

## Perceived Level of Teaching Competence and Teaching Performance of the English Professors among State Universities and Colleges in Region VI: Basis for Formulating Personnel Development Program

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**Abstract:** This descriptive research was conducted to determine the perceived level of competence and teaching performance of the English Professors in different SUCs in Region VI. The level of competence of the English Professors in SUCs in Region VI as perceived by the teachers themselves was described as highly competent, while as perceived by the supervisors, the English Professors were also highly competent. Furthermore, there were 14 highly competent and 10 competent English Professors as described by the teachers' themselves, as described by the supervisors, there were 22 highly competent and only 2 competent teachers. As perceived by the teachers' themselves, the level of performance of the English Professors was described as "very high", as perceived by the supervisors, the English Professors level of performance was also "very high". According to the teachers' themselves, there were 24 very satisfactory level of performance of the English Professors, as perceived by the supervisors, 100% of the English Professors had been described to have a very satisfactory level of performance. None of the English Professors was described to be satisfactory, fair nor poor in performance. When the respondents were grouped into rural and urban areas, no significant difference was noted in the teaching competence, also no significant difference in the teaching performance.

**Keywords:** Perception, teaching competence, teaching performance.

### INTRODUCTION

For the developing world, higher education is a very important sector of the educational system. The quality and quantity of knowledge that filters down to the lower levels of the educational cone depends on the concentration of these at the tertiary level. The standards of achievement required at, and for, the tertiary levels set the standards of achievement acceptable at the lower levels. Tertiary education is also an ultimate goal for learners at the lower levels. For development and progress a nation depends on the tertiary institutions to set the direction for development, produce the required expert manpower, and develop through research the social, economic, cultural, scientific and technological systems of the society. It is also expected that the future leaders of a country are bred at the tertiary level. Every nation therefore aspires through the provision of appropriate policies and resources, to build the type of higher education that is required for the upliftment of its society.

Tertiary education, also referred to as third stage, third level, and post-secondary education, is the educational level following the completion of a school providing a secondary education. The World Bank, for example, defines tertiary education as including universities as well as institutions that teach specific capacities of higher learning such as colleges, technical training institutes, community colleges, nursing schools, research laboratories, centers of excellence, and distance learning centers (Jain, 2002) in his article

"What is academic culture?". *Academic Culture: A Student's Guide to Studying at University*. Sydney, N.S.W: National Centre for English Language Teaching and Research. pp. 1–10.

In examining the professional development process of instructors at the tertiary level, this document will begin with an overview of one such initiative at different State Universities and Colleges in Region VI by starting out on identifying and assessing the competencies and performance of the particular professor or instructor.

Thus, barometers of effective competent teaching would be based on assessments of needs which will be rather viewed transcendently as contributing to raising the educative knowledge, skills, and attitudes of the larger academic community of the university.

In most of the college teachers particularly those teaching English, despite the establishment of as many as 100 new universities in the last three years, training capacity is still constrained to approximately 60 percent because of faculty shortages, even as student to teacher ratios in the classroom increase significantly. Combined with the growth of class sizes has been a deterioration of quality standards, which currently go largely unchecked, especially with the recent growth of the private sector.

The Commission on Higher Education (CHED) has acknowledged that the system needs a drastic

overhaul, and it is working to alleviate some of the problems associated with low competence through a program of domestic and international faculty graduate training programs. It has also established a body responsible for overseeing quality standards within the system and brought in a number of internationally respected universities to partner with local universities in developing programs and curricular that can be modeled by other institutions of higher education across the country. But these efforts currently represent just the seeds of the nation's education reform effort, and much work remains to be done, hence there is a need to conduct detailed investigation to further scout solutions to the problems.

In State Universities and Colleges, the so-called SUCs, teachers has always been thought as one of the noblest human beings. They are considered as the central figure in the school and a second parent to the students. Because of the task a teacher must perform in order to achieve the school's vision and mission. They have a number of roles teaching, facilitating, and most important task is to inspire all of his/her students (Farah, 2002). Teachers are often viewed as the most important variable in learner's educational environment. Many professor's in different universities and colleges say that a teacher never knew where his/her influence stops. Without the help of the teachers learners don't have enough knowledge even though knowledge is everywhere but teachers are there to give guidance and serve as good motivators and direct the learner's quest of knowledge.

