

LEVEL OF SELF-EFFICACY, ADVERSITY, AND TEACHING COMPETENCIES: BASES FOR FACULTY DEVELOPMENT PROGRAM

DR. HELEN R. VILBAR

Guimaras State College

Abstract: This descriptive research determined the level of self-efficacy, level of adversity, and teaching competence of Teacher Education Programs at SUCs in Region VI during Academic Year 2015-2016, the results became the basis for a faculty development plan. The respondents in this study were 263 faculty members in the Teachers Education program from the categorized as to age, sex, length of service, civil status, employment classification, employment status, and educational attainment. Study employed the descriptive research design, specifically descriptive-correlational method. Stratified random sampling through ratio and proportion was used to determine the respondents in each SUC. The researcher-made questionnaire which was content-validated and reliability-tested was the instrument used to gather data in this study. The statistical tools used were frequency count and percent, mean, t-test, one-way analysis of variance (ANOVA) and Pearson's r. The results of the study revealed a high level of self-efficacy, level of adversity, and teaching competence. Most of the differences were not significant, the same was true in relationship between variables. The only significant relationship found was between the level of adversity and teaching competence.

Keywords: Level of self-efficacy, adversity, and teaching competencies, faculty development program.

1. INTRODUCTION

The Philippines is known for an impressively high rate of college attendance. A country's higher education (HE) has an implication in the country's economy and is imperative in attaining global competitiveness. This premise necessitates the well-rounded and highly competent faculty members who are able to transmit relevant knowledge and skills for that are attuned to the needs of the global market, so as to produce graduates who are productive and employable individuals. The CHED's Handbook on Typology, Outcomes-based Education, and Institutional Sustainability Assessment, 2014 states that good teaching and learning systems will be reflected in student achievement and the performance of its graduates, and will have an impact on the reputation and competitive advantage of the Higher Education Institution. This principle recognizes the need for HEIs to have a good scheme for employing faculty members who are the actors in ensuring better students' achievement. The CMO 40, series of 2008, known as Faculty Development Program highlights that quality education is largely dependent on the competencies of faculty members.

In the Philippines, a significant number of tertiary level students are being taught by less experienced faculty members who are in need to upgrade their qualifications and competencies in the field. It goes to say that low teacher criterion predictably leads to low standards of learning achievement among students. Higher institutions of learning like State Universities and Colleges (SUCs) are mandated to provide assistance for professional development for faculty members that enable them to meet the requisites set by the CMO. Thus, advancing quality faculty development training is absolutely important.

Teachers with stronger self-efficacy possess higher teaching competence, maintain harmonious relationships with colleagues and parents, and are more likely to positively affect students' performance. The stronger the self-efficacy possessed by teacher, the higher the pedagogical competence (Ti-Hsiang Pan, 2014 in Sudario, 2016). Since self-efficacy positively affects human functioning, it has a significant consequence in one's craft as a classroom manager, where effort, persistence and planning skills are vital.

The demands of the teaching profession oftentimes results to confusion among teachers. It requires their skill in facing hardship or affliction. (The New International Webster's Comprehensive Dictionary, 2016). This is a skill that requires teachers to manage and overcome difficult situations especially in the workplace. The way teachers address these issues definitely affect their classroom competence that would also affect their students' academic performance.

The way a teachers respond to adversity in their lives in general, is most likely to affect the way they deal with their, hence, also affects their students' way of responding to adversity. This, eventually has some effects on the students' academic performance (Mwivanda, 2016).

As a faculty member in the Teacher Education Program, the researcher observed that the level of self-efficacy, adversity quotient, and teaching competence of faculty members have greatly contributed to their over-all behavior and classroom performance. Some faculty members have high level while others have moderate level which affected their life and profession. Since these are important both in the life of teachers and in their profession, the researcher would like to determine these variables, hence, this study.

2. STATEMENT OF THE PROBLEM

This study aimed to determine the level of self-efficacy, level of adversity, and teaching competence of faculty members in the Teacher Education Program of SUCs in Region VI during the Academic Year 2016-2017. The results of the study were made the basis in designing a Faculty Development Program.

Specifically, the following questions were answered:

1. What is the profile of faculty members in the Teacher Education Programs at SUCs when taken as a whole group and when classified according age, sex, civil status, educational attainment, employment classification, employment status, and length of service?
2. What is the level of self-efficacy of faculty members when taken as a whole group and when classified according to age, sex, civil status, educational attainment, employment classification, employment status, and length of service?
3. What is the level of adversity of faculty members when taken a whole group and when classified according to the variables age, sex, civil status, educational attainment, employment classification, employment status and length of service?
4. What is the level of teaching competence of faculty members when taken as a whole group and when classified according to age, sex, civil status, educational attainment, employment classification, employment status, and length of service?
5. Are there significant differences in the level of self-efficacy of faculty members when classified according to age, sex, civil status, educational attainment, employment classification, employment status, and length of service?
6. Are there significant differences in the level of adversity among faculty members when classified according to age, sex, civil status, educational attainment, employment classification, employment status, and length of service?
7. Are there significant differences in the level of teaching competence among faculty members when classified according to age, sex, civil status, educational attainment, employment classification, employment status, and length of service?
8. Are there significant relationship among the levels of self-efficacy, adversity and teaching competence among faculty members?
9. What faculty development plan maybe crafted based on the results of the study?

4. NULL HYPOTHESES

Based on the above-stated problems the following hypotheses were advanced:

1. There is no significant difference in the level of self-efficacy of faculty members when classified according to age, civil status, length of service, educational attainment, employment classification, sex, employment status.
2. There is no significant difference in the level of adversity of faculty members when classified according to age, civil status, educational attainment, employment classification, employment status, length of service, and sex.
3. There is no significant difference in the level of teaching competencies of faculty members when classified according to age, sex, civil status, educational attainment, employment classification, employment status, and length of service.
4. There are no significant relationship among the levels of self-efficacy, adversity and teaching competence among faculty members.

5. THEORETICAL FRAMEWORK

This study was anchored on the Heider's Attribution Theory which refers to the attempt to understand the cause of an event, assess responsibility for outcomes of the event and assess the personal qualities of the people involved (Schermerhorn, Hunt, and Osborn, 2013)

Attribution theory has three factors that influence and internal and external determination: distinctiveness, consensus, and consistency. Distinctiveness considers how consistent a person's behavior is across different situations. Consensus takes into account how likely all those facing a similar situation are to respond in the same way. Consistency concerns whether an individual responds the same way across time.

According to Daft (2016), attributions are judgments about what caused a person's behavior – something about the person or something about the situation. People make attributions as an attempt to understand why others behave as they do. Internal attribution says that characteristics of the person led to the behavior. An external attribution says that something about the situation caused the person's behavior. Understanding attributions is important because attributions influence how a manager will handle a situation.

People often have biases that they apply when making attributions. When evaluating others, we tend to underestimate the influence of external factors and overestimate the influence of internal factors. This tendency is called the fundamental attribution error. Another bias that distorts attributions involves attributions that we make about our own behavior. People tend to overestimate the contribution of internal factors to their successes and overestimate the contribution of external factors to their failures. This tendency, called the self-serving bias means that people give themselves too much credit for what they do well and give external forces too much blame when they fail.

As applied in this study, attribution theory explains that the behavior of faculty members is attributed to their self-efficacy, adversity quotient, and teaching competence. The way they deal with circumstances in their life and in their profession are very essential in improving student performance.

Bandura's Social Cognitive Theory gives support to the aforementioned theory. Social Cognitive theory states that social and cognitive factors, as well as behavior, play important roles in learning. According to this theory, when students learn, they can cognitively represent or transform their experiences. Bandura developed reciprocal determinism model which consist three main factors: behavior, person/cognitive, and environment. These factors can interact to influence learning.

Cognitive influence behavior refers to the development of cognitive strategies to think more deeply and logically about how to solve problems. Cognitive strategies improve achievement behavior.

Behavior influences cognition. Good behavior achieve good grades which in turn produce positive expectancies about a person's abilities and give him self-confidence (cognition).

Environment influences behavior refers to the development of a pilot study skills program to help students learn how to take notes, manage their time, and take test more effectively. The study skills program improves achievement behavior.

