

Teaching Competencies, Professional Qualities And Management Of Learning

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Abstract

This quantitative study was conducted to look into the teaching competencies, professional qualities and as well as management of learning by part time instructors of five campuses of J.H. Cerilles State College External Studies Unit. This study considered the strengths and weaknesses which would serve as the basis for a faculty development program in the school.

Keywords: Assessment of Student Learning, Faculty Development Program, Management of Learning, Part Time Instructors

Introduction

In the field of teaching profession, many opinions are formed. It is on the educator itself to drive along the way for the students' good future. Teaching performance will always be in increasing demand for greater competence in teaching. Republic Act. No. 7722 was promulgated to provide the procedures and guidelines for the implementation of the Higher Education act in order to protect, foster and promote the right of all citizens to affordable quality education at all levels and to take appropriate steps to ensure that education shall be accessible to all.

Quality or competent teacher, is only when that teacher demonstrates the skills once out there in the field. Therefore, the qualities and competencies that a professional teacher should have are those that promote effective teaching and learning, those that transform the teaching and learning environments and value the learner as having potential to achieve and that the teacher is therefore to help the learner achieve that full potential, (Rodriguez, 2012)

The most important function of school is teaching. As such, it has aroused much concern not only in administrators but also in faculty and students. The traditional prerogative of teachers and school heads is being shared with the various sectors of the academic community to render value judgment on the competence of the teaching staff.

Competent in terms of teaching is one of the major purposes of educational practices and research in improving learning. But behind the mastery of learning stands the mastery of teaching. Understanding teaching has presented as persistent and formidable challenges to those who have sought to improve the quality of teaching and learning over the years. Teachers are important and should make a difference. The quality of teaching is a crucial factor in promoting effective learning in schools, Cosbie, 2001.

Verily, teachers are said to be the model, with these it should be very important to possess the professional qualities to be respected by the others and to respect by self as well. Being professional is

not easy, acquiring qualities that acceptable to the eyes of the students and to the public. Being true to oneself and take a big heart must also be very important.

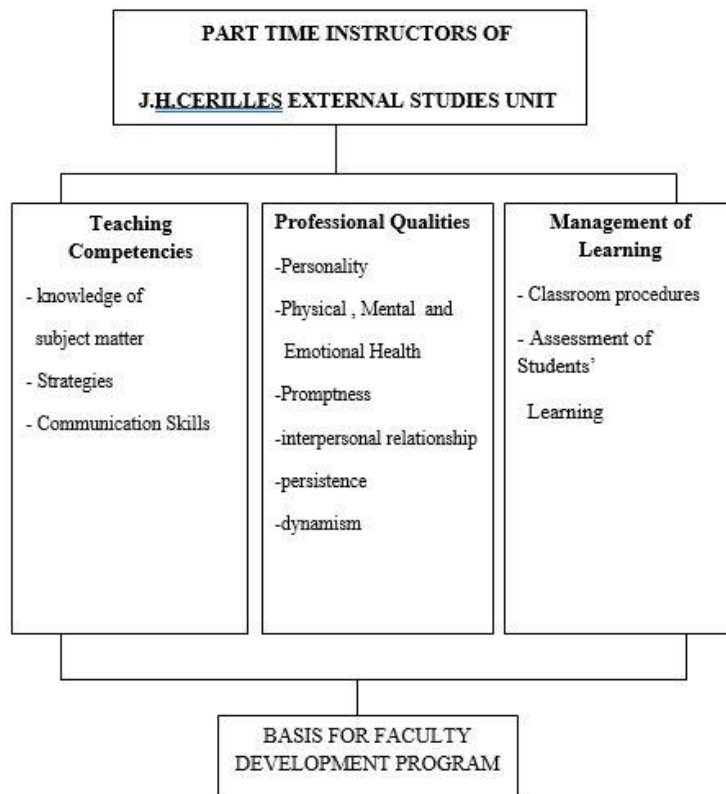
Teachers are the gateway towards the achievements and progress in terms of learning of the students. Regardless of the hectic schedule, teachers must perform their best and maintain the competence to provide quality education.

This study was made because the researcher believed that this may enable teachers to realize their specific strengths and weaknesses in their performance and professional competence. This realization further directed them in making desirable changes in their perceptions, attitudes and strategies so as to become more sensitive and responsive to the educative needs of students.

Conceptual Framework

Various pertinent literature, ideas, opinions and findings have been gathered from several authorities on students’ evaluation of teachers’ teaching competence, professional qualities and management of learning to provide a benchmark for formulating a faculty development program.

This statement means management of learning is affected by teaching competence and professional qualities. For this study, efforts are focused on teaching competencies indicated by the following predictors: knowledge of the subject matter, strategies and communication skills according to the study of (Lison,2005) and professional qualities indicated by the following predictors: personality, physical, mental, emotional health, promptness, interpersonal relation, dynamism, discipline, enthusiasm and diligence based from the study of (Limpto,2007). These are believed to elicit instructional satisfaction from pupils and create intellectual excitement in the classroom. While management of learning is indicated by the following predictors: classroom management, assessment of students learning based on the study of (Basaña, 2006).



This study was designed to look into the teaching competencies ,professional qualities and as well as management of learning by part time instructors of five campuses of J.H. Cerilles State College External Studies Unit namely: Tabina -ESU ,Dimataling-ESU, Vincenzo Sagun-ESU, Lapuyan –ESU, and Margosatubig –ESU during the school year 2014-2015. Consequently, this study considered the strengths and weaknesses which would serve as the bases for a faculty development program in the school.

Specifically, this research sought to answer to the following questions:

1. To what level do the teachers' teaching competence in terms of the following indicators :
 - 1.1. knowledge of subject matter;
 - 1.2. strategies;
 - 1.3. communication skills?
2. To what level do teachers manifest their professional qualities as perceived by students' in the following aspects:
 - 2.1. personality;
 - 2.2. physical, mental, and emotional health;
 - 2.3. promptness and punctuality;
 - 2.4.interpersonal relationship;
 - 2.5. persistence and;
 - 2.6. dynamism?
3. To what level is the teachers' management of learning based on the following indicators:
 - 3.1 classroom procedures and;
 - 3.2 assessment of students learning?
4. Are there significant differences established in the responses of the 4th year students on the teachers' teaching competence, professional qualities, and management of learning?
5. Based on the findings of the study, what faculty development program could be formulated to enhance the performance of part time instructors of J.H. Cerilles State College External Studies Unit?

Hypotheses

The hypotheses below are to be tested using 0.5 level of significance.

1. There are significant differences established between the responses of the 4th year students in terms of the following indicators:
 - 1.1 teaching competence;
 - 1.2 professional qualities;
 - 1.3 and management of students' learning.
2. Do the responses of students' differ significantly along with the variables on the students' evaluation?

Significance of the Study

The findings that would be gathered in this investigation would be useful to the following individuals in improving the part time teachers and school heads competence, professionalism and management of their students' learning. Moreover, this will also be the bases to formulate a faculty development program which will bring the school to quality education.

Students. In this investigation, teachers are observed by the students, rather than by the heads point of view, on the contention that it is only the students who know when they have been motivated.

Besides, their involvement will give themselves a sense of security as being part of the decision-making function of administrative evaluation. It will also establish a good climate, rapport, interaction and functioning between teachers and students.

Part time instructors and regular instructors. The results will help them improve their performance to a higher level by striving to render valuable professional service and teaching competence. Furthermore, this will help the teachers to reflect and ponder on to what important is the teaching career to the lives of the students in the future. It will also help the teachers to enhance their capabilities in teaching competencies.

College Deans and Department Heads. The results of the study will also help to identify the strength and weaknesses of the faculty performance, thereby suggesting possible improvements of the personal and professional competence of teachers. Besides, the findings will also serve as the bases in formulating sets of standards for the faculty to follow to attain high quality performance in their field of work.

College Administrator. This study will help in formulating developmental activities and programs that will improve the faculty in their teaching. These programs and activities will be intended to propel the institution to excellent performance in the educative process.

Scope and Limitation

This study was focused on part time instructors' teaching competence, professionalism and management of learning for the purpose of identifying the strengths and weaknesses in order to formulate an improved faculty development program.

The respondents of the study were the on 4th year students specifically at J.H. Cerilles State College External Studies Unit namely: Tabina-ESU, Dimataling-ESU, Vincenzo Sagun –ESU, Lapuyan-ESU and Margosatubig –ESU.

This study used the descriptive research with the survey as the main procedure in gathering data for the variables. The data on the teachers' competence, professional qualities and management of learning were gathered using the questionnaires. The period of this study is within the school year 2014-2015.

Definition of Terms

Here are the definitions of the important words for the readers to easily understand the terms being used in the study.

Assessment of Students' Learning. In classrooms where assessment for learning is practiced, students are encouraged to be more active in their learning and associated assessment.

Classroom procedures. This refers to the process of organizing and conducting the business of the classroom to make it relatively free of behavior problems.

Communication skills. These mean the spoken messages and non-verbal messages.

Faculty development program. It refers to an instructional procedure which seeks to modify attitudes, skills and behavior of faculty members towards greater competence and effectiveness and effectiveness in meeting the students' needs, their own needs and the needs of the institution.

Management of Learning. It refers to the teachers' attitude and ability in the context of the learning process of the students. It focuses on interrelationship, cognitive and effective learning.

Part time Instructors. As being used in the study, the term includes the college teachers, instructors or professor in the college who are not regular.

Professional Qualities. It refers to the teachers personality, promptness and punctuality, physical, mental and emotional health, persistence, interpersonal relation and dynamism.

Strategies. This pertains to the methodology and procedures of the lesson.

Teaching competencies. It refers to the teaching process which focuses on the following components: knowledge subject matter, strategies and communication skills.

Structure of the Thesis

The thesis has five chapters; Chapter 1 covers the problem of the study. It includes introduction, perspective of the researcher, conceptual framework, statement of the problem, scope and limitation of the study, significance of the study, definition of terms and the structure of thesis. The introduction gives an overview to the problem that inspires and encourages the researcher to be keener observer and knows about the problem. The perspective of the researcher situates the researcher in relation to the problem. The conceptual framework of the study shows the paradigm in which the study will focus on and need thorough observation. The statement of the problem defines the general aims and objectives of this research. The scope and limitation of the study lays down the borders of the study, while the significance of the study identifies the beneficiaries study and how can they take advantage from it.

Chapter 2 reviews the related literature. It synthesizes the different related researchers on teaching competencies, professional qualities and management of learning.

Chapter 3 explains and justifies the research design and methods employed for conducting research. It describes the research environment and gives information , the research subjects, the methods to be employed to gather and analyzed the data and the statistical treatment.

Chapter 4 presents, analyzes and interprets the gathered data evaluating the teaching competencies, professional qualities and management of learning of part time instructors of J. H. Cerilles State College .

Chapter 5 presents the summary of findings, conclusions and recommendations based on the findings of the study.

Chapter 2

Review of Related Literature and Studies

The varied information obtained from the review of literature and studies provide the researcher with background data, theories and insights related to the problem, the theoretical framework and the variables to be treated.

Teaching Competencies

In the study of Lison, (2005) teaching competencies involved the following indicators: knowledge of the subject matter, strategies and communication skills.

Knowledge of the Subject Matter

Knowledge of the subject matter is an essential component of teacher knowledge is neither a new nor a controversial assertion. After all, if teaching entails helping others learn, then understanding what is to be taught is a central requirement of teaching. The myriad tasks of teaching, such as selecting worthwhile learning activities, giving helpful explanations, asking productive questions, and evaluating students' learning, all depend on the teacher's understanding of what it is that students are to learn. As Buchmann (1984) points out,

“It would be odd to expect a teacher to plan a lesson on, for instance, writing reports in science and to evaluate related student assignments, if that teacher is

ignorant about writing and about science, and does not understand what student progress in writing science reports might mean. (p. 32)”

Although subject matter knowledge is widely acknowledged as a central component of what teachers need to know, research on teacher education has not, in the main, focused on the development of teachers' subject matter knowledge. Researchers specifically interested in how teachers develop and change have focused on other aspects of teaching and learning to teach: for example, changes in teachers' role conceptions, their beliefs about their work; their knowledge of students, curriculum, or of teaching strategies. Yet to ignore the development of teachers' subject matter knowledge seems to belie its importance in teaching and in learning to teach.

According to Langsajo, teaching involves the imparting of knowledge, skills and attitudes to an individual. The inclusion of subject matter knowledge of teacher in teaching and learning process has many dimensions. Whether the subject matter knowledge of teachers has impact on teaching and learning or not was examined, and found in literature and surveys that the subject matter knowledge of a teacher impacts on teaching and learning process in schools. Although it appears self evident that teachers must know what they are teaching, agreement does not exist in the idea of knowing subject matter for teaching. In this paper, the writer wants to offer a framework for renewing interest in the subject and also to encourage further research that can significantly reveal the degree of the impact of subject matter knowledge on teaching and learning. The methodology was a survey based on literature reviews of research reports on this topic. The research concluded that understanding of subject matter by a teacher implies that teachers are able to teach the main points of the subject matter to students, and to clarify misconceptions of knowledge depends to some extent on the teachers understanding of the subject matter through which impact is made on learning when students are able to use the subject matter taught in class to actively participate in their environment.

According to Hammond (2006), teacher preparation/knowledge of teaching and learning, subject matter knowledge, experience, and the combined set of qualifications measured by teacher licensure are all leading factors in teacher effectiveness.

If anything is to be regarded as specific preparation for teaching, priority must be given to a thorough grounding in something to teach, (Peter, 1977). According to Buchman, (1984:32) “it would be odd to expect a teacher to plan a lesson on, for instance, writing reports in Science and to evaluate related student assignments, if that teacher is ignorant of writing about Science, and does not understand what student progress in writing Science reports might mean”. Helping students learn subject matter involves more than the delivery of facts and information (Debra Ball, 1986).

The goal of teaching is to assist students in developing intellectual resources to enable them to participate in, not merely to know about, the major domains of human thought and enquiry. These include the past and its relation to the present; the natural world, the ideas, beliefs and values of our own and other peoples; the dimensions of space and quality; aesthetics and representation; and so on.

