills structure is acquired as a more efficient means of communication intention the broad fiction of language called interpersonal and personal which are doubted by Halliday (1978) as internal language

used for memory, problem solving, and context development at one hand interpersonal function of language is communication skill function is called a speech act, an “interpersonal” verbally encoded social gesture by one person to another (Garvey, 1977).

Dore, (1974) defined speech act as “a unit of linguistic communication, which is expressed according to grammatically and pragmatic rules, while function to convey a speaking, conceptualized representation and intention”.

Searle (cited in O’Grady, 1988) strengthened the point saying “it is not ... the symbol or words or sentence... which is the unit of linguistic communication but rather it is the production... in the performance of the speech or writing act. That constitute the basis unit of linguistic communication”.

Dore (1974), Mahoray and Seely (1976) Halliday commented that language is preceded by, and possibly involved form a well-integrated nonverbal communication system” the basic writing taxonomy is the Primitive Speech Act (PSA) which is an utterance consisting of labeling, repeating, answering, requesting action requesting answer, calling, greeting, protesting and practicing, therefore, language acquisition is a process of socialization, social interaction and social relationship provide the needs of framework that enable an individual to decode and encode language form and context rationalist theory pioneered by Chomsky, supported by Lenninberg and McNeill (cited in Brown, 1987, 1994 and Jones and Dixon 1989) promised that every individual has innate capacity to learn any language, thus human being possess a clock box known as the language acquisition device (LAD) which further the blue print of language that first heard language into its readymade pattern that vary express acquirer easily learn the target language.

Based on socio cultural theory of Wells (1979-1981) the social interaction theory of both (cited in Roble 1998 and in Ahamad 2002), on the other pole cogently indicated that the rule of social context in which exchanging of ideas take places plays a significant role among the students and the teachers involved in this study of performing there communication task –be they be out that language function always embedded in every activity in every situation and individual engage in Hall (1988), hence, stressed that language is acquired and learner to fulfill needs within the environment is modified and controlled not only the individual behaviors, but the behaviors of those around them. As a social educational or even technological tool language become a way of sharing ideas with people it facilitates fuller interaction with others Brown, (1987) (1994) state initial language learning in a process of cognitive socialization.

CONCEPTUAL FRAMEWORK

The conceptual framework of this study is anchored on the communicative discourse competence of teachers on the theory of Britton's three major language functions in Personske, (1987) related to Britton's composition based on Halliday's sociological theory in English second foreign language used as a medium to teach English disciplines offered at the Tawi-Tawi Regional Agricultural College Bongao, Tawi-Tawi.

Britton's (1978) three major language functions used in teaching discourse, such as; transactional, expressive and poetic language functions introduced through formal classroom instruction to determine their comparisons and relationship or influence with communicative competence theory of theorists earlier mentioned.

To assess the respondents levels of communicative competence and teaching performance, the researcher conducted a composition evaluation examination to sampled respondents who were conducted periodically (midterm and final examinations) at their respective departments using the teaching model to determine the progression of language communicative competence of teachers teaching English subjects in the classroom and the academic teaching performance among respondents' teachers test scores. The data of this study were the scores performance of teachers discourses adapted from the methodology and the scale rating performance of respondents-teacher teaching English second language functions statistically treated through a descriptive correlational and inferential statistics.

HYPOTHESES

Null:

Based from the postulated problems of the study, the statements of null hypotheses below were tested:

1. There is no significant difference between the levels of communicative competence and teaching performance in English second foreign language medium among teachers at Tawi-Tawi Regional Agricultural College.
2. There is no significant influence of communicative competency on the teaching performance in English second foreign language medium among teachers at Tawi-Tawi Regional Agricultural College.

METHODOLOGY

The study utilized descriptive correlational type of research to describe the Teachers communicative competency and teaching performance of respondents at Tawi-Tawi Regional Agricultural College based on Britton's three major language functions theory in (Personske, 1987) teaching discourses. Correlational and inferential statistics, on the other hand, were used to determine significant difference between the teachers' communicative competency and academic teaching performance among respondents in the institution understudy. The data were statistically treated based on the teachers' competency and teaching academic performance scaled at 5-Point scale of Baluma below. Only fifty (50) respondents were utilized by the researcher identified through simple random sampling design to obtain the desired number of respondents taken from the schools' total population. In determining the sample size, Gay (1976) offers some minimum acceptable sizes of samples depending on the type of research. For descriptive research and smaller populations, a minimum of 20% may be required. And for this study, 45% of the total population was considered as respondents. It was designed to compare which among the teachers performed better in the three language functions of Britton's in (Personske, Lyle Bachman, 1990) level of competency.