Behavior influences environment. The study skills program is successful in improving the achievement behavior of many students. The students' improved achievement behavior stimulates the school to expand the program so that all students participate in it.

Cognition influences environment. The expectations and planning of the school's principal and teachers made the study skills program possible in the first place.

Environment influences cognition. The school establishes a resource center where students and parents can go to check out books and materials on improving study skills

According to Bandura, the person's cognitive factor emphasized in recent years, self-efficacy, the belief that one can master a situation and produce positive outcomes.

Teachers who have high sense of efficacy beliefs about their capabilities to motivate and communicate well with their students also reported having control of their social and physical environment so that their professional goals such as to become permanently certified teachers would be attained. An important assumption of this theory is that personal determinants such as forethought and self-reflection do not have to reside unconsciously within individuals. People can consciously change and develop their cognitive functioning (Sudario 2016).

6. CONCEPTUAL FRAMEWORK

This study was based on the idea that the level of self-efficacy, adversity, and teaching competence predict students' academic performance. These elements of faculty members' qualities can be changed and enhanced, and it is believed in this study that faculty empowerment and capacities are further heightened through provision of trainings and faculty development program. Self-efficacy too can be changed and improved. From this premise, it is assumed that faculty members are capable of swaying their own motivation and performance. Improving performance depends on changing this influence.

Adversity is the most scientifically robust and widely used method in the world for measuring and strengthening human resilience. Top leaders, industry-leading companies, and governments worldwide use Adversity level to enhance or transform. For organizations, leaders, and individuals, Adversity level is the bedrock of human endeavor. Enhanced Adversity influences real gains in productivity, capacity, performance, innovation, morale and more. (Peaklearning.com. retrieved July 31, 2016). In the parlance of teaching, the researcher views AQ as an important factor that affect faculty behavior in classroom teaching.

The level of teaching competence was measured based on evaluation instruments used by the HEIs. Some items were adapted from internet sources.

The respondents were grouped as to age, civil status, educational attainment, employment classification, employment status, length of service, and sex. As to age, the respondents were categorized as younger (30 years old and below), middle aged (between 31 to 40 years old when their age is 41 years and above).

As to civil status, they were classified as single, married, and widow/widower.

As to educational attainment, they were categorized as holders of Bachelor's degree, Master's degree and Doctorate degree.

As to employment classification they were categorized as full-time or part-time faculty members.

As to employment status, they were categorized as contractual or regular faculty members.

As to length of service, they were categorized as having "shorter" (10 yrs and below) and longer (above 10 yrs) years of service.

As to sex, they were categorized as male or female.

It is presumed in this study that the SUCs faculty members in Region VI (Panay and Guimaras) have different level of self-efficacy, adversity quotient, and teaching competencies basing on the categories of the above-mentioned variables.

7. RESEARCH PARADIGM

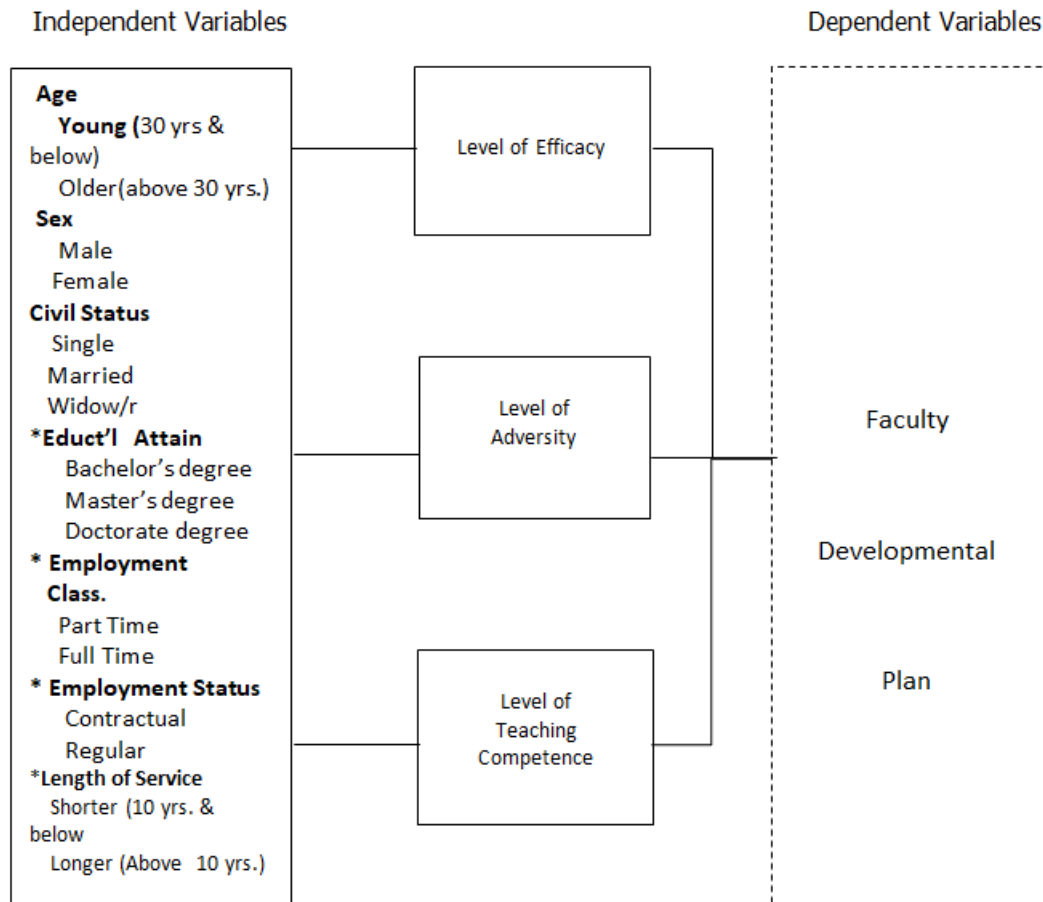


Figure 1. A Schematic Diagram Showing the Hypothesized Relationships Among Study Variables

8. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents some concepts and research literature related to this study. It gives information about faculty development program, self-efficacy, adversity, and teaching competence.

Conceptual Literature

On Self-Efficacy

Self-efficacy is the belief that one can master a situation and produce positive outcomes (Santrock, 2015). Bandure emphasizes that self-efficacy is a critical factor in whether or not students achieve. Self-efficacy has much in common with mastery motivation and intrinsic motivation. Self-efficacy is the belief that “I can” ; helplessness, the opposite of mastery , is the belief that “I cannot”. Students with high self-efficacy agree with such statements as ”I know that I will be able to learn the material in this class” and “I expect to be able to do well at this activity”. Schunk (2011) viewed that self-efficacy influences a student’s choice of activities. Students with low self-efficacy for learning might avoid many learning tasks, especially those that are challenging, whereas students with high self-efficacy eagerly approach these learning tasks . Students with are more likely to persist with effort at a learning task than are students with low self-efficacy. One study revealed that high self-efficacy adolescents had higher academic aspirations, spent more time doing homework, and were more likely to associate learning activities with optimal experience than their low self-efficacy counterpart (Bass and Others, 2007). A recent study found that students with high self-efficacy for reading and writing were more likely to adopt a deep strategy-oriented approach to studying, while their low self-efficacy counterparts were more likely to take a surface approach (Prat, Sala, and Redford, 2010).

The self-efficacy of teachers has a major impact on the quality of learning that their students experience (Guo and Others, 2010). Students learn much more from teachers with a sense of high self-efficacy than from those beset by self-doubts. Teachers with low self-efficacy often become mired in classroom problems and are inclined to say that low student ability is the reason their students are not learning. Low self-efficacy teachers don't have confidence in their ability to manage their classrooms, become stressed and angered at students' misbehavior, are pessimistic about students' ability to improve, take a custodial view of their job, often resort to restrictive and punitive modes of discipline, and say that if they had it to do all over again, they would not choose teaching as a profession.

Efficacious schools are pervaded by high expectations and standards for achievement (Walsh, 2008). Teachers regard their students as capable of high academic achievement set challenging academic standards for them and provide support to help them reach tier high standards. In contrast, in low achieving schools, not much is expected academically of students, teachers spend less time actively teaching and monitoring student's academic progress, and tend to write off a high percentage of students as unteachable. Not surprisingly, students in such schools have low self-efficacy and a sense of academic futility.

