

IMPLICATIONS FOR TEACHERS' INSTRUCTIONAL COMPETENCIES: ADDRESSING THE NEED FOR IMPROVED PROFESSIONAL STANDARDS

Pedro D. Abanador, Ed.D

Abstract: The need for institutions to achieve high rate of passing for examinees in Licensure Examination for Teachers is a great demand, which may be realized by improving the competencies of teachers prior to Commission on Higher Education standards. This study aimed to analyze the implications for teachers' instructional competencies in addressing the need for improved Professional Standards. Results show that students and faculty members perceived themselves to always manifest the indicators of the instructional competencies under nine standards of Commission on Higher Education, however it is noted that their perception manifest a significant difference. The implications of teachers instructional competencies is to hit the target of the College of Education to achieve 95 percent, passing percentage in the Licensure Examination for Teachers. It is recommended that Dean and College Secretary in the College of Education may prepare a short term plan of identifying the competencies in all subjects in order to align to the nine standards of Commission on Higher Education.

Keywords: instructional competencies, professional standards, licensure examination for teachers.

1. INTRODUCTION

Teacher competencies are an outcome-based method for assessing teacher performance. They define key characteristics of successful teachers without prescribing any specific curriculum or instructional practices. The competency characteristics are useful for teacher training, licensure and professional development.

Significant research efforts in past decades have added a great deal to the body of knowledge about teaching and teachers. However, although the growing interest in trying to uncover the nature of teaching and teachers' work over the years has brought attention to teaching about teaching, teachers of teachers—who they are, what they do, what they think—and their desired characteristics, have often been ignored in studies of teacher education (Lanier & Little, 1986).

Teacher educators are defined as people “who provide instruction or who give guidance and support to student teachers, and who thus render a substantial contribution to the development of students into competent teachers” (Koster et al., 2005). They are the ones who are responsible for the quality of teachers, and, therefore, that of education.

In addition to a mastery of basic skills, effective teachers are expected to demonstrate a thorough understanding of the content of their curricular areas. They should be able to communicate this content material to students using methodologies that are appropriate for the age and abilities of the learners. These teachers are competent planners, seek to incorporate other disciplines into their lessons and stay abreast of changes and advancements in their specialty areas.

Thus, it is of crucial importance that the characteristics of successful teachers are addressed by exploring what contributes to the professional development of teacher educators and by explicitly setting the quality requirements and specific competencies for them.

Successful teachers are knowledgeable about multiple methods of instruction. They understand levels of human development, both typical and atypical, and should be able to diversify their lessons to meet the needs of learners of all ability levels. These teachers are capable classroom managers and skilled at motivating students, and they perennially assess both student and personal achievement.

Teacher excellence is reflected in a professional's efforts toward continual improvement in his field. Professional teachers are marked by their personal presentation, reflection, collaboration, the desire to advance and adaptability. These teachers believe students can learn, understand the value of diversity in the workplace and in their classrooms, and understand the ethical implications of working with students.

In this regard, the role of professional standards set or implied by academic publications, professional organizations, institutional guidelines for promotion and tenure, and other relevant sources should be highlighted, as standards are the main criteria by which performance and professional development of teacher educators can be assessed.

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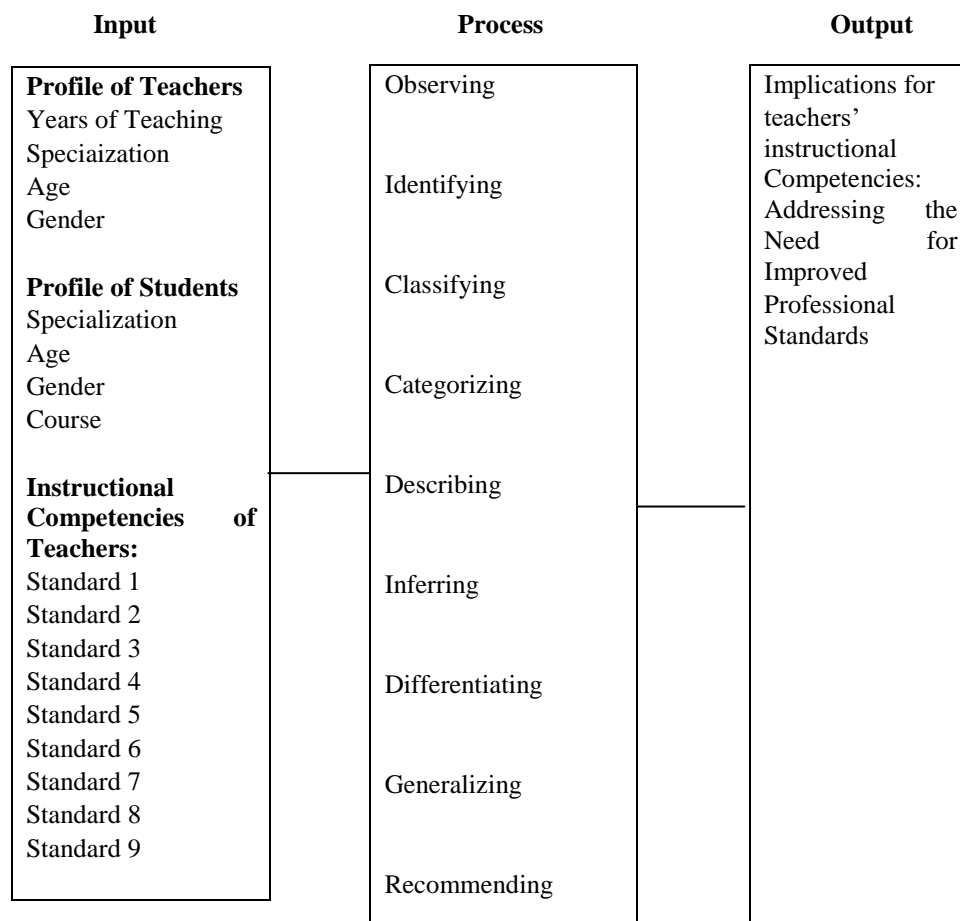


