

# Assessment of Instructors' Level of Teaching Competence: Descriptive Comparative Study

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## ABSTRACT

This study aimed to determine the level of instructors' teaching competence in Agusan del Sur State College of Agriculture and Technology. In this study, descriptive comparative method of research was utilized. For data collection, the questionnaire of Barnuevo, Hasigawa and Hugo (2012) was adopted. The respondents were 358 students from the three colleges: 48 students from the College of Engineering and Information Sciences, 162 from the College of Agriculture and 148 from the College of Teacher Education. The results revealed that the level of teaching competence of instructors among three colleges was perceived high by students and that there was a significant difference in instructors' teaching competence when grouped according to college in terms of mastery of subject matter, teaching skills, classroom management and evaluation skills. The instructors from the College of Agriculture were perceived highest in the mastery of subject matter and evaluation skills. Those from the College of Engineering and Information Sciences were perceived highest in

teaching skill. Instructors from the CEIS and CA were both highest in classroom management. Those from the College of Teacher Education were perceived lesser in teaching competence compared to those from the CA and CEIS.

**Keywords:** *Education, teaching competence, descriptive comparative study, Agusan del Sur, Philippines*

## INTRODUCTION

Assessment or evaluation of teacher is one of the components in the educational system which aims to improve teacher's practice which, in turn, enhances student's growth and development. Unfortunately, it fails to meet its ultimate purpose, and there are some factors which are attributable to its default.

In the United States, Danielson and McGreat (2000) disclosed the futility of US education systems for assessing, evaluating, and supporting teachers. According to them, this is due to the school principal's inadequate training to conduct classroom observations and inability to provide constructive, actionable feedback. They added that the use of evaluation checklists is often meaningless when these are not designed to depict good practice. So, for them, the systems have largely failed to identify teachers' professional growth needs and to provide support and professional learning opportunities.

In the Philippines, Ambag (2014) reported that the issue of quality teachers indicated by competence matters. Citing Basadre (2001), she explained that students do actually hope to have teachers who are competent and who show evidence of mastery of the course they are teaching. It is due to the fact that their competency is considered a totality of skills that they possess. Besides, their competency serves as their best tool. Tulio (2004) remarked that this "tool" needs sharpening, and its enhancement must have started in the teachers themselves or the pre-service teachers.

In Agusan del Sur State College of Agriculture and Technology, Bunawan, Agusan del Sur, Caraga, the researcher observed that despite screening teacher applicants for a teacher position, there are some who, after getting hired, have not performed efficiently as expected. This phenomenon has alarmed him because it would somehow affect the learners' development.

It is in this context that the researcher sees the urgency of pursuing this study. His primary purpose is to further determine the level of instructors' teaching competence in ASSCAT, Bunawan, Agusan del Sur.

## **OBJECTIVE OF THE STUDY**

Primarily, this study aimed to determine the level of instructors' teaching competence as perceived by students from three colleges. Specifically, it sought to achieve the following objectives.

## **METHODOLOGY**

### **Research Design**

Descriptive comparative method of research was used in this study. This method was designed to provide a picture of a situation as it naturally happened. It might be used to justify the current practice and make a judgment or to develop theories (Burus & Grove, 2012). In the context of this study, it was utilized to compare the levels of instructional competence of instructors as perceived by their students among the three (3) colleges such as, College of Agriculture, College of Engineering and Information Sciences, and College of Teacher Education.

### **Research Site**

This study was conducted at Agusan del Sur State College of Agriculture and Technology in the Municipality of Bunawan, province of Agusan del Sur, Philippines.

The Agusan del Sur State College of Agriculture and Technology (ASSCAT) started as a settlement known as Manobo Farm School for the people in upper Agusan in 1908. It provided basic education and farming skills. Then, it became Bunawan National Agricultural School on June 17, 1948 through R.A. 301 sponsored by former Congressman Marcos L. Calo. Further, on June 21, 1969, it was changed to Southern Agusan National Agricultural College by virtue of R.A. 5917 passed by former Congressman Jose C. Aquino.

From 1974-1975, the College offered two-year post-secondary Agricultural Technician Curriculum which was subsequently realigned to Diploma in Agricultural Technology leading to a four-year Bachelor of Agriculture and Technology (DAT-BAT).

Commencing the first semester of School year 1992-1993, two (2) additional courses were offered: Bachelor of Secondary Education (BSEd) major in Technology and Home Economics (T.H.E.) and Bachelor of Elementary Education (BEEd) with a concentration on Work Education (DECS ORDER No. 88, s. 1992).

In the same year, Congressman Ceferino S. Paredes, Sr. sponsored to the Batasang Pambansa House Bill 1432 for the conversion of SANAC to a state college which was also indorsed by Senator Edgardo J. Angara through Senate

Bill No. 1690. On March 1, 1995, it was signed by Fidel V. Ramos by virtue of R.A. 7932 converting SANAC to Agusan del Sur State College of Agriculture and Technology.

