

Instructional Competence of the College of Teacher Education (CTE) Faculty Members in one State University in the Philippines

Asia Pacific Journal of
Education, Arts and Sciences
Vol. 5 No.3, 66-71
July 2018
P-ISSN 2362-8022
E-ISSN 2362-8030
www.apjeas.apjmr.com

Weena Mae L. Granada

Bohol Island State University-Candijay, Philippines
weenamaeg@gmail.com

Date Received: May 25, 2018; Date Revised: July 10, 2018

Abstract – Undeniably, teachers are the source of true and holistic education in school. Their competence in instruction is one of the major factors that impact the learning process of the students. This study aimed to determine the instructional competence of the College of Teacher Education (CTE) faculty of Bohol Island State University-Candijay in the School Year 2014-2015. Specifically, it concentrates on the following problems: teachers highest educational attainment and length in service; teachers instructional competence in four dimensions, correlation between teachers' profile and instructional competence; difference between the perception of the teachers and students on teachers' instructional competence; and degree of variance in the instructional competence among teachers based on the four dimensions. Based on the findings, teachers rated their instructional competence as "Outstanding" while students rated teachers' instructional competence as "Very Satisfactory. However, in the overall, result still reveals that the instructional competence of the teachers is "Outstanding." Furthermore, the educational attainment and length in service of the teachers found to have no correlation with their instructional competence.

Keywords – competence, instruction, teachers

INTRODUCTION

Teachers are known to be the source of true and holistic education. They are the prime carrier of knowledge and skills in school and so their instructional competence is very crucial to students' development of learning. Likewise, teachers also hold a vital role in the operation of the school system in which they should possess strong professional foundation which is seen in their ability to communicate effectively, apply best practices for instructional design, update and improve knowledge, skills, attitudes pertaining instructional design, and apply fundamental research skills to instructional design projects. Thus, teachers' knowledge and skills in the teaching profession are preconditions for

instructional purposes to provide quality education [1]. On the other hand, quality of education is acclaimed as an important and critical aspect in education. Thus, Teacher Education Institutions (TEI) faculty is responsible in preparing education students to apply and deliver best-practices in teaching and create an atmosphere where learning takes place in each student.

In particular, teachers' competence in instruction is always reflected on the amount of knowledge and skills the students have learned in class. The total development of the students in the school relies heavily on the reflective component of the instructions of the teachers. In this manner, college teachers must clearly specified learning outcomes against which students can objectively measure its development. According to Del Mundo and Refozar [2] teachers are expected to develop their competencies in delivering up-to date knowledge to sustain their duties and functions as knowledge providers in a constantly changing and increasingly competitive work environment. The local and international labor markets have increased their employment requirements that demand updating of curriculum content and use of instructional modalities vis-à-vis labor requirements. Hence, higher education institutions are called upon to shift their gears and generate more powerful instructional methodologies to match with the labor demands of the time. Indeed, there is the urgent need for the teachers to keep abreast with the future demands for relevance and functionality.

Muijs and Reynolds [3] claim that how teacher teaches becomes a vital key in promoting effective teaching and learning to the students. The researchers took interest in the study of how the teachers' instructional competence based on the four domains: Commitment, Knowledge of Subject, Teaching for Independent Learning, and Management of Learning affect the learning of the students whom they are teaching. These four domains in instructional competence of teachers comprise specific pedagogical

practices that reflect how teachers should facilitate and handle the class in order to achieve competence in instruction and to deliver of quality education which is the main objective of the educational system. Therefore, the teachers themselves are given the obligation to mold students into learned, competent, responsible and moral citizens of the country which is aligned with the aim of every educational institution which is to produce competent and excellent graduates. Anobi [4] recognizes that as true educators, teachers are always learning; and teachers need to continue to define the meaning of highly qualified, instead of doing as little as possible within the meaning of the law. As educators, teachers need to move from mere competence to excellence in practice.

Today, there have been major changes in our educational system particularly in the basic education. The K to 12 basic education program demands teachers from TEI's to cope with the new trend and teachers are required to enrich their knowledge in all aspects of the new program to teach the lesson designed in the curriculum for pre-service teachers. Since education students must be given enough and accurate knowledge for them to be equipped holistically as soon as they practice teaching profession in the basic education.

Therefore, evaluating and assessing teachers' instructional competence prompt to the birth of the study. This study aimed to evaluate the instructional competence of the College of Teacher Education (CTE) in Bohol Island State University- Candijay to provide data that cater to the enrichment of teacher education programs which could strengthen the instructional competence of the teachers.