The researcher has computed the sample proportion (percent) employing the formula: where n refers to the size of the sample; N pertains to the size of the population; and 100 is constant as shown in Table 1 population distribution. The instrument were presented to the three-panel of experts for content validity and reliability of rating tests' scores of teachers communicative competence discourse (Bachman, 1990) and the teaching performance of the same rating scaled for significant comparison and influences between the variables understudy.

The Locale/Setting of the Study

The setting of the study was the Tawi-Tawi Regional Agricultural College where the respondents were sampled from respective departments. The respondents considered were Teachers of the same institution comprised of 30 teachers conducted to classroom demonstration teaching the sampled respondents based on the Britton's three major language functions; Transactional, expressive and poetic (Britton, 1987) in Personske's model of language communicative functions.

The Respondents

The respondents of this study were solely faculty of Tawi-Tawi Regional Agricultural College teaching English discipline piloted to test communicative discourse competency rating at 5-Point scale of Baluma below with only fifty (50) respondents identified through simple random sampling design to obtain the desired number of respondents considered from the total population of the institution under study. In determining the sample size of respondents, Gay (1976) offers some minimum acceptable sizes of samples depending on the type of research. For descriptive research and smaller populations, a minimum of 20% may be required. And for this study, 45% of the total population was considered as respondents.

On the basis of the computation using 45% of the population, the sample size was 50; 24 were males and 26 were females was also utilized to determine communicative competence of Britton's major language functions (Lyle Bachman, 1990) on the level of teacher-respondents competence. The researcher has computed the sample of respondents proportion (%) employing the formula: where N refers to the size of the sample; N pertains to the size of the population; and 100 as constant shown below.

Table 1. Population Distribution of the Respondents

Faculty Members	Male			Female		
	N	%	n	N	%	n
Regular Faculty	21	60	10	50	65.79	22
Contractual Faculty	14	40	6	26	34.21	12
Total	35	100	16	76	100	34

As shown in Table 1, the total population of teachers for both regular and contractual faculty members is 111; 35 are males and 76 are females. The biggest number of population is from regular faculty members with total frequency of 71 teachers; 21 are males and 50 are females. And the smallest number of teachers is from contractual faculty with total frequency of 40 teachers; of which 14 are males and 26 females teachers. In determining the sample size, Gay (1976) offers some minimum acceptable sizes of samples depending on the type of research. For descriptive research and smaller populations, a minimum of 20% may be required. And for this study, 45% of the total population was considered as respondents.

On the basis of the computation using 45% of the population, the sample size was 50; 16 are males and 34 are females. The regular faculty members

has the biggest number of respondents numbering 32 (10males and 22 females), followed by contractual faculty members with 18 respondents (6 males and 12 females).

Respondents of the Study

The target respondents were the Teachers of the institution understudy in Bongao, Tawi-Tawi school year 2016-2017. Considering the large number of the population of the college only fortyfive percent (45%) respondent teachers was taken.

Sampling Procedure

This study employed purposive sampling to identify the subject of this study and enumeration of the sample attained with 45% samples drawn from the total population of the Tawi-Tawi Regional Agricultural College in Tawi-Tawi, ARMM region.

Research Design

The design of the study utilized descriptive type of research. The tool of statistical treatment of the study utilized frequency count and percentage distribution for the demographic profile of the respondents, T=Test statistics to test scores Mean and standard Deviation were utilized to test significant difference between teachers communicative teaching discourses competence and the academic teaching performance of respondents. Regression r^2 to test the significant influence between same variables under consideration was also employed.

Research Instruments

The desired data of the study were treated by the following instruments. The observation by Gay SuPinnel exemplifying the three (3) teaching major classroom discourses of Britton language functions (cited in Norton, 1993) was used to monitor the respondent's communicative competence and teaching performance in English second foreign language used as a medium. For scoring and interpreting the respondents level in same variables as well, the 5-point scale of Baluma (1992) was adopted.