According to Woolfolk (2013), most people assume self-efficacy is the same as self-concept or self-esteem, but it isn't. Self-efficacy is future-oriented "a context-specific assessment of competence to perform a specific task. Self-concept is a more global construct that contains many perceptions about the self, including self-efficacy. Self-concept is developed as a result of external and internal comparisons, using other people or other aspects of the self as frames of reference. But self-efficacy focuses on one's ability to successfully accomplish a particular task with no need for comparisons- the question is whether one can do it, not whether others would be successful. Also self-efficacy beliefs are strong predictors of behavior, but self-concept has weaker predictive power (Anderman and Anderman, 2009).

Self-efficacy is "context-specific" which means it varies, depending on the subject or task. For example, your sense of efficacy, for singing is really low, but you feel confident in your ability to read a map and navigate. Even young students have different efficacy beliefs for different tasks.

Self-efficacy is concerned with judgments of self-worth. There is no direct relationship between self-esteem and self-efficacy. It is possible to feel highly efficacious in one area and still not have a high level of self-esteem or vice versa.

Bandura defined self-efficacy as people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performances. It is concerned not with the skills one has but with judgment of what one can do with whatever skills one possesses. More simply, self-efficacy can be understood as an individual's "can-do" attitude toward completing certain tasks at specific levels of performance. Aside from influencing performance, self-efficacy influences the choices people make, how much effort they will expend on an activity, how long will they persevere, how long resilient they will be in the face of adversity. It is important because unless people believe their actions can produce the outcomes they desire, they will not be motivated to overcome obstacles. Self-efficacy is also seen as a future oriented belief about the level of competence a person can expect he or she will display in a given situation. A strong sense of efficacy can be motivating and sustaining while a weak sense of efficacy can be debilitating and lead one to shy away from difficult tasks. A strong sense of self-efficacy also influences the amount of stress and anxiety one may feel when attempting to accomplish seemingly difficult task (McGee 2012).

Self-efficacy beliefs are complex, often they are better predictors of performance than actual ability, previous attainments, knowledge or skill (Pajares 2012). Highly efficacious people may not always act in ways consistent with those beliefs if the outcome of their actions contradicts their desired outcome. People with lower efficacy may use positive outcomes to enhance their efficacy in their certain area. Self-efficacy has persisted as a fundamental concept for partially explaining actual versus expected outcomes of behavior.

Self-efficacy is related but subtly different personality characteristic. A person's self-efficacy is that person's belief about his or her capabilities to perform task. People with high self-efficacy believe that they can perform well on a specific task, but people with low self-efficacy tend to doubt their ability to perform specific task. Self-assessment of ability contributes to self-efficacy, but so does the individual's personality. Some people simply have self-confidence more than others. This belief in their ability to perform task effectively results in their being more self-assured and better able to focus their attention on performance (Griffin and Moorhead, 2012)

Self-efficacy has generated reaction in areas as diverse as medicine, athletics, media studies, business, social and political change, psychology, psychiatry and education. In psychology, it has been the focus of studies on clinical problems such as phobias, depression, social skills, assertiveness, smoking behavior and moral development. Self-efficacy has been especially prominent in studies educational construct such as academic achievement, attributions of success and failure, goal setting, social comparisons, memory, problem solving, career development, and teaching and teacher education. In general, researchers have established that self-efficacy beliefs and behavior changes and outcomes are highly correlated and that self-efficacy is an excellent predictor of behavior. The depth of this support prompted Graham and Weiner (1996) to conclude that, particularly in psychology and education, self-efficacy has proven to be more consistent predictor of behavior outcomes than any other motivational constructs. Clearly, it is not simply a matter of how capable one is, but of how capable one believes oneself to be.

Dura-Smolleck (2004) mentioned that given the centrality of the beliefs as a vehicle for understanding teacher practice, it is helpful to draw on the work of Bandura. The construct of self-efficacy is grounded on Social Learning theory and consist of two dimensions: personal self-efficacy and outcome expectancy. Bandura believes that outcome expectation and self-efficacy influence behavior. He defines self-efficacy as judgment of one's ability to organize and execute given types of performances. On the other hand, outcome expectations are judgment one makes regarding the likely consequences such performances will produce. The level of motivation an individual has as well as their affective states and action are based more on what they believe rather than on what is objectively true. Unless people believe they can produce desired effects by their actions they have little incentive to act.

In the study of Garman (2012) on developing the junior faculty's self-efficacy among academic centers in the United States, they found out that those who reported low self-efficacy were shown to avoid task. When facing difficulties, self-efficacious learners will expend greater effort and persist longer than their peers.

Self-efficacy could not be predicted by any identified antecedent variables. This may be because self-efficacy resides in every individual and the choice to further enhance it depends on every educator. The good sense of self-efficacy noted among the participants is commendable, but there is still room for improvement (Villaruz 2012).

Parker (2016) emphasized that teachers seem to benefit from in-service training that showed them how to use specific teaching strategies. In other studies, teachers reported that training influenced their attitudes and willingness to accommodate special education students but little was done to give details regarding this training. One study was conducted which demonstrates the benefits the teachers training. Parker also noted that when teachers received training on specific instructional strategies or accommodations, they were more willing to use them in their classroom. When teachers received training, several educators used the strategies taught and reported that they felt more confident in their teaching strategies facilitated student learning. Thus, self-efficacy of teachers were improved.

On Adversity

An adversity is a score that measures the ability of a person to deal with adversities in his or her life. Hence, it is commonly known as the science of resilience. (Paul Stoltz, 1997). Human resilience lies in the ability to deal with adversity on a day-to-day basis. Resilience is learned from early childhood as we confront those big and small challenges that we face every day. Over 40 years of study after study have proven that those individuals who respond to adversity as an opportunity and with a sense of purpose and control will remain strong, no matter what happens.

Those who have a victim mentality and believe that the "system" is the source of all evil respond to adversity by becoming helpless and weak. These individuals will not take responsibility for their own actions -- they do not see themselves as being in control of their life.

For a scenario when job layoffs occur, some individuals will recover quickly and see the situation as an opportunity. Still others will see themselves as instant victims of the system. Their feelings of helplessness and lack of control induces them to quit or to give up rather than striving moving on with their lives.

From a business or organizational perspective, those with a workforce who see adversity as an opportunity not only translate this energy into increased capacity, productivity, and innovation, but also experience higher morale and lower employee turnover. Those employees and leaders who don't handle adversity well will quickly become overwhelmed, will

retreat into helplessness and may even stop trying. In Stoltz's view, only those individuals and organizations who handle adversity well will continue to be successful. Stoltz presented the four components of adversity that he calls the "adversity quotient" or "AQ". These are perceived control, origin and ownership, reach, endurance.

Perceived Control. This is one of the most important elements that determines how individuals respond to and handle adversity. It's all about understanding the extent to which an individual can influence the situation and how much perceived control they have. It's about empowerment and influence, resilience and gritty determination. People with a high perceived sense of control will take action which in turn results in even more control. Perceived control can be experienced by anyone. A student who tackles a challenging course load, a child who in learning to ride a bicycle falls and who gets up to try again, to an executive who leads a company turnaround. On the other hand, those with a lack of perceived control feel there is "nothing I can do about it" or "you can't fight city hall."

Origin and ownership. This element consists of the perception of responsibility for improving a situation and the extent to which the individual needs to play a role in improving the situation. Those with higher adversity level hold themselves accountable for dealing with situations regardless of their cause. Those with lower adversity deflect accountability and most often feel victimized and helpless. In other words, accountability is the backbone of action.

Reach. This relates to the scope and extent of the "fallout" from a situation into other areas of one's life. Individuals who can compartmentalize and keep the fallout under control, limiting the impact of the adversity seem to engage in much more efficient and effective problem-solving. Those with a lower adversity level tend to think in terms of catastrophe and engage in twisted thinking that holds them back and allows negativity to bleed into other areas of their life. They quickly feel overwhelmed.

