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ABSTRACT

This study assessed the competencies of faculty members handling professional education courses in the Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) programs of the College of Education. The former program has 54 units and the latter has 51 units of professional education courses as specified in CMO No. 30, series 2004. The research instrument used the indicators in the five out of the seven domains of the National Competency-Based Teacher Standards (NCBTS) framework namely: social regard for learning; learning environment; diversity of learners (8); d) curriculum; and planning, assessing and reporting. The instrument, which included a total of 64 items, was distributed personally by the researcher. Nineteen faculty members handling professional courses were rated by 211 graduates of the two programs during the school year 2013-2014. A 4-point Likert scale was used to rate the indicators in each of the five domains. Weighted mean was used and the results showed that generally, the faculty members have "high" level of competence. Specifically, the highest mean rating was in social regard for learning followed by curriculum; learning environment; diversity of learners while the lowest, was along planning, assessing and reporting. It is therefore recommended that the faculty members should continue enhancing their teaching skills, practices, and processes in order to sustain students' interest and consequently improve their performance not only in professional education courses but in licensure examination as well.

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INTRODUCTION

The review of the paradigm of the dimensions of faculty effectiveness by *De Guzman (1992)* shows that effective teaching is all about the inner drive or force that the faculty demonstrates in guiding student learning which is displayed through mastery of the subject content and competence in utilizing the appropriate pedagogical strategies as required by the course. Teaching in this case is viewed through learning which depends largely on how the students conceptualize the meaning from the learning experiences provided and facilitated by the professors. Thus, this educational view suggests the instructional responsibilities of the faculty not only by being conveyors of knowledge but also and more so as facilitators or communicators, who will continue to impart ideas and concepts that motivate, encourage, equip, and most especially guide students to engage in active learning.

The National Competency-Based Teacher Standards (NCBTS) curriculum framework recognizes the need to equip teachers with a wide range of theoretical and methodological skills. It is

indeed necessary for Teacher Education Institutions (TEIs) to find ways on how standards of competence for professors of professional courses in Teacher Education would be met by determining their strengths and needs. NCBTS determined teachers' competence which focus on the seven domains of competencies which are the a.) Social regard for learning; b.) Learning environment; c.) Diversity of learners; d.) curriculum; e.) Planning, assessing and reporting; f.) community linkages; and g.) Personal growth and professional development.

The Catanduanes State University being the premiere institution of higher learning in the island province of Catanduanes envisions quality graduates in the teaching profession through the College of Education driven by its goal which is to produce teachers who are competent, service and value-oriented and committed to the holistic development of students. To attain this goal requires competent professors who also possess the desired attributes.

This study determined the professors' level of competencies as self-rated and as perceived by the graduates of school year 2013-2014 in clustered professional courses along the five

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domains of the National Competency Based Teacher Standards (NCBTS) Teacher Strengths and Needs Assessment (TSNA).

The study tested the hypothesis that there are significant differences in the assessment of teaching competencies in clustered professional courses in Teacher Education as self-rated by the professors and as perceived by the graduates of school year 2013-2014.

Two (2) curricular programs in the Teacher Education such as the Bachelor of Elementary Education (BEEd), and the Bachelor of Secondary Education (BSEd) under CHED Memorandum Order (CMO) No. 30 s. 2004 were included in this study and focused only to the professional courses and do not cover the General Education subjects and major subjects of the programs.

In addition, one of the professional courses which is Education 9 (Developmental Reading 2) was not included in this study because this course is being offered only in the BEEd program and not in the BSEd program.

The results of this study may open avenues for policy formulation and that will determine the strengths and weaknesses of professors of professional courses in Teacher Education and could employ strategies and intervention to attain quality teaching.

Design

This study employed the descriptive method of research using questionnaire as the data-gathering tool. The respondents of the study were the professors of professional courses and the graduates of Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) programs in Teacher Education, Catanduanes State University.