Closed-ended questionnaire was used to gather data for the realization of descriptive socio-economic-educational profile and considered qualitative model of Baluma's 5-Point scale rating to determine the levels of teachers' communicative competency and teaching performance at among respondents at the Tawi-Tawi Regional Agricultural College in Nalil, BongaoTawi-Tawi.

The questionnaire consisted of three parts; the first was centered on the demographic profile, the second, on the teaching communicative competency, and the third was the actual teachers' teaching performance competence in English second foreign language as a medium using Britton's language functions in (Bachman, 1992) at the Tawi-Tawi Regional Agricultural College, Nalil, Bongao Tawi-Tawi. The desired data of the study were treated by the following instruments. The observation by Gay SuPinnel exemplifying the 3 major classroom discourse (cited in Norton, 1993) was used to monitor the respondent's communicative competency and teaching performance. For scoring and interpreting the respondents level in the same variables, the 5-point scale of Baluma (1992) was also adopted (see the appendix Table B below).

Table 1-B. Descriptions Level of Score Points of Communicative Discourse Competency and teaching Discourse Performance of Faculty Understudy adopted from Baluma (1992)

LEVEL	DISCOURSE DESCRIPTION of Faculty Competency and Teaching Performance in Britton's (1987) in (Personske, and Bachman 1990)	SCORE (POINTS)
5	High Competency	90-100
4	Very Good Competency	80-89
3	Moderately Good Competency	70-79
2	Poor Competency	47-69
1	Very Poor Competency	Below 46

Criteria Legend:

- Accuracy — 20 points
- Tone — 20 points
- Clarity — 20 points
- Organization — 15 points
- Spelling — 10 points
- Vocabulary — 15 points

A tabulated summary was used to record and monitor individual respondents performance to guarantee that each respondents has read and written the comprehension based on the passage theoretically framed with Briton's in Personske theory.

Validity of Instrument

To establish the validity of the instrument, the data gathered were submitted into the hands of the most capable, well informed and knowledgeable panel of experts. Hence, suggestions and comments are extremely important considerations for a well-polished instrument.

Reliability of the Instruments

The validated questionnaire was administered to non-respondents-teachers of this study through a pre-administration to get the precision and reliability of the instrument.

Procedure to Administer the Instruments (Gathering the Data)

After the instrument was well done ready for the administration to the respondents, a written permission from the Schools Division Superintendent of the Department of Education was then secured first and the prepared questionnaire was administered at once upon consent of the same head of department. Recovery and retrieval of the instrument was done after three days.

Method of Unit Analysis

The study utilized descriptive research parameter to determine the demographic profile of respondents, significant difference of communicative competence and the teaching discourses performance and the influence of communicative competence on the teaching performance rating among respondents teachers of Tawi-Tawi Regional Agricultural College in Nalil, Bongao Tawi-Tawi.

To find out data on the demographic profile of the respondents, the researcher used frequency count and percentage distribution. Mean and Standard deviation was also used to identify the levels of respondents in communicative competence and their teaching performance. To test the significant difference and relationship between the former variables and the later, T-Test, Test of Coefficient Regression (R^2) were utilized, respectively.

Further to measure the accuracy of interpretation of the data treatment the statistical tools used were test of coefficient correlation (r).

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data gathered based on the research problems of the study on “Communicative competencies and Teaching Performance among faculty members teaching

English at Tawi-Tawi Regional Agricultural College. The presentation of data followed the sequence of the statement of the problems.

Problem No. 1 what is the socio-demographic profile of respondents?

Table 1 shows the distribution of respondents according to socio-demographic profile of respondents. As shown in the table, in terms of age, most of the respondents with frequency 15 or 30 percent in the distribution belonged to the age bracket of 41-50 years old, followed closely by a frequency 14 or 28 percent of the respondents belonged to the age bracket of 21-30 years old. Then, third rank in the distribution with frequency 12 or 24 percent of the respondents belonged to the age bracket of 31-40 years old. Then fourth rank in the distribution with frequency 7 or 14 percent of the respondents belonged to the age bracket of 51-60 years old. And the least rank in the distribution with frequency 2 or 4 percent of the respondents belonged to the age bracket of 61 years old and above.