### Participants

The respondents of this study were the students of the three colleges of ASSCAT during the second semester of Academic Year 2016-: College of Engineering and Information Sciences, College of Agriculture, and College of Teacher Education.

The samples of respondents were obtained by using the following formula to compute sample size:

$$n = \frac{N}{1 + Ne^2}$$

Where: n = sample;  
N = total population; and  
e = margin of error 0.05.

In order to distribute this sample size evenly by college, the following formula was used:

$$n = \frac{\text{N of the college}}{\text{Total N}} \times \text{Total n of the sample}$$

Percentages formula:

$$\% = \left( \frac{f}{n} \right) 100\%$$

Using this formula of percentage, the College of Engineering and Information Sciences involved 48 samples out of the 13.42% of the 445 total student population; the College of Agriculture, 162 of the 45.25% of 1501 population; and the College of Teacher Education, 148 of the 41.33% of 1371 population.

The current population of ASSCAT and its estimated sample (based on 5% margin of error) was presented below.

Total population of the students in ASSCAT by college and its corresponding sample.

COLLEGE	TOTAL POPULATION	%	SAMPLE	%
CEIS	445	13.42%	48	13.42%
CA	1501	45.25%	162	45.25%
CTE	1371	41.33%	148	41.33%
TOTAL	3317	100.00%	358	100.00%

### Instrumentation

A survey questionnaire of Barnuevo, Hasegawa and Hugo (2012) was adopted as the major tool for data collection. It was made up of four (4) indicators namely, mastery of the subject field, teaching skills, classroom management, and evaluation skills. Also, it was validated by experts in the field of education. For the purpose of interpretation, the table below was presented:

#### Interpretation for the Level of Teaching Competence of Instructors

Scale	Range of Mean	Description	Interpretation
5	4.50 – 5.00	Very High	The teaching competence is excellent.
4	3.50 – 4.49	High	The teaching competence is very good.
3	2.50 0 3.49	Moderate	The teaching competence is good.
2	1.50 – 2.49	Low	The teaching competence is very low.
1	1.00 – 1.49	Very Low	The teaching competence is very poor.

### Statistical Techniques

The data gathered were analyzed and interpreted using appropriate statistical tools. To answer objective number 1, which is to identify the demographic profile of respondents in terms of college, frequency count and the percentage were used. To answer objective number 2, which is to determine the level of teaching competence of the instructors as perceived by students from the three colleges, weighted mean was used. To answer objective number 3, which is to determine the difference of instructors' teaching competence when grouped according to their college profile, ANOVA was used.

## RESULTS AND DISCUSSION

### Demographic Profile of the Respondents

Table 1 presents the demographic profile of the respondents in terms of college. As shown, there are 358 respondents as sample population in the entire college. Forty-eight or 13.41% of the students from the College of Engineering and Information Sciences (CEIS) are involved, 162 or 45.25% from College of Agriculture (CA), 148 or 41.34% from the College of Teacher Education (CTE).

Table 1. Demographic Profile of the Respondents

Profile	Frequency	Percentage (%)
Colleges	48	13.41%
CEI	162	45.25%
CA	148	41.34%
CTE	358	100.00%

### Instructors' Teaching Competence

Table 2 shows the level of teaching competence of instructors among the three colleges in Agusan del Sur State College of Agriculture and Technology (ASSCAT) as perceived by students in terms of the mastery of the subject matter, teaching skills, classroom management and evaluation skills. The data reveal that among the three colleges, the College of Agriculture gets the highest in teaching competence. In terms of mastery of the subject matter, it obtains the highest mean of 4.31 with SD of .518. In evaluation skills, it also gets the highest mean of 4.40 with SD of .516.

The College of Engineering and Information Sciences bags the highest mean of 4.45 in teaching skills among the three colleges with SD of .422. Both CEIS and CA, however, take the highest mean of 4.28 in terms of classroom management.

Meanwhile, the College of Teacher Education get only the high means of 4.09 with SD of .687 in terms of mastery of the subject matter and 4.14 with SD of .665 in their teaching skills, 4.08 with SD of .632 in classroom management; and 4.18 with SD of .669 in evaluation skills.