Philosophical argument as well as “common sense” supports the conviction that teachers’ own subjects matter influences their efforts to help students learn subject matter. Conant (2005) argues that “if a teacher is largely ignorant or informed he can do much harm”. When teachers possess inaccurate information or conceive of knowledge in narrow ways, they may pass on these ideas to their students. They may fail to challenge students’ misconceptions; they may use texts uncritically or may alter them inappropriately. Subtly, teachers’ conceptions of the knowledge shape their practice –the kinds of questions they ask, the ideas they reinforce, the sorts of tasks they design.

Although early attempts to validate these ideas, to demonstrate empirically, the role of teachers' subject matter knowledge, were unsuccessful (Begle 2006), various research on teaching and on teacher knowledge has revealed ways in which teachers' understanding affect their students' opportunities to learn (e.g Bell, in press; Grossman, 2006; Lampert 2006; Lienhardt and Smith, 2006, Wineburg and Wilson, 2006, Shulman 2006). What teachers need to know about the subject matter they teach extends beyond the specific topics of their curriculum. Scheffler (2005) writes that this kind of subject matter understanding "strengthens teachers' powers and heightens the possibilities of his art. When teachers are capable of explaining their lessons well, the likelihood of students to understand their lesson is high. Shulman, (2006) argues that teachers must not only be capable of defining for students the accepted truths in a domain. They must also be able to explain why a particular proposition is deemed warranted, why it is worth knowing and how it relates to other propositions.

Lampert (in press), writing about her own teaching of fifth- grade Mathematics, provides a vivid picture of the role that this kind of subject matter plays in teaching. She describes a series of lessons in which her students were learning to compare numbers. Written as decimal fractions: which is greater- 0.0089 or 0.89? Or are they equal? While part of her goal was for her students to develop conceptual understanding of place value with decimal numbers. According to Lampert, she intended to present Mathematics as a subject in which legitimate conclusions are based on reasoning rather than acquiescing to teacher authority----"I wanted to enable the students themselves to question their own assertions and tests their reason-ability with a Mathematical framework".

Teachers' subject matter knowledge underlies their power and strength as pedagogues. Wineburg and Wilson (2004) describe two very different but equally excellent high school history teachers, Mr Price and Ms. Jenson, teaching their students about the American Revolution. Wineburg and Wilson noted that the juxtaposition of Price and Jenson offers a study in contrasts. By watching Price, we see what Cuban has called "Persistent instruction"- Whole group recitation with teacher at the centre, leading discussions, calling on students, and writing key phrases on the chalkboard. Jenson's classroom on the other hand, departs from the small groups replace whole-group instruction; students debate and presentation overshadow teacher recitation; and the teacher's voice, issuing instructions and dispensing information, is largely mute.

Despite differences in their pedagogues, these teachers conceive of history and of what is important for students to learn about history in similar ways. Both want their students to understand that history is fundamentally interpretive. "Learning history means studying accounts of the past that have already been constructed as well as learning about alternative account of the same phenomenon and how such accounts are constructed". Scheffler's (2005) argues that these teachers' knowledge of history underlies their power and strength as pedagogues.

Sometimes teachers faced learners who do not understand certain complex intellectual tasks; as a result they feel pulled to simplify content, to emphasize algorithms and facts over concepts and alternatives (Cusick, 2004). However, teachers' understanding of subject matter affects their capacity to simplify content to help students to understand. Surprisingly, teachers capacity to increase, deepen, or change their understanding of their subject matter for teaching depends on the personal understandings of the subject matter they bring with to the classroom (Wilson and Wineburg, 2004). Teachers' knowledge of subject matter affects their ability to answer questions from their students. Shroyer (2005) studied how junior high Mathematics teachers coped with student difficulties or unusual responses and found that the

teachers with weaker Mathematics backgrounds had more difficulty generating alternative responses to these critical moments.

Since teaching involves the imparting of knowledge skills and attitudes to individual, it is therefore very necessary for a teacher to understand his subject matter before teaching it. Understanding of subject matter of a discipline enables teachers to plan their lessons and also to evaluate their students' assignments. Making a lesson plan requires teachers to simplify their teaching process so that the facts and information of a particular lesson passed onto students in an efficient way. Evaluations of students' work on a particular lesson are based on specific criteria which are key about that lesson. For a teacher to be able to evaluate students' work on a particular lesson he/she must understand that lesson. Understanding entails being able to use intellectual ideas and skills as tools to gain control over real world problems. Students should see themselves either alone or in cooperation with others, as capable of figuring things out-of using Mathematics to define and reason through a problem; of tracking down the origins of current social policy, of interpreting a poem or story of recreating in a feeling, ideas or experience. They should both be able and inclined to challenge the claims in a politician's speech, to make sense of and criticize presentations of statistical information and to write an effective letter to the editor. A conceptual mastery of subject matter and capacity to be critical of knowledge itself can empower students to be effective actors in their environment. In addition, teachers' subject matter knowledge influences their capacity to help students learn subject matter. The knowledge of a teacher about a subject matter influences his/her ability to teach it, set question on it and give work to students' base on it.

Knowledge of teachers about a subject matter should exceed the limits of the curriculum they teach. When teachers possess knowledge about it in this way the likelihood of them to explain it for students to understand is high. This kind of understanding encompasses an understanding of the intellectual fabric and essence of the subject matter itself. For example, while English teachers need to know about interpretation and criticism (Grossman, in press). A Maths teacher needs to know how to solve calculus problems but must also understand the importance of calculus in industries. Moreover, History teacher needs detailed knowledge about events and people of the past but must also understand what history is the nature of historical knowledge and what it means to find out or know something about the past.

Concretely, this means that Lampert chose not to teach her fifth graders the familiar algorithm "Add zeroes after the digits to the right of the decimal points until the numbers you are comparing have the same numbers of decimal places. Now ignore the decimal point and see which of the numbers is larger. This common approach-"line up the places and add zeroes"-is not essentially Mathematical: students arrive at an answer "through a combination of trust in authority, memory and mechanical skill". Lamperts own understanding of the substance of Mathematics as well as its nature and epistemology shape what she is trying to help her students learn. She believes that students must have experience in developing and pursuing Mathematical hunches and learning to make Mathematical argument for their ideas within the context of a discourse community. This requires her draw simultaneously on her substantive understanding of Mathematics in this case place value and decimal numeration-and her knowledge about the discourse, activities and epistemology of Mathematics.

The knowledge of the teachers about a particular subject matter enables them to teach it by using different teaching methodologies. When teachers fully understand the subject matter they teach, they will know which pedagogy is best for them to help students learn subject matter.

Sometimes, dedicated students challenge teachers to simplify subject matter for them to understand. The extent to which a teacher can do this depends on his/her personal understanding of the subject matter.

Finally, for a teacher to give varied and alternative answers to students questions about a subject matter depends on the strength a teacher possesses over it.

Strategies

An effective teaching, learning styles, learning environment, and teaching styles are the core qualities and competencies for any teacher that is very important. Teachers need to be learners for the same reason that the students of those teachers need, in turn to be learners. Never before has the importance of learning been as vital to humanity as it is in these times of upheaval, uncertainty, and change. Growing beyond our imaginations in almost every dimension of human existence, we are called upon to solve questions today that will be outdated tomorrow and absolute the day after that, and so far we have not done as well as we must, in order to preserve the well-being of all life forms on this planet.

Versatile teacher knows on how to drive in dealing with the students through varied strategies, Hern (2005). Knowing the students level is very important before applying strategies that must suit to the learners needs. More strategies used during discussions more fun and learning involved in the study.

Communication Skills

Communication is a two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information but also create and share meaning. Communication is a key element involved in teaching process.

In spite of the increasing importance placed on communication skills and subsequent awareness, many teachers continue to struggle with communicating their ideas effectively.

According to Garban, (2013), it indicated there that teacher competence refers to ability of teacher to help, guide, and counsel the students so that they can get good achievements. So, in this matter, the participation of students' feedback is very important for it is to guide future changes. If students' feedback is considered with respect and sensitivity, it can be the bases for a development program.

In the study of Carley, (2002) commented that no program, however good in the faculty's mind, could be successful without taking into account the students' condition. Sometimes students' are raters become the focus of controversy by different sectoral evaluators. What the group fails to appreciate is that such ratings when properly interpreted and understood can be considerably more objective than any alternative.

One study compared students' ratings, professors' evaluations of their own teachings and expert judges' ratings had found out those college teachers seen as excellent by their students were also rated highly by judges and by themselves; weaker instructor were also rated similarly by all three groups. The only notable difference among the ratings was what the students tended to rate faculty members lower than did the instructors or their peers Jhan, (2010). He also arrived at the same conclusion that the students' ratings of their college teachers were consistent with those made by trained, experienced observers, and the quality of work done by a pupil in a subject did not significantly affect his subsequent rating of the teacher. Furthermore, he maintained that the three areas to be considered in selecting and judging a teacher were the following: some knowledge of the subject, a breadth of perspectives and the ability to work with students' effectively.

A common notion that can bring lofty ideation of students which faculty fear is that ratings merely reflect a teacher popularity, attractiveness and grading stringency, and have little to do with competence as teachers. Arguing against this position is the result of a local study conducted by Seguerra, (2008) that grades did not affect the students' evaluation of their teachers. Delfin's, (2003) study showed that the difficulty, demanding teachers were given outstanding students' evaluation as were the less demanding ones. An analysis of the studies cited revealed that most pupils' satisfaction was not related mainly to the difficulty of the course but on their satisfaction of teachers teaching which was done with positive emotions such as excitement, enthusiasm and respect.

A local study conducted by Fernandez, (2004) enumerated desirable qualities of a teacher as perceived by pupils as follows: Uses very effective methods of teaching the subject matter, shows mastery of the subject matter, is fair and honest in giving grades, is understanding, helpful and tolerant in relation with pupils, co-workers and supervisors, reports to class or office regularly, Prepares lesson plan and uses instructional materials, visual aids, devices and other teaching materials, Is forceful and clear in the use of language and/or medium of instruction, Possesses good character and pleasing personality, Has high job morale and exhibits enthusiasm and interest in his work, Has warm and cordial relations with co-workers, superiors and pupils, Enjoys good physical and mental health, Is willing and able to assume leadership role in the school and community.

Lucero (2005), on the other hand, discovered the negative behavior of faculty as perceived by students. The pupils' respondents identified the following as the negative behavior of a teacher in order of their frequency, to wit: rote memorization, smoking in class, does not know pupil's name, writing on board not legible, no sense of humor, annoying mannerism, gets angry easily, unintelligible discussions, favoritism, dismisses class too early, irregular in class attendance, no class discussion.

An analysis of the studies demonstrated that the pupils when properly consulted can be very shrewd in assessing teacher performance. Furthermore, they can also present desirable qualities which a teacher should possess. According to Lowman (2012), "great teachers demonstrate a pleasure in learning and create a love of learning in their students." The protection against teaching incompetence and inefficiency as seen by parents and taxpayers was to aim for substance as well as enjoyment in teaching. Stiff, businesslike and aversive behavior in a teacher is no assurance of quality instruction.

Foremost among personal characteristics contributing to teaching of highest quality is an intelligent, clear and thorough understanding of content (Asuncion, 2001). However, the ability to present ideas convincingly is also a requirement. There are some talented teachers who feel comfortable in giving fresh and involving presentations in front of a group, while others can easily lecture a topic with ultimate proficiency.

Another quality which is vital in teaching is the ability to explain abstract concepts with clarity and simplicity. Orlando, (2001) stipulated that any teacher could develop sufficient clarity to be a good teacher by seeking and using students' feedback.

Wang , (2005) stated in his handbook of adaptive instruction that the students' learn a subject at different rates and with strikingly different levels of completeness. Some teachers are often amazed at the brilliance of some students and the shallowness of others. For a teacher to do an excellent job, he must be able to do far more than simply present the details of the subject in order to create a wholesome instruction.

Professional Qualities

In the study of Hasala (2004), it involves personality, physical, mental, and emotional health, promptness and punctuality, interpersonal relationship, persistence and dynamism.

Personality

A good teacher knows about caring and sharing; has the capacity to accept, understand and appreciate students on their terms and through their world; has a positive attitude; and gets all fired with enthusiasm and a cheerful presence Larch and Mithchdie, (2006). Teaching should be interpersonal in the sense that it involves human beings and their varied personalities. Bristus (2005) further stated that a teacher must at all times practice reasoned obedience to school policies, practices, rules and regulations and incorporate these objectives in his teaching. Thus, in his person, a desirable attitude should exude for it creates a cause-and-effect relationship with his surroundings and with the students. Through the students, the teacher can contribute to the shaping and growth of the community and the nation.

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator shall not unreasonably restrain the student from independent action in the pursuit of learning.

The teacher shall not unreasonably deny the student's access to varying points of view and do not deliberately suppress or distort subject matter relevant to the student's progress and shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

Management of Learning

In management of students' learning varied outcomes existed. Teachers believe that evaluation aids learning through feedback and motivation. Tests measure the depth of the knowledge gained by students. Consequently, topics included in the examination should represent the context covered; moreover, the difficulty should be varied to keep the slow ones from feeling devastated. Different types of evaluation are being considered in the studies of students' evaluation. Hughes (2011), in addressing the International Conference on Improving Schools Teaching, summed up the current thinking in his statement that systematic student s' evaluation was the only method which received wide endorsement from college deans and conferees. Franruch (2004), in addition, stated that regardless of individual attitudes toward the ways students' evaluation were used, data from such an instrument were highly relevant to the question of what constituted outstanding teaching-especially in the eyes of instructional "consumers," the students themselves. Students believed that they were capable of evaluating how well college teacher taught them in a subject and how much they were excited by the process of learning it. Accordingly, Harold (2003), stated that if the object of teaching was the initiation and facilitation of learning, then it seemed logical that the most competent judge should be the pupils themselves since learning was activity of the self-it was subjective. Further, Stephen (2002), pointed out that students' ratings were intrinsically valid since they were consumer satisfaction was what was important.