Having this in mind and with the experience encountered, the researcher is inspired to conduct a study on the teaching competence and level of performance of English teachers in State Universities and Colleges in Region VI. Furthermore, the current thrust of higher education is to provide world class graduates and this can

only be achieved if these schools are having effective and efficient teachers with standard requirements needed to strengthen and improve instruction, hence the study. As Tanner and Tanner mentioned, in profession whether medicine, law, dentistry, social work or education, the development of the field itself is an important part of professional knowledge. The researcher holds the responsibility and willingness to show his findings in the teachers competence and performance in all State Universities in Region VI. It also hoped that the study may help to bring about the best quality education that each SUC aspire to give or provides and to be served.

Hence, this leads to conduct the investigation.

### **Statement of the Problem**

This study aimed to determine the perceived level of teaching competence and teaching performance of the English Professors among State Universities and Colleges in Region VI.

Specifically, it sought answers the following questions:

What is the level of teaching competence as perceived by the professors and supervisor?

What is the level of teaching performance as perceived by the professors and supervisor?

Is there a significant difference on the perceived levels of teaching competence when the respondents are grouped according to urban and rural campuses?

Is there a significant difference on the perceived levels performance when the respondents are grouped according to urban and rural campuses?

### **Statement of the Null Hypothesis**

HO2: There is no significant difference on the perceived levels of teaching competence and teaching performance when the respondents are grouped according to urban and rural campuses.

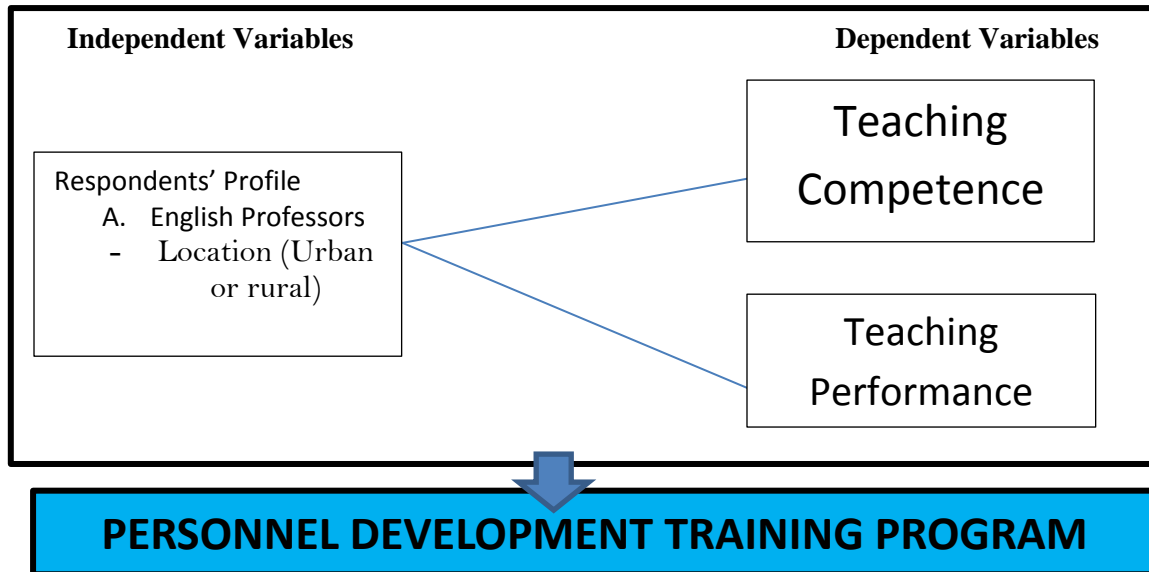


Figure 1: Paradigm of the Study

**METHODOLOGY**

**Research Design**

This descriptive research basically spelled out the perceived level of teaching competence and teaching performance of the English professors among SUCs in Region VI. A descriptive study is one in which information is collected without changing the environment (i.e., nothing is manipulated).