Endurance. People who see adversity as simply temporary tend to believe that the future will get better; they see light at the end of the proverbial tunnel. Their sense of hope creates energy and optimism and increases the likelihood of action. Those with a lower AQ can be quite fatalistic and see the adversity as longer lasting, perhaps going on indefinitely.

Stoltz provides a simple strategy that can help destroy destructive responses to life's events and help strengthen sense of control and commitment to act. This strategy, called LEAD is outlined below.

Listen. Our typical, normal responses are the result of a lifelong, habitual pattern. So the first thing you need to do is to be able to get a good and quick gut feel or awareness of when adversity is happening. In other words, listen to yourself. Learn to smell the fire before it gets out of control. Next, determine if your response was a high/low AQ thought. If the response was low AQ, take time to restructure and rethink your response in a more positive manner. Noticing the adversity more quickly helps you to strengthen your response.

Explore. This element stands for exploring both the origin and ownership of the situation. If an individual doesn't feel a sense of ownership, they won't take action. People who accept ownership of the result will perceive a greater sense of control, and will be empowered to act. At the same time, individuals with a high AQ may accept the blame for a situation, but it will not stop them from action. Others will attack themselves with unwarranted criticism and blame that only serves to decrease self-esteem.

Analyze. It is important to take steps to analyze the evidence and to separate fact from assumptions. You need to examine and dispute any destructive elements of your response. Look at the limitations of the adversity itself, not the limitations you might face to improve the situation.

Do something. Do it carefully, do not rush. Think about any additional information you might need, what actions would help to overcome the adversity -- examine the what, where, when and why questions to confirm your goal. Don't just write a list of actions, commit to a time and date.

On Teaching Competence

Competence refers to a state of being well-qualified to perform activity, task or job function. When a person is competent to do something, he or she has achieved a state of competence that is recognizable and verifiable to a particular community of practitioners. A competency, then, refers to the way that a state of competence can be demonstrated to the relevant community. According to the International Board of Standards for Training Performance and Instruction, a competence involves a related set of knowledge, skills, and attitudes that enable a person to effectively perform the

activities of a given occupation or function in such a way that meets or exceeds the standards expected in a particular profession or work setting. A structure and assessment of competencies may differ from one community of practice to another even within a community. To facilitate a common understanding of competencies in the context of online and distributed learning some specifications have been elaborated. Typically, a competency is divided into specific indicators describing the requisite knowledge, skills, attitudes, and context of performance. There are different ways to validate that a person has demonstrated the relevant competencies. One of them is through a certification process. Teacher certification is a common practice and the notion of teacher competencies is fairly well-established. However, competencies are generally associated in the highly formalized professional activities and not applied to ill-defined tasks (Edson,2013).

According to Smith (2006), the three types of competence which stand out are intelligence which refers to the mastery of the language that allows articulate ideas in a persuasive way, aiding in the essential task of communication; technical knowledge and skill which refers to the mastery of certain ideas and processes; and lastly cognitive skills which refer to the mastery of ideas and concepts about the topic being taught.

As to the role of the teacher, there are two conceptions on this. First, is bureaucratic-rational conception which portrays the teacher as a technician who transmit knowledge following a prescribed curriculum, obeys and enforces rules and procedures handed down from above, and administered standardized tests designed to ensure that a uniform product emerges from the factory-school. The next is moral conception which portrays the teacher as an agent of change; views the teacher as having a mission, not just transmitting knowledge, but transforming individuals. The teacher as moral agent must use independent judgment to determine what each child needs to reach his or her potentials as a student and as a person and have considerable autonomy in making instructional decisions and assessing their value.

Regarding qualities of teachers to be hired, schools should be free to hire whomever they want to teach. Accountability demands from the school's clients, parents, and students will ensure that only competent teachers are hired and retained (Sergiovanni, et al. 2014).

It is believed that competent teachers are also effective teachers. Effective teaching requires at its baseline individuals who are academically able, who have command of the subjects they are required to teach, and who care about the well-being of children and youth. It also requires individuals who can produce results, mainly those of student academic achievement and social learning.

Effective teaching takes considerable preparation to identify the appropriate content for study design and conduct the learning activities and their related assessments and establish a classroom culture that supports learning. Teachers invest many hours preparing for quality instruction and learning. After delivering their lessons, teachers reflect professionally on what has occurred and make adjustments for the next day or the next class period as well as for the next time they teach that or other lessons. There are several essential behaviors that teachers use in planning and preparation, building a receptive classroom environment, delivering effective instruction, and conducting useful reflection. All of these aspects are key parts of effective instruction.

During planning, teachers organize the content to be learned into a sequence of activities and exercises that make it accessible for students. At the same time, teachers design assessment techniques that reflect the instructional goals and document and evaluate student progress both during and after the learning process. Teachers also think about the different students in the class, their backgrounds, interests, and prior learning and decide what information, references or activities would best connect them with the content to be learned and motivate them to learn it.

Knowledge content and pedagogy. Teachers cannot teach what they do not know. When teachers know their subjects well, they tend to recognize which questions will interest their students and produce greatest understanding. Teachers also identify where students are likely to become confused or make mistakes - such as the difference between area and perimeter in mathematics - so they can anticipate and prevent common student misperceptions. Knowing subject matter well is not enough, however. Teachers need to know what instructional techniques will work best for ensuring that students learn their content. Instructional practices must reflect current research on best pedagogical approaches within the discipline and require the teacher to continue professional learning.

Knowledge of students. Effective teachers understand their students. Each age group has certain developmental characteristics- intellectual, social, physical, and emotional. teachers must understand these general characteristics as well

as individual exceptions that appear in their classrooms. Teachers need to be aware of their student's prior knowledge and the possible knowledge gaps, misunderstandings, and misconceptions that might interfere with learning- and provide learning activities to remedy these.

Students vary individually in terms of their interests, talents, backgrounds, and preferred learning styles. Teachers need to recognize and understand these individual differences. Building on students' interests and strengths, teachers can connect them with the new content as well as develop a positive personal rapport. In this way, teachers address both the group as a whole and the individuals within it.

Selecting instructional outcomes. Teaching is purposeful. Instructional outcomes must be worthwhile, clear, relate to what the students are intended to learn, reflect a balance of different learning types, and be suitable for diverse learners. Instructional outcomes must represent learning central to a discipline as well as high -level learning for the students. They must also account for the curriculum and state standards, requirements of external mandates.

Teachers need to explicitly state these educational purposes in terms of students' learning rather than student activity. The key question to ask is, "What will the students learn as a result of the instructional engagement?" - not just - "What will students do?". These goals should be intellectually challenging and be capable of assessment to establish performance standards.

Designing coherent instruction. Through their instructional design, teachers translate instructional outcomes into students learning experiences. The sequence of these activities should be logical, progressing from easier to harder simpler to more complex. From attention in one learning area to integration across several areas. The teachers challenge is to find the meaningful and relevant connections to the student's prior learning before moving on to cover more complex material - building a bridge from what the student already knows and understands to incorporate the new knowledge and skills.

Because instructional outcomes vary, instructional strategies vary as well. Some lessons consist of demonstrations, whereas others have students work collaboratively on problem solving using the new information or skills. Accordingly, the teacher's role each day varies along with instructional goals, students activities and grouping strategies.

Activities and assignments that promote student learning emphasize thinking and apply problem solving to situations, permit a degree of student choice and initiative and encourage depth (cognitive challenge) rather than breadth superficially.

Designing student assessment. Assessment requires clear criteria and standards about how it will evaluate students' work. Ideally, assessment method should be part of the students' learning activities and should reflect real-world applications of knowing and understanding (Kaplan and Owings, 2015). These characteristics are prerequisites for teaching but they are insufficient without five higher-level attributes. First, effective teachers have personal qualities that allow them to develop authentic and caring human relationships with their students, parents, and colleagues. Effective teachers can create democratic classrooms that model social justice for children and adolescents,

Second, Effective teachers have positive disposition toward knowledge. They have command of at least three broad knowledge bases that deal with subject matter, human development and learning, an pedagogy. They use this knowledge to guide the science and art of their teaching practice; Third, Effective teachers command a repertoire of teaching practices known to stimulate student motivation, to enhance student achievement of basic skills, to develop higher-level thinking, and to produce self-regulated learners; and lastly, Effective teachers are personally self-disposed toward reflection and problem solving. They consider learning to teach a lifelong process, and they can diagnose situations and adapt and use their professional knowledge appropriately to enhance student learning and to improve schools.