METHODOLOGY

The level of teaching competencies was determined from the faculty members handling professional courses as self-rated and as perceived by the graduates of Bachelor of Elementary Education (BEEd) and (BSEd) during the school year 2013-2014 in Teacher Education programs, Catanduanes State University.

Table 1 shows the number of respondents with the corresponding number of responses. There were 19 professors teaching professional courses and sixty-five percent were taken as the sample in this study which is 138 graduate-respondents having a total responses of four hundred sixty four (464).

Furthermore, this study came up with fifty (50) response sheets for the professors and four hundred fourteen (414) response sheets for the graduates because the professor-respondents were rated in three (3) professional courses and these were marked as response sheets A, B, and C. Similar procedure was made with graduate-respondents who rated three (3) professors who frequently taught them in the professional courses and also marked as response sheets A, B, and C.

Table 1

Groupings	Population	Sample Size	Response Sheets
Professors	19	19	100%
Graduates	211	138	65%
Total	230	157	464

Sources of Data

Personal distribution of the survey questionnaire was done using indicators taken from the National Competency-Based Teacher Standards (NCBTS) Teacher Strengths and Needs Assessment (TSNA) Tool with the description of the levels of competencies of the professors in professional courses in Teacher Education being shown in Table 2.

Table 2 Levels of Competencies and Description

Competency Level	Description
4- High	The level of competence in the indicator is high. This strength may not be a priority training or professional development need, but should continue to be enhanced.
3- Satisfactory	The level of competence in the indicator is satisfactory. The professor would benefit from further training and professional development.
2- Fair	The level of competence in the indicator is fair. Further training and professional development are priorities.
1- Low	The level of competence in the indicator is low. Training and professional development are urgently needed.

RESULTS AND DISCUSSION

Professors Competency along the Five Domains

Table 3 presents the summary of competencies as self rated and as perceived by the graduates of School year 2013-2014 in professional Courses in Teacher Education.

The table shows that among the five domains, Social Regard for Learning got the highest weighted mean of 3.78 as self-rated by the professors and 3.68 as perceived by the graduates. Both had the quantitative ratings of 4 and in a high level of competence. This domain could be considered as best practices of the professors. However, Diversity of learners got the lowest weighted mean of 3.64 as self-rated by the professors while Planning, Assessing and Reporting got the lowest weighted mean of 3.53 as perceived by the graduates and both have the quantitative rating of 4 and is measured as high level of competence.

Professors' competencies along the five domains got an average weighted mean of 3.64 and a QnR of 4 and are measured as high level of competence. This means that professors' competencies along the five domains are considered as strengths that need to be sustained and continue to be enhanced.

Table 3 Summary of Professors Competencies as Self-rated and as Perceived by the Graduates of School Year 2013-2014 in Professional Courses in Teacher Education

Domains	Mean Rating		Overall Wtd. Mean	Qn R	QIR
	Professors	Graduates			
Social Regard for Learning	3.78	3.68	3.73	4	High
Learning Environment	3.76	3.68	3.68	4	High
Diversity of Learners	3.64	3.55	3.60	4	High
Curriculum	3.72	3.61	3.66	4	High
Planning, Assessing and Reporting	3.56	3.53	3.54	4	High
Average Weighted Mean	3.69	3.59	3.64	4	High

Legend

- 4 - High Wtd. Mean- *Weighted Mean*
 3 - Satisfactory QnR - *Quantitative Response*
 2 - Fair QIR - *Qualitative Response*
 1 - Low

Test of Difference in the Assessment of Competencies by Domains

The succeeding table shows the results of test of difference in the assessment of competencies as self-rated by the Professors and as Perceived by the Graduates of School Year 2013-2014 in Professional Courses in the Teacher Education by Domains. Based from the table, there are three (3) among the five domains which rejected the null hypothesis, where null hypothesis states that there is no significant difference as to the assessment by professors and the graduates on competence of professors of professional courses in Teacher Education. These domains are Learning Environment with a computed z-value of -4.3082; Diversity of Learners with a computed z-value of -3.0160; and Curriculum with computed z-value of -5.1850. This means that the assessment of professors as self-rated and by the graduates along these three domains has significant difference. However, two among the five (5) domains have accepted the null hypotheses. These domains are Social Regard for Learning with a computed z-value of -1.36 and Planning, Assessing and Reporting with a computed z-value of -0.3571. This means that the assessment of the professors as self-rated and by the graduates has no significant differences.

