

**THE FUNCTIONAL COMPETENCIES OF THE COLLEGE OF ARTS  
AND SCIENCES FACULTY OF UNIVERSITY OF PERPETUAL HELP  
SYSTEM DALTA – LAS PIÑAS CAMPUS: RELEVANT POLICY  
IMPLICATIONS FOR SELECTION, TRAINING, DEVELOPMENT  
AND RETENTION**

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**ABSTRACT**

The study attempted to find out the levels of functional competencies of the faculty of the College of Arts and Sciences of the University of Perpetual Help System DALTA as an indicator of quality and excellence in education and ascertain the relevant policy implications to the University System in the selection, training and development and retention of teachers.

The study made use of the descriptive exploratory research method with documentary analysis. It determined and described the demographic variables of the teacher respondents and ascertained their levels of functional competencies in 13 areas of Subject Matter Expertise, Syllabus Preparation, Instructional Materials Development, Effective Instructional Delivery, Classroom Management, Student Evaluation, Effective Presentation Skills, Facilitation Skills, Effective Writing, Research Skills, Technology Competency, Community Service Skills and Marketing Skills.

Descriptive and inferential measures were utilized in the statistical treatment of the data gathered using the numeric data processing qualities of Microsoft Excel and SPSS 15.0 for Windows.

Significant findings were drawn and the following functional competencies were identified as strengths of the faculty of the College of Arts and Sciences: 1) subject matter expertise, 2) syllabus preparation, 3) facilitation skills, 4) classroom management and 5) effective instructional delivery. However, the following functional competencies must be enhanced: 1) Research Skills, 2) Technology Competency, 3) Community Service Skills, 4) Marketing Skills and 5) Effective Writing. Hence, the Institutional Faculty Development and Training Program and the faculty development program of the College should focus on priority areas which are research skills, technology competency, community service skills, marketing skills and effective writing.

Implications were likewise discussed to support the proposition of adopting a standard-based reform policy relevant to the recruitment, selection, development and retention of the faculty.

**Key words:** *Functional competencies, teachers, selection, faculty development*