This was supplemented by Hoy and Hoy (Z.A Zakeri 2015) that effective teachers are creative and organized and the basis for their organization is planning. Planning influences what students will learn because planning transform the available time and curriculum materials into activities, assignments, and tasks uncertainty in teaching, but even the best plans cannot control everything that happens in class, thus, planning must allow for flexibility and creativity. For experienced teachers, planning is a creative problem-solving process of determining how to accomplish many lessons and segments of lessons.

Effective teachers are also warm and enthusiastic in their teaching. Warmth, friendliness, and understanding seem to be the teacher traits most strongly related to student attitudes. In other words, teachers who are warm and friendly tend to have students who like them and the class in general, but being warm, friendly, and enthusiastic is not enough to guarantee student achievement. Research has identified teacher knowledge clarity and organization as important characteristics of effective teachers.

Expert teachers focus more than beginners on analyzing a problem and mentally applying different principles to develop a solution. The expert teacher spent quite a bit of time framing each problem forming questions, deciding what information was necessary and considering alternatives.

Expert teachers have a sense of what is typical in classroom, of what to expect during certain activities or times of the day. They also have a good sense of what students in their grade and school are like: their backgrounds, needs, concerns, abilities, and problems. Many of their teaching routines have become automatic; they don't even have to think about how to distribute materials, take roll, move students in and out of groups, or assign grades.

Expert teachers can turn student's confusion into understanding by helping the students organize and expand on what they know. Their starting point is not where the book starts or where the last teacher left off, but instead where the students are. Expert teachers read student cues in terms of classroom management issues. Experts are less likely to take student misbehavior personally and are confident that they can handle most classroom interactions.

Effective teachers show characteristics considering their competence. These characteristics are the following: a. Teacher's knowledge. The quality of teachers is related to student performance. Teachers who understand their subject may make clearer presentations and recognize student difficulties more readily. They are ready for any student questions and do not have to be evasive or vague in their answers. And they can come up with other example or analogy when the students need more help; b. Clarity and organization. Teachers who provide clear presentations and explanations tend to have students who learn more and who rate their teachers more positively; c. Planning for clarity; d. Clarity during the lesson; and e. Warmth and enthusiasm (Woolfolk, 2013).

Moreover, Good and Brophy augment the characteristics of effective teachers which include clarity about instructional goals; knowledge about content and ways for teaching; variety in the use of teaching methods and media; "witness" - awareness of what is going on, alertness in monitoring classroom activities ;"overlapping" - sustaining an activity while doing something else at the same time; smoothness - sustaining proper lesson pacing and group momentum not dwelling on minor points or wasting time dealing with individuals, and focusing in all students; seatwork instructions and management that initiate and focus on productive task engagement; holding students accountable for learning, accepting responsibility for student learning; realistic expectations in line with students abilities and behavior; realistic praise, not praise for its own sake; flexibility in planning and adapting class activities; task orientation and businesslike behavior in the teacher; monitoring of students understanding providing appropriate feedback, giving praise, and asking questions; providing students opportunities to learn what is to be tested; and making comments that help structure learning of knowledge and concepts for students, helping students learn how to learn (Woolfolk, 2013).

It is assumed that an administrator gives attention to the events and activities he or she values. Spending a great deal of time on interpersonal relationship, developing educational program objectives, building student identity with the school and its programs, or some other area communicates to teachers and students that this sort of activity is of worth to the administrator and the school. As others learn the value of this activity, they are also likely to give it attention. Administrative attention, then, can be considered a form of modeling for others who work in the school. Through administrative attention, the principal contributes to setting the tone or climate of the school and communicates to others the goals and activities that should enjoy high priority.

There are seven basic competencies regarding this matter. **1) Management of attention** is the ability to focus others on values, ideas, goals, and purposes that bring people together and that provide a rationale, a source of authority for what goes on in the school. Leaders manage attention by what they say, what they reward, how they spend the time, the behavior they emphasize, and the reasons they give for decisions they make. **2) Management of meaning** is the ability to connect teachers, parents, and students to the school in such a way that they find their lives useful, sensible and valued. Even the seemingly mundane routines of schools are valued and are connected to the larger purposes and meanings that

define who people are, why they are in the school, why the school needs them and why their participation with the school is worthwhile. 3) **Management of trust** is the ability to be viewed as credible, legitimate, and honest, It is not enough to make decisions; leaders have to explain them and show how the decisions are linked to the heart and soul of the school as well. 4) **Management of self** is the ability of leaders to know who they are, what they believe, and why they do the things they do. When a leader's behavior can be defended in such a way that others at least understand and respect the leader, then self-knowledge has been achieved. 5) **Management of paradox** is the ability to bring together ideas that seem to be at odds with each other. When leaders emphasize rigorous standards without imposing standardization or without compromising local discretion; when leaders respond to adolescent needs for independence while providing disciplined safe havens that they need in schools; and when leaders bring everyone together in a common quest united by shared value while honoring diversity and promoting innovation they are practicing examinations of managing paradox. The management of paradox is easier when leaders look to the ideas as a source of authority for what they do and when leaders know the difference between power over and power to achieve something. They distribute power widely with the understanding that its purpose is to achieve goals rather than to control others. 6) **Management of effectiveness** is the ability to focus on the development of capacity in a school that allows it to improve performance over time. When effectiveness is managed well schools get results and more. Success involved learning and cultivating relationships, building the capacity of teachers figuring out better pathways to success and providing the support that teachers need to come together as communities of practice., The management of effectiveness in the language of economics focuses on increasing human capital by paying attention to developing intellectual capital and social capital as well. 7) **Management of commitment** provides the framework for leadership practice as the other six competencies are implemented. This competency involves moving leadership away bureaucratic and personal factors toward cognitive factors - toward ideas. Idea-based practiced calls on members of school community to accept responsibility for what happens in the school. Teaching competence implies that teachers have definite and teaching frameworks, through continuous development of teaching, personal and professional development, supports and facilitates the learning of the students. This teaching competence also reflects teacher's competence in regard to collaboration, comprehensive view and contribution to the development of teacher for higher education. Teaching competence can be described as the ability and the will to regularly apply the attitude, knowledge and skills to promote the learning of the teacher's students. This shall take place in accordance with the goals that are being aimed at and the existing framework and presupposes continuous development of the teacher's own competence and course design (Ryegard and Olsson, 2010).

Moreover, Wistoft (2010) added that teaching competence includes knowledge, meaningfulness, and action competence. It includes the ability to identify values and conflicts of values in various settings and situations.

Also, teachers' professional competence is based on, first of all teachers' ability of understanding themselves, their own emotions, motivation, or the emotional aspect. Second comes teachers' ability to feel empathy with the earners and develop relations with them rooted in empathy and tolerance, or the social aspect. To understand the learners, teachers must first understand themselves and this brings together both emotional and social aspects (Belouso and Uzulina 2012)

According to Suci and Mata, teaching competence has been researched at the level of the individual, the team, the group, or the organization with an inclusion of all these three dimensions in the larger frame of the community thus considering a variety of factors such as : psychological, interactional, organizational, managerial, administrative, social, economic, cultural (ethical, religious, gender, class, age, etc.). In the holistic presentation there are various perspective to form a complex view of the concept of teaching competence and this because teaching competences can be viewed at either end of the axis, on the other hand, they help the reaching of achievement/ obtaining of success/ developing and they influence societal change by the standards they impose in the educational process and on the I and, on labor market and, on the other, they are influenced by the other factors. Therefore, a good knowledge of teaching competence, their typology and principles of development will lead to a future successful application or use in any field developing interdisciplinary thinking , creativity and managerial qualities in any field.

The following are the questions on teaching competencies which serve as a guide to in-service teachers:

1) What are the specific intended competency outcomes we have defined for our students in each curriculum? Have these outcomes been articulated as effective written goals and objectives that provide a useful foundation for program design, implementation, and assessment? 2) Are we actively using these statements of intended results to manage learning in

every program? 3) What educational processes does current higher education research suggest can best develop these outcomes with our students? 4) What specific professional knowledge and skill competencies do the faculty and staff requires implementing these educational processes effectively and efficiently? 5) Does each educator now have these competencies as appropriate to his or her role? Specifically, how do we know? 6) What types of activities are best suited for developing these professional competencies with our particular people?