**Research Environment**

The study was conducted within the eight (8) State Universities and Colleges (SUC) in Region VI located in the province of Aklan, Antique, Capiz, Guimaras, and Iloilo, namely: the Aklan State University, University of Antique, Capiz State University, Guimaras State College, Iloilo Science and Technology University, Iloilo State College of Fisheries, Northern Iloilo Polytechnic State College, and West Visayas State University. Only the main campus of each SUC was considered as the focus of the investigation.



Figure 1: Map of Western Visayas

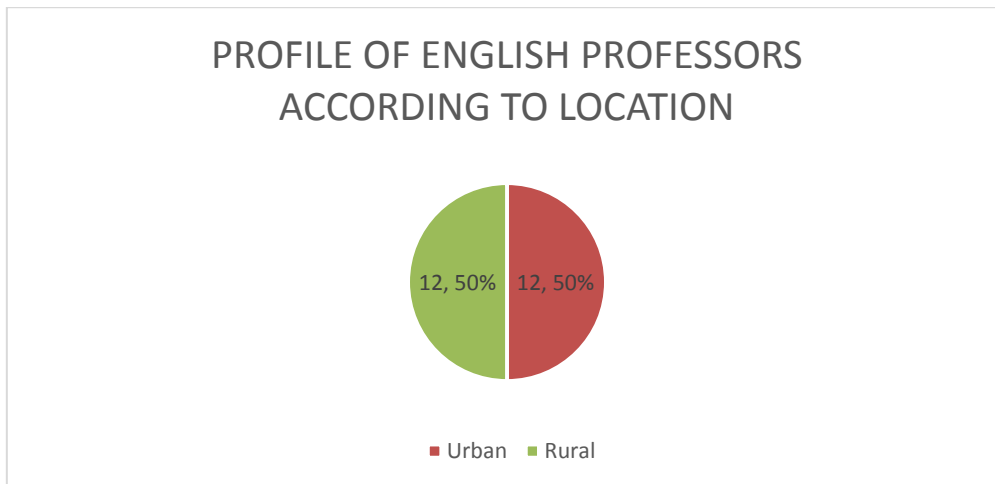
**Research Subjects/Respondents**

The subjects of the study were the twenty four (24) English Professors/Instructors of the different SUCs in Region VI permanently holding regular and permanent plantilla positions in the main campus of the SUCs of the different SUC campuses such as Aklan, Antique, Capiz, Guimaras, and Iloilo, namely: the Aklan State University, University of Antique, Capiz State University, Guimaras State College, Iloilo Science

and Technology University, Iloilo State College of Fisheries, Northern Iloilo Polytechnic State College, and West Visayas State University.

The English Professors/Instructors were selected using purposive sampling. The researcher conducted a survey of the English professors in every SUC, then the three (3) English faculty handling first year to third year education students

were considered both the subject and the respondents of the study.