Effective teacher recognize and value young people not simply as learners. They create conditions in which young people can build their self esteem. Teachers pursue this goal explicitly and openly, involving young people themselves in helping them to achieve it. It should, therefore, be understood that learning involves thinking things through. It involves going beyond simply acquiring new information and adding it to our existing knowledge and modifying, updating and rethinking our ideas in the light of this new information. Learning is messy.

Teachers rarely learn anything by proceeding along a single path to predetermined outcomes. Our brains are capable of operating on many levels and process volumes and variety of information simultaneously. Planning is therefore, very important, but sticking too tightly to detailed plans can prevent or distort learning. Learning is best when the teacher is able to provide different options and inputs. Teachers need to be able to respond to learners' attempts to make meanings for them by being prepared to adapt content, structures and contexts. This is a very important departure from the traditional approaches to teaching and learning which was to managed with great care.

Some teachers have set aside partial or sometimes entire class sessions to have the students reflect on the nature of learning which is taking place. They turn out to be an effective device to improve students' learning and students' motivation Noonda, (2001). Involvement of students in the evaluation of programs unveils classroom realities. Repuerto, (2001) pointed out those students' evaluations were valuable because they aided college teachers in their attempts at self-improvement. He emphasized that experienced teachers were better able to teach accurately, but even the experienced ones still found their teaching for a course disappointing in application. According to him, to attain teaching effectiveness of all faculties, teaching should be routinely assessed.

Prompt return of examination papers is appropriated by students' who are anxious to know their grades and it encourages relearning of the material which appeared in the examination. Furthermore, it enables the teacher to decide immediately what material needs farther analysis. Dejos (2004), stipulated that writing encouraging and constructive comments had positive measurable effects on achievement.

A common complaint among students is unfairness of evaluation Skillful teacher uses examination in ways that motivate rather than discourage. No matter how much potential a teacher has, if he is unable to control his students in the classroom, little learning will take place. Buchran (2003), enumerated different points of most importance in classroom management, namely: keeping the class ready for recitation, systematic passing and collecting of papers, taking care of instructional materials, going in and out of the classroom, cleanliness, order and general appearance of the room. Good classroom management establishes an atmosphere which ensures wise use of teacher and pupils' time, effort and energies that will maximize learning.

In order for the students' evaluation to serve the purpose for which it has been planned, ways and means of utilizing the result should be identified.

The figure on the next page presents the research process. The scheme illustrates the research process. The scheme illustrates the profile of teachers' competence, professional qualities and management on pupils' learning as rated by their pupils. To conduct a detailed assessment of teaching competencies, it was deemed necessary to take into consideration the following aspects: (1) knowledge of subject matter; (2) strategies; (3) communication skills. On the other hand, to assess professional qualities, the following points were included: (1) personality; (2.) Physical, mental, and emotional health (3.) promptness and punctuality; (4) interpersonal relationship; (5) persistence; (6) dynamism. To further conduct the evaluation, students' perceptions on teachers' management of their learning was being considered. The following terms were hereby evaluated, to wit: (1) classroom procedures; (2.) assessment on students' learning.

By getting a closer look into these areas, one may hopefully come up with a proposed faculty development program to improve teaching effectiveness.

Chapter 3

Research and Methodology

This chapter presents the research and method, instrument used, gathering of data, sampling design and the statistical treatment data.

Research Design

This study make used of the descriptive survey method of research, with the questionnaire as the main tool in generating the data to evaluate teachers This is considered appropriate considering that it determines the teachers' teaching competence, professional qualities and management of learning in order to formulate an improved faculty development program.

Secondly, the descriptive make of use to describe systematically a situation in an area of interest factually and accurately. The method suggests that the gathering of data or evidence relates to current situations. The word "normative" is sometimes applied to descriptive studies because the purpose to determine the prevailing conditions on relationships that exist, practices that prevail, points of view or attitudes that are held, processes that are going on, aspects that are being felt and trends that are developing.

Research Environment

This study was conducted in five campuses J.H. Cerilles State College External Studies Unit namely: Tabina-ESU, Dimataling-ESU, VincenzoSagun-ESU, Lapuyan-ESU and Margosatubig-ESU.

The municipality of Tabina is a 5th class municipality located on the southernmost part of Zamboangadel Sur. It is about 63 kilometers away from Pagadian City, the province's capital. Its boundaries are the municipality of Dimatalingon the north, the Celebes Sea on the south, the municipality of Pitogo on the west, and another body of water, Illana Bay, on the east. Tabina can be reached via land through a provincial road passing through five municipalities so those who are thinking of going to Tabina should prepare for a long journey through rural places. The municipality has a land area of 8,690 hectares and these are distributed to the municipality's current 15 regular and de-facto barangays. As of the 2000 census, Tabina has a total population of 21,882 people in 4,017 households. Most of Tabina is characterized as having steep mountains and undulating hills. The majority of the barangays tower to about 50 to 200 feet above sea level. There are no coastal plains or valleys in the municipality; the coasts themselves run down to shores and high cliffs. However, the J.H. Cerilles State College Tabina External studies unit situated in Poblacion Tabina, Zamboanga del Sur near in the Tabina Central Elementary School.

With the distinction of being one of Zamboanga del Sur's oldest towns, Dimataling is a 4th class municipality that is located some 56 kilometers northwest of the province's capital of Pagadian City. Its geographical coordinates are 7 degrees 31' 55" North and 123 degrees 21' 59" East. According to the census, as of 2000, Dimataling has a population of 25,843 people in 4,949 households. All the 24 barangays are distributed over 141.8 square kilometers of land, majority of which are flat lands and rolling lands. Those who want to go to Dimataling will find that it is accessible via land and sea via Pagadian City.

Dimataling was originally inhabited by Muslims during its initial creation on June 17, 1950. Like most of the municipalities and towns of Zamboanga del Sur, settlers eventually came in, although not as many as those in major municipalities such as Midsalip or Aurora. Most of the migrants who came in are Christians, mostly Cebuanos, and until now, both peoples are co-existing peacefully with each other.

Muslims and Subanens, however, are still the prevalent group of people and their customs are the ones that a visitor will often see in their first trip to the place.

Dimataling is mostly an agricultural town, with cassava, bananas, and copra as its main products. Since the town is also coastal, by Illana Bay, fishing is also another source of livelihood. The bananas produced in Dimataling, in particular, are quite popular with the neighboring municipalities and even out of the province. Banana production started small, with only several farmers planting the crop. However, upon discovering that there is indeed money to be had with the crop, other farmers followed suit until it became the a major crop of the municipality. The bananas that Dimataling produce are usually of the cardava variety and they are usually made into chips and other banana products.

Particularly the J.H. Cerilles located along the highway, known as Laureano Salusod National High School. It is used as the instructional buildings of the college during at night.

Vincenzo Sagun is a coastal municipality that is found in the southern section of Zamboangadel Sur. It is in the Baganian Peninsula, some 60 kilometers northwest of the province's capital of Pagadian City. As for its boundaries, the municipality of Margosatubig can be found on the north, while the south is occupied by Maligay Bay and Dumanquilas Bay, on the southeast and the southwest, respectively. The municipality of Dimataling cradles it on the east. Geographically, it is located 7 degrees 30'45" north and 123 degrees 10'34" east. Vincenzo A. Sagun is a 5th class municipality, having a population of 19,593 people in about 3,690 households as of the year 2005 census. It currently has 14 barangays distributed on its total land area of 63 square kilometers. That total area of Vincenzo A. Sagun makes up 8.15% of Zamboanga del Sur's area, and .041% of the whole Zamboanga Peninsula Region.

The coastal town used to be a part of the municipality of Margosatubig before it became a municipality by virtue of Presidential Decree No. 173 in 1982. While it is among the many rural municipalities of the province, its development has increased over time.

Of the 14 barangays that Vincenzo Sagun has, 11 of them are coastal, and most of the inhabitants are fisher folk by trade and livelihood. The municipality is noted for its rich marine resources, with some parts being groomed to be prime tourist aquatic spot. One of the Vincenzo Sagun's featured products are the dried fish which are usually exported to the other provinces.

Those who want to get to the municipality can do so by both land and sea, via Pagadian City and the commercial port of Margosatubig. They can also take a plane to Pagadian and then go to Vincenzo Sagun via land from there. The J.H. Cerilles State College Vincenzo Sagun External Studies Unit located at Poblacion Vincenzo Sagun.

Margosatubig is one of the two oldest municipalities in Zamboanga del Sur (the other one being Pagadian City). It is classified as a 4th class municipality with a total population of 34,461 people in 6,560 households, according to the census done in 2000. In terms of population and programmes, it stands as the biggest in the second congressional district in Zamboanga del Sur. Margosatubig is situated 52 kilometers away from the Pagadian City. It is bounded by the municipality of Lapuyan on the north, the Moro Gulf overlooking the Celebes Sea on the south, the municipalities of Dimataling and San Miguel on the east, and Dumanquillas Bay on the west. The municipality has a total area of 11,169 hectares, divided among 17 barangays. Annually, it gets about P23 million in revenues. Margosatubig is a one of Zamboanga del Sur's coastal towns.

Being one of the earliest municipalities of Zamboanga, it got its municipal districthood in 1917, with the first municipal mayor being Hon. Francisco Paragas. Even then, for the longest time, it has remained isolated from the other old municipality, Pagadian City, reachable only via sea crafts, in spite

of the horse trails that criss-cross the area's hillsides. Margosatubig's isolation finally ended thanks to the Philippine-Australian Development Assistance Program that made possible the construction of asphalt roads that linked Margosatubig with Pagadian City and other areas that are traversible by national highway.

Margosatubig topography has three distinct areas: Plateau, found in the western section, from Barangay Bularong to Barangay Lumbog, the moderately sloping to rolling hillsides that moderately cover a great portion of the eastern sections, and the flatlands that are mostly dominant in the central and southern sections. Isolated mountains and low-lying hills complete the municipality's geographical surface.

Margosatubig is primarily an agricultural town, with 6,915 of its total hectares being planted with coconut intercropped with corn and rice. A further 1,453 hectares of those are planted with coffee, bananas, and other agricultural crops. The rest of the area was used for residential, commercial, and other individual uses.

The J.H. Cerilles State College Margosatubig External Studies Unit, located at the Poblacion. Margosatubig and it has its own building near in the basketball court.

Lapuyan is a 4th class municipality in Zamboangadel Sur's second district. It is partly a coastal town, but is still bounded by municipalities, with Lakewood on the north, Margosatubig on the south, San Miguel on the east, and Kumalarang on the west. Southwest is the Dumanquillas Bay, the municipality's primary source of aquatic produce. It is 46 kilometers northwest of Pagadian City, the provincial capital. Lapuyan currently has 26 barangays that make up its 329 square kilometers of land; three of those barangays are urban while the rest are rural. Lapuyan itself is partially urban. As of August 1, 2007, Lapuyan has a population of 26,118.

Lapuyan was created into a municipality when Executive Order No. 273 was carried out on October 16, 1957 by then President Carlos P. Garcia. The proponent for Lapuyan's municipalityhood were Sen. Roseller T. Lim and the Provincial Board of Zamboanga del Sur, under the leadership of Gov. Bienvenido Ebarle. The municipal government officially started on January 11, 1958, with Hon. Coco ImbingSia as the first appointed municipal mayor. Originally, upon its creation as a municipality, Lapuyan had seven barrios, including future municipalities Kumalarang and Lakewood.

Majority of Lapuyan's topography is flat, and they're mostly devoted to fishponds and lowland rice. Other parts which are slightly rolling are dedicated to coconuts and other crops. Of particular note is the production of abaca, which is a main source of income in Lapuyan, particularly in Bulawan. The abaca products are distributed to the neighboring municipalities in the province, as well as exported to other provinces in Mindanao.

Particularly, the J.H. Cerlles State College External Studies Unit located at Poblacion Lapuyan and it is very near for the resident students of the said school.

Research Subjects

The research subjects were the part time instructors of J.H. Cerilles External Studies Unit namely: Tabina-ESU, Dimataling-ESU, Vincenzo Sagun –ESU, Lapuyan-ESU and Margosatubig –ESU, school year 2014-2015.

As shown in table 1, the total respondents' populations were 113. J.H. Cerilles State College Tabina-ESU had 20 part time instructors, the J.H. Cerilles State College Dimataling-ESU had 13 part time instructors, the J. H. Cerilles State College Vincenzo Sagun–ESU had 35 part time instructors, also the J.H. Cerilles State College Margosatubig– ESU had 30 part time instructors and the J.H. Cerilles

State College Lapuyan-ESU had 15 part time instructors. They comprised the students taking Bachelor in Information Technology and Bachelor of Science in Elementary and Secondary Education with the total fourth year population of 213. There were 42 fourth year students in J.H. Cerilles State College Tabina-ESU , 37 fourth year students in J.H. Cerilles State College Dimataling-ESU , 20 fourth year students in J. H. Cerilles State College Vincenzo Sagun- ESU, 102 fourth year students in J.H.Cerilles State College Margosatubig-ESU and 12 fourth year students in J.H. Cerilles State College Lapuyan-ESU. The sample schools and students chosen through the process described below.

Table 1 Research Subjects

N=113

Campus A		Campus B		Campus C		Campus D		Campus E		Total	
Part Time Instructors	4 th Year Students	Part Time Instructors	4 th Year Students	Part Time Instructors	4 th Year Students	Part Time Instructors	4 th Year Students	Part Time Instructors	4 th Year Students	Part Time Instructors	4 th Year Students
20	42	13	37	35	20	30	102	15	12	113	213

Research Instrument

The instrument that used in this study will be the teacher-made questionnaire checklist. The items incorporated in the questionnaire were the ones considered in the methodology of the study. Related literatures were also used to give additional information in formulating the questionnaire. New technology also by searching in the internet was the instrument and other related studies that gave much contribution in finding more information needed in the study.

This study will be used three types of questionnaire namely: teaching competencies, professional qualities and management of learning.

In each item, there are different aspects of teaching-learning situation in which characteristics are depicted. By using the scale, the evaluator would give a number rating that closely describes the teacher he is evaluating.