Figure 1

Paradigm of the Study:

The aim of this study is to analyze the implications for teachers' instructional competencies in addressing the need for improved Professional Standards. To accomplish the critical task of the research endeavor, the researchers followed a paradigm which sought to address the analysis of the teachers' instructional competencies toward achieving their goal to improve classroom instruction. Specifically, it sought answers to these research problem and questions:

1. How may the profile of respondents be described in terms of:

A. Teachers

1.1a Years of Teaching

1.2a Specialization

1.3a Age

1.4a Gender

1.5a LET Performance

B. Students

1.1b Specialization

1.2b Age

1.3b Gender

1.4b Course

2. What is the level of instructional competencies of teachers as perceived by themselves and students as to:

2.1 Standard 1

2.2 Standard 2

2.3 Standard 3

2.4 Standard 4

2.5 Standard 5

2.6 Standard 6

2.7 Standard 7

2.8 Standard 8

2.9 Standard 9

3. Is there a significant difference on level of instructional competencies of teachers as perceived by themselves and students?

4. What is the implications for teachers' instructional competencies in addressing the need for improved Professional Standards?

Results of the study would enable the researchers who are presently connected to the College of Education, Bulacan State University to re-engineer the teacher education program responsive to address the need for improved professional standards. Further, administrators, faculty, students, parents and other constituents can aim to achieve high passing percentage in the Licensure Examination for Teachers among examinees.

2. METHOD AND PROCEDURES

This study employed the descriptive type of research. This method describes systematically, factually and accurately a situation on an area of interest. It aimed to help researchers to analyze the implications for teachers' instructional competencies in addressing the need for improved Professional Standards in Bulacan State University.

This study was conducted in the College of Education during the first semester, Academic Year 2016 – 2017. The respondents of the study are the 54 college faculty and 151 students who were randomly selected using proportional stratified sampling technique.

A structured questionnaire was used as the main instrument in gathering the needed data. The questionnaire was validated by experts before it was finally distributed to the respondents in terms of content, language and form. The questionnaire for each of the respondent was keyed in the computer using Microsoft Excel. The data gathered were classified, tallied, tabulated, analyzed and interpreted. Descriptive statistics was used in describing the data obtained.

3. RESULTS AND DISCUSSION

Table 1: Profile of Teacher Respondents

Profile of Teachers	Frequency	Percentage
Years of Teaching		
26 and above	16	29.6
16 – 20	4	7.4
11 – 15	12	22.2
6 – 10	16	29.6
1 - 5	6	11.1
Total	54	100
Specialization		
Academic	35	64.81
Non - Academic	19	35.19
Total	54	100
Age		
50 – 60	12	22.22
40 – 49	13	24.07
30 – 39	21	38.89
20 – 29	8	14.81
Total	54	100
Gender		
Male	22	40.74
Female	32	59.26
Total	54	100
Course		
Bachelor in Elementary Education	4	7.41
Bachelor in Secondary Education	50	92.59
Total	54	100

It is presented on table 1 that the profile of college faculty as to years of teaching is dominated by having 6 to 10 years and 26 years above with a frequency of 16 or 29.6 percent out of 54 total faculty respondents. This may be explained that faculty in the college of education in Bulacan State University had been teaching for a long period of time that could further be described that they seemed to be enjoying in their workplace.

Meanwhile, the specialization of faculty is classified into academic and non-academic with 35 faculty or 64.81 percent with academic specialization while 19 or 35.19 with non-academic or vocational specialization. Such finding is attributed to the fact that course offering in the college of education are mostly academic courses where some of the respondents are alumni of the college.

Apparently, the age of faculty is having an age bracket of 30 to 39 years old whose frequency is 21 or 38.89 percent out of 54 total respondents. This may be discussed further that faculty members in the college are in their early adulthood stage.

Moreover, the gender of faculty members of the college is distributed to have 32 or 59.26 percent are female and 22 or 40.74 percent are male whose course taken in college is Bachelor in Secondary Education.