OBJECTIVES OF THE STUDY

The purpose of the study was to determine the instructional competence of the College of Teacher Education (CTE) faculty in Bohol Island State University in the School Year 2014-2015.

Specifically it aims to determine the profile of teachers in terms of Highest Educational Attainment; and length in service; determine the instructional competence among teachers as perceived by the teachers and the students based on the following dimensions: Commitment, Knowledge of Subject, Teaching for Independent Learning and Management of learning; test the significant degree of correlation between the following: highest Educational Attainment and the level Instructional Competence among teachers; and length in service and the level Instructional Competence among teachers; test the significant degree of difference between the perception of the teachers and students on teachers' instructional competence; test the significant degree of

variance in the instructional competence among teachers based on the four dimensions.

METHODS

This study utilized a descriptive-documentary research design to investigate the instructional competence of the CTE faculty as to the four domains: Commitment, Knowledge of the Subject, Teaching for Independent Learning, and Management of Learning and teachers' profile in terms of Highest Educational Attainment and Length in Service. The study is conducted in BISU-Candijay where the faculty are employed under the College of Teacher Education. The respondents were the sixteen (16) faculty members and eighty (80) students from the College of Teacher Education in Bohol Island State University- Candijay Campus in the School Year 2014-2015. This study only limits to the faculty members who have permanent status. Furthermore, it also made use of Performance Evaluation System (PES) evaluation tool, an official instrument used by the institution to evaluate teachers' effectiveness in instruction to measure teachers' competence in instruction. This tool comprises four domains: Commitment, Knowledge of the Subject, Teaching for Independent Learning, and Management of Learning in which each domain has its distinct five items which indicate specific pedagogical practices that the teachers' perform in the class to achieve full competence in instruction. Moreover, the questionnaires were distributed to the respondents with the permission of the College dean. Then with the given ample time both students and teachers who were the respondents of the study answered the questionnaire. After, data were collated, tallied, analysed, and interpreted which lead to arrive with specific findings of the study.

Parameters

Instructional Competence Level	Rating
Outstanding	O 4.21 - 5.00
Very Satisfactory	VS 3.41 - 4.20
Satisfactory	S 2.61 - 3.40
Fair	F 1.81 - 2.60
Poor	P 1.00 - 1.80

RESULTS AND DISCUSSION

Table I shows the profile of the respondents as to highest educational attainment and the length in service. Teachers with Master's Degree top in the list of educational qualification with a frequency of six (6) or 37.50%. It is followed by teachers who are doctorate degree holder with a frequency of five (5) or 31.25% and teachers who earned doctorate units with a frequency of four (4) or 25%. Among them, only 1 (6.25%) has the

least educational attainment earning only Master's Units. None is noted to be a bachelor degree holder only. This data implies that majority of the faculty members of BISU-Candijay College of Teacher Education are eligible to teach college. Some of them surpass the minimum requirement set by CHED to HEIs since most of them are continuing their professional development through enrolling graduate programs.

Table 1. Profile of Teacher-Respondents

Highest Educational Attainment	f	%	R
Bachelor Degree	0	0.00	5
With Master Units	1	6.25	4
Master's Degree	6	37.50	1
With Doctorate Units	4	25.00	3
Doctorate Degree	5	31.25	2
Length of Service			
5-9	5	31.25	2
10-14	7	43.75	1
15-19	0	0.00	5.5
20-24	0	0.00	5.5
25-29	3	18.75	3
30-34	1	6.25	4
Mean = 14.63 years			

In terms of length in service seven (7) out of 16 or 43.75% teachers have earned 10 to 14 years of teaching experience in the university. It is followed by five (5) teachers with 31.25% who earned 5-9 years of teaching, three (3) teachers with 25-29 years and one (1) teacher (6.25%) who already accumulated 30-34 years of teaching which is by far the longest experience. This implies that these teachers have already gained enough time to harness their teaching potential.

Table 2. Level of Instructional Competence of Teachers in Four Dimensions

Domains	Teachers			Students			Average		
	WM	DV	R	WM	DV	R	WM	DV	R
A. Commitment	4.45	O	3	4.19	VS	2	4.33	O	3
B. Knowledge of Subject Matter	4.55	O	1	4.18	VS	3	4.36	O	2
C. Teaching for Independent Learning	4.50	O	2	4.25	O	1	4.38	O	1
D. Management of Learning	4.39	O	4	4.05	VS	4	4.22	O	4
Overall Composite Mean	4.47	O		4.16	VS		4.32	O	

Instructional competence of teachers is measured according to Commitment, Knowledge of Subject, Teaching for Independent Learning, and Management of

Learning. The four dimensions of teachers' instructional competence were measured based on this parameter.