Numerical Scale	Response Category
3.26 -4.00	Very High
2.51- 3.25	High
1.76 - 2.50	Low
1.00 - 1.75	Very Low

Data- Gathering Procedure

The data gathering procedure in this study involved the following activities. First, the researcher went to the different municipalities to ask permission from the school administrators in the J.H. Cerilles External Studies Unit to conduct the study. The approved letter-request was shown to the instructors of the students’ in order to obtain permission. The researcher explained to the respondents of the purpose of the study and the manner of accomplishing the questionnaires. The retrieval of the questionnaires was done after they answer on that period.

Statistical Treatment

The statistical treatment performed in this study established the significant difference in the responses of the fourth year students in terms of the levels of teachers’ competence, professional qualities, and management of learning. The hypotheses were tested for their validity using the one-way Analysis of Variance (ANOVA). The significant differences of variables on students’ evaluation were established using Pearson coefficient of correlation. The processing of the data was done through Software in Excel Package and R Program.

Chapter 4
Presentation, Analysis and Interpretation of Data

This chapter presents, analyzes and interprets the data gathered on teaching competencies, professional qualities and management of learning.

Teaching Competencies

This variable includes the following indicators; knowledge of subject matter, strategies and communication skills. It was measured through questions.

Knowledge of the Subject Matter. It is very important in the teaching learning process. It includes presenting the subject matter clearly, appropriate instructional materials in presenting the lesson. Presenting relevant examples in discussing major areas and using comparison, contrast and analysis in describing relationships of ideas, using activities which best describes the subject matter, discussing the lesson without merely depending on the book, connects past lesson to the previous lesson and has mastery of the lesson being taught.

Table 2 displays the data on teaching competencies in terms of the Knowledge of the Subject Matter

As shown in the table 2 below, Campus A part time instructors has the highest mean of 2.66 interpreted as high is posted in Item 2 (*Using appropriate instructional materials in presenting the lesson*), and the lowest mean of 2.38 interpreted as low is posted in Item 5 (*Discussing the lesson without merely depending on the book*). Summing the weighted mean of the responses of the knowledge of the subject matter, it yield an average weighted mean of 2.57 interpreted as high.

Table 2 Level of Teaching Competencies In terms of Knowledge of Subject Matter

Knowledge of the Subject Matter	Campus A		Campus B		Campus C		Campus D		Campus E	
	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.
1. Presenting the subject matter clearly	2.57	High	2.56	High	2.90	High	3.25	Very High	2.50	Very High
2. Using appropriate instructional materials in presenting the lesson.	2.66	High	2.72	High	2.65	High	3.25	Very High	2.75	High

3. Presenting relevant examples in discussing major areas and using comparison, contrast and analysis in describing relationships of ideas.	2.59	High	2.89	High	2.60	High	3.21	Very High	3.16	Very High
4. Using activities which best describes the subject matter.	2.52	High	2.78	High	2.80	High	3.32	Very High	2.83	High
5. Discussing the lesson without merely depending on the book.	2.38	High	2.54	High	2.60	High	3.12	High	2.25	Low
6. Connects past lesson to the previous lesson.	2.61	High	2.86	High	2.65	High	3.72	Very High	3.08	High
7. Has mastery of the lesson being taught.	2.64	High	2.72	High	2.60	High	3.23	High	2.83	High
Overall Weighted Mean	2.57	High	2.72	High	2.69	High	3.30	Very High	2.77	High

Hypothetical Mean Range : 3.26 - 4.00 - Very High 1.76 - 2.50 - Low
 2.51 - 3.25 - High 1.00 - 1.75 - Very Low

However, the Campus B part time instructors has the highest mean of 2.89 interpreted as high posted in Item 1 and 3 (*Presenting relevant examples in discussing major areas and using comparison, contrast and analysis in describing relationship of ideas*), and the lowest mean of 2.54 interpreted as high is posted in Item 5 (*Discussing the lesson without merely depending on the book*). Summing the weighted mean of the responses of the knowledge of the subject matter, it yield an average weighted mean of 2.72 interpreted as high.

In Campus C the part time instructors has the highest mean of 2.90 interpreted as high posted in Item 1 (*Presenting the subject matter clearly*), and the lowest mean of 2.60 is posted in Item 3, 5 and 7 (*Presenting relevant examples in discussing major areas and using comparison, contrast and analysis in describing relationship of ideas, Discussing the lesson without merely depending on the book and Has*

mastery of the lesson being taught). Summing the weighted mean of the responses of the knowledge of the subject matter, it yield an average weighted mean of 2.69 interpreted as high.

The Campus D has the highest mean of 3.72 interpreted as very high is posted in Item 6 (*Connects past lesson to the previous lesson*), and the lowest mean of 3.12 interpreted as high is posted in Item 5 (*Discussing the lesson without merely depending on the book*). Summing the weighted mean of the responses of the knowledge of the subject matter, it yield an average weighted mean of 3.30 interpreted as very high.

Campus E has the highest mean of 3.16 interpreted as high is posted in Item 3 (*Presenting relevant examples in discussing major areas and using comparison, contrast and analysis in describing relationships of ideas*), and the lowest mean of 2.25 interpreted as low is posted in Item 5 (*Discussing the lesson without merely depending on the book*). Summing the weighted mean of 2.77 interpreted as high.

Out of the five campuses, Campus D got the highest overall weighted mean of 3.30 interpreted as very high, followed by Campus E with a weighted mean of 2.77 interpreted as high, Campus B with a weighted mean of 2.72 interpreted as high, Campus C with a weighted mean of 2.69 interpreted as high and Campus A got the lowest mean of 2.57 interpreted as high.

As posted in Item 1 (*Presenting the subject matter clearly*), Campus D got the highest mean of 3.25 interpreted as high, Campus C with the mean of 2.90 interpreted as high, Campus A got the mean of 2.57 interpreted as high, followed by Campus B with the weighted mean of 2.56 interpreted as high and Campus E with the lowest mean of 2.50 interpreted as high.

In Item 2 (*Using appropriate instructional materials in presenting the lesson*), Campus D got the highest mean of 3.25 interpreted as high, Campus E with the mean of 2.75 interpreted as high, Campus B with the mean of 2.72 interpreted as high, followed by Campus A with the weighted mean of 2.66 interpreted as high and Campus C with the lowest mean of 2.65 Campus C needs improvement in appropriateness of using instructional materials in presenting the lesson.

As posted in Item 3 (*Presenting relevant examples in discussing major areas and using comparison, contrast and analysis in describing relationship of ideas*), Campus D got the highest mean of 3.21 interpreted as high, Campus E with the mean of 3.16 interpreted as high, Campus B with the mean of 2.89 interpreted as high, followed by Campus C with the mean of 2.60 interpreted as high and Campus A with the lowest mean of 2.59 interpreted as high.

Item 4 (*Using activities which best describes the subject matter*), Campus D got the highest mean of 3.32 interpreted as very high, Campus E with the mean of 2.83 interpreted as high, Campus C with the mean of 2.80 interpreted as high, followed by Campus B with the mean of 2.78 interpreted as high and Campus A with the lowest mean of 2.52 interpreted as high.

As posted in Item 5 (*Discussing the lesson without merely depending on the book*), Campus D got the highest mean of 3.12 interpreted as high, Campus C with the mean of 2.60 interpreted as high, Campus B with the mean of 2.54 interpreted as high, followed by Campus A with the mean of 2.28 interpreted as high and Campus E with the lowest mean of 2.25 interpreted as low.

In Item 6 posted as (*Connects past lesson to the previous lesson*), Campus D got the highest mean of 3.72 interpreted as very high, Campus E with the mean of 3.08 interpreted as high, Campus B with the mean of 2.86 interpreted as high, followed by Campus C with the mean of 2.65 interpreted as high and Campus A with the lowest mean of 2.61 interpreted as high.

Item 7 (*Has mastery of the lesson being taught*), Campus D got the highest mean of 3.23 interpreted as high, Campus E with the mean of 2.83 interpreted as high, Campus B with the mean of 2.72 interpreted as high, followed by Campus A with the mean of 2.64 interpreted as high and Campus C with the lowest mean of 2.60 interpreted as high.

In the overall weighted mean, Campus D got the highest overall weighted mean of 3.30 interpreted as very high, Campus E with the mean of 2.77 interpreted as high, Campus B with the mean of 2.72 interpreted as high, followed by Campus C with the mean of 3.69 interpreted as high and Campus A with the lowest mean of 2.57 interpreted as high. The overall weighted mean garnered by the five campuses is 2.81 interpreted as high which means that they also have high knowledge of the subject matter. The findings convey the idea that part time instructors are knowledgeable on the subject matter they taught, yet Campus A needs to strive hard in terms of knowledge of the subject matter to provide quality education.

On the knowledge of the subject matter, research shows positive results in performance in the classroom. The report also says that the way subject matter is taught for those entering teaching may need to be restructured to give them a better understanding of concepts.

Strategies. Makes objectives clear and realistic in terms of knowledge and skills and values which can be translated into classroom realities. It involves students in every activity, uses a wide variety of accurate instructional materials, utilizes large materials enough to be seen by all students, properly displayed and used throughout the period and it gives reinforcement, provides appropriate motivation and gives variety of requirements which can be finished in a reasonable period of time and addresses students needs and differences.

Table 3 displays below the data on teaching competencies in terms of strategies.

Table 3 Level of Teaching Competencies In terms of Strategies

Strategies	Campus A		Campus B		Campus C		Campus D		Campus E	
	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.
1. Makes objectives clear and realistic in terms of knowledge and skills and values which can be translated into classroom realities.	2.97	High	2.64	High	2.55	High	3.19	High	3.00	High
2. Involves students in every activities	3.07	High	2.91	High	2.65	High	3.34	Very High	3.08	High
3. Use a wide variety of accurate instructional materials.	3.04	High	2.67	High	2.25	Low	3.41	Very High	2.41	High

4. Utilizes large materials enough to be seen by all students and properly displayed and used throughout the period	2.76	High	2.67	High	2.55	High	3.03	High	2.25	High
5. Gives reinforcement and provides appropriate motivation	2.64	High	2.78	High	2.45	High	3.15	High	2.58	High
6. Gives variety of requirements which can be finished in a reasonable period of time	3.00	High	2.81	High	2.40	High	3.15	High	2.25	Low
7. Addresses students needs and differences	2.57	High	2.48	High	2.35	High	3.05	High	2.50	High
Overall Weighted Mean	2.86	High	2.70	High	2.46	High	3.19	High	2.58	High

Hypothetical Mean Range : 3.26 - 4.00 - Very High 1.76 - 2.50 - Low
 2.51 - 3.25 - High 1.00 - 1.75 - Very Low

As shown in the table, Campus A has the highest mean of 3.07 interpreted as high is posted in Item 2 (*Involves students in every activities*), and the lowest mean of 2.57 interpreted as high is posted in Item 7 (*Addresses students needs and differences*). The overall weighted mean garnered by the Campus A is 2.86 interpreted as high which implies that they applied varied strategies in their teaching.

Campus B has the highest mean of 2.91 interpreted as high is posted in Item 2 (*Involves students in every activities*), and the lowest mean of 2.48 interpreted as high is posted in Item 7 (*Addresses students needs and differences*). The overall weighted mean garnered by the Campus B is 2.71 interpreted as high which means that they used varied strategies in their teaching.

Campus C has the highest mean of 2.65 interpreted as high is posted in Item 2 (*Involves students in every activities*), and the lowest mean of 2.25 interpreted as low is posted in Item 3 (*Uses a wide variety of accurate instructional materials*). The overall weighted mean garnered by the Campus C is 2.46 interpreted as high which means that they practiced the used of varied teaching strategies .

Campus D has the highest mean of 3.41 interpreted as very high is posted in Item 3 (*Uses a wide variety of accurate instructional materials*), and the lowest mean of 3.03 interpreted as high is posted in Item 5 (*Gives reinforcement and provides appropriate motivation*). The overall weighted mean garnered

by the Campus D is 3.19 interpreted as high which means that they practiced the used of varied teaching strategies .

Campus E has the highest mean of 3.08 interpreted as high is posted in Item 2 (*Involves students in every activities*), and the lowest mean of 2.25 interpreted as high is posted in Item 4 and 6 (*Utilizes large materials enough to be seen by all students and properly displayed and used throughout the period and gives variety of requirements which can be finished in a reasonable period of time*). The overall weighted mean garnered by the Campus E is 2.58 interpreted as high which means that they practiced the used of varied teaching strategies.

Out of the five campuses, Campus D got the highest overall weighted mean of 3.19 interpreted as high, followed by Campus A with an overall weighted mean of 2.86 interpreted as high, Campus B with an overall weighted mean of 2.71 interpreted as high, Campus E with an overall weighted mean of 2.58 interpreted as high and Campus C got the lowest overall mean of 2.58 interpreted as high.

As posted in Item 1 (*Makes objectives clear and realistic in terms of knowledge and skills and values which can be translated into classroom realities*), Campus D got the highest mean of 4.18 interpreted as high, Campus E with the mean of 4.00 interpreted as high, Campus A with the mean of 3.90 interpreted as high, followed by Campus B with the mean of 3.59 interpreted as high and Campus C with the lowest mean of 3.55 interpreted as high.

In Item 2 (*Involves students in every activities*), Campus D got the highest mean of 3.19 interpreted as high, Campus A with the mean of 2.86 interpreted as high, Campus B with the mean of 2.71 interpreted as high, followed by Campus E with the mean of 2.58 interpreted as high and Campus C with the lowest mean of 2.46 interpreted as high.

Item 3 (*Use a wide variety of accurate instructional materials*) Campus D got the highest mean of 3.41 interpreted as very high, Campus A with the mean of 3.04 interpreted as high, Campus B with the mean of 2.67 interpreted as high, followed by Campus E with the mean of 2.41 interpreted as high and Campus C with the lowest mean of 2.25 interpreted as high.

As posted in Item 4 (*Utilizes large materials enough to be seen by all students and properly displayed and used throughout the period*), Campus D got the highest mean of 3.03 interpreted as high, Campus A with the mean of 2.76 interpreted as high, Campus B with the mean of 2.67 interpreted as high, followed by Campus C with the mean of 2.55 interpreted as high and Campus E with the lowest mean of 2.25 interpreted as high.