Findings reveal that Differences in the Assessment of Competencies as Self-Rated by the Professors and as Perceived by the Graduates of School Year 2013-2014 in Professional Courses in the Teacher Education by Domains differ from each other

Result of Test of Differences in the Assessment of Competencies as Self-Rated by the Professors and as perceived by the Graduates of School Year 2013-2014 in professional Courses in Teacher Education

Table 5 shows that the group mean of the professors garnered 3.6946 while the group mean of the graduates is 3.5887, showing slight difference between the two groups. Utilizing inferential bivariate z-test statistical tool, it arrived at -4.6574 computed z-value and 1.960 z-critical tabular value at .05 level of significance for two-tail test.

As the computed p-value shown in the table, is lower than the significance level at alpha=0.05, and therefore, one cannot accept the null hypothesis.

With the data obtained showing higher computed z-value than the tabular value, difference is significant. Hence, the null hypothesis is rejected.

This means that the professors assessment as self-rated and as perceived by the graduates on competence of professors in teaching professional courses in Teacher Education differ from each other. The professors have higher rating on themselves than their graduates as to the level of competence of the professors of professional courses in Teacher Education.

Table 4 Results of Test of Difference in the Assessment of Competencies as Self-Rated by the Professors and as Perceived by the Graduates of School Year 2013-2014 in Professional Courses in the Teacher Education by Domains

Domain	Group	Group Mean	Computed z-Value	Tabular Value at 0.05 alpha	p-Value	Decision	Remarks
Social Regard for Learning	Professors	3.7800 (n=50)	-1.3661	1.9600	0.1719	Accept H	There is no Significant Difference
	Graduates	3.6700 (n=414)					
Learning Environment	Professors	3.7513 (n=50)	-4.3082	1.9600	<0.0001	Reject H	There is a Significant Difference
	Graduates	3.5956 (n=414)					
Diversity of Learners	Professors	3.6400 (n=50)	-3.0160	1.9600	0.0026	Reject H	There is a Significant Difference
	Graduates	3.5500 (n=414)					
Curriculum	Professors	3.7219 (n=50)	-5.1850	1.9600	<0.0001	Reject H	There is a Significant Difference
	Graduates	3.6071 (n=414)					
Planning, Assessing and Reporting	Professors	3.5545 (n=50)	-0.3571	1.9600	0.7210	Accept H	There is no Significant Difference
	Graduates	3.5218 (n=414)					

H : There is no significant difference in the assessment by the professors and the graduates on competence of the professors of professional courses in Teacher Education.

H_o: There is no significant difference in the assessment of competencies as self-rated by the professors and as perceived by the graduates of school year 2013-2014 professional courses in Teacher Education

Table 5 Result of the Test of Differences in the Assessment of Competencies as Self-Rated by the Professors and as Perceived by the Graduates of School Year 2013-2014 in Professional Courses in Teacher Education

Group	Group Mean	Computed z-Value	Tabular Value at 0.05 alpha	p-value	Decision	Remarks
Professors	3.6946 (n=50)	-4.6574	1.9600	0.0001	Reject H _o	There is Significant Difference
Graduates	3.5887 (n=414)					

CONCLUSIONS

Based from the findings of the study, the following conclusions are drawn:

1. The professors' competencies in teaching Professional courses in Teacher Education along the five domains as self-rated and as perceived by the graduates are "High"
2. The professors' competencies as self-rated and as perceived by the graduates in teaching Professional courses are significantly different.

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