

INSTRUCTIONAL COMPETENCIES AND PERSONAL ATTRIBUTES OF
FACULTY MEMBERS OF OVERSEAS EDUCATION COLLEGE
MARIEN UNIVERSITY, AY 2014-2015

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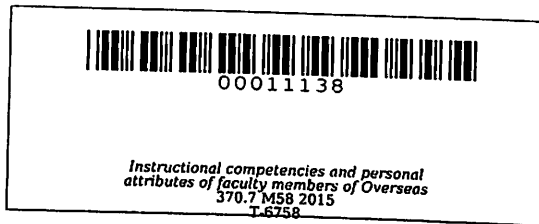
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**INSTRUCTIONAL COMPETENCIES AND PERSONAL ATTRIBUTES OF
FACULTY MEMBERS OF OVERSEAS EDUCATION COLLEGE,
XIAMEN UNIVERSITY AY 2014-2015**

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ABSTRACT

HONG MIAO, Instructional Competencies and Personal Attributes of Faculty Members of Overseas Education College, Xiamen University AY 2014 - 2015. A dissertation. Doctor of Philosophy in Education. Cavite State University, Indang, Cavite. June 2015. Adviser: Bishop Emerito P. Nacpil.

This study was an attempt to assess the instructional competencies of tertiary faculty members of Overseas Education College of Xiamen University for the first semester of academic year 2014-2015.

Specifically, it aims to determine: (a) the profile of the respondents in terms of gender; (b) the personal attributes of the tertiary faculty members of Overseas Education College of Xiamen University in terms of smartness and groom, tactful in dealing with students, commands attention and respect, distracting mannerisms in speech and movement, refinement in manners, well modulated voice, proper grooming and attire, sense of humor, relations with students, and enthusiasm and dynamism; (c) the professional instructional competencies attributes of tertiary faculty members of Overseas Education College of Xiamen University in terms of teaching skills, guidance skills, management skills, ethical skills, evaluation skills and human relation skills; and (d) the significant relationship between the personal and professional attributes of tertiary faculty members of Overseas Education College of Xiamen University.

The researcher used descriptive method of survey where the students of tertiary faculty members of Overseas Education College of Xiamen University were asked to perceive their teacher's instructional competencies both personal and professional attributes through answering 70 item Likert Scale questionnaire.

The population frame of the research study constituted 120 students of tertiary faculty members of Overseas Education College of Xiamen University, for the academic year 2014-2015. The researcher used the total number of 120 students enrolled in the program as the respondents, however only 80 questionnaires were retrieved.

A 70-item Likert Scale questionnaire was adapted from the study done by Evelyn Veloria of the University of Santo Tomas. The four-point Likert scale used in rating the instructional competencies of teachers was designed to asked the respondents to choose a number from 1 to 4, representing the degree of competencies of the teachers as perceived by the students. The respondents were instructed to carefully read each question, and then check the most appropriate response according to their perception.

The following statistical tools were applied to arrive at the results of the study: weighted mean (WM) was used to determine the instructional competencies of the teachers, frequency was used to count and identify the number male and female respondent included in this study, and Pearson's r was used to test the relationship between the personal and professional attributes.

Findings showed that most of the respondents were male based on the frequency of 46 or 58%. In terms of personal attributes/instructional competencies of the tertiary faculty members of Overseas Education College of Xiamen University, the participants assessed the tertiary faculty for their smartness and being well-groomed as "very much" competent with weighted mean of 3.47. Likewise, they were assessed as tactful in dealing with students having a weighted mean of 3.43; commanded and respect from their students with mean score of 3.49; showed refinement in manners to their students with weighted mean of 3.4; had well modulated voice with weighted mean of 3.52; were

properly groomed and well attired during class hours with weighted mean of 3.44; had sense of humor with weighted mean of 3.33; could get well along with their students having a weighted mean of 3.39; and very enthusiastic and dynamic with weighted mean of 3.45. However, they were assessed not much competent in distracting mannerisms in speech and movement with a weighted mean of 2.3

As regards professional and instructional competencies, the tertiary faculty of Overseas Education College of Xiamen University was assessed very much competent in teaching skills with an overall weighted mean of 3.41; guidance skills with an overall weighted mean of 3.421; management skills with an overall weighted mean of 3.435; technical skills with an overall weighted mean of 3.47; and evaluation skills with an overall weighted mean of 3.387.

On the other hand human relation skills was assessed as “much” competent referring to “criticizing poor work”.

Based on the findings of the study, the author recommends for the Human Resource Development Office to continue hiring competent teachers and that all school administrators encourage their teachers to develop their competencies by providing trainings, seminars, etc. Also professors or instructors on the other hand, are recommended to continue with their Master’s degree for personal growth and development. It is likewise recommended that teachers must maintain their desirable personal attributes and avoid distracting mannerisms in speech and movement. They should use variety of teaching techniques and strategies and improve the art of questioning, to make the lesson interesting and meaningful. In terms of evaluation skills, professors or instructors should make it a point to objectively educate their students using

varied evaluation tools like the use of Rubrics and Tables of Significations. There is a need to improve their evaluation skills in order to really test the efficiency of the teachers concerned and find out if the students can really come across the lessons delivered by them.

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INSTRUCTIONAL COMPETENCIES AND PERSONAL ATTRIBUTES OF FACULTY MEMBERS OF OVERSEAS EDUCATION COLLEGE, XIAMEN UNIVERSITY AY 2014 - 2015

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INTRODUCTION

Richard Elmore (2008) from Harvard University said that to improve student learning, it is not necessary to change the structure. What is needed is to change the instructional practices of teachers. The schools that seem to do best are those that have a clear idea of what kind of instructional practice they wish to produce, and then design a structure to go with it. Today, it is safe to say that everyone, every parent, grandparent, young person and citizen would like to have the assurance that all their children are being taught and prepared for college, for future work and for life in the Twenty-First Century. In order to achieve this, there is a need to ensure that those faculty members incorporate the qualities of effective teaching in their professional lives. In essence, educational institutions, need that every faculty member be an effective teacher.

Evaluation of teacher's performance is not a new issue. Teacher evaluation