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Competencies and Performance of Faculty of Selected Universities and Colleges in Central Luzon, Philippines

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Abstract: **This study was conducted to determine the level of competencies and performance of faculty in natural science of selected universities and colleges in Region III. The descriptive method was used and questionnaire was the main instrument in gathering data. The researcher used the convenience sampling technique, and involved a total of thirty-nine (39) faculty respondents and one hundred ninety nine (199) student respondents who were randomly selected from the different state universities and colleges in Region III. There were eight (8) institutions involved in this study. The researcher utilized the National Competency-Based Teacher Standards (NCBTS)of the Commission on Higher Education or CHED and the Survey Instrument for Accrediting Programs of the Agency of Chartered Colleges and Universities in the Philippines (AACUP) as bases for the questionnaire used in this study. The faculty were found very competent in social regards for learning, curriculum development and personal growth and professional development. There was negligible negative relationship between the aspects of social reards for learning, planning, assessing and reporting and personal growth and social development when correlated and teacher performance significant relationship difference on the perceptions of teacher respondents on the domains when grouped according to profile variables; there is a significant difference on the perceptions of student respondents on the Learning Environment, Curriculum Development, Personal Growth and Professional Development and Diversity of Learners when they are grouped according to state universities and colleges enrolled on the Planning, Assessing and Reporting, Community Linkages and Laboratory Facilities; there is a significant difference on the perceptions of the teacher respondents compared to that of the student respondents on the following domains: Social Regards for Learning, Learning Environment, Diversity of Learners, Curriculum Development and Personal Growth and Professional Development. In view of the findings and conclusions, the researcher offers the following recommendations: (1) Strengthen the community linkages of the state universities and college in order to involve community in sharing accountability for the learners achievements, and (2) laboratory facilities should as much as possible be updated taking into consideration the advancements in technology to facilitate learning, (3) conduct periodic planning, assessing and reporting of activities to determine actions to be made, (4)Parents should be encouraged to attend and actively participate in school activities such as parent-teacher meetings and consultations, and (5) Institutions should have improved dissemination processes when it comes to research findings and school activities.**

Keywords: **competencies, performance, Higher Education, universities.**

1. INTRODUCTION

The provision of Article XIV, Section 1 of the 1987 Constitution of the Republic of the Philippines gave a very significant basis for the major trust in the Philippine Educational System. It provides that "The state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible,

maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society." This constitutional provision pointed to the attainment of access and equity, quality and excellence, relevance and responsiveness, efficiency and productivity in the Philippine Educational System.

Section 10 of the above -mentioned the article of the Philippine Constitution further stressed that,/"Science and Technology are essential for national development and progress. The state shall give priority to research and development, invention, innovation, and their utilization; and to science and technology education, training and services". The said provision recognizes the central place of science and technology in every society, as essential for national development and progress, particularly in improving the quality of life of the people.

Discoveries and advancements in science have been transformed into practical means of improving the quality of life. The ancient technologists explore and develop new technologies to answer the fundamental needs of human, which is, setting the stage for the development of mankind (Austria 2004). The important role of science and technology was even highlighted in the message of Guingona (2001) on the Golden Jubilee Celebration of World Conference on Science and Technology among which are (1) to crush diseases, (2) to develop natural and human resources (3) to eradicate poverty and misery, and (4) to uplift the lives of men and women.

The sectors tasked to contribute to the advancement of science and technology and to perform the previously mentioned provisions of the Constitution are the private and government educational institutions. People in the academe then play a very vital role in the attainment of national development.

However, studies showed that the Philippine educational system, specifically science instruction in the Philippines, is declining in quality. This can be attributed to various factors such as the educational background of the science and technology mentors, a number of years in the teaching profession and lack of graduate studies in the field of math and science, not to mention the administrative procedures being employed in the selection of teachers. Thus, this study will be conducted to determine the level of competence in instruction of selected universities and colleges in Region III.

The emphasis put on the evaluation of skills and competencies derives from the awareness that transmitting knowledge is not enough if education has to respond to the growing demands it faces. The challenge is in helping your people to develop skills and competence that give them the possibility to actively and critically participates in the world in which they live, reacting to new circumstances, maintaining their autonomy and being able to manage their lives in a complex context. Traditional assessment can be based on the evaluation of knowledge contents and discipline. The development of new approaches to teaching and learning, as has been the case with constructivism, obliged educationists to take a different perspective, stressing the importance of building knowledge, but also of developing skills and attitudes. (Tiana, 2004).