Item 5 (*Gives reinforcement and provides appropriate motivation*), Campus D got the highest mean of 3.15 interpreted as high, Campus B with the mean of 2.78 interpreted as high, Campus A with the mean of 2.64 interpreted as high, followed by Campus C with the mean of 2.58 interpreted as high and Campus C with the lowest mean of 2.45 interpreted as high.

In Item 6 posted as (*Gives variety of requirements which can be finished in a reasonable period of time*), Campus D got the highest mean of 3.15 interpreted as high, Campus A with the mean of 3.00 interpreted as high, Campus B with the mean of 2.81 interpreted as high, followed by Campus C with the mean of 2.40 interpreted as high and Campus E with the lowest mean of 2.25 interpreted as low.

Item 7 (*Addresses students needs and differences*), Campus D got the highest mean of 3.05 interpreted as high, Campus A with the mean of 2.57 interpreted as high, Campus E with the mean of 2.50 interpreted as high, followed by Campus B with the mean of 2.48 interpreted as high and Campus C with the lowest mean of 2.35 interpreted as high.

The overall weighted mean garnered by the five campuses is 2.76 interpreted as high which means that they also have high teaching strategies. In which Campus D got the highest overall weighted mean of 3.19 interpreted as high, followed by Campus A with an overall weighted mean of 2.86 interpreted as high, Campus B with an overall weighted mean of 2.71 interpreted as high, Campus E with an overall weighted mean of 2.58 interpreted as high and Campus C got the lowest overall mean of 2.46 interpreted as high.

Communication Skills. One of the variables that needs to give importance in the field of teaching to speaks English/Filipino fluently and clearly, develops students’ art of questioning, discusses questions in a most comprehensive way, uses words understandable to students, has a good modulation of voice and utilizes appropriate gestures and movements which make lectures and explanations interesting and stimulating.

Table 4 shows the level of teaching competence in terms of communication skills

As shown in the table below, the Campus A has the highest mean of 2.88 interpreted as high is posted in Item 3 and 6 (*Discusses questions in a most comprehensive way and Utilizes appropriate gestures and movements which make lectures and explanations interesting and stimulating*), and lowest mean of 2.73 interpreted as high is posted in Item 4 (*Uses words understandable to students*). The overall weighted mean garnered by the part time instructors is 2.81 interpreted as high which implies that instructors has a good communications skills towards students.

Table 4

Level of Teaching Competencies In terms of Communication Skills										
Communication Skills	Campus A		Campus B		Campus C		Campus D		Campus E	
	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.
1. Speaks English /Filipino fluently and clearly	2.76	High	3.21	High	2.70	High	3.27	Very High	2.91	High
2. Develops students’ art of questioning	2.85	High	2.78	High	3.10	High	3.48	Very High	2.91	High
3. Discusses questions in a most comprehensive way	2.88	High	2.75	High	2.65	Low	2.86	High	2.58	High
4. Uses words understandable to students	2.73	High	2.89	High	2.65	High	2.96	High	2.91	Low
5. Has a good modulation of voice	2.76	High	2.72	High	2.50	High	3.27	Very High	3.25	Very High
6. Utilizes	2.88	High	2.75	High	2.55	High	3.13	High	2.91	Low

appropriate gestures and movements which make lectures and explanations interesting and stimulating										
Overall Weighted Mean	2.81	High	2.85	High	2.69	High	3.16	High	2.91	High

Hypothetical Mean Range : 3.26 - 4.00 - Very High 1.76 - 2.50 - Low
 2.51 - 3.25 - High 1.00 - 1.75 - Very Low

Campus B has the highest mean of 3.21 interpreted as high is posted in Item 1 (*Speaks English/Filipino fluently and clearly*), and the lowest mean of 2.72 interpreted as high is posted in Item 5 (*Has good modulation of voice*). Overall weighted mean of the part time instructors is 2.85 interpreted as high which implies that instructor has good communication skills towards students.

In Campus C the highest mean of 3.10 interpreted as high is posted in Item 2 (*Develops students’ art of questioning*), and the lowest mean of 2.50 interpreted as high is posted in Item 5 (*Has a good modulation of voice*). The overall mean of part time instructors in terms of communication skills is 2.69 interpreted as high.

In Campus D the highest mean of 3.48 interpreted as very high is posted in Item 2 (*develops students’ art of questioning*), and the lowest mean of 2.86 interpreted as high is posted in Item 3 (*Discusses questions in a most comprehensive way*). The overall weighted mean is 3.16 interpreted as high.

In Campus E the highest mean of 3.25 interpreted as very high posted in Item 5 (*Has a good modulation of voice*), and the lowest mean of 2.58 interpreted as high is posted in Item 3 (*Discusses questions in a most comprehensive way*). Overall weighted mean of part time instructors is 2.91 interpreted as high.

Based on the results of the overall weighted mean, the part time instructors in five campuses got the overall weighted mean of 2.88 interpreted as high. In which Campus D got the highest weighted mean of 3.16 interpreted as high, Campus E with the weighted mean of 2.91 interpreted as high, Campus B with the weighted mean of 2.85 interpreted as high, followed by Campus A with a weighted mean of 2.81 interpreted as high and Campus C with the lowest mean of 2.69 interpreted as high. The result implies that part time instructors maintain good communication skills in their teaching yet there are minimal aspects to improve in Campus C.

As posted in Item 1 (*Speaks English / Filipino fluently and clearly*), Campus D got the highest mean of 3.27 interpreted as very high, Campus B with the mean of 3.21 interpreted as high, Campus E with the mean of 2.91 interpreted as high, followed by Campus A with the mean of 2.76 interpreted as high and Campus C with the lowest mean of 2.70 interpreted as high.

Item 2 (*Develops students’ art of questioning*), Campus D got the highest mean of 4.48 interpreted as very high, Campus B with the mean of 4.00 interpreted as high, Campus A with the mean

of 3.83 interpreted as high, followed by Campus B with the mean of 3.75 interpreted as high and Campus C with the lowest mean of 3.70 interpreted as high.

In Item 3 (*Discusses questions in a most comprehensive way*), Campus D got the highest mean of 3.84 interpreted as high, Campus A with the mean of 3.80 interpreted as high, Campus B with the mean of 3.75 interpreted as high, followed by Campus C with the mean of 3.65 interpreted as sometimes and Campus E with the lowest mean of 3.58 interpreted as high.

In Item 4 (*Uses words understandable to students*), Campus B got the highest mean of 4.02 interpreted as high, Campus D with the mean of 3.94 interpreted as high, Campus E with the mean of 3.91 interpreted as high, followed by Campus A with the mean of 3.69 interpreted as high and Campus C with the lowest mean of 3.65 interpreted as high.

Item 5 (*Has a good modulation of voice*), Campus D got the highest mean of 4.27 interpreted as very high, Campus E with the mean of 4.25 interpreted as very high, Campus C with the mean of 3.80 interpreted as high, followed by Campus B with the mean of 3.72 interpreted as high and Campus A with the lowest mean of 3.69 interpreted as high.

As posted in Item 6 (*Utilizes appropriate gestures and movements which make lectures and explanations interesting and stimulating*), Campus D got the highest mean of 4.13 interpreted as high, Campus E with the mean of 4.00 interpreted as high, Campus B with the mean of 3.75 interpreted as high, followed by Campus A with the mean of 3.73 interpreted as high and Campus C with the lowest mean of 3.50 interpreted as high.

As an overall weighted mean of five campuses, Campus D got the highest mean of 4.16 interpreted as high, Campus E with the mean of 3.93 interpreted as high, Campus B with the mean of 3.82 interpreted as high, followed by Campus A with the mean of 3.75 interpreted as high and Campus C with the lowest mean of 3.67 interpreted as high.

Summary of Teaching Competencies. A competent teacher plays a vital role in the classroom, which are helpful in the teaching learning process. He creates uniqueness in the arts of teaching that serves as a gateway to inspire students in their studies. He can also create teacher-learner centered environment that is conducive to learning. These teachers are able to communicate and know the learners' individual differences.

Table 5 presents the summary of findings on teachers' teaching competence. This variable is measured in terms of the 3 predictors identified in this study: knowledge of the subject matter, strategies and communication skills.

Table 5 shows the summary of teachers' teaching competence from Campus A to E

Teaching Competencies	Campus A		Campus B		Campus C		Campus D		Campus E	
	Wt. Mean	Int.	Wt. Mean	Int.	Wt. Mean	Int.	Wt. Mean	Int.	Wt. Mean	Int.
1. Knowledge of the Subject Matter	2.57	High	2.72	High	2.69	High	3.25	Very High	2.85	High
2. Strategies	2.86	High	2.71	High	2.46	High	3.09	High	2.56	High

3. Communication Skills	2.81	High	2.85	High	2.67	High	3.16	High	2.93	High
Overall Weighted Mean	2.75	High	2.76	High	2.61	High	3.17	High	2.78	High

Hypothetical Mean Range : 3.26 - 4.00 - Very High 1.76 - 2.50 - Low
 2.51 - 3.25 - High 1.00 - 1.75 - Very Low

As shown in the table 5, the Campus A got the highest mean of 3.75 interpreted as high is posted in Item 2 and 3 (*communication skills*), and the lowest mean of 3.46 interpreted as high is posted in Item 1 (*knowledge of the subject matter*). Overall weighted mean of Campus A is 3.65 interpreted as high which implies that part time instructors maintain their teaching competency.

Campus B got the highest mean of 3.82 interpreted as high and it is posted in Item 3 (*communication skills*), and the lowest mean of 3.67 interpreted as high is posted in Item 2 (*strategies*). Overall weighted mean of Campus B is 3.74 interpreted as high which implies that part time instructors maintain their teaching competency.

Campus C got the highest mean of 3.69 interpreted as high is posted in Item 1 (*knowledge of the subject matter*), and the lowest mean of 3.46 interpreted as high is posted in Item 2 (*strategies*). Overall weighted mean of part time instructors is 3.61 interpreted as high which implies that part time instructors in Campus C maintain their teaching competency.

Campus D got the highest mean of 4.25 interpreted as high is posted in Item 1 (*knowledge of the subject matter*), and the lowest mean of 4.09 interpreted as high is posted in Item 2 (*strategies*). Overall weighted mean of part time instructors is 4.17 interpreted as high which implies that part time instructors in Campus D maintain their teaching competency.

Campus E got the highest mean of 3.93 interpreted as high is posted in Item 3 (*communication skills*), and the lowest mean of 3.56 interpreted as high is posted in Item 2 (*strategies*). Overall weighted mean of part time instructors' is 3.78 interpreted as high which implies that part time instructors in Campus E maintain their teaching competency.

The overall weighted mean of five campuses is 3.79 interpreted as high. In which Campus D got the highest mean of 4.17 interpreted as high, Campus E with the mean of 4.378 interpreted as high, Campus B with the mean of 3.83 interpreted as high, followed by Campus A with the mean of 3.65 interpreted as high and Campus C with the lowest mean of 3.61 interpreted as high.

Most of the part time instructors in the five campuses, are masters in their own field which makes them far more qualified and competent.

Professional Qualities

This variables includes the following indicators: personality, physical, mental, emotional health, promptness and punctuality, interpersonal relationship, persistence and dynamism.

Personality. It includes proper grooming, self- confidence and pleasing personality.

The data generated on this variable and its indicator is shown in the Table 6 below for professional qualities in terms of personality.

Table 6 Level of Professional Qualities in Terms of Personality										
Personality	Campus A		Campus B		Campus C		Campus D		Campus E	
	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.
1.Observes proper grooming	2.95	High	3.00	High	3.15	High	3.27	Very High	3.08	High
2. Possesses self- confidence	2.97	High	2.89	High	3.10	High	3.23	Very High	3.00	High
3. Has a pleasing personality	3.04	High	2.91	High	3.00	High	3.13	High	3.00	High
Overall Weighted Mean	2.99	High	2.93	High	3.08	High	3.21	High	3.03	High

Hypothetical Mean Range : 3.26 - 4.00 - Very High 1.76 - 2.50 - Low
 2.51 - 3.25 - High 1.00 - 1.75 - Very Low

As shown in the table 6, Campus A got the highest mean of 4.04 interpreted as high which is posted in Item 3 (*Has a pleasing personality*), and the lowest mean of 3.90 interpreted as high is posted in Item 1 (*Observes proper grooming*). Overall weighted mean of part time instructors is 3.96 interpreted as high.

Campus B got the highest mean of 4.00 interpreted as high which is posted in Item 1 (*Observes proper grooming*), and the lowest mean of 3.91 interpreted as high which is posted in Item 3 (*Has a pleasing personality*). Overall weighted mean of part time instructors is 3.95 interpreted as high.

Campus C got the highest mean of 4.15 interpreted as high which is posted in Item 1 (*Observes proper grooming*), and the lowest mean of 4.00 interpreted as high which is posted in Item 3 (*Has a pleasing personality*). Overall weighted mean of part time instructors is 4.08 interpreted as high.

Campus D got the highest mean of 4.27 interpreted as high which is posted in Item 1 (*Observes proper grooming*), and the lowest mean of 4.13 interpreted as high which is posted in Item 3 (*Has a pleasing personality*). Overall weighted mean of part time instructors is 4.21 interpreted as often practiced.

Campus E got the highest mean of 4.08 interpreted as high which is posted in Item 1 (*Observes proper grooming*), and the lowest mean of 4.00 interpreted as high which is posted in Item 2 and 3 (*Possesses self-confidence and Has a pleasing personality*). Overall weighted mean of part time instructors is 4.03 interpreted as high.

The overall weighted mean garnered by the five campuses is 4.05 interpreted as high which means that they also have high personal qualities The findings convey the idea that part time instructors have a good looking personality.

In Item 1 (*Observes proper grooming*), Campus D got the highest mean of 4.27 interpreted as very high, Campus C with the mean of 4.15 interpreted as high, Campus E with the mean of 4.08 interpreted as high, followed by Campus B with the mean of 4.00 interpreted as high and Campus A with the lowest mean of 3.90 interpreted as high.

In Item 2 (*Possesses self-confidence*), Campus D got the highest mean of 4.23 interpreted as very high, Campus C with the mean of 4.10 interpreted as high, Campus E with the mean of 4.00 interpreted as high, followed by Campus A with the mean of 3.95 interpreted as high and Campus B with the lowest mean of 3.94 interpreted as high.