In terms of sex, the same table shows that majority of the respondents numbering 34 or 68 percent in the distribution was female and 16 or 32 percent of the respondents was male.

Then, in terms of civil status, the highest number of respondents with frequency 37 or 74 percent in the distribution was married, followed by a frequency 12 or 24 percent of the respondents was still single. And one of the respondents or 2 percent in the distribution was already separated.

In terms of basic monthly salary, most of the respondents numbering 22 or 44 percent in the distribution has basic monthly salary of P3,000.00-6,000.00, followed by both receiving basic monthly salary ranging from 17,000.00-22,000.00 and 23,000.00 pesos and above with equal frequency of 13 or 26 percent each group. And the least in the distribution was also equally distribution to monthly basic salary bracket of 7,000.00-9000.00 and 10,000.00-16,000.00 pesos with frequency one or two percent each.

As regards to classification of respondent according to degree course earned, the same table shows that most of the respondents with frequency 14 or 28 percent in the distribution was BSAGEd graduate, followed by a frequency 12 or 24 percent of the respondents was a graduate of other courses. Then followed closely by a frequency 11 or 22 percent of the respondents was BSCS graduate. The fourth rank in the distribution with frequency 6 or 12 percent of the respondents earned the degree of Bachelor of Science in Agriculture (BSA). The least rank in the distribution was BS Forestry graduate, and next to the least with frequency 4 or 8 percent of the respondents was BSHT graduate.

Then, as regards to field of concentration/specialization, the highest number of respondents with frequency 33 or 66 percent in the distribution

acquired other field of specialization, followed by a frequency 5 or 10 percent of the respondents specialized in Animal Science, for third, fourth and fifth ranks in the distribution with frequency 3 or six percent each specialized in both English, Biology, and Economics. The least in the distribution with frequency 1 or 2 percent of the respondents has major in Filipino. And next to the least in the distribution with frequency 2 or 4 percent of the respondents with major in mathematics.

In terms of most handled subjects, the same table presents that most of the respondents numbering 26 or 52 percent in the distribution handled other subject like education subjects, Crop science, statistics and physics subjects; followed by 10 or 20 percent of the respondents handled computer science subjects. The third rank in the distribution with frequency 6 or 12 percent or the respondents handled animal science subject and for fourth and fifth rank in the distribution both with frequency 3 or six percent each handled mathematics and English subjects. And the least in the distribution with frequency 2 or four percent of the respondents handled Filipino subjects.

As regards to relevance of Teaching assignment of faculty members/respondents to their respective field of concentration, 43 out of 50 or 86 percent in the distribution divulged that their teaching assignment was within their field of field of concentration and 7 or 14 percent of the respondents revealed not relevant to their field of specialization.

In terms of number of years of teaching the subject, most of the respondents numbering 17 or 34 percent in the distribution, disclosed that they had been teaching the subjects for 6-10 years already. Followed closely by 16 or 32 percent of the respondents handled the subjects for the period of below 5 years. The third rank in the distribution with frequency 8 or 16 percent of the respondents revealed that they had been teaching the Subjects for 22 years already and above. Then, the fourth rank in the distribution with frequency 5 or 10 percent in the distribution had been teaching the Subjects for 17-21 years already. And the least in the distribution with frequency 4 or eight percent of the respondents handled the subjects for the period of 11-16 years.

In terms of working experience, the highest number of respondents with frequency 20 or 40 percent in the distribution had been already in the service for the period of 6-11 years. Followed by 12 or 24 percent of the respondents had been in the college for the period of 5 years and below. Then, third in the distribution, with frequency 7 or 14 percent in the distribution had been already in the service for the period of 22 years and above. Fourth in the distribution with frequency 6 or 12 percent of the respondents had been in

the service for the period ranging from 17-21 years. And the least rank in the distribution with frequency 5 or 10 percent of the respondents had been teaching for the period ranging from 12-16 years.