In the domain of commitment, the teachers rated themselves 4.45 (Outstanding) while the students rated them 4.19 (Very Satisfactory) which resulted in an average of 4.32. In terms of Knowledge of Subject Matter, the teachers rated themselves 4.55 (Outstanding) while the students rated them 4.18 (Very Satisfactory) which resulted in an average of 4.36 with a qualitative description of Outstanding. In teaching for Independent Learning, the teachers obtained a score of 4.50 (Outstanding) from the teachers and 4.35 (Outstanding) from the students. Their scores when averaged resulted to 4.38 with a descriptive value of Outstanding. In terms of Learning Management, the teachers obtained a score of 4.47 (Outstanding) from their self-rating and 4.16 (Very Satisfactory) from the students resulting in a score of 4.32 with a description of Outstanding.

As illustrated, in terms of Instructional competence in the four core areas, the teachers obtained an average score of 4.47 (Outstanding) from themselves and 4.16 (Very Satisfactory) from the aggregate responses of the students. Overall, the grand mean is 4.38 with a qualitative description of Outstanding. The result shows that the teachers perceived themselves as having outstanding or excellent instructional competence, however, there is a slight gap in the responses of the students who rated their competence as "Very Satisfactory". Despite the variance, the result clearly shows that the teachers exhibited competence which enabled them to deliver their services to the students adequately. The result signifies that teacher-respondents' rated themselves higher than that of the students because they are the ones who perform their jobs while the students gave them lower scores because they perceived that they are not getting the adequate knowledge from their teachers. It also shows that there is a need for teachers to develop particularly in the following areas: Commitment, Knowledge of Subject, and Management of Learning to offset the variance of the responses of the two parties. In this connection, teacher effort to improve their pedagogical practices in the four domains will assure students quality education. As stated by Shukla [5] that it is only through quality education provided by academic institutions that young people obtained complete training which enabled them to become wise decision makers and ultimately become productive citizens who can contribute to the country's growth and development. Quality education is only attainable through competent teachers who are capable of instilling values and translating students' potentials for the greater good of everyone.

Table 3. Correlation between Highest Education Attainment and Teachers' Instructional Competence

Instructional Competence	Highest Educational Attainment						Total
	Master's Level / MA Degree		With Doctorate Units		Doctorate Degree		
Outstanding	4.3750	4	2.5000	2	3.1250	4	10
Very Satisfactory	0.0321		0.1000		0.2450		
	2.6250	3	1.5000	2	1.8750	1	6
Satisfactory / Fair / Poor	0.0536		0.1667		0.4083		
	0.0000	0	0.0000	0	0.0000	0	0
Grand Total		7		4		5	16
Chi sq.		0.0857		0.2667		0.6533	$\chi^2 = 1.0057$
	<i>Critical value @ 2 df (0.05) = 5.991</i>			<i>Result: Insignificant</i>		<i>Ho: Accepted</i>	

As illustrated in the table, the Chi-Square computed value of 1.0057 is lesser than its tabular value of 5.991 at 2 degrees of freedom at 0.05 level of significance thus the result is insignificant leading to the acceptance of the null hypothesis which means that there is no significant relationship between educational attainment and teachers' instructional competence. This means that teachers' length in service does not influence the instructional competence of the teachers. In addition, it also implies that the respondent's educational attainment did not go in parallel with their instructional competence which is Outstanding. Likewise, one's educational attainment is not a sure guarantee of outstanding instructional competence. However, based on the previous table it is worthy to note that no teachers are only bachelor degree holder meaning to say that most of the teachers continue to pursue their educational development through enrolling graduate programs which is a good indicator of their being competent.

The study of Dr. Jarrar Ahmad, Mohd. Ahmad Khan [6] validated the result of the study which found that educational qualification does not affect the teaching competency of the teachers. On the other hand, the result contradicted the study of Cadiz [7] who reported a correlation between educational attainment and teaching performance among faculty members in selected universities and colleges in CAR. It also invalidated the assertion of Supardi [8] that instructional competence can be improved by one's training and educational qualifications. Moreover, researchers Mahmood, Ahmed and Iqbal [9] concluded that academic qualification and quality of training are some of the factors influencing teachers' competency level.