In Item 3 (*Has a pleasing personality*), Campus D got the highest mean of 4.13 interpreted as high, Campus A with the mean of 4.04 interpreted as high, Campus C with the mean of 4.00 interpreted as high, followed by Campus E with the mean of 4.00 interpreted as high and Campus B with the lowest mean of 3.91 interpreted as high.

Overall weighted mean of five campuses, Campus D got the highest mean of 4.21 interpreted as high, Campus B with the mean of 4.08 interpreted as high, Campus E with the mean of 4.03 interpreted as high, followed by Campus A with the mean of 3.96 interpreted as high and Campus B with the lowest mean of 3.95 interpreted as high.

Physical, mental and emotional health. It manifests maturity in accepting requirements of co-curricular activity, participates in school in terms of sports, has a happy disposition which radiates buoyancy of health and emotionally well- balanced.

The table 7 below shows the results of Professional Qualities in terms of Physical, Mental and Emotional Health .

Table 7 Level of Professional Qualities in Terms of Physical, Mental and Emotional Health										
Physical, Mental and Emotional Health	Campus A		Campus B		Campus C		Campus D		Campus E	
	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.
1. Manifests maturity in accepting requirements of curricular and co-curricular activity	2.76	High	2.78	High	2.45	High	3.23	Very High	2.83	High
2. Participates in school in terms of sports	2.85	High	2.83	High	2.65	High	3.29	Very High	2.83	High
3. Has a happy disposition which radiates buoyancy of	2.90	High	2.75	High	2.90	High	3.47	Very High	3.33	Very High

health										
4. Emotionally well-balanced	2.85	High	3.35	High	2.55	High	3.77	High	3.33	Very High
Overall Weighted Mean	2.84	High	2.93	High	2.64	High	3.44	High	3.08	High

Hypothetical Mean Range : 3.26 - 4.00 - Very High 1.76 - 2.50 - Low
 2.51 - 3.25 - High 1.00 - 1.75 - Very Low

As shown in the table 7, Campus A got the highest mean of 3.88 interpreted as high which is posted in Item 3 (*has a happy disposition which radiates buoyancy of health*), and the lowest mean of 3.69 interpreted as high which is posted in Item 1 (*Manifests maturity in accepting requirements of co-curricular activity*). Overall weighted mean of part time instructors is 3.81 interpreted as high.

Campus B got the highest mean of 3.81 interpreted as high which is posted in Item 2 (*Participates in school in terms of sports*), and the lowest mean of 3.67 interpreted as high which is posted in Item 4 (*Emotionally well-balanced*). Overall weighted mean of part time instructors is 3.74 interpreted as high.

The Campus C got the highest mean of 3.90 interpreted as high which is posted in Item 3 (*has a happy disposition which radiates buoyancy of health*), and the lowest mean of 3.45 interpreted as high which is posted in Item 1 (*Manifests maturity in accepting requirements of co-curricular activity*). Overall weighted mean of part time instructors is 3.64 interpreted as high.

The Campus D got the highest mean of 4.48 interpreted as high which is posted in Item 3 (*has a happy disposition which radiates buoyancy of health*), and the lowest mean of 4.18 interpreted as high which is posted in Item 4 (*Emotionally well-balanced*). Overall weighted mean of part time instructors is 4.30 interpreted as high.

The Campus E got the highest mean of 4.33 interpreted as high which is posted in Item 3 and 4 (*has a happy disposition which radiates buoyancy of health and Emotionally well-balanced*), and the lowest mean of 3.75 interpreted as high which is posted in Item 1 (*Manifests maturity in accepting requirements of co-curricular activity*). Overall weighted mean of part time instructors is 4.08 interpreted as high.

As a result, overall weighted mean of the part time instructors of five external studies unit in terms of physical, mental and emotional health is 3.91 interpreted as high. The result indicates that part time instructors maintain physically, mentally and emotionally healthy.

As posted in Item 1 (*Manifests maturity in accepting requirements of co-curricular activity*), Campus D got the highest mean of 4.23 interpreted as very high, Campus B with the mean of 3.78 interpreted as high, Campus E with the mean of 3.75 interpreted as high, followed by Campus A with the mean of 3.69 interpreted as high and Campus C with the lowest mean of 3.45 interpreted as high.

Posted in Item 2 (*Participates in school in terms of sports*), Campus D got the highest mean of 4.29 interpreted as very high, Campus E with the mean of 3.91 interpreted as high, Campus A with the mean of 3.83 interpreted as high, followed by Campus A with the mean of 3.81 interpreted as high and Campus C with the lowest mean of 3.65 interpreted as high.

In Item 3 (*has a happy disposition which radiates buoyancy of health*), Campus D got the highest mean of 4.48 interpreted as very high, Campus E with the mean of 4.33 interpreted as very high, Campus C with the mean of 3.90 interpreted as high, followed by Campus A with the mean of 3.88 interpreted as high and Campus C with the lowest mean of 3.70 interpreted as high.

Item 4 (*Emotionally well-balanced*), Campus E got the highest mean of 4.33 interpreted as very high, Campus D with the mean of 4.18 interpreted as high, Campus A with the mean of 3.83 interpreted as high, followed by Campus B with the mean of 3.67 interpreted as high and Campus C with the lowest mean of 3.55 interpreted as high.

The overall weighted mean of five campuses in professional qualities in terms of physical, mental and emotional health is 3.91 interpreted as high. In which, Campus D got the mean of 4.30 interpreted as very high, Campus E with the mean of 4.08 interpreted as high, followed by Campus A with the mean of 3.81 interpreted as high, followed by Campus B with the mean of 3.74 and Campus C with the lowest mean of 3.64 interpreted as high.

Promptness and Punctuality. It is the means of punctual in starting of classes on specified time and meets the deadline of his/her work.

The table 8 below displays the data of professional qualities in terms of promptness and punctuality.

Table 8 Level of Professional Qualities in Terms of Promptness and Punctuality

Promptness and Punctuality	Campus A		Campus B		Campus C		Campus D		Campus E	
	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.
1. Punctual in starting of classes on specified time	2.69	High	2.72	High	2.80	High	3.37	Very High	2.58	High
2. Meets the deadline of his/her work	3.09	High	2.89	High	2.85	High	3.09	High	3.00	High
Overall Weighted Mean	2.89	High	2.81	High	2.83	High	3.23	High	2.79	High

Hypothetical Mean Range : 3.26 - 4.00 - Very High 1.76 - 2.50 - Low
 2.51 - 3.25 - High 1.00 - 1.75 - Very Low

As a result, Campus A got the highest mean of 4.09 interpreted as high which is posted in Item 2 (*Meets the deadline of the work*), and the lowest mean of 3.66 interpreted as high which is posted in Item 1 (*punctual in starting of classes on specified time*). Overall weighted mean is 3.88 interpreted as high.

Campus B got the highest mean of 3.89 interpreted as high which is posted in Item 2 (*Meets the deadline of the work*), and the lowest mean of 3.72 interpreted as high which is posted in Item 1 (*punctual in starting of classes on specified time*). Overall weighted mean is 3.81 interpreted as high.

Campus C got the highest mean of 3.85 interpreted as high is posted in Item 2 (*Meets the deadline of the work*), and the lowest mean of 3.80 interpreted as high which is posted in Item 1 (*punctual in starting of classes on specified time*). Overall weighted mean is 3.83 interpreted as high.

Campus D got the highest mean of 4.37 interpreted as very which is posted in Item 1 (*punctual in starting of classes on specified time*), and the lowest mean of 4.03 interpreted as high is posted in Item 2 (*Meets the deadline of the work*). Overall weighted mean is 4.20 interpreted as high.

Campus E got the highest mean of 4.00 interpreted as high which is posted in Item 2 (*Meets the deadline of the work*), and the lowest mean of 3.50 interpreted as high which is posted in Item 1 (*punctual in starting of classes on specified time*). Overall weighted mean is 3.75 interpreted as high.

The overall weighted mean of part time instructors in professional qualities in terms of promptness and punctuality is 3.89 interpreted as high. It implies that part time instructors possess promptness and punctuality in doing their work.

As posted in Item 1 (*punctual in starting of classes on specified time*), Campus D got the mean of 4.37 interpreted as very high, Campus C with the mean of 3.80 interpreted as high, followed by Campus B with the mean of 3.72 interpreted as high, followed by Campus A with the mean of 3.66 and Campus E with the lowest mean of 3.50 interpreted as high.

In Item 2 (*Meets the deadline of the work*), Campus A got the mean of 4.09 interpreted as very high, Campus D with the mean of 4.03 interpreted as high, followed by Campus E with the mean of 4.00 interpreted as high, followed by Campus B with the mean of 3.89 and Campus C with the lowest mean of 3.85 interpreted as high.

The overall weighted mean of five campuses in the level of professional qualities in terms of promptness and punctuality is 3.89 interpreted as high . In which, Campus D got the mean of 4.20 interpreted as high, Campus A with the mean of 3.80 interpreted as high, followed by Campus C with the mean of 3.83 interpreted as high, followed by Campus B with the mean of 3.81 and Campus C with the lowest mean of 3.75 interpreted as high.

Interpersonal Relationship. It always looks upon with respect by students, treats students equally and fairly like reasonable and mature adult, welcome students’ reasonable complaints and compassionate within the bounds of discipline. Keeps himself/ herself available for advice and consultation, demonstrates good rapport and respects for his/her co-teachers and cooperates school activities.

The table 9 below shows the result of professional qualities in terms of interpersonal relationship.

As shown in the table 9 below, Campus A got the highest mean of 4.02 interpreted as high which is posted in Item 5 and 6 (*Demonstrates good rapport and respects for his/her co-teachers and Cooperates school activities*), and the lowest mean of 3.73 interpreted as high is posted in Item 2 (*Treats students equally and fairly like reasonable and mature adults*) . Overall weighted mean is 3.85 interpreted as high.

Campus B got the highest mean of 4.00 interpreted as high is posted in Item 1 (*It always looks upon with respect by students*), and the lowest mean of 3.83 interpreted as high is posted in Item 2 and 5 (*Treats students equally and fairly like reasonable and mature adults and Demonstrates good rapport and respects for his/her co-teachers*) . Overall weighted mean is 3.89 interpreted as high..

Interpersonal Relationship	Campus A		Campus B		Campus C		Campus D		Campus E	
	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.

1. It always looks upon with respect by students	2.95	High	3.00	High	2.75	High	3.10	Very High	2.58	High
2. Treats students equally and fairly like reasonable and mature adults	2.76	High	2.86	High	2.80	High	3.31	Very High	2.83	High
3. Welcome students' reasonable complaints and compassionate within the bounds of discipline	2.78	High	2.91	High	2.55	High	3.24	Very High	2.66	High
4. Keeps himself/herself available for advice and consultation	2.71	High	2.91	High	2.65	High	3.24	Very High	3.08	High
5. Demonstrates good rapport and respects for his/her co-teachers	3.21	High	2.86	High	3.00	High	3.22	Very High	3.16	High
6. Cooperates school activities	3.04	High	2.86	High	2.85	High	3.32	Very High	3.16	High
Overall Weighted Mean	2.91	High	2.90	High	2.77	High	3.24	Very High	2.91	High

Hypothetical Mean Range : 3.26 - 4.00 - Very High 1.76 - 2.50 - Low
 2.51 - 3.25 - High 1.00 - 1.75 - Very Low

Campus C got the highest mean of 4.80 interpreted as very high which is posted in Item 5 (*Demonstrates good rapport and respects for his/her co-teachers*), and the lowest mean of 3.55 interpreted as high is posted in Item 3 (*Welcome students' reasonable complaints and compassionate within the bounds of discipline*). Overall weighted mean is 3.98 interpreted as high.

Campus D got the highest mean of 4.41 interpreted as very high which is posted in Item 2 (*Treats students equally and fairly like reasonable and mature adults*), and the lowest mean of 4.20 interpreted as high which is posted in Item 1 (*It always looks upon with respect by students*). Overall weighted mean is 4.27 interpreted as very high.

Campus E got the highest mean of 4.16 interpreted as high is posted in Item 5 and 6 (*Demonstrates good rapport and respects for his/her co-teachers and Cooperates school activities*), and the lowest mean of 3.73 interpreted as high which is posted in Item 1 (*It always looks upon with respect by students*). Overall weighted mean is 3.90 interpreted as high.

Based on the results, the overall weighted mean of teachers in professional qualities in terms of interpersonal relationship is 3.98 interpreted as high. It means that part time instructors maintain the good rapport to the colleagues and the students.

As posted in Item 1 (*It always looks upon with respect by students*), Campus D got the highest mean of 4.20 interpreted as high, Campus B with the mean of 4.08 interpreted as high, Campus E with the mean of 4.03 interpreted as high, followed by Campus A with the mean of 3.96 interpreted as high and Campus B with the lowest mean of 3.95 interpreted as high.

Persistence. Produces quality work despite obstacles, responds positively to problems, meets deadlines and expectations despite obstacles, always look for a better way to do something and willing to repeat something to improve it.

Table 10 below displays the data garnered by the students.

Table 10 Level of Professional Qualities in Terms of Persistence										
Persistence	Campus A		Campus B		Campus C		Campus D		Campus E	
	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.
1. Produces quality work despite obstacles	2.88	High	2.83	High	2.70	High	3.17	High	3.00	High
2. Responds positively to problems	2.8	High	2.62	High	2.50	High	3.20	High	3.00	High
3. Meets deadlines and expectations despite obstacles	3.19	High	2.62	High	3.65	High	3.46	Very high	3.33	Very High
4. Always look for a better way to do something	2.92	High	2.72	High	2.90	High	2.94	Very high	3.33	Very High
5. Willing to repeat something to improve it	2.92	High	2.86	High	2.60	High	3.42	Very high	3.00	High
Overall Weighted Mean	2.94	High	2.73	High	2.87	High	3.24	Very high	3.13	High

Hypothetical Mean Range : 3.26 - 4.00 - Very High 1.76 - 2.50 - Low
 2.51 - 3.25 - High 1.00 - 1.75 - Very Low

As shown in the table 10, Tabina- ESU part time instructors has the highest mean of 3.97 interpreted as often practiced is posted in Item 3 (meets deadlines and expectations despite obstacles), and the lowest mean of 3.78 interpreted as often practiced is posted in Item 2 (respond positively to problems) . Overall weighted mean is 3.88 interpreted as often practiced.