Finally, in terms of number of relevant training, seminar and conferences attended, most of the respondents with frequency 21 or 42 percent in the distribution disclosed that they have attended for 1-5 times only, followed by a frequency 15 or 30 percent of the respondents attended trainings, seminar and conference for 6-10 times. Third in the distribution with frequency 8 or 16 percent in the distribution had attended trainings, seminars and conferences for 11-16 times. Fourth rank in the distribution with frequency 4 or eight percent of the respondents had attended 17 times and above. And the least in the distribution with frequency 2 or four percent of the respondents revealed that they have not yet attended training, seminar, or conferences.

Table 2. The Frequency and Percentage Distribution of Respondents According to Socio-Demographic Profile

Profile	Frequency	Percentage
Age		
21-30	14	28.0
31-40	12	24.0
41-50	15	30.0
51-60	7	14.0
61 and above	2	4.0
Total	50	100.0
Sex		
Male	16	32.0
Female	34	68.0
Total	50	100.0
Civil Status		
Married	37	74.0
Separated	1	2.0
Total	50	100.0
Basic Monthly Salary		
P3, 000-6000	22	44.0
7,000-9,000	1	2.0
10,000-16,000	1	2.0
17,000-22,000	13	26.0
23,000 and above	13	26.0
Total	50	100.0

Degree Earned		
BSA	6	12.0
BSAgEd	14	28.0
BSF	3	6.0
BSHT	4	8.0
BSCS	11	22.0
Other	12	24.0
Total	50	100.0
Field of Concentration/ Specialization		
English	3	6.0
Filipino	1	2.0
Mathematics	2	4.0
Biology	3	6.0
Animal Science	5	10.0
Economics	3	6.0
Other	33	66.0
Total	50	100.0
Subject most Handled		
Math	3	6.0
English	3	6.0
Animal Science	6	12.0
Filipino	2	4.0
Computer	10	20.0
Other	26	52.0
Total	50	100.0
Relevance of Teaching Assignment		
Yes	43	86.0
No	7	14.0
Total	50	100.0
Number of yeas in Teaching the subject		
Below 5 years	16	32.0
6-10	17	34.0
11-16	4	8.0
17-21	5	10.0
22 and above	8	16.0
Total	50	100.0
Working Experience		
5 years and below	12	24.0
6 – 11	20	40.0
12 – 16	5	10.0
17 – 21	6	12.0
22 and above	7	14.0
Total	50	100.0
In – service Training		
None	2	4.0
1 – 5	21	42.0
6 – 10	15	30.0
11 – 16	8	16.0
17 and above	4	8.0
Total	50	100.0

Problem No. 2 what is the level of communicative competencies on the three Britton's major language functions among Faculty members at Tawi-Tawi Regional Agricultural College?

Table 3 presents the level of competency of TRAC Faculty members on the three Britton's major communicative language in terms of Expressive Function, Transactional Function and Poetic Function.

As presented in the table, the communicative competencies of TRAC Faculty members in terms of Expressive Function was rated with mean rating of 82.82 percent with standard deviation of 4.284 described very good competence. Likewise, in terms of Transactional Function with mean rating of 80.66 and standard deviation of 4.373 also described very good competence. However, in terms of poetic Function, the respondents earned a mean rating of 78.98 with standard deviation of 5.868 described moderate or good competences. But generally based on grand mean of 80.82 and standard deviation of 4.224, the level of communicative competencies of TRAC Faculty members on the three major Britton's language functions was described very good competence.

In terms of measure of variation of rating competencies, with mean values and standard deviations in the three language functions such as; mean value of 82.82 and standard deviation of 4.284 for Expressive function, mean of 80.66 and standard deviation of 4.373 for Transactional function, mean of 78.98 and standard deviation of 5.868 for poetic functions, which all divulged that the set of values constituted the distribution of rating competency was less scattered(homogeneous). It can be construed that the performance ratings of the respondents were closely similar.