2. RESEARCH METHODOLOGY

Research Design:

This study used the descriptive research method and the questionnaire as the main instrument of gathering data. This method shows the level of compliance in natural science instruction of universities and colleges in Region III. This study was conducted in selected state universities and colleges in Region 3 which includes the following: Bulacan Agricultural State College (BASC) located at Malolos, Bulacan, Tarlac State University (TSU) located at Tarlac City, Pampanga Agricultural College (PAC) located at Magalang, Pampanga, Nueva Ecija University of Science and Technology (NEUST) located at Cabanatuan City, Central Luzon State University (CLSU) located at Science City of Munoz, Nueva Ecija, Bataan Peninsula State University (BPSU) located at Balanga City and Dinalupihan, Bataan, Bulacan State Univeristy (BSU) located at Malolos, Bulacan, and Ramon Magsaysay Technological University (RMTU) located at Iba, Zambales.

All SUC's have similar thrust, mandate and operational procedures. They are government controlled units subsidized by the National Budget. The administration is delegated to the Board of Regents composed of Commissioner on Higher Education (CHED) as the Chairmen, University President as the Vice-Chair and other member representatives from Students, Faculty, Alumni, Community, National Economic Development Authority (NEDA), Department of Science and Technology, Congress and from the Senate.

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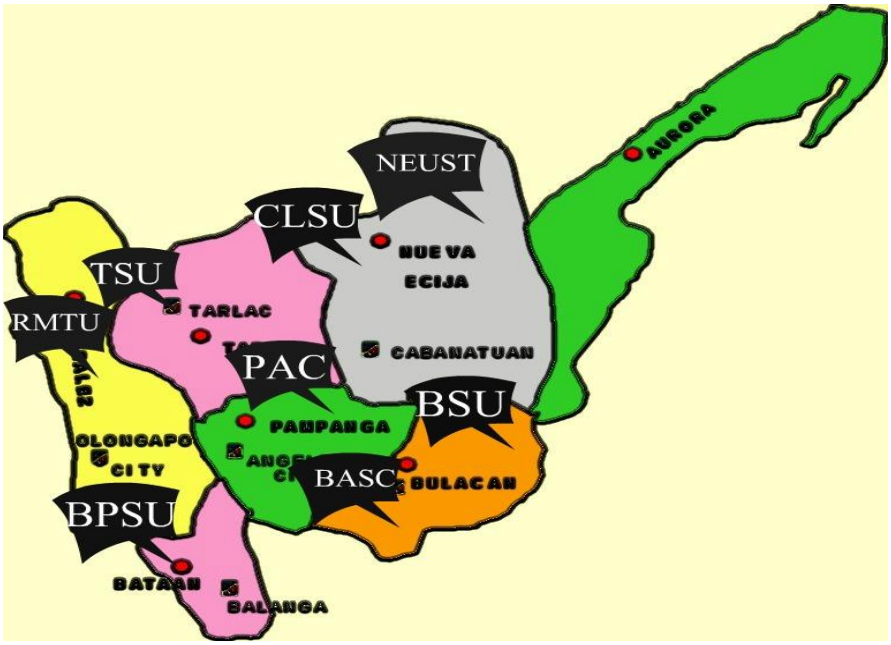

Figure 1: Map of Region 3 with Locations of Selected Institutions

The respondents include the Instructors/Professors and students with natural science subjects of different universities and colleges in Region 3. Seven (7) teacher respondents and thirty (30) student respondents from each institution were given questionnaires.

The samples were chosen as to their qualification as a science faculty. They were also the most accessible respondents for the researcher. The respondents of the study were determined from the selected state universities and colleges in Region 3. Two (2) sets of structured questionnaires were prepared, one for the teacher respondents and one for the student respondents.

The researcher utilized the *National Competency-Based Teacher Standards (NCBTS)* of the Commission on Higher Education or CHED for teacher education curriculum and the laboratory checklist of the Master Survey Instrument for Accrediting Programs of the Agency of Chartered Colleges and Universities in the Philippines (AACUP) as bases for the questionnaire used in this study.

The questionnaires consisted of two major parts: (1) Profile of Teacher and Student Respondents, and (2) Perceptions on the Domains of Teaching Competencies which include: (1) social regards for learning, (2) learning environment, (3) diversity of learners, (4) curriculum development, (5) planning, assessing and reporting, (6) community linkageand (7) personnel growth and professional development.