7) Does our faculty development program have the capacity — the professional staff with appropriate knowledge and skills — to cultivate these competencies? If not, specifically how should it be changed so it can meet our needs at a high level of quality? 8) How do we know if this professional development program is effective: that staff competencies are being developed and that our people are thoroughly prepared for working with our students? 9) Are participants in the faculty development program using their new knowledge and skills effectively in their teaching and advising? 10) To what extent are actual student (or other) outcomes affected by the program? Specifically, how do we know? Are these effects of high quality? and 11) How should the program be modified such that its actual outcomes—its results—more closely approach its intended outcomes?

CHED Memorandum Order No.30 (CMO 30) was promulgated on September 13, 2004 for the purpose of rationalizing teacher education in the country to keep pace with the demands of global competitiveness. It is in accordance with the pertinent provisions of RA No.7722, the Higher Education Act of 2004. CMO 30 embodies the policies and standards of the undergraduate teacher education curriculum (Teacher Education Council, 2007).

Article 9, section 13 of CHED Memorandum order No.3 states that “field study courses are intended to provide students with practical learning experiences in which they observe, verify, and reflect on, in actual school settings. The experiences will begin with field observation and generally intensify until students undertake practice teaching.

Through Field Study Courses, the students are encouraged to give meaning to the nature and context educational changes that have impact on teacher education; pre-service students bring to teacher education their experiences and beliefs that may influence their teaching and learning; students acquire knowledge and understanding in the process of learning to teach and how they are acquired in teacher preparation programs , field experiences are organized in various ways and for a variety of purpose.

In Pueyo’s research study (2010) to determine the student- teachers’ level of teaching competence, the result indicated that the student teachers’ level of competencies when taken as a whole group was “high.” The teaching performance of student teachers as a whole group was “Satisfactory.” There was no significant difference in the student teachers’ teaching performance when respondents were classified according to the variables, gender, age, institution, grade/year level and residence.

It was concluded that the student teachers’ level of competencies along the National Competency-Based Teacher Standards (NCBTS) had no significant influence on the student-teachers’ teaching performance. It was recommended that student teachers should exert more effort to improve their teaching performance from satisfactory to outstanding to give justice to the teaching competencies introduced by NCBTS.

Teaching has to be treated as a profession to deliver professional results. It has to operate on a professional model and have the same prerequisites and prerogatives as any other fully legitimated profession. It has to make its own decision, pay a professional wage, and require an extended period of graduate preparation. Even if all want to fight unionism they have to begin by making teaching a profession structurally, operationally, and spiritually. Trust, dignity and recognition are what’s in education (Sutton 2001).

There has not been any criteria that define an effective teacher. But there are two major categories that distinguish the characteristics of an effective teacher. They are professional qualities and personal qualities. Professional qualities refer to the teachers’ knowledge of general subject matter to be taught, their understanding of psychological and educational principles and their appreciation of teaching as a profession. Personal qualities are those that stem from teachers’ personality, their interest, attitudes, beliefs, and their behavior in working relationship with students and other individuals (Lardizabal, 1991).

Teachers with positive attitude toward teaching are open to the needed change. If in their own assessment, their usual traditional classroom setup is no longer effective, common sense will guide them in making their classroom conducive to

learning. Teachers who are true to their chosen calling resort to positive motivation in guiding their students. It is the teachers with positive service-oriented attitude toward teaching who can translate the modern concept discipline into action. Self-discipline and self-direction in learners become her goal (Dumlao, 2001).

In a high achieving environment, teachers have expectations from all students and must provide enriched curriculum. High achieving learning environment involves students in a variety of learning activities that are challenging and aligned with learning goals. They allow students construct knowledge rather than just memorizing it. (Patterson 1997)

Calderon believed that the teacher is a key person in the teaching-learning situation, the facilitator and the evaluator of students' achievement, hence he must possess necessary skills and competencies, to mention some: (1) The most important qualification of a teacher is his mastery of the subject matter because he cannot teach well if he does not know what he should impart to students, (2) He must have a mastery of the methods and tools in teaching or else he cannot produce a good product if he uses outmoded and ineffective methods of teaching. (3) He must have the mastery of the psychology of learning so that he can apply the principles of motivation, individual differences and discipline, and reinforces the laws of learning for optimum results. (4) He must have the mastery of medium of instruction and art of communication in order to inspire his students to develop effective speaking. (5) He must have a mastery of the classroom management so that he can conduct smooth and effective learning sessions. (6) He must have a mastery of spiritual and moral values for his students to imitate, and these include punctuality, devotion to duty, and respect for authority, honesty, fairness, industry, kindness, friendliness and love for children. (7) He must have a mastery of good human and professional relations with his students, peers, superiors, parents and the people of the community. These people will help him achieve his goals. (8) He must have commitment and loyalty to the school he serves so that he can teach his students with effectiveness and enthusiasm. (9) He must have the ability to evoke analytical and critical thinking so that he can train his students to think, criticize, analyze and ask questions relevant to the lessons. (10) He must have a clean sense of humor to keep his students get interested with lesson and alert especially when they are bored and sleepy. (Calderon, 2009).

Naungayan in Morones (in Obon 2016) listed qualities of an effective modern teacher as follows: Firstly, he must have a thorough grasp of the subject he teaches. He is to have mastery of his field and keep on learning more about it. Secondly, he must know how much children of various levels of maturity are capable of understanding. He must know their interests and previous experiences which can be utilized in motivating them. He must know the adjustments children have to make in various stages of development, the physical, emotional and social problems they face in growing up. Thirdly, he understands the teaching principles and skills in the use of techniques for their implementation. To promote learning effectively, a teacher must know not only what (subject) but also how (method) to teach. Teaching methods also involve skill in the techniques of facilitating purposeful learning discussion, questioning, group work, audio-visual materials and directed study. They also involve skills in the techniques of various procedures in evaluating pupils' progress as well as techniques of classrooms management.

A study on the effect of an analytic trait, task-specific rubric with or without explanation on self-efficacy and academic achievement was conducted by McGriff at Pennsylvania State University in 2007. The purpose of this quasi-experimental non-equivalent control group study was to investigate the effect of three strategies for implementation of an analytic trait , task-specific rubric – no rubric, rubric given without explanation, and rubric given with explanation- on teacher credential candidates' self-efficacy for and achievement in writing a lesson plan. Research questions included: (1) Do the three strategies for analytic trait, task-specific rubric use lead to differences in the means for posttask self-efficacy for writing a lesson plan? (2) Do the three strategies for analytic trait, task-specific rubric use lead to differences in the quality of lesson plans written by subjects in the three treatment groups? The study was implemented in the Fall of 2005 and Spring of 2006 at a large west coast, public university with 114 volunteer-participants recruited from introductory courses for 5th year, teacher credential candidates in which lesson plan writing was first introduced. Nine intact classes taught by seven faculty instructors were assigned to one control and two treatment groups, based largely on requirements expressed by the instructors. In each of the courses, the course instructor using two unpublished instruments collected data: self-efficacy for writing a lesson plan (pretask and posttask) and a posttask survey of participant perception. The lesson plan assignments were collected and scored by two independent raters in a blind-review process using the rubric that had been provided to students.

The findings indicate participants had an over-all high level of self-efficacy for writing a lesson plan even before the introduction of the rubric. Using a reliability-corrected ANCOVA model, significant differences were found on achievement for writing a lesson plan. Participants’ perceptions of rubric use, as reported on the posttask survey, indicated agreement with the perception that the rubric provided explanations for how to do the lesson plan, helped understanding of the requirements, help establish goals, and helped with self-evaluation. (McGriff, DAI, Vol. 68, No. 5, Nov., 2008.

9. METHODOLOGY

This chapter presents the research design, the respondents of the study, sampling design, research instrument, validity and reliability of the instruments, data gathering procedure, data analysis, and statistical tools used.