Table 2: Level of Instructors' Teaching Competence among the Three Colleges

Competency	Colleges	Standard Deviation	Mean	Description
Mastery of the Subject Matter	CEIS	.550	4.30	High
	CA	.518	4.31	High
	CTE	.687	4.09	High
Total		.585	4.23	High
Teaching Skills	CEIS	.422	4.45	High
	CA	4.79	4.36	High
	CTE	.665	4.14	High
Total		.522	4.32	High
Classroom Management	CEIS	.499	4.28	High
	CA	.449	4.28	High
	CTE	.632	4.08	High
Total		.527	4.21	High
Evaluation Skills	CEIS	.379	4.29	High
	CA	.516	4.40	High
	CTE	.669	4.18	High
Total		.521	4.29	High
Overall		.539	4.26	High

### Difference in Teaching Competence

Table 3 shows the test of significant difference in teaching competence of instructors when grouped according to college. As shown, the overall p-value is 0.012 which is lesser than the significant level  $\alpha=0.05$ . It means that there is a significant difference in instructors' teaching competence in terms of mastery of the subject matter with p-value of 0.014, in teaching skills with p-value 0.006, in classroom management with p-value 0.029 and in evaluation skills with p-value 4.18 which is lesser than the significant level  $\alpha=0.05$ .

Teachers from the College of Agriculture grab the highest mean of 4.30 in teaching competence in terms of mastery of the subject matter. They are also the highest in evaluation skills with obtained mean of 4.40.

The teachers from the College of Engineering and Information Sciences get the highest mean of 4.45 in teaching competence. However, they are equally competent with the teachers from the College of Agriculture in classroom management as indicated by their obtained mean of 4.28.

As a whole, the College of Agriculture is the highest in teaching competence among the three colleges with obtained mean of 4.34. It is followed by the College of Engineering and Information Sciences with mean of 4.33 and the College of Teacher Education with mean of 4.12.

Table 3: Significant Difference in Teaching Competence When Grouped According to College

Instructional Competence	CEIS	CA	CTE	F-value	P-value	Remarks
Mastery of the Subject Matter	4.30	4.31	4.09	4.60	0.014	Significant
Teaching Skills	4.45	4.36	4.14	5.62	0.006	Significant
Classroom Management	4.28	4.28	4.08	3.75	0.029	Significant
Evaluation Skills	4.29	4.40	4.18	4.54	0.015	Significant
Overall Weighted Mean	4.33	4.34	4.12	4.73	0.012	Significant

### Demographic Profile of the Respondents

The data shown in Table 1 indicates that the biggest student population among the three colleges is the College of Agriculture and the smallest is the College of Engineering and Information Sciences. The implication of this result is that the undergraduate programs of the College of Agriculture are attractive to students in the province of Agusan del Sur. Seemingly, they are more likely interested in the program offerings of the said college.

The College of Teacher Education is second to the highest in terms of student population. This implies that there are students who find the undergraduate programs of Teacher Education in ASSCAT also appealing. Hence, many of them are enrolled in college too.

### Instructors' Teaching Competence

The data presented in Table 2 shows that the instructors' teaching competence in terms of mastery of the subject matter, teaching skills, classroom management and evaluation skills is generally high as perceived by students. The implication of the results is that the instructors' teaching competence is very good. In terms of mastery of the subject, it is taught with clarity and simplicity. The difficult part of a lesson is given much emphasis and explained by citing adequate examples and application in practical situations. Some difficult terms or concepts are defined for a better understanding of students. Before discussing a new topic, the previous lessons are reviewed. Moreover, knowledge about the subject is adequate. So, when questions arise from students, immediate answers are provided.



In terms of teaching skills, a subject matter is presented clearly and coherently. It is likewise presented systematically and analytically. A simple and easy-to-understand language is used in explaining a topic or in discussing a lesson. Students are encouraged or motivated to think and raise a point of clarification. For a more interesting and meaningful engagement, teaching techniques, approaches, and strategies are made varied. Some instructional materials are likewise utilized in achieving their lesson objectives.

As regards classroom management, respect for authority is ordered. But, a great deal of patience towards students is shown. As part of the routines, learning activities have to start on time, so coming to class early and leaving on time are observed. The class periods are spent productively, so the objectives ought to be achieved for a particular subject. In case there is a disciplinary problem, it is handled effectively. It is ensured that the atmosphere in the classroom is maintained to be cordial and cooperative for the enhancement of learning.

As to the evaluation skills, student's performance is evaluated fairly with the use of adequate and accurate standard measures of evaluation. Evaluative activities appropriate to students' abilities, interests, and needs are provided. Evaluation results are analyzed and interpreted. Different methods of evaluation are used according to the learning objectives. Grades are given on the basis of students' performance.

Specifically, the College of Agriculture has the highest among the three colleges in teaching competence in terms of mastery of the subject matter, evaluation skills show that the teachers highly manifest the behavior of being competent in the mastery of the subject matter and evaluation skills as perceived by the students.

Likewise, the College of Engineering and Information Sciences with the highest mean in teaching skills shows that the teachers highly manifest the behavior of being competent in teaching skills as perceived by the students. But, further analysis reveals that CEIS and CA teachers are the highest in terms of teachers' classroom management. This indicates that the teachers from these two colleges highly manifest the behavior of being competent in managing their classes.