Table 3. The Level of Communicative Competencies on the three Major Britton's Language Functionamong Faculty Members at Tawi-Tawi Regional Agricultural College

Factors/Language Functions	Mean	S.D.	Verbal Description
Expressive Function	82.82	4.284	Very Good Competence
Transactional Function	80.66	4.373	Very Good Competence
Poetic Function Competence	78.98	5.868	Moderate/Good
Grand Mean	80.82	4.284	Very Good Competence

Scale	Range of Mean	Verbal Description
5	90-100	Very High Competence
4	80-89	High/Very Good Competence
3	70-79	Moderate/Good Competence
2	47-69	Low Competence
1	46 and below	Very Low Competence

Table 4 shows that twelve (12) of the fifteen statements on the level of teaching performances of TRAC Faculty Members in English Subject were described moderately adequate and three rated adequate. The highest weighted mean (2.58) was given to knowledge in subject-verb idea with verbal description of adequate. It implies that the Faculty members have good knowledge in subject-verb agreement. Followed by adequate writing ability with mean value of 2.56. In addition, the TRAC Faculty Members have also adequate (2.52) knowledge in organizational structuring. It can be inferred that teachers have very good knowledge in organization of writing and paragraph arrangement.

On the other hand, the TRAC Faculty members were moderately adequate (2.46) in both conversational capability and sentence analysis. Moreover, the Faculty members were also moderately adequate (2.42) in Command in English Language and Spelling. It construed Faculty members under consideration were not wide readers particularly in English Books.

Furthermore, the least mean value of Faculty teaching performance was given to performance in contextual analysis with mean rating of 2.12 described moderately adequate. Next to the least performance was synthesis analysis with mean value of 2.16 described moderately adequate.

The average weighted mean of Faculty teaching performance was 2.377 described moderately adequate-not so good in Command of English Language or proficient which may affect their ability to make teaching-learning process more effective and interesting for students. The measure of variation among responses on the statements of teaching performances of TRAC Faculty in English Subject, it can be shown by standard deviation as percentage of the mean values in table 3 relative to the mean values of all statements manifested low standard. It implied perceptions of the respondents on the statements of Teaching Performance were similar. It can be construed that the faculty members were in common in the way they assessed their Teaching Performances in English language in terms of the given variables.

Table 4. The Level of Teaching Performance among Faculty Members in Academic Capability in English Disciplines at Tawi-Tawi Regional Agricultural College

Statements	Weighted Mean	SD	Verbal Description
1. Subject-Verb idea	2.58	0.609	Adequate
2. Writing Ability	2.56	0.577	Adequate
3. Organizational Structuring	2.52	0.544	Adequate
4. Conversational Capability	2.46	0.579	Moderately Adequate
5. Sentence Analysis	2.46	0.543	Moderately Adequate
6. Command in English	2.42	0.538	Moderately Adequate
7. Spelling	2.42	0.575	Moderately Adequate
8. Grammar	2.36	0.485	Moderately Adequate
9. Punctuation	2.36	0.525	Moderately Adequate
10. Oral Speech Capability	2.34	0.519	Moderately Adequate
11. Theoretical Application	2.34	0.593	Moderately Adequate
12. Verbal Analysis	2.26	0.487	Moderately Adequate
13. Textual Analysis	2.22	0.465	Moderately Adequate
14. Synthesis Analysis	2.16	0.510	Moderately Adequate
15. Contextual Analysis	2.12	0.480	Moderately Adequate
Average Weighted Mean	2.377	0.368	Moderately Adequate

2.5 – 3.0 = Adequate, 1.5 – 2.49 = Moderately Adequate, 1.0 – 1.49 = Inadequate

Table 5 showed the result of t-test for independence/uncorrelated of level communicative competency and teaching performance of faculty members categorized according to male and female divulged significant difference did not exist between sexes in Britton's three major language functions, such as; expressive, transactional and poetic, and teaching performance. Expressive has t-value = -0.64; transactional has t-value = 0.27 and poetic has t-value = 0.45. Teaching performance has t-value = 0.56 with probability of occurrence under the null hypothesis greater than the alpha level revealed non-significant. Therefore, the null hypothesis was accepted since the variables tested in the study manifested no significant difference between male and female among faculty members. The observed mean ratings evidently supported the findings where the respondents did not vary significantly in their performances along the variables tested.

Table 5. Significant Difference of the Communicative Competency in Britton's three Major Language Functions and Teaching Performance between the Male and Female Faculty

Variables	Mean Ranks of Sex Category		t-obs	P-value	Decision on Ho
	Male	Female			
Communicative Competency					
Expressive Function	82.42	83.19		0.5223	Accepted
Transactional Function	80.83	80.50		0.7908	Accepted
Poetic Function	79.38	78.62		0.6521	Accepted
Teaching Performance	2.408	2.349		0.5760	Accepted

ns = not significance at 5% level of significance.