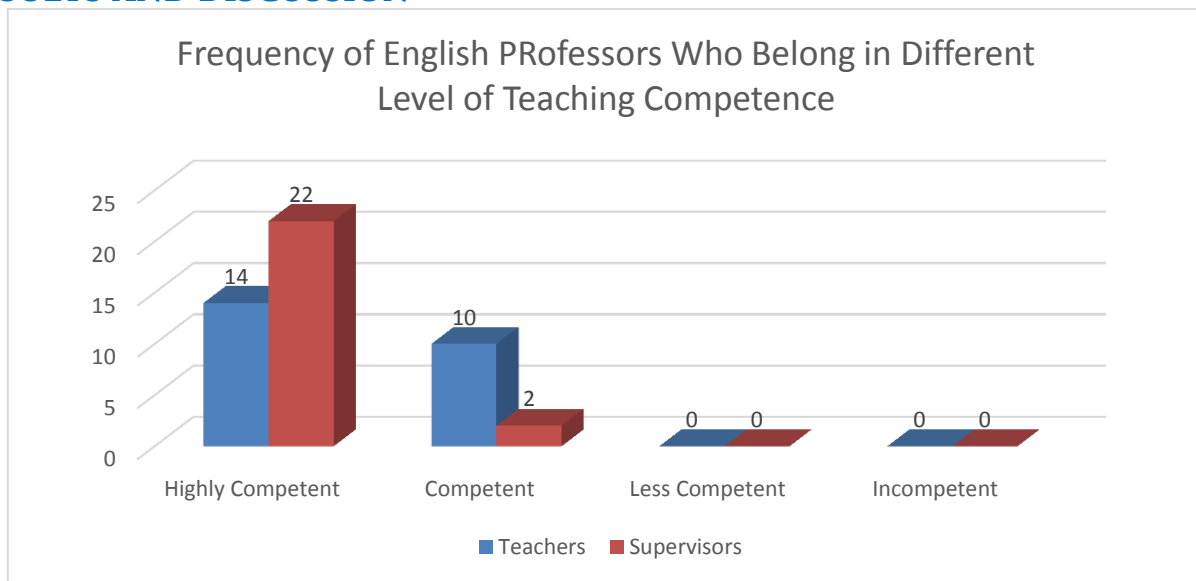
**Profile of the English Professors**

**Research Instrument**

The researcher used the researcher-made instruments for evaluating the teaching competence and teaching performance. This was subjected to validity and reliability testing. The reliability coefficient was 0.946. Validation was

made by the panel of experts composed of English Professors and Research Experts, while reliability testing was conducted at UP Visayas.

**RESULTS AND DISCUSSION**



**Frequency of the English Professors in Different Level of Competence**

As presented, there were 14 highly competent and 10 competent English Professors as described by the teachers’ themselves, and as described by the supervisors, there were 22 highly competent and only 2 competent teachers.

**The Level of Teaching Competence As Perceived By the Professors and Supervisor**

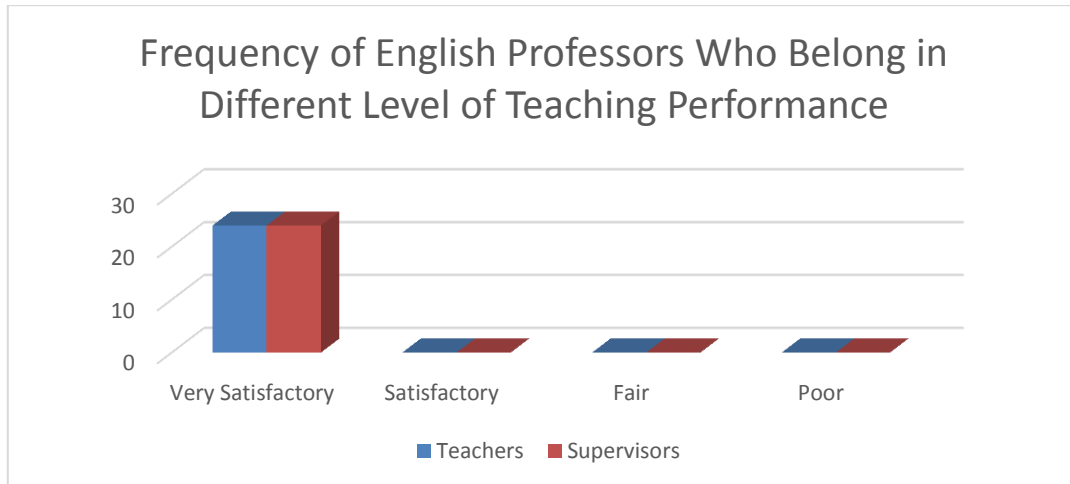
	As perceived by the Teachers		As perceived by the Supervisors			
Level of Teaching Performance	3.48	0.122	Very High	3.50	0.149	Very high

The level of competence of the English Professors in SUCs in Region VI as perceived by the teachers themselves had a mean score of 3.48 which was described to very high, and as perceived by the supervisors, English Professors were also highly competent (M = 3.50).

