



# UNIVERSITY OF PERPETUAL HELP LAS PIÑAS



## THE FUNCTIONAL COMPETENCIES OF THE COLLEGE OF ARTS AND SCIENCES FACULTY OF UPHSD LAS PINAS CAMPUS: RELEVANT POLICY IMPLICATIONS FOR SELECTION, TRAINING, DEVELOPMENT AND RETENTION

**LOURELI C. SIY, ED.D., PH.D.; PERLITA C. CUSTODIO, PH.D.**

**UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA, LAS PINAS CITY, PHILIPPINES**



## INTRODUCTION

*"THE QUALITY OF THE EDUCATIONAL SYSTEM DEPENDS UPON THE LEVEL OF EDUCATION AND PROFESSIONAL SHARING OF TEACHERS, THE NATURE OF THEIR METHODS OF TEACHING, THE MATERIALS AND EQUIPMENT THEY AND THEIR PUPILS HAVE AT THEIR DISPOSAL, THE SCOPE AND BALANCE OF THE CURRICULUM OF THE SCHOOL AND THE ADVISORY SERVICES THAT CAN BE DRAWN UPON BY TEACHERS TO HELP THEM IN THEIR CLASSROOM."*

- UNESCO WORLD SURVEY OF EDUCATION



## INTRODUCTION

*“WORKPLACE COMPETENCIES ARE VIEWED AS A SET OF SKILLS THAT ARE COMPLEMENTARY TO ACADEMIC OR MORE TECHNICAL SKILLS. THEY ARE REQUIRED FOR WORKERS TO FUNCTION WITHIN THE ORGANIZATIONAL STRUCTURES AS PART OF THE DEMANDS OF THE EMERGING CONTEXT OF A KNOWLEDGE-BASED ECONOMY WHERE HIGHER GENERIC SKILLS AND HIGHER LEVEL SKILLS ARE IN DEMAND TO MEET THE REQUIREMENTS FOR HIGH PERFORMING ORGANIZATIONS.*

- ORGANIZATION OF EUROPEAN COUNTRIES FOR DEVELOPMENT,

OECD 2005



## INTRODUCTION

TO LAY DOWN THE FRAMEWORK FOR COMPETENCIES DEMANDED OF THE TEACHING PROFESSION, THE DEPARTMENT OF EDUCATION HAS DEFINED THE COMPETENCY STANDARDS FOR TEACHER PERFORMANCE UNDER ITS NATIONAL COMPETENCY-BASED TEACHER STANDARDS (NCBTS).



## INTRODUCTION

HIGHLIGHTING ON THIS TEACHER PERFORMANCE AND DEVELOPMENT FRAMEWORK OF THE COMMISSION ON HIGHER EDUCATION (CHED) AND LOOKING INTO THE CURRENT UNIVERSAL AND FUNCTIONAL COMPETENCIES DEFINED BY THE UNIVERSITY OF PERPETUAL HELP SYSTEM, IT CAN BE READILY SEEN THAT CERTAIN ELEMENTS ARE ARTICULATED IN BOTH FRAMEWORKS.



## INTRODUCTION

THE UNIVERSITY HAS IDENTIFIED TEACHING COMPETENCIES IN ACCORD WITH ITS COMPETENCY-BASED PERFORMANCE APPRAISAL SYSTEM (CBPAS).

HOWEVER, GAPS CAN BE SEEN IN THE FACT THAT THE UNIVERSITY IS STILL UNCERTAIN AS TO WHAT REALLY ARE THE CURRENT LEVELS OF COMPETENCIES OF ITS FACULTY.



## OBJECTIVES OF THE STUDY

THE STUDY EXAMINED THE FUNCTIONAL COMPETENCIES OF THE FACULTY MEMBERS OF THE COLLEGE OF ARTS AND SCIENCES OF THE UNIVERSITY OF PERPETUAL HELP SYSTEM DALTA LAS PINAS CAMPUS. RESULTS OF THE STUDY WERE DEEMED SIGNIFICANT IN THE POLICY REVIEW AND REVISION RELATIVE TO SELECTION, TRAINING, DEVELOPMENT AND RETENTION OF THE MEMBERS OF THE TEACHING FORCE.