Table 6 showed coefficient r ($r = 0.64$) indicated moderate relationship existed between the communicative competencies in terms of three Britton's major language functions, such as; Expressive, Transactional and poetic taken collectively and Teaching Performance in terms of Academic Capability in English Discipline among Faculty members at Tawi-Tawi Regional Agricultural College. In addition, the coefficient of determination ($R^2 = 0.4108$) divulged that 41.08 percent of the variance of Teaching performance can be accounted for by the communicative competencies in the three Britton's major language functions taken collectively among the respondents. It implied further that 58.92 percent of the factors which contributed to the teaching performances in terms of Academic Capability in English discipline among the respondents were not covered in this study. The F – observed value of 10.69 with probability value less than the alpha level (P -value = $0.000 < 0.01$) revealed relationship between the communicative competencies of TRAC Faculty members in terms of language functions such as; Expressive, Transactional and poetic taken collectively and their teaching performance (academic capability) in English discipline statistically reflected highly significant.

Likewise, when taken individually, the communicative competencies of respondents in the three Britton's major communicative language functions indicated a directly proportional relationship with their teaching performance in English discipline in terms of academic capability. It revealed that as the communicative competencies of respondents in language functions . . . improve, eventually their teaching performance in English discipline will also improve or vice versa. As such; the communicative competencies of respondents in Expressive function reflected a regression coefficient of 0.16175 with standard error of 0.087932, although its T – Value

of 1.84 with probability value of greater than the alpha level (P-value = 0.023 > 0.05) disclosed relationship between the communicative competencies of respondents in Expressive function and their teaching performance in English discipline was not significant. This finding did not corroborate with the finding earlier, that the level of communicative competencies of TRAC Faculty members in Expressive function was very good competence (Table 2). It can be construed that the faculty members did not use properly their expressiveness as a communicative means in classroom discourse.

On the other hand, the communicative competencies of respondents in transactional function indicated a regression coefficient of 0.18487 with standard error of 0.084376, its T –value of 2.19 with probability value less than the alpha level (P-value = 0.0475 < 0.05) and poetic function with regression coefficient of 0.22811 and standard error of 0.086149, its T – value of 2.65 with probability value less than alpha level (P-value = 0.0111 < 0.05), both revealed relationship between the communicative competencies in terms of Transactional and poetic functions and the training performance in terms of academic capability in English discipline among TRAC Faculty members was significant.

Based on the foregoing findings, the null hypothesis was rejected at 5 percent level of significance. There is sufficient evidence to conclude significant linear relationship between the communicative competencies of respondents and their teaching performance in English discipline existed.

The result revealed further communicative competencies of TRAC faculty members in terms of Transactional and poetic functions were good predictors for teaching performance but not in Expressive function.

Table 6. The Relationship between the Communicative Competencies in Britton’s Major Communicative Language Functions and Teaching Performance in Terms of Academic Capability in English Discipline among Faculty Members at Tawi-Tawi Regional Agricultural College

Predictor Variables	Regression Coefficient	STD Error	Student’s T – value	P
Expressive Function	0.16175	0.087932	1.84 ^{ns}	0.0723
Transactional Function	0.18487	0.084376	2.19*	0.0475
Poetic Function	0.22811	0.086149	2.65*	0.0111
r = 0.64		F – obs = 10.69**		
R ² = 0.4108		P – value = 0.000		

** = significant at 1 percent level, * = significant at 5 percent level, ns = not significant

Table 7 disclosed coefficient r ($r = 0.42$) indicated a moderate relationship existed between the socio-demographic profile of TRAC Faculty members such as; Age level, Sex, Civil status, Basic Monthly Salary, Degree earned, Field of Specialization/Concentration, Subjects handled most, Relevance of Teaching assignment to field of specialization, number of years in teaching the subjects, working experience, and In – Service Training in terms of number of relevant Training, seminar and conferences attended taken collectively and the Teaching Performance in terms of Academic Capability in English Discipline among the respondents. The Coefficient of determination ($R^2 = 0.1754$) disclosed 17.54 percent of the variance of Teaching Performance in English discipline among TRAC Faculty members explained by their socio-demographic profile taken collectively implied further that 82.46 percent of the factors that contributed to the teaching performance of the respondents were not discussed in this study. Although the observed F – value ($F - obs = 0.735$) with probability value of 0.6987 greater than the alpha level ($p - value = 0.6987 > 0.05$) attested relationship between the socio-demographic profile taken collectively and the teaching performance in English discipline among the respondents was not significant.