The findings of this study concurred with many earlier studies which suggest that the nature of the environmental context has great bearing on the way teachers perceive their competencies. This study found that the perceptions of all respondents are considered effective. Because of these, this study noted that the teachers perceived competence not in terms of one's possession of cognitive capabilities, but in terms of one's ability

to teach well within the limitations of the environment.

In situations where the teachers are interpersonally oriented, attentive, empathic and fully cognizant of the students' ability and they believe in the students, the students are extremely positive towards teaching (Passi, B.K. & Lalitha, M.S, 2009).



**Frequency of English Professors in terms of Level of Performance**

The above data shows the number of English Professors who belonged in the different levels of teaching performance as perceived by the teachers' themselves, and supervisors. According to the teachers' themselves, there were 24 very satisfactory level of teaching performance of the

English Professors, as perceived by the supervisors, 100% of the English Professors had been described to have a very satisfactory level of performance. None of the English Professors was described to be satisfactory, fair nor poor in performance.

**Level of Teaching Performance as Perceived by the Professors and Supervisors**

	As Perceived by the Teachers			As perceived by the Supervisors		
	Mean	SD	Interpretat	Mean	SD	Interpretat
Teaching Performance	3.48	0.344	VH	3.57	0.337	VH

As perceived by the teachers' themselves, the level of performance of the English Professors was described as "very high" with a mean score of 3.48, as perceived by the supervisors, English Professors level of performance was also "very high" (M=3.57).

In the findings of Los Angeles Schools on the influence of teacher qualification and classroom achievement, emphasized that traditional teacher qualifications have little influence on classroom achievement. (by Richard Buddin and Gema Zamorro (in *Journal of Urban Economics*, Vol. 66, No. 2, September 2009). Teacher pay is typically based on teacher experience and education level, and these characteristics are commonly assumed to correlate with greater teacher effectiveness. Therefore, it is important to assess whether these qualities positively affect student achievement

scores to ensure that the reward system is in fact helping school attract and retain the teachers who will achieve the desired effects.

However, when the researchers analyzed student achievement data along with teacher qualifications, they found that a five-year increase in teaching experience affected student achievement very little — less than 1 percentage point. Similarly, the level of education held by a teacher proved to have no effect on student achievement in the classroom. These findings have

implications for the way in which teacher quality and effectiveness should be assessed and valued by a school.

**Significant Difference on the Perceptions of the Levels of Teaching Competence and Teaching Performance**

Source of difference	Mean	SD	t-value	p-value	Decision on Ho	Interpretation
Competence						
Urban	3.49	0.402	-0.135	0.893	Do not Reject Ho	Not Significant
Rural	3.50	0.364				
Performance						
Urban	3.69	0.244	1.285	0.200	Do not Reject Ho	Not Significant
Rural	3.65	0.245				

When the respondents were grouped into rural and urban areas, no significant difference was noted in the teaching competence, also no significant difference in the teaching performance.

Differences in how teachers are perceived, based on what they are called, continue into our own era. Think for a minute about those who teach at the university and college level versus those who teach in elementary or secondary schools. A college or university instructor is called a professor, an elementary or secondary instructor is called a teacher, the difference may not seem important at first, but in fact it may represent not significantly different perceptions by society of the teachers expected roles and function (Merrill, 2006).

**CONCLUSION AND RECOMMENDATIONS**

Based on the findings and conclusions realized in this study, the following are posed for recommendations:

For the teaching competence of the English Teachers, there is a need to expose the teachers to other latest trends in teaching such that they could be able to hurdle the global needs of the today’s generation. Seminars and trainings should not only be limited to local, regional and national level however, if budget permits, the school should allocate fund in order to send teachers to international trainings and seminars.

For the teaching performance, the SUCs should look into the regular monitoring and evaluation of the performance of the teachers so as to improve their teaching skills, considering that most of the respondents belong to the late forty’s, they should be given the chances to explore their innate knowledge and skills through using technologies in the conduct of the lesson. Observation of classes can be done to ensure quality delivery of instruction.

Further research be conducted considering other factors, that might be able to enhance this research investigation.

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