Competencies of Instructors: Its Correlation to the Factors Affecting the Academic Performance of Students

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Abstract - The study determined the competencies of instructors and its correlation to the factors affecting the academic performance of students in Western Mindanao State University- External Studies Units, Western Mindanao, Philippines. The descriptive research method was employed in the conduct of the study. The respondents were randomly selected with the used of stratified sampling. A questionnaire-checklist was the main instrument in collecting data from the respondents. Weighted mean, ranking, and coefficient of correlation by Spearman's formula were used to analyze the data gathered. The instructors are much competent in the five indicators of the teaching competencies. The students' performance was sometimes affected with the predetermined factors. The two groups of respondents have the same responsesas to the teachers' competencies and the factors affecting the academic performance. The

most prevailing competency was communication with the learners, and the least prevailing is learner reinforcement- involvement. The most prevailing factor was intellectual, and the least prevailing was physical. There was moderate correlation between the competencies of college instructors and the factors affecting the academic performance of students.

Keywords - competencies, instructors, academic performance, factors affecting academic performance

INTRODUCTION

The teacher or instructor occupies a strategic position in the teaching-learning process (De Guzman1998). Effective teachers are equipped with repertoire of best teaching practices such as strategies, procedures, and approaches in presenting, implementing and assessing classroom instruction in accordance with the objectives set. They are imbued with values, attitudes and dispositions that foster a classroom atmosphere of mutual trust for individual characteristics, especially student's needs, interests, and abilities (Salandanan 2005). It could be noted that improvement of classroom instruction is largely dependent upon the competencies of the teacher. As such, obtaining higher academic performance depends upon several factors but most importantly, the mental ability and study skills of the students. The academic performance of students is based on how they spend time in performing the academic work. Students' academic performance can be influenced by their abilities and interests, routine practices, classroom management, motivation, and even the instructional quality (Aquino 1989).

The Western Mindanao State University-External Studies Unit (WMSU-ESU) is occupying classes in venues owned by the elementary and secondary schools. This is a scheme to bring tertiary education to the doorsteps of developing municipalities. Team supervision and classroom observation are done by Western Mindanao State University and LGU Education Committee to ensure quality instruction and learning. WMSU, through external affairs, conducts seminars,

conference, and workshops for External Studies Units instructors to upgrade their competencies and skills for college teaching. Until such time instructors in WMSU-ESU go beyond the performance of their routine duties and responsibilities they would not be able to achieve effective level of competencies which is expected of them. Hence, this study is conducted to determine the competencies of college instructors and its correlation to the factors affecting the academic performance of students. Results of this study would be of benefits to the school heads to have direct and administrative functions over the instructors, the result is paramount importance in upgrading instructors' teaching competencies. It is also beneficial to college instructors to continually attain the maximum competencies for the good of the students. It is also expected to serve the needs of the students to enhance their learning through quality instruction. Thus it will build self- confidence to achieve high level of performance in all subject areas.

OBJECTIVES OF THE STUDY

The study determined the competencies of instructors and its correlation to the factors affecting the academic performance of students. Specifically, the study pursued the following objectives: (1) to determine the competencies of instructors of terms of planning, teaching materials, instructional strategies and techniques, communication with the learners, learner reinforcement –involvement, and professional standards. (2) to determine the factors affecting the academic performance of students in terms of intellectual, physical, environmental, psychological, and teacher factors. (3) to compare the responses of the two groups of respondents on the predetermined competencies of instructors, and the factors affecting academic performance. (4) assess to determin the relationship between the competencies of instructors and the factors affecting academic performance of students.

MATERIALS AND METHODS

The respondents of the study were composed of 150 college instructors and 500 Bachelor in Elementary Education students.

The respondents were randomly selected with the used of stratified sampling based on ratio and proportion. A questionnaire-checklist was the main instrument in collecting data from the respondents. The variables on teaching competencies were borrowed from the work of Donald Medley as cited by Ornstein (1992). The variables on factors affecting the academic performance were borrowed from the work of Jose Rizal G. Sanchez (1996). The data collected were then analyzed using the following statistical tools: weighted mean, ranking, and coefficient of correlation by Spearman's formula.

RESULTS AND DISCUSSION

The data presented in Table 1 revealed the average weighted mean distribution in rank order based on the responses of instructors and students in terms of planning, teaching materials. Got the highest rank is item 2, uses information about the effectiveness of instruction with an average weighted mean of 4.65. Rank second is item 4, plans a realistic expectation for the learning process and students' readiness for learning, 4.60. Third in rank is item 1, plans units of instruction in a variety of ways, 4.59. Rank fourth is item 5, uses appropriate instructional materials and equipment to facilitate learning activities 4.56. Last rank is item 3, keeps informed of the current trends and resources available, 4.44. The overall average mean of 4.57 with an adjectival equivalent of much competent implies that the instructors have sufficient competency in planning for the learning process and teaching materials that facilitate learning activities.