Table 2: Profile of Students

Profile of Students	Frequency	Percentage
Age		
28 years old	7	4.6
21 years old	6	4.0
20 years old	12	7.9
18 years old	19	12.6

17 years old	100	66.2
16 years old	7	4.6
Total	151	100
Gender		
1.Male	43	28.5
2.Female	108	71.5
Course		
Bachelor in Elementary Education	65	43.05
Bachelor in Secondary Education	86	56.95
Total	151	100.0

Table 2 reveals the profile of student respondents where 100 or 66.2 percent whose age is 17 years old and they had been considered to be at their normal age as third year college. Subsequently, 108 or 71.5 percent are female who are presently enrolled in Bachelor in Secondary Education whose frequency is 86 out of 151 respondents or 56.95 percent.

Table 3: Perceptions of Teachers and Students' on Level of Instructional Competencies

Teachers' Instructional Competencies	Teachers		Students	
	Mean	Interpretation	Mean	Interpretation
1. The teacher designs and plans instruction	3.85	Always	3.41	Very Often
2. The teacher creates and maintains a learning climate	3.11	Very Often	3.41	Very Often
3. The teacher implements and manages instruction	3.63	Always	3.70	Always
4. The teacher assesses learning and communicates results	3.33	Very Often	3.88	Always
5. The teacher collaborates with colleague, parents, the community, and other agencies.	3.67	Always	3.63	Always
6. The teacher reviews and evaluates his or her over-all performance	3.70	Always	3.89	Always
7. The teacher has general academic as demonstrated by the attainment of a bachelor' degree	3.56	Always	3.70	Always
8. The teachers' demonstrate, current professional knowledge to effectively design and plan instruction.	3.63	Always	3.76	Always
9. In collaboration with other professionals, and parents.	3.70	Always	3.78	Always
Total	3.58	Always	3.68	Always

Table 3 manifests the perceptions of faculty and students on instructional competencies of teachers utilizing 9 academic standards by Commission on Higher Education.

It is further manifested that the total mean perception is 3.58 as perceived by faculty and 3.68 from students which could be interpreted that the standards for instructional competence of faculty in Bulacan State University are always observed. Such finding may be explained that students perceived their faculty to align curriculum with student assessment, address physical, mental, social, cultural and community difference among learners. Moreover, faculty would establish and maintains standards of mutual respect, display effective classroom management, encourage the student to demonstrate self-discipline and responsibility to self and others. Eventually, faculty members would appropriately implement a teacher-designed lesson plan, communicate to students specific standards and high expectations for learning, promote student self assessment, use a variety of appropriate formal and informal assessment aligned with instruction, work with parents to enhance students learning at home and school, integrate disciplinary knowledge with other subject areas and demonstrate knowledge of Commission on Higher Education policies and their educational implications.

Table 4: Significant Difference Between Teachers' Themselves and Students' Perceptions on Instructional Competencies of Teachers

Instructional Competencies	t	Sig	Decision
1. The teacher designs and plans instruction	3.669	.001	Reject Ho
2. The teacher creates and maintains a learning climate	-3.682	.001	Reject Ho
3. The teacher implements and manages instruction	.759	.451	Reject Ho
4. The teacher assesses learning and communicates results	-1.766	.083	Reject Ho

5. The teacher collaborates with colleague, parents, the community, and other agencies.	1.224	.226	Reject Ho
6. The teacher reviews and evaluates his or her over-all performance	.000	1.000	Reject Ho
7. The teacher has general academic as demonstrated by the attainment of a bachelor' degree	2.828	.007	Reject Ho
8. The teachers' demonstrate, current professional knowledge to effectively design and plan instruction.	2.780	.008	Reject Ho
9. In collaboration with other professionals, and parents.	2.037	.047	Reject Ho

Table 4 presents the significant difference between perceptions of faculty and students on instructional competencies of teachers with regards to nine standards of the Commission on Higher Education.

It is noticeable that the perceptions of faculty and students on instructional competencies of teachers revealed a significant difference whose computed t is greater than the significant t value at .05 level of significance. This is due to the fact that the role responsibility of faculty and students differ that made their perceptions different with regards to teachers instructional competence.

Implications for Teachers' Instructional Competencies in Addressing the Need for Improved Professional Standards:

The implications of teachers instructional competencies is to hit the target of the College of Education to achieve 95 percent passing percentage in the Licensure Examination for Teachers administered annually by Professional Regulatory Commission. Gradually, the course syllabus of faculty will be designed by the committee on improvement of instructional competencies by using the standard competencies of Commission on Higher Education.

4. CONCLUSIONS AND RECOMMENDATIONS

On the basis of the findings of the study, it is concluded that faculty members of Bulacan State University are trying themselves to manifest the indicators of the instructional competencies under nine standards to hit the attainment of classroom instructional objectives daily.

It is recommended that the Dean and College Secretary in the College of Education may prepare a short term plan of identifying the competencies in all subjects in order to align to the nine standards of Commission on Higher Education. The implementation of the plan must be immediate in order to attain the improvement of the passing percentage of examinees in the Licensure Examination for Teachers.

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