Meanwhile, the instructional competence of CTE teachers who handle major subjects get high means in the mastery of the subject matter, teaching skills, classroom management, and evaluation skills. This means that their teaching competence is very good as perceived by students.

The above findings are similar to the findings of Zorayda (2013). This author discovered that the level of teachers' performance as perceived by the students was high. Meaning, the teachers themselves promote high level of effective teaching and learning in the institution. They likewise are fluent in a multi-

layered set of social skills that the students recognize and respond to, and this leads them to great learning. According to Diono (2013), if the teachers obtained a rating of high level in teaching competence, they always applied high level of instructions.

### **Difference in Teaching Competence**

Table 3 shows the test of significant difference in terms of teachers' instructional competence when grouped according to college using the Analysis of Variance (ANOVA). The data indicate that there is a significant difference in instructors' teaching competence among the three colleges in ASSCAT in terms of mastery of the subject matter, teaching skills, classroom management, and evaluation skills.

This result corresponds to the study conducted by Feiman-Nemser (2008). On her study she discovered that teachers' teaching competence is dependent on sound frameworks of knowledge supported by metacognitive skills and management strategies for swift retrieval and use. However, different orientations and approaches exist because people hold different expectations. Teacher educators cannot avoid making choices about what to concentrate on.

The teacher teaches subject matter in a different way. Knowledge of a subject matter is a definite factor in successful teaching. Lack of it may cause narrow views of bluffing on the parts of the teacher and distrust on the part of the students (Nem Singh, 2009). As shown, the teachers from the College of Agriculture are the highest in teaching competence level in terms of mastery of the subject matter among the three colleges in ASSCAT. They show to their students a full grasp of the lesson which they teach each day.

Furthermore, the CA teachers are the highest in evaluation skills. This means that they manifest the behavior of being competent in evaluating students' performance on the basis of course objectives. Evaluation is a process of making measurements and rendering a judgment which also should be fair and realistic (Nem Singh & Padilla, 2009).

Teachers must know not only what, which subject matter, but also how which is the method to teach. Hence, the effective teaching required skills and method to use (Ornstein & Lunenburg, 2008). It's on the teachers' teaching techniques and strategies on how to make lesson interesting and meaningful each day. As shown, the teachers from the College of Engineering and Information Sciences are the highest in teaching competence in terms of teaching skills among the three colleges, and this suggests that CEIS teachers manifest the behavior of being competent in terms of teaching skills.

According to Oliver & Reschly (2007), inability of teachers to effectively manage the classroom environment contributes to the low academic

achievement of the students. College of Engineering and Information Sciences and College of Agriculture are both the highest in classroom management. This means that the teachers utilize class period productively and maintain students' interest in every class discussion which leads to great learning.

As a whole, College of Agriculture is the highest in teaching competence among the three colleges in ASSCAT and followed by the College of Engineering and Information Sciences and the College of Teacher Education. The CTE is perceived with a lesser mean of teaching competence than CEIS and CA maybe because teachers who have handled major subjects in this college demonstrate a high standard teaching instruction that sometimes students could hardly acknowledge. Or, the teachers are somehow showing off their competence, but it is not enough as perceived by their students.

Nevertheless, the teaching competence of instructors is generally perceived high. This means that all teachers are manifesting the behaviors of being competent in their teaching skills.

## **CONCLUSIONS**

Based on the findings of the study, the following conclusions were drawn.

First, the level of instructors' teaching competence among the three colleges in ASSCAT was perceived high. This means that their teaching competency is very good.

Second, there is a significant difference in instructors' teaching competence when grouped according to college in terms of mastery of the subject matter, teaching skills, classroom management and evaluation skills. Teachers who handled major subjects at the College of Agriculture were perceived highest in the mastery of subject matter and evaluation skills. Moreover, the instructors who handled major subjects at the College of Engineering and Information Sciences were perceived highest in teaching skills among the three colleges. Meanwhile, both the College of Engineering and Information Sciences and the College of Agriculture were both highest in terms of classroom management. However, the instructors from the College of Teacher Education were perceived with lesser competence than those from the CA and CEIS. Nevertheless, despite the discrepancy, these three colleges in ASSCAT showed a high level of teaching competence of their instructors. Meaning, their teaching skills were very good as perceived by the students.

## TRANSLATIONAL RESEARCH

The findings of this study could be translated to a faculty development program designed for the continuous improvement of faculty's delivery of instruction. In this program, a series of workshops may be facilitated by an invited resource person before the opening of classes every semester. Then, a regular classroom observation and feedback by college deans and program heads may be conducted to ensure that the faculty implement and sustain quality instruction.

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