Research Design

This study used the descriptive research design because it describes the SUCs faculty members’ level of self-efficacy, adversity, and teaching competence. Consequently, the data obtained from this undertaking were the foundation of the expected output which is the Faculty Development Program for HEIs teachers.

According to Fraenkel and Walllen, (2016), descriptive research design describes the status of people or subjects as they exist. Non-experimental designs are appropriate for collecting descriptive information about a population or subjects of the study. They are fitted for descriptive studies, like profile studies, exploratory studies, and for doing small case studies. They are also ideal for diagnostic studies or situation analysis (David, 2014).

Respondents of the Study

The respondents in this study were the faculty members in the Teacher Education Program at SUCs in Region VI during the Academic Year 2016-2017.

Sampling Design

There were 761 total population of faculty members in the Teacher Education Program in SUCs Region VI. Using Slovin formula the computed sample size was 263 .The number of respondents from each SUC was determined by using stratified random sampling through ratio and proportion. The respondents were identified by the use of lottery method.

These data are shown in Table 1.

Table 1. Distribution of Respondents from Each SUC in Region VI

| State Universities and Colleges | N | n | Percent |
|---------------------------------|-----|-----|---------|
| 1.Aklan State University | 79 | 27 | 10.30 |
| 2.West Visayas State University | 146 | 50 | 19.00 |
| 3.Capiz State University | 87 | 35 | 13.30 |
| 4.University of Antique | 103 | 30 | 11.40 |
| 5.ISAT University | 130 | 45 | 17.10 |
| 6.NIPSC | 86 | 30 | 11.40 |
| 7.ISCOF | 93 | 32 | 12.20 |
| 8.GSC | 40 | 14 | 5.30 |
| Total | 761 | 263 | 100.00 |

The respondents were further classified according to age, sex, length of service, employment classification, employment status, civil status and educational attainment.

For age category, the respondents were classified as “young” (30 yrs. and below) and “ old” (Above 30 yrs.). In terms of sex, they were categorized as male and female. As to length of service, they were classified into “ shorter” (10 yrs. and below); and “longer” (Above 10 yrs.); As to employment, classification, they were classified into full time and part-time; In terms of employment status, they were categorized into regular and contractual; As for civil status, they were categorized as single, married, and widow/widower and separated. For educational attainment, they were categorized into Bachelor’s, Master’s and Doctorate degree holders.

Research Instrument

A researcher-made questionnaire was used for gathering the data. The questionnaire was composed of two parts. Part I contained information about the respondents: (1) Name; (2) Age (in years); (3) Sex; (4) Length of Service (in years); (5) Employment Classification; (6) Employment Status; (7) Civil Status; and (8) Educational Attainment.

Part II Contained three sets. Namely:

Set A was on the level of self-efficacy based on Bandura’s standardized questionnaire. This was composed of 20 items which were answerable by, “a great deal” (5); “quite a bit” (4); “some influence (3); “very little” (2); and “nothing” (1).

Set B was on the level of adversity was based on the 25-item emotional intelligence questionnaire inventory by David Goleman’ Mixed Model. It allowed the respondents to check each statement that appropriately describes his emotional intelligence. The responses were “consistently” (5); “often” (4); “sometimes” (3); “rarely” (2); and “never” (1).

Set C on the level of teaching competence, 30 items mostly based on the evaluation instruments used by the higher education institutions (HEIs). They were answerable by “strongly agree,”(5); “agree” (4); “undecided” (3); “disagree (2); and strongly disagree” (1).

Each response was given a score of 5, 4, 3, 2, 1 respectively. The researcher devised a measuring instrument based on Guilford Frequency Distribution Table

| Scale of Means | Level of Self Efficacy | Level of Adversity | Level of Teaching Competence |
|----------------|------------------------|--------------------|------------------------------|
| 4.21-5.00 | Very high | Very high | Very high |
| 3.41-4.20 | High | High | High |
| 2.61-3.40 | Average | Average | Average |
| 1.81-2.60 | Low | Low | Low |
| 1.00-1.80 | Very low | Very low | Very low |

Validity of the Questionnaire

To ascertain the validity of the questionnaire, the items were carefully prepared according to its relevance to the defined variables in this study. Then the researcher presented the draft to her adviser for critiquing and improvement. The adviser’s suggestions were noted and considered for the revision of the questionnaire. The revised questionnaire was submitted for face validation to the members of jury composed of experts in the field of research using the Eight-Point Criteria for Content Validation by Good and Scates. These Validators were the President of Guimaras State College (GSC), Vice Pres. For Research and Development at GSC and a statistician from the same College. Once the questionnaire was validated, the final draft was prepared considering the suggestions by the panel of jurors, after which, the questionnaire was subjected for reliability testing.

Reliability of the Questionnaire

To determine the reliability of the research, the validated questionnaire was pre-tested among the 30 faculty members of Teacher Education Program at the University of San Agustin (USA), General Luna Street, Iloilo City. Before the actual pretesting of the questionnaire the researcher sought permission from the research committee and from the head of USA through a formal letter. The reliability index for level of self-efficacy was 0.920; level of adversity was 0.787; and for teaching competence was 0.967.

Data Gathering Procedure

When the questionnaires were found valid and reliable, they were reproduced according to the actual number of respondents. Before the administration of the questionnaires to the respondents, permissions were requested from the Regional Director of the Commission on Higher Education (CHED), Region VI and from the Presidents of SUCs involved in the study to allow the researcher to administer the instrument to the identified respondents. Retrieval followed as soon as the questionnaires were filled-in appropriately.

These questionnaires were personally administered by the researcher with the help of a research assistants.

After all questionnaires were gathered they were processed using the Statistical Package for Social Sciences (SPSS) The gathered data were encoded, organized and tabulated. Computations and subsequent analysis were done.

The data gathered were analyzed and interpreted using the SPSS.

Statistical Tools Used

Descriptive and inferential statistics were used in this study. The descriptive statistics used were the frequency count and percent. They were used to describe the basic features of the data and provided simple summaries about the sample (Trochim, 2016). The tools simply described the data for the level of self-efficacy, adversity and teaching competence, as well as in terms of age, sex, civil status, employment classification, educational attainment, employment status, and length of service, the data were analyzed by finding the mean which was computed and converted into descriptive rating using a measuring instrument devised by the researcher based on Guilford Frequency Distribution Table.

The inferential statistics used were the t-test and Analysis of Variance (ANOVA) to determine the significance of the differences on the level of self-efficacy, level of adversity and level of teaching competence of the faculty members. The t- test was used to determine the significance of the differences between two categories of variables such as age, sex, length of service, employment status, and employment classification. ANOVA was utilized to establish differences between three or more categories of variables such as civil status and educational attainment

Pearson Product-Moment Coefficient of Correlation (Pearson’s r) was used to determine the significant relationships among the variables.

The results of differences and relationships were tested at the 0.05 level of significance. If the t-values of differences were lower than the p-value, it meant that the result was significant, therefore, the null hypothesis is rejected. However, if the t-values were higher than the p-values, it meant that the differences were not significant, therefore, the null hypothesis is not rejected. The same is true with the results on relationships.