3. RESULTS AND DISCUSSION

Both the faculty and students respondents rated faculty as very competent in terms of Social Regards for Learning followed by Learning Environment Diversity of Learners**,** Curriculum Development **and** Personal Growth and Professional Development The teachers were competent in Planning, Assessing and Reporting and Community Linkages. The overall mean of the teacher and student respondents were 4.25 and 4.08 respectively with a combined mean of 4.11. The teachers and students indicated highest rating to

Table 1: Level of Competence in Natural Science Instruction

Domains	**Mean**		**Combined Mean**	**Level of Compliance**
	Teacher	Students		
Social Regards for Learning	4.63	4.20	4.27	Very Competent
The Learning Environment	4.45	4.14	4.19	Competent
Diversity of Learners	4.26	4.05	4.08	Competent
Curriculum Development	4.45	4.18	4.22	Very Competent

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Planning, Assessing and Reporting	4.14	4.05	4.06	Competent
Community Linkages	3.71	3.92	3.89	Competent
Personal Growth and Professional Development	4.45	4.22	4.26	Very Competent
Overall Mean	**4.25**	**4.08**	**4.11**	Competent

The faculty in terms of social regards for learning. This indicates that of all the domains of natural science instruction, as perceived by the teachers, they are most competent on Social Regards for Learning. They see themselves as positive and powerful role models and mentors to the students they teach and exemplify an epitome of morality and ethics to all that act as witnesses to their every action.

Table 2: Pearson (r) to Test Relationship between Teachers' Competence and Performance of Teacher Respondents

Source of Correlation			Interpretation
Social Regards for Learning	Pearson Correlation	-0.02	Negligible Negative Relationship
	Sig. (2-tailed)	0.90	
	N	39	
Learning Environment	Pearson Correlation	0.405*	Moderate Relationship
	Sig. (2-tailed)	0.01	
	N	39	
Diversity of Learning	Pearson Correlation	0.326*	Slight Relationship
	Sig. (2-tailed)	0.04	
	N	39	
Curriculum Development	Pearson Correlation	0.30	Slight Relationship
	Sig. (2-tailed)	0.07	
	N	39	
Planning, Assessing & Reporting	Pearson Correlation	-0.01	Negligible Negative Relationship
	Sig. (2-tailed)	0.95	
	N	39	
Community Linkage	Pearson Correlation	-0.568**	Moderate Negative Relationship
	Sig. (2-tailed)	0.00	
	N	39	
Personal Growth & Professional Development	Pearson Correlation	-0.20	Negligible Negative Relationship
	Sig. (2-tailed)	0.23	
	N	39	
*. Correlation is significant at the 0.05 level (2-tailed).			
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 2 shows the relationship between teachers' competencies and teaching performance of Science teachers in Region lll. The result indicates that Learning environment has a moderate relationship with teacher performance. This implies that the better learning environment provided to students and teachers, the higher will be the competence level. The diversity of learning and curriculum were slightly correlated to teacher performance as evidenced by the obtained values of 0.326 and 0.30, respectively. It implies that these two factors slightly improved level of teaching competence. Result of Ade et al (2014) indicates that individual teacher competence has a direct, significant and positive influence on teacher performance. Indeed, result of research also confirms that the influence of organizational commitment on teacher performance through learning organization is quite significant and positive, and the influence of individual competence on teacher performance through learning organization is also quite significant and positive. A practical implication of this research is that every school organization has a strategy to improve teacher performance such that a teacher must build, improve, and maintain high organizational commitment, and continually develop individual competence with a strategy of creating learning organization such that it will then improve teacher performance.

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Table 3: Difference of the Teacher and Student Respondents in the Seven Domains of Teaching Competencies Using t-test

Domain	Respondent Type	Mean	t computed	df	P-value	Interpretation
Social Regards for Learning	Teacher	4.6	5.702	235	**0.000***	Significant
	Student	4.2				
The Learning Environment	Teacher	4.5	3.549	236	**0.000***	Significant
	Student	4.1				
Diversity of Learners	Teacher	4.3	2.636	236	**0.009***	Significant
	Student	4.0				
Curriculum Development	Teacher	4.5	3.183	236	**0.002***	Significant
	Student	4.2				
Planning, Assessing and Reporting	Teacher	4.2	1.318	235	**0.189**	Not Significant
	Student	4.1				
Community Linkages	Teacher	3.8	-1.211	235	**0.227**	Not Significant
	Student	3.9				
Personal Growth and Professional Development	Teacher	4.5	2.237	236	**0.026***	Significant
	Student	4.2				
	Student	3.9+				

*Significant at 0.05

Table 3 presents the significant differences of perceptions of teacher as compared to student respondents on the eight domains.