## MATERIALS AND METHODS

### PARTICIPANTS

THE STUDY WAS CONDUCTED ON A CONVENIENT SAMPLING OF PART-TIME AND FULL-TIME FACULTY MEMBERS OF THE COLLEGE OF ARTS AND SCIENCES TEACHING IN THE GENERAL EDUCATION COURSES AND IN THE LIBERAL ARTS PROGRAMS.





## MATERIALS AND METHODS

### INSTRUMENTS

A SURVEY QUESTIONNAIRE WITH TWO PARTS WAS UTILIZED.

THE FIRST PART CONTAINED A COVERING LETTER ASKING FOR DEMOGRAPHIC CHARACTERISTICS.

THE SECOND PART WAS THE COMPETENCY-BASED PERFORMANCE APPRAISAL FORM (CBPAS) WHICH WAS DEVELOPED AND FORMULATED BY THE SELECTED DEANS OF THE UNIVERSITY SYSTEM AND THE CORPORATE HRD OFFICE.



## MATERIALS AND METHODS

### DATA ANALYSIS

DATA GENERATED ON DEMOGRAPHIC PROFILE AND FUNCTIONAL COMPETENCIES WERE ANALYZED USING SPSS 15.0 FOR WINDOWS.

FREQUENCY AND PERCENTAGE WERE USED TO DESCRIBE THE PROFILE OF THE RESPONDENTS WHILE MEAN, A MEASURE OF CENTRAL TENDENCY, WAS USED TO DETERMINE THE OVERALL FUNCTIONAL COMPETENCY OF EACH OF THE FACULTY RESPONDENTS BASED ON THEIR RATINGS IN ALL THE THIRTEEN AREAS OF COMPETENCY EVALUATED.



## RESULTS AND DISCUSSION

### PROFILE OF THE RESPONDENTS

MAJORITY OF THE RESPONDENTS ARE FEMALE (F=21, 61.76%), FULL-TIME TEACHERS (F=26, 76.47%) AND WITH A MASTER'S DEGREE (F=27, 79.41%).

MORE THAN 25% HAVE BEEN IN THE TEACHING PROFESSION FOR MORE THAN 20 YEARS WHILE AN EQUAL NUMBER OF PARTICIPANTS HAVE 11-15 YEARS AND 16-20 YEARS OF TEACHING EXPERIENCE (F=7, 20.59%).



## RESULTS AND DISCUSSION

### FUNCTIONAL COMPETENCIES

Area of Competency	Mean	Verbal Description
Subject Matter Expertise	4.89	Excellent
Syllabus Preparation	4.76	Excellent
Instructional Materials Development	4.32	Very Good
Effective Instructional Delivery	4.54	Excellent
Classroom Management	4.62	Excellent



## RESULTS AND DISCUSSION

### FUNCTIONAL COMPETENCIES

Area of Competency	Mean	Verbal Description
Student Evaluation	4.39	Very Good
Effective Presentation Skills	4.24	Very Good
Facilitation Skills	4.67	Excellent
Effective Writing	3.84	Very Good
Research Skills	3.37	Good



## RESULTS AND DISCUSSION

### FUNCTIONAL COMPETENCIES

Area of Competency	Mean	Verbal Description
Technology Competency	3.57	Very Good
Community Service Skills	3.58	Very Good
Marketing Skills	3.68	Very Good
<b>OVERALL</b>	<b>4.19</b>	<b>Very Good</b>



## RESULTS AND DISCUSSION

### FUNCTIONAL COMPETENCIES

THE COMPETENCY WHICH RECEIVED THE HIGHEST SELF-ASSESSMENT RATING IS ON **SUBJECT MATTER EXPERTISE** (X=4.89, EXCELLENT) FOLLOWED BY **SYLLABUS PREPARATION** (X=4.76, EXCELLENT) AND **FACILITATION SKILLS** (X=4.67, EXCELLENT).