Likewise, when taken individually, not even one of the respondents' profiles significantly affected their teaching performance in English discipline.

The finding of the present study led to the acceptance of null hypothesis stated “there is no significant relationship between the socio-demographic profile and Teaching Performance in English Discipline among TRAC Faculty Members at Tawi-Tawi Regional Agricultural College”. There was no substantial evidence to declare significant relationship between the respondents' socio-demographic profiles and their Teaching Performance in English Discipline.

Table 7. The Extent of Relationship between the Socio-Demographic Profile and Teaching Performance in Terms of Academic Capability in English Discipline among TRAC Faculty Members at Tawi-Tawi Regional Agricultural College

Predictor Variables	Regression Coefficient	STD Error	T-value	Student's P
1. Age	0.0000512	0.09614	0.01 ^{ns}	0.9958
2. Sex	-0.017332	0.11806	-0.15 ^{ns}	0.8841
3. Civil status	-0.070313	0.13363	-0.53 ^{ns}	0.6018
4. Basic monthly salary	-0.018043	0.04448	-0.41 ^{ns}	0.6871
5. Degree earned	0.0057851	0.02777	0.21 ^{ns}	0.8361
6. Field of specialization	0.017347	0.02905	0.60 ^{ns}	0.5539
7. Subject handled most	-0.080111	0.04195	-1.91 ^{ns}	0.0637
8. Relevance of teaching Assignment	0.065328	0.17738	0.37 ^{ns}	0.7147
9. Number of years in handling subject	0.04074	0.14127	0.29 ^{ns}	0.7746
10. Working experience	-0.077079	0.1707	-0.45 ^{ns}	0.6542
11. In-Service training	0.13386	0.078674	1.70 ^{ns}	0.0970

$r = 0.42$

$R^2 = 0.1754$

ns = not significant.

$F - \text{obs} = 0.7350^{\text{ns}}$

$P - \text{value} = 0.6987$

CONCLUSION

Based from the foregoing summary of the findings, the study concluded the following:

The socio-economic- educational profile of the respondents revealed majority age belong to reflected the following: age 41-50 years old, with least 4 percent respondents' age 61 and above year, more female than male, married, with 24 percent still single and 2 already separated. Forty four (44) of the respondents received Php3,000.00-6,000.00, with the least bracket of Php7,000.00-9000.00 and 10,000.00-16,000.00 frequency.

The level of communicative competencies in the three Britton's major language functions: Expressive, Transactional and Poetic among Faculty members at Tawi-Tawi Regional Agricultural College reflected the following: expressive and transactional functions were described very good competencies; while Poetic Function, respondents were described moderate or good competency; and generally based on grand mean of 80.82

and standard deviation of 4.224, the level of communicative competencies of TRAC Faculty members on the three major Britton's language functions which was described very good competency/divulged homogeneous, or closely similar performance competency.

There is perceptual significant difference of the Communicative Competency and teaching performance between the male and female faculty members at the Tawi-Tawi Regional Agricultural College.

The significant Relationship between communicative competencies in the three Britton's major language functions and Teaching Performance in terms of Academic Capability in English Discipline among Faculty members in Tawi-Tawi Regional Agricultural College.

The extent of significant relationship between socio-economic-educational profile and teaching performance in terms of Academic Capability in English Discipline among Faculty members in Tawi-Tawi Regional Agricultural College.

RECOMMENDATION

Based on the foregoing statistical findings and analyses, the researcher recommended to conduct another study among selected faculty professors teaching English discipline in the four higher educational institutions, such as; Mindanao State University-Tawi-Tawi College of Technology and Oceanography (MSU-TCTO), Tawi-Tawi Regional Agricultural College (TRAC), Abubakar Computer Learning Center Foundation, Incorporated (ACLCFI) and Mahardika Institute of Technology (MIT) in Tawi-Tawi.

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