Table 4. Correlation between Teachers' Length in and Their Instructional Competence

Teacher s	Length in Service		Instructional Competence		XY
	X	X ²	Y	Y ²	
1	28	784	4.67	21.8323	130.8300
2	11	121	4.52	20.4304	49.7200
3	6	36	4.15	17.1810	24.8700
4	14	196	3.82	14.6020	53.4975
5	11	121	3.76	14.1658	41.4013
6	9	81	4.32	18.6624	38.8800
7	6	36	4.62	21.3098	27.6975
8	14	196	4.60	21.1140	64.3300
9	5	25	4.61	21.2291	23.0375
10	9	81	3.86	14.8803	34.7175
11	14	196	3.69	13.5977	51.6250
12	25	625	4.17	17.3681	104.1875
13	14	196	4.58	20.9306	64.0500
14	31	961	4.32	18.6624	133.9200
15	12	144	4.81	23.0880	57.6600
16	25	625	4.66	21.6690	116.3750
Sum	234.00	4424	69.13	300.72	1016.7988
Mean	14.63		4.32		
	$r = 0.12782$				
	Critical Value of r at 14 df (0.05) = 0.3680				
	Result: Insignificant				
	H₀ : Accepted				

In table 4 results disclose that the Pearson computation results to an r value of 0.12782 which is lesser than the critical value of r (0.3680) at 14 degrees of freedom and 0.05 margin of error. The result simply means that it is "insignificant" which leads to the acceptance of the null hypothesis which is there is no relationship between the two paired variables. This finding indicates that the respondents' length in service did not influence their instructional competence. Likewise, it also implies that having a lengthy experience is not a guarantee of higher instructional competence. The insignificant result contradicted the study of Fernandez [10] who reported a positive relationship

between his respondents' years of teaching experience in Alternative Learning Experience (ALS) and their teaching competence. Furthermore, it also contravened the study of Malik [11] whose study revealed that experiences as one of the factors influencing teachers' instructional competence.

Table 5. Difference between Teachers and Students Perceptions on Teachers' Instructional Competence

	<i>Teachers</i>	<i>Students</i>
Mean	4.47	4.16
Variance	0.25499	0.17290
Observations	16	16
Pearson Correlation	0.28207	
Hypothesized Mean Difference	0	
Df	15	
t Stat	2.17633	
P(T<=t) one-tail	0.02296	
t Critical one-tail	1.75305	
P(T<=t) two-tail	0.04592	
t Critical two-tail	2.13145	

Result: Significant

Ho: Rejected

Table 5 depicts the significant difference in perceptions between teachers and students on teachers' instructional competence. The computed value of 2.17633 is higher than the t-critical value 1.75305 which shows the significant difference thus the null hypothesis was rejected. This result revealed that both respondents differ in their perception towards the instructional competence among teachers. As indicated, the mean rating of the teachers is higher than that of the students. This finding implies that there are aspects of instructional competence as perceived by the students that did not corroborate with the ratings of the teachers which need a

closer attention by the School Administration. Accordingly, teachers have been found to be the single most important factor influencing student achievement [12] With this, It is really important that students rating in teachers' evaluation should be given enough attention because it is only the students that can assess the potential of their teacher since they are the direct receiver of the service of the teacher might as well they are they have the first hand knowledge and experience with regards to their teachers' instructional competence. Students' progress in school can be reflected in teachers impact in their learning as it is said that teachers are the direct implementer of learning among students.

Table 6 presents that the ANOVA computation results F value of 0.53151 which is lesser than the critical value of F (2.75808) at 0.05 level of significance with 3 by 60 degree of freedom. Since the F value is lesser than its tabular value, the result is insignificant requiring the acceptance of the null hypothesis. It means that there is no significant degree of variance in the instructional competence of teachers in the four dimensions. All dimensions were rated Outstanding as rated by both teachers and students.

It can be inferred from the findings that teachers are competent enough to deliver quality education especially to teacher education students who will soon to practice teaching profession after graduation. It is very important to consider the knowledge competence of the mentors who are in-service teachers when it comes to pedagogical practices because those are the things that the teacher education students will also apply when they teach in the future. A failure of the transfer of knowledge may result to incompetence of the graduates however, if teachers who are considered as mentors are equipped with effective teaching skills then there will be no room for incompetence among the graduates.