Table 1. Competency of instructors on planning, teaching materials

ITEMS	RESPONSES					
	College Instructors		BEED Students		AWM	AE
	WM	AE	WM	AE		
1. Plans unit of instruction in a variety of ways.	4.75	MC	4.47	MC	4.59	MC
2. Uses information about the effectiveness of instruction	4.76	MC	4.53	MC	4.65	MC
3. Keeps informed of current trends and resources available	4.71	MC	4.16	MC	4.44	MC
4. Plans a realistic expectation for the learning process and student readiness for learning.	4.72	MC	4.47	MC	4.60	MC
5. Uses appropriate instructional materials and equipment to facilitate learning activities.	4.69	MC	4.44	MC	4.56	MC
Average Mean	4.72	MC	4.42	MC	4.57	MC

Legend:
AWM   - Average Weighted Mean
AE   - Adjectival Equivalent
WM   - Weighted Mean   MC   - Much Competent

Table 2 presents the data concerning the responses of instructors and students on instructional strategies and techniques. Item 5, demonstrate knowledge in the subject matter, got the highest rank with an average weighted mean of 4.73. Second in rank is item 1, develops and demonstrate in problem-solving skills, 4.59. Third in rank is item 4, provides learning experiences which enable students to transfer principles and generalizations to situations outside of school,

4.58. Rank fourth is item 2, uses a variety of instructional strategies, resources and materials, 4.57. Last in rank is item 3, structures the use of time to facilitate students' learning, 4.55. The overall average mean of 4.61 with an adjectival equivalent of much competent implies that the instructors always employ instructional strategies and techniques that will set the moods of classroom activities and improve students' performance.

Table 2. Competency of instructors on Instructional strategies and techniques

ITEMS	College Instructors		BEED Students		AWM	AE	RANK
	RESPONSES						
	WM	AE	WM	AE			
1. Develops and demonstrate problem-solving skills.	4.66	MC	4.53	MC	4.59	MC	2
2. Uses a variety of instructional strategies, resources and materials.	4.66	MC	4.48	MC	4.57	MC	4
3. Structures the use of time to facilitate student learning	4.69	MC	4.42	MC	4.55	MC	5

4. Provides learning experiences which enable students to transfer principles and generalizations to situations outside the school.	4.74	MC	4.41	MC	4.58	MC	3
5. Demonstrate knowledge of the subject matter	4.78	MC	4.68	MC	4.73	MC	1
Average Mean	4.71	MC	4.50	MC	4.61	MC	

Legend:

AWM - Average Weighted Mean
AE - Adjectival Equivalent
WM - Weighted Mean
MC- Much Competent

Table 3 presents the responses of the two groups of respondents on communication with the learners. Rank first is item 5, uses questions that lead students to analyze, synthesize and think critically, 4.83. Second in rank is item 4, gives clear directions and explanations, 4.78. Third in rank is item 2, expresses a positive personal attitude towards teaching profession, 4.69. Ranked fourth is item1, demonstrate proper listening skills, 4.67. Ranked last is item 3, provides feedback to learners on their cognitive performance, 4.52. The overall average mean of 4.70 with an adjectival equivalent of indicates that instructors show effective communication skills which play a very important role in instruction.

Table 3. Competency of instructors on communication with the learners

ITEMS	College Instructors		BEED Students		AWM	AE
	RESPONSES					
	WM	AE	WM	AE		
1.Demonstrates proper listening skills.	4.81	MC	4.53	MC	4.67	MC
2.Expressess a positive personal attitude towards the teaching profession.	4.85	MC	4.53	MC	4.69	MC
3.Provides feedback to learners on their cognitive performance	4.75	MC	4.29	MC	4.52	MC
4. Gives clear directions and explanations	4.89	MC	4.67	MC	4.78	MC
5. Uses questions that lead students to analyze, synthesize, and think critically.	4.90	MC	4.76	MC	4.83	MC
Average Mean	4.84	MC	4.56	MC	4.70	MC

Legend:
AWM - Average Weighted Mean
AE - Adjectival Equivalent
WM - Weighted Mean
MC- Much Competent

Table 4 displayed the responses of instructors and students on learner reinforcement-involvement. It is evident that rank 1 is item 3, assist students in discovering and correcting errors and inaccuracies, 4.63. Rank second is item 4, implements an effective classroom environment, 4.48. Third in rank is item 2, develops students' feedback, evaluation skill and self-evaluation, 4.47. Fourth in rank is item 3,

uses positive reinforcement patterns with students, 4.42. Placed the last rank is item 1, maintains an environment in which students are actively involved in working on task, 4.41. The overall mean of 4.48 with an average mean of much competent indicates that instructors were deeply concerned with the students' performances, students' opinions, and effective classroom environment.