THE LEAST RATED AREA IS ON RESEARCH SKILLS (X=3.37, GOOD)



## RESULTS AND DISCUSSION

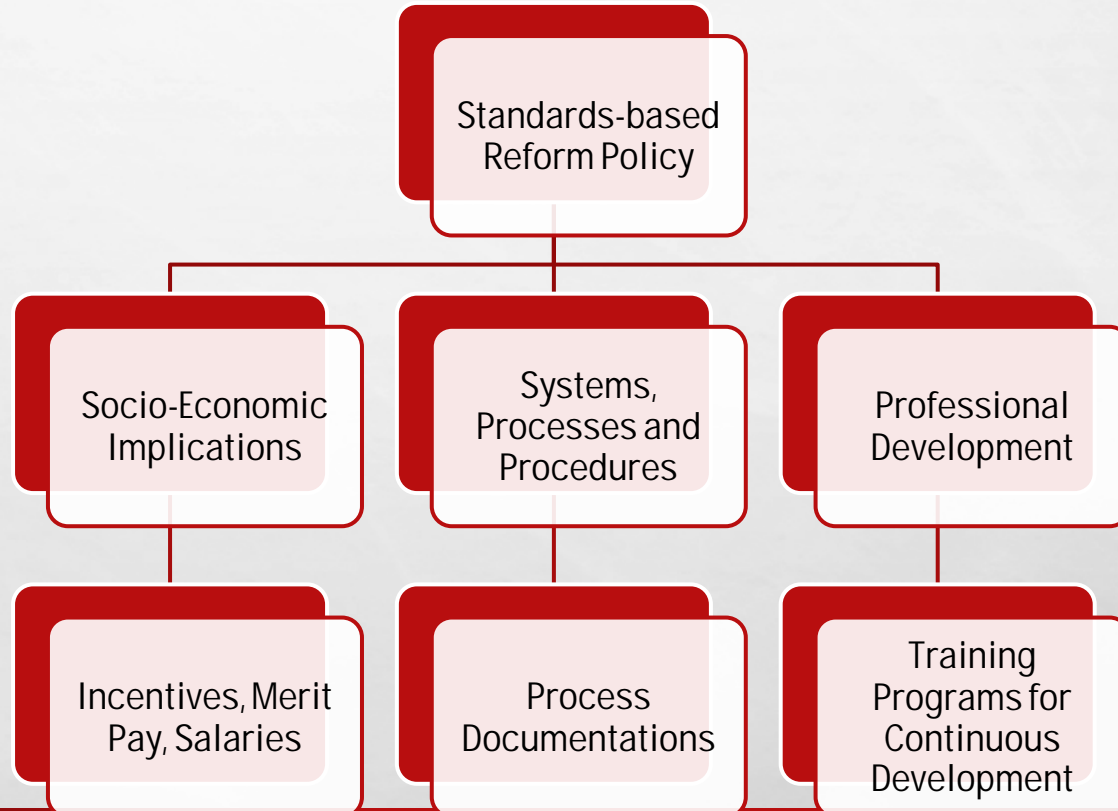
### POLICY IMPLICATION 1

THE SETTING OF COMPETENCY STANDARDS WOULD REQUIRE A SYSTEM-WIDE STANDARDS-BASED REFORM POLICY.





## RESULTS AND DISCUSSION





## RESULTS AND DISCUSSION

### POLICY IMPLICATION 2

THE IMPLEMENTATION OF A SYSTEM-WIDE STANDARD-BASED REFORM POLICY WOULD SPAWN CONSEQUENTIAL IMPLICATIONS THAT WOULD AFFECT HUMAN RESOURCES DEVELOPMENT AND ITS SOCIAL-ECONOMIC CONSIDERATIONS.



## RESULTS AND DISCUSSION

### POLICY IMPLICATION 3

THE IMPLEMENTATION OF A STANDARD-BASED REFORM POLICY WOULD AFFECT SYSTEMS, PROCESSES AND PROCEDURES BOTH IN HUMAN RESOURCE DEVELOPMENT AND IN THE MATERIAL PERFORMANCE OF THE TEACHING JOB.