Since the P values of social regards for learning and learning environment were 0, diversity of learners was 0.009 and curriculum development was 0.002 which were higher at 5 percent level of significance, there were significant differences on the perceptions of teachers and students.

The significant difference or discrepancy between the perceptions of the teachers and the students with regard to the domains could be due to the higher rating provided by the teachers in all of the domains. Therefore, the faculty perceived themselves as more competent compared to how the students perceive them. Only in three (3) domains were their perceptions the same or almost the same. These domains are Planning, Assessing and Reporting and Community Linkages. According to practices done, these are aspects of teaching that are more routinely done and or usually taken for granted.

As to the difference in the perceptions between the teachers and students regarding Social Regards for Learning, it has been said the Filipinos are very open to others. Others are regarded with dignity and respect and dealt with as fellow human beings. However, these are intrinsic traits, therefore, even if teachers think of themselves this way, students may perceive otherwise.

On the other hand, there was also a significant difference in the perception of teachers and students regarding the learning environment. Classroom management techniques are determined by teacher-student-situation factors. The attitude of students develops in formal classroom settings are influenced by the classroom management skills of the teacher. The ideas about what a classroom should look like and how it should function will determine the classroom atmosphere. The teachers and students may have different versions on what an ideal classroom setting should be, hence, their differences in point of views and assessments.

Diversity of learners is the third domain that has significant difference on the perception of the teacher and student respondents. The teacher respondents gave a high rating on their adaptability as compared to that of how the students perceive them to be. Orlich, 1998 emphasized that the diversity of students is the most compelling strength at the same time, the teachers' greatest challenge.

The teacher respondents gave a high rating to the domain Curriculum Development compared to that of the student respondents. Teachers plan different strategies and teaching styles, but the delivery of these strategies may vary and the results may differ from what the teachers intend them to be. Hence, the students may interpret them differently (Andres and Francisco, 1999).

The last domain to have significantly different responses from teachers and students is Personal Growth and Professional Development. Most teachers recognize the continuous need to improve themselves for the betterment of their chosen profession. This usually entails mastery of subjects and participation in different professional activities. However, in this regards, how teachers perceive themselves may be different from what the students need and expect them to be (Aquino and Razon, 1993)

Since teachers and students do not have the same perceptions, and the differential perceptions cannot be simply explained by self-serving interests, the question that needs to be addressed is whose perceptions are right? It is believed that the perceptions of the students are the more critical perceptions. Students will respond in the classroom on the basis of how they perceive that classroom to be, not the basis of how their teacher perceives it. Their perceptions of their teacher's behavior, while certainly affected by what the teacher thinks and does, are the direct precursors of their classroom behaviors. Thus, the impact of teachers' use of power in the classroom on student learning is mediated by the students' perceptions of that power use (McCroskey and Richmond, 1990).

4. CONCLUSIONS

The teacher respondents rated themselves in five (5) domains as very competent and the other three (3) as competent. The student respondents rated their teachers in the two (2) domains of teaching competencies as very competent and the other five as competent. The teacher and student respondents perceive that teachers were very competent in three (3) domains such as Social Regards for Learning followed by Learning Environment Diversity of Learners **,** Curriculum Development **and** Personal Growth and Professional Development . On the other hand, the other five (5) as competent. There is no significant difference on the perception of teacher respondents on the domains of teaching competencies when they are grouped according to profile variables. There is a significant difference on the perception of student respondents on the Learning Environment, Curriculum Development, Personnel Growth and Professional Development and Diversity of Learners when they are grouped according to SUC and on the Planning, Assessing and Reporting and Community Linkages. There is a significant difference of the perceptions of the teacher respondents as compared to that of the student respondents on the following domains: Social Regards for Learning, Learning Environment, Diversity of Learners, Curriculum Development and Personnel Growth and Professional Development.

5. RECOMMENDATIONS

In view of the findings and conclusions, the researcher offers the following recommendations:

1. Strengthen the community linkages of the state universities and colleges in order to involve community in sharing accountability for the learners' achievements.
2. Planning, assessing and reporting must be done on a regular basis so that reports on the past activities will serve as a guide for further improvement.
3. Parents should be encouraged to attend and actively participate in school activities such parent-teacher meetings and consultations.
4. Institutions should have improved dissemination processes when it comes to research findings and school activities.

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