Dimataling - ESU part time instructors has the highest mean of 3.86 interpreted as often practiced is posted in Item 5 (willing to repeat something to improve it), and the lowest mean of 3.54 interpreted as often practiced is posted in Item 1 (produces quality work despite obstacles) . Overall weighted mean is 3.66 interpreted as often practiced.

Vincenzo Sagun - ESU part time instructors has the highest mean of 3.90 interpreted as often practiced is posted in Item 4 (always look for a better way to do something), and the lowest mean of 3.50 interpreted as often practiced is posted in Item 1 (respond positively to problems) . Overall weighted mean is 3.67 interpreted as often practiced.

Margosatubig- ESU part time instructors has the highest mean of 4.46 interpreted as always practiced is posted in Item 3 (meets deadlines and expectations despite obstacles), and the lowest mean of 4.17 interpreted as often practiced is posted in Item 1 (respond positively to problems) . Overall weighted mean is 4.34 interpreted as always practiced.

Lapuyan- ESU part time instructors has the highest mean of 4.33 interpreted as always practiced is posted in Item 3 and 4(meets deadlines and expectations despite obstacles and always look for the better way to do something), and the lowest mean of 3.75 interpreted as often practiced is posted in Item 1 and 2 (produces quality work despite obstacles and respond positively to problems) . Overall weighted mean is 4.03 interpreted as often practiced.

Based on the result the overall weighted mean of the part time instructors in terms of persistence is 3.92 interpreted as often practiced.

Dynamism. Possesses the ability to meet new situations , creative in many ways , resourceful to look another ideas and bench mark , enthusiastic in his/her profession and vigorous in every dealing of students.

Table 11, displays the data garnered by the students.

Table 11 Level of Professional Qualities in Terms of Dynamism

Dynamism	Campus A		Campus B		Campus C		Campus D		Campus E	
	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.
1. Possesses the ability to meet new situations	2.83	High	2.81	High	2.50	High	3.21	High	2.83	High
2. creative in many ways	2.85	High	2.81	High	2.50	High	3.16	High	3.00	High
3. resourceful to look another ideas and bench mark	2.95	High	2.78	High	2.25	Low	3.17	Very High	2.5	Very High

4. enthusiastic in his/her profession	2.61	High	2.78	High	2.80	High	3.48	Very High	2.91	Very High
5. vigorous in every dealing of students	2.61	High	2.56	High	2.60	High	3.27	Very High	2.58	High
Overall Weighted Mean	2.77	High	2.75	High	2.53	High	3.26	Very High	2.76	High

Hypothetical Mean Range : 3.26 - 4.00 - Very High 1.76 - 2.50 - Low
 2.51 - 3.25 - High 1.00 - 1.75 - Very Low

As shown in the table 11, the Tabina-ESU has the highest mean of 90 interpreted as often practiced is posted in Item 3 (resourceful to look another ideas and bench mark), and the lowest mean of 3.57 interpreted as often practiced is posted in Item 4 (enthusiastic in his/her profession). Overall weighted mean is 3.73 interpreted as often practiced.

Dimataling-ESU has the highest mean of 3.81 interpreted as often practiced is posted in Item 1 and 2(Possesses the ability to meet new situations and creative in many ways),and the lowest mean of 3.56 interpreted as often practiced is posted in Item 5 (vigorous in every dealings of students). Overall weighted mean is 3.75 interpreted as often practiced.

Vincenzo Sagun- ESU part time instructors has the highest mean of 3.80 interpreted as often practiced is posted in Item 4 (enthusiastic in his / her profession), and the lowest mean of 3.25 interpreted as often practiced is posted in Item 3 (resourceful to look another ideas to bench mark). Overall weighted mean is 3.53 interpreted as often practiced.

Margosatubig-ESU part time instructors has the highest mean of 4.48 interpreted as always practiced is posted in Item 4 (enthusiastic in his / her profession), and the lowest mean of 4.16 interpreted as often practiced is posted in Item 2(creative in many ways). Overall weighted mean is 4.26 interpreted as always practiced.

Lapuyan-ESU part time instructors has the highest mean of 3.83 interpreted as often practiced is posted in Item 1 (possesses the ability to meet new situations), and the lowest mean of 3.14 interpreted as oftenpracticed is posted in Item 3(resourceful to look another ideas to bench mark). Overall weighted mean is 3.76 interpreted as often practiced.

Based on the results, the part time instructors in terms of dynamism has the overall weighted mean of 3.81 interpreted as oftenpracticed.

Summary of Professional Qualities. Has a good personality, physical, mental and emotional health promptness and punctuality, interpersonal relationship, persistence and dynamism.

The Table 12 below shows the summary of data of Professional Qualities

As shown in the table 12 below, Tabina- ESU part time instructors has the highest mean of 3.96 interpreted as often practiced is posted in Item 1 (personality), and the lowest mean of 3.73 interpreted as often practiced is posted in Item 6 (dynamism) . Overall weighted mean is 3.85 interpreted as often practiced.

Table 12 Summary of Professional Qualities

Professional	Campus A	Campus B	Campus C	Campus D	Campus E
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Qualities	Wt. Mean	Int.	Wt. Mean	Int.	Wt. Mean	Int.	Wt. Mean	Int.	Wt. Mean	Int.
1. Personality	2.99	High	2.95	High	3.08	High	3.21	Very High	3.03	High
2. Physical, Mental and Emotional Health	2.81	High	2.74	High	2.64	High	3.30	Very High	3.08	High
3. Promptness and Punctuality	2.88	High	2.81	High	2.83	High	3.20	High	2.75	High
4. Interpersonal Relationship	2.85	High	2.89	High	2.98	High	3.27	Very High	2.90	High
5. Persistence	2.88	High	2.66	High	2.67	High	3.34	Very High	3.03	High
6. Dynamism	2.73	High	2.75	High	2.53	High	3.26	Very High	2.76	High
Overall Weighted Mean	2.86	High	2.80	High	2.79	High	3.26	Very High	2.93	High

Hypothetical Mean Range : 3.26 - 4.00 - Very High 1.76 - 2.50 - Low
 2.51 - 3.25 - High 1.00 - 1.75 - Very Low

Dimataling- ESU part time instructors has the highest mean of 3.95 interpreted as often practiced is posted in Item 1 (personality), and the lowest mean of 3.66 interpreted as often practiced is posted in Item 5 (persistence). Overall weighted mean is 3.80 interpreted as often practiced.

Vincenzo Sagun- ESU part time instructors has the highest mean of 4.08 interpreted as often practiced is posted in Item 1 (personality), and the lowest mean of 3.53 interpreted as often practiced is posted in Item 6 (dynamism) . Overall weighted mean is 3.79 interpreted as often practiced.

Margosatubig- ESU part time instructors has the highest mean of 4.33 interpreted as always practiced is posted in Item 5 (persistence), and the lowest mean of 4.20 interpreted as often practiced is posted in Item 3 (promptness and punctuality) . Overall weighted mean is 4.26 interpreted as always practiced.

Lapuyan- ESU part time instructors has the highest mean of 4.08 interpreted as often practiced is posted in Item 2 (physical, mental and emotional health), and the lowest mean of 3.75 interpreted as often practiced is posted in Item 3 (promptness and punctuality) . Overall weighted mean is 3.93 interpreted as often practiced.

Based on the results, overall weighted mean of part time instructors in five external studies unit is 3.88 interpreted as often practiced.

Management of Learning

This variable includes the following indicators; assessment of students’ learning and classroom procedures.

Classroom Procedures. In the field of teaching, a classroom procedure is very important. Starts and dismisses class on time, checking of attendance in every meetings, complete command of the

classroom situation, seating arrangement in the classroom is always, maintains cleanliness and orderliness in the room, creates learning environment that encourages self-regulation for students, do not suspend classes for personal reasons and guide students' in making classroom rules and regulations.

The table 13 below displays the data garnered by the students

Table 13 Level of Management of Learning in Terms of Classroom Procedures

Classroom Procedures	Campus A		Campus B		Campus C		Campus D		Campus E	
	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.
1. Starts and dismisses class on time	2.73	High	2.45	Low	2.90	High	3.36	Very High	3.00	High
2. Check attendance in every meetings	2.81	High	2.91	High	3.00	Low	3.45	Very High	3.33	Very high
3. Has complete command of the classroom situation	2.69	High	2.32	High	2.55	High	3.27	Very High	2.91	High
4. Seating arrangement in the classroom is always	2.62	High	2.72	High	2.50	High	2.81	High	2.91	High
5. Maintains cleanliness and orderliness in the room	2.86	High	3.02	High	2.60	High	3.35	Very High	3.25	High
6. Creates learning environment that encourages self-regulation for students	2.83	High	2.97	High	2.35	High	3.11	High	2.91	High
7. Does not suspend classes for personal reasons	2.72	High	2.78	High	2.60	High	3.12	High	2.5	High
8. Guides students' in making classroom rules and regulations	2.88	High	3.02	High	2.55	High	3.15	High	3.00	High
Overall Weighted Mean	2.77	High	2.77	High	2.63	High	3.20	High	2.98	High

Hypothetical Mean Range : 3.26 - 4.00 - Very High

1.76 - 2.50 - Low

2.51 - 3.25 - High

1.00 - 1.75 - Very Low

As shown in the table 13, Tabina –ESU has the highest mean of 3.83 interpreted as often practiced is posted in Item 5 and 8 (Maintains cleanliness and orderliness in the room and Guides students' in making classroom rules and regulations), and the lowest mean of 3.59 interpreted as often practiced is posted in Item 4 (Seating arrangement in the classroom is always). Overall weighted mean is 3.72 interpreted as often practiced.

Dimataling –ESU has the highest mean of 4.02 interpreted as often practiced is posted in Item 5 (Maintains cleanliness and orderliness in the room), and the lowest mean of 3.32 interpreted as sometimes practiced is posted in Item 1 (starts and dismisses class on time). Overall weighted mean is 3.81 interpreted as often practiced.

Vincenzo Sagun – ESU has the highest mean of 3.90 interpreted as often practiced is posted in Item 1 (Starts and dismisses class on time), and the lowest mean of 3.00 interpreted as often practiced is posted in Item 2 (Check attendance in every meeting). Overall weighted mean is 3.48 interpreted as often practiced.

Margosatubig – ESU has the highest mean of 4.47 interpreted as always practiced is posted in Item 2 (Check attendance in every meetings), and the lowest mean of 3.81 interpreted as often practiced is posted in Item 4 (Seating arrangement in the classroom is always). Overall weighted mean is 4.21 interpreted as often practiced.

Lapuyan– ESU has the highest mean of 4.25 interpreted as always practiced is posted in Item 2 and 5(Check attendance in every meetings and maintains cleanliness and orderliness in the room), and the lowest mean of 3.41 interpreted as often practiced is posted in Item 7 (Does not suspend classes for personal reasons). Overall weighted mean is 3.98 interpreted as often practiced.

Overall weighted mean of the part time instructors of the five external studies unit is 3.83 interpreted as often practiced.

Assessment of Learning. It includes the checking of attendance of the students' regularly to monitor the students', gives quizzes/assignments returns paper immediately with comments and corrections to let students become aware of their efforts, appreciates students achievements and progress in the activities, conducts remedial class consults students about his/her performance, approaches school head/deans' for students classroom behavior problems and inform the parents of students towards the behavior in the class.

The table14 shows the data garnered by the students

As shown in the table 14 below, Tabina- ESU has the highest mean of 4.07 interpreted as often practiced is posted in Item 7(Approaches school head/deans'for students' classroom behavior problems), and the lowest mean of 3.33 interpreted as often practiced is posted inItem 5 (Conducts remedial classes). Overall weighted mean is 4.83 interpreted as always practiced.

Dimataling-ESU has the highest mean of 3.94 interpreted as often practiced is posted in Item 2 (Gives quizzes/assignment), and the lowest mean of 3.32 interpreted as sometimes practiced is posted in Item 1 (checks the attendance of the students' regularly to monitor the students. Overall weighted mean is 3.77 interpreted as often practiced.

Vincenzo Sagun – ESU has the highest mean of 4.10 interpreted as often practiced is posted in Item 2 (Gives quizzes/assignment), and the lowest mean of 2.45 interpreted as sometimes practiced is posted in Item 8 (Inform the parents of students towards the behavior in the class). Overall weighted mean is 3.35 interpreted as sometimes practiced.

Table 14 Level of Management of Learning in Terms of Assessment of Students' Learning

Classroom Procedures	Campu A		Campus B		Campus C		Campus D		Campus E	
	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.	Mean	Int.
1. Checks the attendance of the students' regularly to monitor the students'	2.92	High	2.62	High	3.05	High	3.31	Very High	3.25	High
2. Gives quizzes/assignment	2.92	High	2.97	High	3.10	High	3.30	Very High	3.33	Very High
3. Returns paper immediately with comments and corrections to let students become aware of their efforts	2.59	High	2.81	High	2.35	High	3.15	Very High	2.75	High
4. Appreciates students achievements and progress in the activities.	2.53	High	2.91	High	2.60	High	2.83	High	2.91	High
5. Conducts remedial classes	2.38	High	2.70	High	1.85	Low	2.47	High	2.00	High
6. Consults students about his/her performance	2.58	High	2.83	High	2.20	Low	2.96	High	3.00	High
7. Approaches school head/deans' for students' classroom behavior problems	3.09	High	2.81	High	2.40	High	3.07	High	3.25	High
8. Inform the parents of students towards the behavior in the class.	2.04	Low	3.16	High	1.70	Low	2.21	High	2.08	High
Overall Weighted Mean	4.00	Very High	2.85	High	2.41	High	2.91	High	2.82	High

Hypothetical Mean Range : 3.26 - 4.00 - Very High 1.76 - 2.50 - Low
 2.51 - 3.25 - High 1.00 - 1.75 - Very Low

Margosatubig – ESU has the highest mean of 4.31 interpreted as always practiced is posted in Item 1 (checks the attendance of the students' regularly to monitor the students), and the lowest mean of

Overall weighted mean of part times instructors in the five external studies unit is 3.89 interpreted as often practiced.