Table 6. Analysis of Variance in the Instructional competence of Teachers Based on the Four Dimensions

SUMMARY				
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
<i>A. Commitment</i>	16	69.235	4.33	0.10914
<i>B. Knowledge of Subject Matter</i>	16	69.795	4.36	0.17961
<i>C. Teaching for Independent Learning</i>	16	70	4.38	0.15755
<i>D. Management of Learning</i>	16	67.485	4.22	0.16771

ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit (0.05)</i>
Between Groups	0.244761	3	0.08159	0.53151	0.66241	2.75808
Within Groups	9.210045	60	0.15350			
				Result: Insignificant		
Total	9.454806	63		Ho: Accepted		

The products of the teacher education institution will continue to uphold quality teaching so that their students in the future can achieve excellence in the world of academe. Anobi [4] states that as true educators, teachers should always learn and continue to define the meaning of highly qualified, instead of doing as little as possible within the meaning of the law. As teachers, educators need to move from mere competence to excellence in practice.

CONCLUSION AND RECOMMENDATION

In the light of the findings, it has been proved that the instructional competence of the faculty of the College of Teacher Education in Bohol Island State University-Candijay is Outstanding meaning to say that teachers are upholding quality education in terms of instructional effectiveness in the class. However, it is worthy to note that students' perception on the instructional competence of the teachers' matters because they are the main recipient of the quality of education in the institution. So, since it was found out that students' perception is quite lower than teachers' perception towards their instructional competence thus, there should be closer evaluation and attention on the pedagogical practices of the teachers in the class from the administration to corroborate teachers perception with students perception towards their teachers instructional competence. In addition, the Faculty Development Program of the school must be kept active to ensure that teachers are given the right training and seminars they needed.

REFERENCES

- [1] Bognot, F., Acampado, E., Ayuyano, N., Lagasca, J., Rigor, D., Tacbad, V., et al. (2015). The Instructional Competencies of College Teachers in Selected Higher Academic Institutions. *PAFTE Research Journal* , 57-66.
- [2] Del Mundo, G., & Refozar, R. (2013). The Accounting Teachers of Batangas: Their Profiles, Competencies and Problems. *International Scientific Research Journal* .
- [3] Mujis, D., & Reynolds, D. (2005). *Effective Teaching*. London: Sage Publication, Ltd.
- [4] Anobi, F. (2006). Beyond the all: Preserving reflection in the preparation of "highly qualified" teachers. *Teacher Education Quarterly*, 33(2), 23-35. , 23-35.
- [5] Shukla, S. (2014). Teaching competency, professional commitment and job satisfaction-a study of primary school teachers. *Journal of Research & Method in Education*, 4(3), 44-64. Retrieved from <https://goo.gl/VQmZi4>(accessed April 10, 2017)
- [6] Dr. Jarrar Ahmad, Mohd. Ahmad Khan(2016). A study of teaching competency of secondary school teachers in relation to their educational qualification, stream and type of school. 2(2): 68-72. Retrieved from <http://www.allresearchjournal.com/archives/2016/vol2issue2/PartB/2-1-36.pdf>. (accessed May 25, 2017)
- [7] Cadiz, L. (2010). Professionalism and Performance of the Faculty-Respondents in Selected Universities and Colleges in Cordillera Administrative Region. University of Northern Philippines, Vigan, Ilocos, Sur.
- [8] Supardi, S. (2014). Teacher Emotional Intelligences: A Demographic Perspective of a Comparational Study of the Teachers at Public Senior High Schools at Tangerang, Banten, Indonesia. *International Education Studies*, 7(10), 112. Retrieved from <https://goo.gl/xu9IOX> (accessed May 27, 2017)
- [9] Mahmood, T., Ahmed, M., & Iqbal, M. T. (2013). Assessing the Pedagogical Competences of Teacher Educators in the Teacher Education Institution of Pakistan. *Academic Journal of Interdisciplinary Studies*, 2(1), 403. Retrieved from <https://goo.gl/NaF9J7>
- [10] Fernandez, R. (2013). Teachers' Competence And Learners' Performance In The Alternative Learning System Towards An Enriched Instructional Program. *International Journal of Information Technology and Business Management*, 22(1), 34. Retrieved from <https://goo.gl/D7zO4l> (accessed May 27, 2017)
- [11] Malik, S., Mansoor, A., & Jumani, N. B. (2010). Students' Opinions about Instructional Competence in Pakistani Context. *Journal of Elementary Education*, 23(2), 57-74. Retrieved from <https://goo.gl/oyPVxy> (accessed April 9, 2017)
- [12] Cochran-Smith, M. (2002). Reporting on teacher quality: The politics of politics. *The Journal of Teacher Education*, 379-382.