## RESULTS AND DISCUSSION

### POLICY IMPLICATION 4

THE IMPLEMENTATION OF A SYSTEM-WIDE STANDARD-BASED REFORM POLICY WOULD CALL FOR A REVISION OF THE PROFESSIONAL DEVELOPMENT PROGRAM OF THE UNIVERSITY SYSTEM TO CONFORM WITH THE STANDARDS.



## CONCLUSION AND RECOMMENDATION

BASED ON SELF-ASSESSMENT, THE FACULTY IDENTIFIED THE FOLLOWING COMPETENCIES AS STRENGTHS: SUBJECT MATTER EXPERTISE, SYLLABUS PREPARATION, FACILITATION SKILLS, CLASSROOM MANAGEMENT AND EFFECTIVE INSTRUCTIONAL DELIVERY.



## CONCLUSION AND RECOMMENDATION

THE FOLLOWING COMPETENCIES MUST BE ENHANCED:  
RESEARCH SKILLS, TECHNOLOGY COMPETENCY, COMMUNITY  
SERVICE SKILLS, MARKETING SKILLS AND EFFECTIVE WRITING.



## CONCLUSION AND RECOMMENDATION

THESE FINDINGS UNDERSCORE THE NEED TO ENSURE THAT THE FACULTY DEVELOPMENT AND TRAINING PROGRAMS OF THE UNIVERSITY AND OF THE COLLEGE FOCUS ON THE IMPROVEMENT OF THE FUNCTIONAL COMPETENCIES IDENTIFIED BY THE FACULTY AS AREAS FOR IMPROVEMENT.



## CONCLUSION AND RECOMMENDATION

ON A SYSTEM-WIDE SCALE, THERE ARE RELEVANT POLICY IMPLICATIONS IN THE IMPLEMENTATION OF A STANDARD-BASED REFORM POLICY IN THE UNIVERSITY SYSTEM.





# UNIVERSITY OF PERPETUAL HELP LAS PIÑAS



## REFERENCES:

URL: <http://www.davidson.edu>

Isaeva, T.E. (2007). Classification of the College Instructor's Professional and Personal Competencies. *Russian Education and Society*, 49(9), 31-41

Tilestone, Donna Walker (2004). *What Every Teacher Should Know About Effective Teaching Strategies*. Thousand Oaks, Cal.

Colinares, Nilo E. (2002). *Teacher Education Issues and the Teacher*. Tacloban City: Tres Ninas Printing Press.

Verspoor, A. (2006). *Schools at the Center of Quality*. Adea Newsletter, Special Issue –Biennale 3-6

Overtoom, C. (2000). *Employability Skills: An Update* (Eric Digest No. 220). Eric Clearing Houses on Adult, Career and Vocational Education. Columbus: Ohio.

URL: <http://www.askeric.org.p;web-cgi/fastweb/>, May 5, 2016



## REFERENCES:

OECD Education Ministers, OECD (2005). The Definition and Selection of Key Competencies. DeSeCo Project, URL:

<http://www.oecd.org/dataoecd/47/61/35070367.pdf>, May 5, 2016

Kearns, P. (2001). Generic Skills for the New Economy. Australian National Training Authority, Kensington, Australia: NCVET Ltd.

Olson, Carl O. and Wyett, Jerry L. (2000). Teachers Need Affective Competencies. Education 120(4) USA: Academic Research Library

Pantic, Natasa and Wubbels, Theo (2010). Teacher Competencies as a Basis for Teacher Education – Views of Serbian Teachers and Teacher Education. Teaching and Teacher Education, 26(3), 694-703

Chan, David W. (2001). Characteristics and Competencies of Teachers of Gifted Learners: The Hongkong Teacher Perspective. Roeper Review, 23(4), 197



# UNIVERSITY OF PERPETUAL HELP LAS PIÑAS



## REFERENCES:

Barblett, L. and Maloney, C. (2002). Describing Standards for Early Childhood Teachers: Moving the Debate Toward the National Level. Paper Presented at the Annual General Conference for the Australian Association for Educational Research, Brisbane, December 1-5, 2002. URL: <http://www.aare.edu.au/02pap/bar02394.htm>, May 5, 2016