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February 8, 2015

J.H.Cerilles State College

Tabina, Zamboanga del Sur

Hon. Greg A. Dayondon, CPA
Municipal Mayor/School Administrator
Tabina, Zamboanga del Sur
Sir:

I have the honor to request permission from your office to conduct a study as part of the requirements for the degree of Master of Arts. My study will be on: TEACHING COMPETENCIES, PROFESSIONAL QUALITIES AND MANAGEMENT OF LEARNING OF PART TIME INSTRUCTORS OF J.H. CERILLES STATE COLLEGE EXTERNAL STUDIES UNIT: BASIS FOR FACULTY DEVELOPMENT PROGRAM,” which will then necessitate the distribution of questionnaires to the fourth year students who are taking Bachelor in Elementary Education ,Bachelor in Secondary Education, Associate in Information Technology and Bachelor in Information Technology at J.H.Cerilles State College Tabina External Unit.

This study is designed to evaluate the strengths and weaknesses of faculty so as to improve their teaching competencies, professionalism and management of student’s learning’s; moreover, it will also bring to the school to a much higher quality education.

I would be very grateful for the kind and favorable consideration your office will extend to my request.

Very respectfully yours,
JOVELYN E. MERIDA
Researcher

APPROVED:

HON. GREG A. DAYONDON, CPA
Municipal Mayor/School Administrator

QUESTIONNAIRE ON TEACHING COMPETENCIES
(From Lison, 2005 to be answered by students)

Directions: Please indicate the frequency by which your teacher manifests such competencies. Encircle the number that best describes your teacher.

Numerical Scale	Response Category
5.00-4.21	Always
4.20-3.41	Often
3.40-2.61	Sometimes
2.60-1.81	Rarely
1.80-1.00	Never

A. Knowledge of Subject Matter

- | | |
|---|-----------|
| 1. Presenting the subject matter clearly | 5 4 3 2 1 |
| 2. Using appropriate instructional materials in presenting the lesson. | 5 4 3 2 1 |
| 3. Presenting relevant examples in discussing major areas and using comparison, contrast and analysis in describing relationships of ideas. | 5 4 3 2 1 |
| 4. Using activities which best describes the subject matter | 5 4 3 2 1 |
| 5. Discussing the lesson without merely depending on the book. | 5 4 3 2 1 |
| 6. Connects past lesson to the previous lesson. | 5 4 3 2 1 |
| 7. Has mastery of the lesson being taught | 5 4 3 2 1 |

B. Strategies

- | | |
|---|-----------|
| 1. Makes objectives clear and realistic in terms of of knowledge and skills and values which can be translated into classroom realities | 5 4 3 2 1 |
| 2. Involves students in every activities | 5 4 3 2 1 |
| 3. Uses a wide variety of accurate instructional materials | 5 4 3 2 1 |
| 4. Utilizes large materials enough to be seen by all students and properly displayed and used throughout the period | 5 4 3 2 1 |
| 5. Gives reinforcement and provides appropriate motivation | 5 4 3 2 1 |
| 6. Gives variety of requirements which can be finished in a reasonable period of time | 5 4 3 2 1 |
| 7. Addresses students needs and differences | 5 4 3 2 1 |

C. Communication Skills

- | | |
|--|-----------|
| 1. Speaks English /Filipino fluently and clearly | 5 4 3 2 1 |
| 2. Develops students' art of questioning | 5 4 3 2 1 |
| 3. Discusses questions in a most comprehensive | 5 4 3 2 1 |

way

- | | |
|---|-----------|
| 4. Uses words understandable to students | 5 4 3 2 1 |
| 5. Has a good modulation of voice | 5 4 3 2 1 |
| 6. Utilizes appropriate gestures and movements which make lectures and explanations interesting and stimulating | 5 4 3 2 1 |

A QUESTIONNAIRE ON PROFESSIONAL QUALITIES

(from Limpto, 2007 to be answered by students)

Direction: Listed below are the professional qualities. Please encircle the number which corresponds to your answer.

Numerical Scale	Response Category
5.00-4.21	Always
4.20-3.41	Often
3.40-2.61	Sometimes
2.60-1.81	Rarely
1.80-1.00	Never

A. PERSONALITY

- | | |
|--|-----------|
| 1. Observes proper grooming and dressing | 5 4 3 2 1 |
| 2. Possesses self-confidence | 5 4 3 2 1 |
| 3. Has a pleasing personality | 5 4 3 2 1 |

B. PHYSICAL , MENTAL AND EMOTIONAL HEALTH

- | | |
|--|-----------|
| 1. Manifests maturity in accepting requirements of curricular and co-curricular activity | 5 4 3 2 1 |
| 2. Participates in school in terms of sports | 5 4 3 2 1 |
| 3. Has a happy disposition which radiates buoyancy of health | 5 4 3 2 1 |
| 4. Emotionally well-balanced | 5 4 3 2 1 |

C. PROMPTNESS AND PUNCTUALITY

- | | |
|--|-----------|
| 1. Punctual in starting of classes on specified time | 5 4 3 2 1 |
| 2. Meets the deadline of his/her work | 5 4 3 2 1 |

D. INTERPERSONAL RELATIONSHIP

- | | |
|---|-----------|
| 1. It always looks upon with respect by students | 5 4 3 2 1 |
| 2. Treats students equally and fairly like reasonable and mature adults | 5 4 3 2 1 |
| 3. Welcome students' reasonable complaints and | 5 4 3 2 1 |

- compassionate within the bounds of discipline
4. Keeps himself/herself available for advice and consultation 5 4 3 2 1
5. Demonstrates good rapport and respects for his/her co-teachers 5 4 3 2 1
6. Cooperates school activities 5 4 3 2 1

E. PERSISTENCE

1. Produces quality work despite obstacles 5 4 3 2 1
2. Responds positively to problems 5 4 3 2 1
3. Meets deadlines and expectations despite obstacles 5 4 3 2 1
4. Always look for a better way to do something 5 4 3 2 1
5. Willing to repeat something to improve it 5 4 3 2 1

F. DYNAMISM

1. Possesses the ability to meet new situations 5 4 3 2 1
2. creative in many ways 5 4 3 2 1
3. resourceful to look another ideas and bench mark for the better teaching 5 4 3 2 1
4. enthusiastic in his/her profession 5 4 3 2 1
5. vigorous in every dealing of students 5 4 3 2 1

A QUESTIONNAIRE ON TEACHERS’ WORK MANAGEMENT ON STUDENTS’ LEARNING

(Sourced out from: Basaña, 2006)

Direction: Encircle the letter that corresponds to your perception of your teachers’ management of your learning.

A. CLASSROOM PROCEDURES

1. Starts and dismisses class on time 5 4 3 2 1
2. Check attendance in every meetings 5 4 3 2 1
3. Has complete command of the classroom situation 5 4 3 2 1
4. Seating arrangement in the classroom is always Considered to promote cooperation 5 4 3 2 1
5. Maintains cleanliness and orderliness in the room 5 4 3 2 1
6. Creates learning environment that encourages self-regulation for students 5 4 3 2 1
7. Does not suspend classes for personal reason 5 4 3 2 1
8. Guides students’ in making classroom rules and regulations 5 4 3 2 1

B. ASSESSMENT OF STUDENTS’ LEARNING

1. Checks the attendance of the students’ regularly to monitor the students’ 5 4 3 2 1

- | | |
|--|-----------|
| 2. Gives quizzes/assignments | 5 4 3 2 1 |
| 3. Returns paper immediately with comments and corrections to let students become aware of their efforts | 5 4 3 2 1 |
| 4. Appreciates students achievements and progress in the activities. | 5 4 3 2 1 |
| 5. Conducts remedial classes | 5 4 3 2 1 |
| 6. Consults students about his/her performance | 5 4 3 2 1 |
| 7. Approaches school head/deans' for students' classroom behavior problems | 5 4 3 2 1 |
| 8. Inform the parents of students towards the behavior in the class. | 5 4 3 2 1 |

February 10, 2015
J.H.Cerilles State College
Margosatubig, Zamboanga del Sur

Hon. Roy E. Encallado
Municipal Mayor/School Administrator
Margosatubig, Zamboanga del Sur

Sir:

I have the honor to request permission from your office to conduct a study as part of the requirements for the degree of Master of Arts. My study will be on: TEACHING COMPETENCIES, PROFESSIONAL QUALITIES AND MANAGEMENT OF LEARNING OF PART TIME INSTRUCTORS OF J.H. CERILLES STATE COLLEGE EXTERNAL STUDIES UNIT: BASIS FOR FACULTY DEVELOPMENT PROGRAM," which will then necessitate the distribution of questionnaires to the fourth year students who are taking Bachelor in Elementary Education ,Bachelor in Secondary Education, Associate in Information Technology and Bachelor in Information Technology at J.H.Cerilles State College Margosatubig External Unit.

This study is designed to evaluate the strengths and weaknesses of faculty so as to improve their teaching competencies, professionalism and management of student's learning's; moreover, it will also bring to the school to a much higher quality education.

I would be very grateful for the kind and favorable consideration your office will extend to my request.

Very respectfully yours,
JOVELYN E. MERIDA

Researcher

APPROVED:

HON. ROY E. ENCALLADO

Municipal Mayor/School Administrator

February 8, 2015
J.H.Cerilles State College
Kagawasan, Dimataling,
Zamboanga del Sur

Hon. Haniel C. Baya

Municipal Mayor/School Administrator

Dimataling, Zamboanga del Sur

Sir:

I have the honor to request permission from your office to conduct a study as part of the requirements for the degree of Master of Arts. My study will be on: TEACHING COMPETENCIES, PROFESSIONAL QUALITIES AND MANAGEMENT OF LEARNING OF PART TIME INSTRUCTORS OF J.H. CERILLES STATE COLLEGE EXTERNAL STUDIES UNIT: BASIS FOR FACULTY DEVELOPMENT PROGRAM," which will then necessitate the distribution of questionnaires to the fourth year students who are taking Bachelor in Elementary Education ,Bachelor in Secondary Education, Associate in Information Technology and Bachelor in Information Technology at J.H.Cerilles State College Dimataling External Unit.

This study is designed to evaluate the strengths and weaknesses of faculty so as to improve their teaching competencies, professionalism and management of student's learning's; moreover, it will also bring to the school to a much higher quality education.

I would be very grateful for the kind and favorable consideration your office will extend to my request.

Very respectfully yours,
JOVELYN E. MERIDA
Researcher

APPROVED:

HON. HANIEL C. BAYA

Municipal Mayor/School Administrator

February 9, 2015
J.H.Cerilles State College
Vencenzo Sagun,
Zamboanga del Sur

Hon. Merlinda P. Maata
Municipal Mayor/School Administrator
Vencenzo Sagun, Zamboanga del Sur

Sir:

I have the honor to request permission from your office to conduct a study as part of the requirements for the degree of Master of Arts. My study will be on: TEACHING COMPETENCIES, PROFESSIONAL QUALITIES AND MANAGEMENT OF LEARNING OF PART TIME INSTRUCTORS OF J.H. CERILLES STATE COLLEGE EXTERNAL STUDIES UNIT: BASIS FOR FACULTY DEVELOPMENT PROGRAM,” which will then necessitate the distribution of questionnaires to the fourth year students who are taking Bachelor in Elementary Education ,Bachelor in Secondary Education, Associate in Information Technology and Bachelor in Information Technology at J.H.Cerilles State CollegeVencenzo Sagun External Unit.

This study is designed to evaluate the strengths and weaknesses of faculty so as to improve their teaching competencies, professionalism and management of student’s learning’s; moreover, it will also bring to the school to a much higher quality education.

I would be very grateful for the kind and favorable consideration your office will extend to my request.

Very respectfully yours,
JOVELYN E. MERIDA
Researcher

APPROVED:

HON. MERLINDA P. MAATA
Municipal Mayor/School Administrator

February 10, 2015
J.H.Cerilles State College
Mati, San Miguel

Zamboanga del Sur

EDGARDO H. ROSALES, Ed. D

JHCSC School President

Zamboanga del Sur

Sir:

I have the honor to request permission from your office to conduct a study as part of the requirements for the degree of Master of Arts. My study will be on: TEACHING COMPETENCIES, PROFESSIONAL QUALITIES AND MANAGEMENT OF LEARNING OF PART TIME INSTRUCTORS OF J.H. CERILLES STATE COLLEGE EXTERNAL STUDIES UNIT: BASIS FOR FACULTY DEVELOPMENT PROGRAM,” which will then necessitate the distribution of questionnaires to the fourth year students who are taking Bachelor in Elementary Education ,Bachelor in Secondary Education, Associate in Information Technology and Bachelor in Information Technology at J.H.Cerilles State College,Tabina, Dimataling, Vincenzo Sagun, Margos and Lapuyan External Studies Unit.

This study is designed to evaluate the strengths and weaknesses of part time instructors so as to improve their teaching competencies, professionalism and management of student’s learning’s; moreover, it will also bring to the school to a much higher quality education.

I would be very grateful for the kind and favorable consideration your office will extend to my request.

Very respectfully yours,
JOVELYN E. MERIDA
Researcher

APPROVED:

EDGARDO H. ROSALES, Ed. D

JHCSC School President

February 10, 2015

Dear Respondents,

I am conducting a study entitled “Teaching Competencies, Professional Qualities and Management of Learning of Part Time Instructors of J.H. Cerilles State College External Studies Unit: Basis for Faculty Development Program” in your school.

You have been chosen as one of the respondents of this study. Honest information about your teacher can be very helpful in improving his/her teaching and I would appreciate it. You are being asked to give your opinion because he/she is interested in this improvement.

This is a survey. Please rate your teacher as fairly as you can without superficiality. Your teacher may make changes because of your opinions. Do not put your name on the evaluation form or in any way identify it with yourself. Your responses will be treated with utmost secrecy.

Thank you very much for your favorable participation.

Very truly yours,
JOVELYN E. MERIDA
Researcher