10. RESULTS AND DISCUSSION

| Problems | Findings |
|---|--|
| 1. What is the profile of faculty members when classified according to age, sex, years in service, employment classification, employment status, civil status, and educational attainment? | 1. The faculty members of the teacher education program were described in terms of their level of self-efficacy, level of adversity, and level of teaching competence. |
| 2. What is the level of self-efficacy of faculty members when taken as an entire group and when classified according to age, sex, length of service, employment class., employment status, civil status, & educ attain.? | 2. The level of efficacy of faculty members taken as a whole & classified as to age, sex, employ. class., employ. status, civil status & educt’l attain. was “high,” except for length of service which is “moderate.” |
| 3. What is the level of adversity quotient of faculty members when taken as an entire group and when classified according to age, sex, length of service, employment classification, employment status, civil status, & educt’l attain? | 3. The level of adversity quotient among faculty members as a whole was high and as categorized as younger; the middle-aged & older had moderate level of adversity quotient; and high as to sex, length of service, employ. class, employment status, civil status, & educt’l attain. |
| 4. What is the level of teaching competence of faculty members when taken as an entire group and when classified according to age, sex, years in service, employment classification, employment status, civil status, & educt’l attain? | 4. The level of teaching competence among faculty members taken as a whole group & as to age, sex, length of service, employ. class., employment status and educt’l attain. was high. However, as to civil status, the widow/er, “very high,” |

| | |
|--|--|
| 5. Is there a significant difference in the level of efficacy among faculty mem. classified as to age, sex, length of service, employ. class., employment status, civil status, & educ attain.? | 5. There were no significant differ. in the level of efficacy when respondents were classified as to age, sex, length of service, civil status, & educ't'l attain. but of significant differ. When categorized as to employ. class. & employment status. |
| 6. Is there a significant difference in the level of adversity quotient of faculty members & when classified according to age, sex, length of service, employment classification, employment status, civil status, and educational attainment? | 6. There were no significant differ. in the level of adversity quotient of faculty members when categorized as to age, sex, employ. status, & educ't'l attain. but, have significant differ.as to civil status, & employment status. |
| 7. Is there a significant difference in the level of teaching competence of faculty members categorized as to age, sex, length of in service, employ. classification, employment status, civil status,& educ't'l attain? | 7. There were significant differ. in the level of teaching competence of faculty members categorized as to employment status, & educ't'l attain., however, no significant differ. as to age, sex, length of service, & employ. class. . |
| 8. Is there a significant relationship in the level of efficacy & adversity quotient of faculty mem? | 8. There was no significant rel. between level of efficacy & adversity quotient among faculty members. |
| 9. Is there a significant relationship in the level of efficacy & teaching competence of faculty members? | 9. There was no significant rel. between level of efficacy & teaching competence. |
| 10. Is there a significant relationship in the level of adversity quotient and teaching competence of faculty members? | 10. There was no significant relationship between level of adversity quotient & teaching competence among faculty members. |

11. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study aimed to determine the level of self-efficacy, adversity, and teaching competence of faculty members in the Teacher Education Program at the SUCs in Region VI during the Academic Year 2016-2017. There were 263 randomly selected teachers out of the 761 total population. They were taken as a whole group and classified as to the categories of variable age, sex, length of service, civil status, employment classification, employment status, and educational attainment.

Slovin's formula was used to determine the sample size of respondents for the study. The stratified random sampling was used through ratio and proportion to determine the number of teachers to be taken from each SUC.

The research design used was descriptive and the method employed was Descriptive-correlational. The research instrument used was a researcher-made questionnaire which included three (3) areas. It was content-validated using the Eight-Point Criteria for Content Validation by three (3) experts and reliability-tested using Cronbach alpha.

The statistical tools used were frequency count and percent, mean, t-test, one-way analysis of variance (ANOVA), and Pearson's r. The significance of inferences were tested at the 0.05 alpha level of significance. The Statistical Package for Social Sciences (SPSS) was used in the computation of data gathered.

Specifically, the following questions were answered:

1. What is the profile of faculty members when classified according to age, sex, length of service, employment classification, employment status, civil status, and educational attainment?
2. What is the level of self-efficacy of faculty members taken as a whole group and classified as to age, sex, and length of service, employment classification, employment status, civil status, and educational attainment?

3. What is the level of adversity of faculty members taken as a whole group and classified as to age, sex, and length of service, employment classification, employment status, civil status, and educational attainment?
4. What is the level of teaching competence of faculty members taken as a whole group and classified according to age, sex, length of service, employment classification, employment status, civil status, and educational attainment?
5. Are there significant differences in the level of self-efficacy of faculty members classified as to age, sex, and length of service, employment classification, employment status, civil status, and educational attainment?
6. Are there significant differences in the level of adversity of faculty members classified as to age, sex, and length of service, employment classification, employment status, civil status, and educational attainment?
7. Are there significant differences in the level of teaching competence of faculty members classified as to age, sex, years in service, employment classification, employment status, civil status and educational attainment?
8. Is there a significant relationship between the level of self-efficacy and level of adversity among faculty members?
9. Is there a significant relationship between the level of self-efficacy and teaching competence among faculty members?
10. Is there a significant relationship between the level of adversity and teaching competence among faculty members?
11. What faculty development program maybe crafted based on the results of the study?

Findings

The following were the findings of the study:

1. The faculty members of the teacher education program were described in terms of their level of self-efficacy, level of adversity, and level of teaching competence.
2. The level of self-efficacy among faculty members of the Teacher Education Program at SUCs when taken as a whole group and classified as to age, sex, employment classification, employment status, civil status and educational attainment was “high,” except for length of service which was “moderate.”
3. The level of adversity among faculty members of the Teacher Education Program at SUCs when taken as a whole group, was “high” also those who were 30 years and below, those who were classified as to sex, length of service, employment classification, employment status, civil status, and educational attainment, but those whose ages were categorized into 31-40; and 41 years and above, moderate.
4. The level of teaching competence among faculty members was high when taken as a whole group and when classified as to age, sex, length of service, employment classification, employment status and educational attainment. However, when categorized as to civil status, the widow/ers were “very highly competent,”
5. There was no significant difference in the level of self-efficacy among faculty members classified as to age, sex, years in service, civil status and educational attainment. On the other hand, there was significant difference when classified as to employment classification and employment status.
6. There was no significant difference in the level of adversity when classified as to age, sex, employment status, educational attainment. However, significant difference was revealed when classified as to civil status, and employment status.
7. There was no significant difference in level of teaching competence among faculty members classified as to age, sex, length of service, and employment classification. However, there was significant difference when classified as to employment status, and educational attainment.
8. There was no significant relationship between level of self- efficacy and adversity among faculty members.
9. There was a significant relationship between level of adversity and teaching competence among faculty members.
10. There was a significant relationship between level of self-efficacy and teaching competence among faculty members.

Conclusion

Based on the aforementioned findings, the following conclusions are advanced:

1. The faculty members of SUCs in Region 6 have a very good sense of self confidence and internal belief regarding one's job related capabilities and competencies
2. The high level of self-efficacy among faculty members imply that they have a very good sense of self confidence and internal belief regarding their capabilities and competence in the performance of their job.
3. The high level of adversity among faculty members is an indication that regardless of their mental ability they are still affected by problems and misfortunes they encountered in life.
4. The high level of teaching competence among faculty members show that they have the required qualifications needed to teach in the SUC. The knowledge, skills, and abilities they acquired have greatly contributed to their competence in teaching.
5. The no significant difference in the level of self-efficacy among faculty members classified as to age, sex, years in service, civil status and educational attainment means that their feeling of confidence and worthiness is the same, however, they are categorized. On the other hand, the significant difference when they were classified as to employment classification and employment status is due to the position and salary given to them in the SUC.
6. The no significant difference in the level of adversity among faculty members classified as to age, sex, employment status educational attainment and civil status is an indication that adversities in life is common to everybody and the way they are being dealt with is due to their outlook in life. The significant difference in the level of adversity when they were classified as to civil status and employment status implies that due to different experiences in life which may either be bitter or pleasant for the person becomes the basis on how they deal with life.
7. The no significant relationship between self-efficacy and adversity among faculty members shows that even their deep-seated confidence and worthiness they still experience their circumstances as a blow to their life condition and situation.
8. The no significant relationship between self-efficacy and teaching competence among faculty members shows that their confidence in life does not affect their teaching competence because they have to render teaching service to attain quality education for students
9. The significant relationship between adversity and teaching competence implies that the work of a teacher is affected when calamities or disasters strike on them.
10. The no significant relationship between level of adversity and teaching competence is a manifestation that how a person looks at his experiences in life it doesn't alter his competence in his job performance.

Recommendations

The following recommendations are advanced:

School administrators may utilized the findings of this study as feedback mechanism to enhance the self-efficacy of teachers so that they can improve their teaching competence.

The result of this study will awaken the consciousness of the **faculty members** of their own strength and weaknesses as educators. This will contribute to their self – discovery that may lead them to aim higher in terms of professional development.

Policy makers. The findings of this study could serve as basis in improving the faculty development program of every SUC so that specified activities will be accomplished for the advancement of faculty members.

Students are the eventual beneficiaries of the outcome of the study because whatever educational forms that emanate herein will certainly have direct bearing to their welfare.

The future researchers can generate ideas for some remarkable areas that are not captured by this research understanding.

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