Table 4. Competency of instructors on learner
reinforcement-involvement

ITEMS	RESPONSES					
	College Instructors		BEED Students		AWM	AE
	WM	AE	WM	AE		
1.Maintains an environment in which students are actively working on task.	4.49	MC	4.33	MC	4.41	MC
2.Develops students' feedback, evaluation skills, and self-evaluation.	4.59	MC	4.35	MC	4.47	MC
3.Uses positive reinforcement patterns with students.	4.47	MC	4.36	MC	4.42	MC
4. Implements an effective classroom management system for positive student behavior.	4.59	MC	4.37	MC	4.48	MC
5. Assists students in discovering and correcting errors and inaccuracies.	4.73	MC	4.53	MC	4.63	MC
Average Mean	4.58	MC	4.39	MC	4.48	MC

Legend:
AWM - Average Weighted Mean
AE - Adjectival Equivalent
WM - Weighted Mean
MC - Much Competent

Table 5 presents the responses of teachers and students on professional standards. The highest rank is item 1, acts as an appropriate model in terms of ethics, attitudes and values with an average weighted mean of 5.58. Second in rank is item 3, understands and follow school policies, procedures and their effects, 4.74. Ranked third is item 5, accepts responsibility with enthusiasm and commitment, 4.69. Fourth in rank is item 2, participate actively during in-service trainings, 4.62. Ranked last is item 4, shows evidences of cooperation with others in planning and teaching, 4.50. The overall average mean of 4.69 with an adjectival equivalent of much competent indicates that instructors possess professional competence with high dignity and moral values.

Table 5.Competency of instructors on professional standards

ITEMS	RESPONSES					
	College Instructors		BEED Students		AWM	AE
	WM	AE	WM	AE		
1. Acts as an appropriate model in terms of ethics, attitudes and values.	4.91	MC	4.73	MC	5.58	MC
2. Participates actively during in-service trainings.	4.76	MC	4.49	MC	4.62	MC
3. Understands and follows school policies, procedures and their effects including professional standards.	4.83	MC	4.66	MC	4.74	MC
4. Shows evidences of cooperation with others in planning and teaching.	4.75	MC	4.45	MC	4.50	MC
5. Accepts responsibility with enthusiasm.	4.82	MC	4.55	MC	4.69	MC
Average Mean	4.81	MC	4.58	MC	4.69	MC

Legend: AWM - Average Weighted Mean   AE- Adjectival Equivalent
       WM- Weighted Mean   MC - Much Competent

Factors Affecting Academic Performance of Students

The data presented in table 6 reveals the weighted mean distribution in rank order based from the responses of instructors and students on intellectual factors affecting the academic performance. Based on the findings, item 1 got the highest rank, performs below the expected level of mental ability with an average weighted mean of 3.46. Rank number 2 is item 3, exhibits poor comprehension in grammar and other related courses, 3.32. Third in rank is item 5, encounters serious difficulty in making school work, 3.30. Ranked number 4 is item 2, finds difficulty in connecting information with past experience, 3.29. Last in rank is item 4, finds difficulty in revealing new information, 3.24. The overall weighted mean is 3.32 with an adjectival equivalent of sometimes affected. The result shows that the low mental ability level are factors to may explain.

Table 6. Intellectual factors affecting the academic
performance of students

ITEMS	RESPONSES						
	College Instructors		BEED Students		AWM	AE	RANK
	WM	AE	WM	AE			
1. Performs below the expected level of mental ability.	3.33	SA	3.59	FA	3.46	SA	1
2. Finds difficulty in connecting new information with past experience.	3.26	SA	3.32	SA	3.29	SA	4
3. Exhibits poor comprehension in grammar and other related courses.	3.28	SA	3.37	SA	3.32	SA	2

4. Finds difficulty in receiving new information.	3.21	SA	3.27	SA	3.24	SA	5
5. Encounters serious difficulty in making school work.	3.19	SA	3.42	SA	3.30	SA	3
Average Mean	3.25	SA	3.39	SA	3.32	SA	

Legend: AWM - Average Weighted Mean
AE - Adjectival Equivalent
WM - Weighted Mean
MC- Much Competent
FC - Frequently Competent

Table 7 provides the responses of instructors and students in terms of physical factors affecting academic performance. As reflected in Table 7, the highest rank is item 4, finds hard to speak orally with the weighted mean of 3.23. Ranked number 2 is item 5, gets easily tired due to poor health, 3.05. Third in rank is item 2, gets discouraged when mistakes are corrected, 3.00. Ranked fourth is item 1, possesses poor vision and sense of hearing, 2.96. Last in rank is item 3, keeps on transferring from one place to another, 2.91. The overall average mean is 3.03 with an adjectival equivalent of sometimes affected. This implies that the academic performance of students is sometimes affected with the physical factors such as poor health, poor speaking ability, poor vision and sense of hearing.

Table 7. Physical factors affecting the academic performance of students

ITEMS	College Instructors		BEED Students		AWM	AE	RANK
	WM	AE	WM	AE			
1. Possess poor vision and sense of hearing.	3.02	SA	2.96	SA	2.96	SA	4
2. Gets discouraged when mistakes are corrected.	3.03	SA	3.00	SA	3.00	SA	3
3. Keeps on transferring from one seat to another due to auditory problem.	2.97	SA	2.91	SA	2.91	SA	5
4. Finds hard to speak orally.	3.19	SA	3.23	SA	3.23	SA	1
5. Gets easily tired due to poor health.	3.08	SA	3.05	SA	3.05	SA	2
Average mean	3.06	SA	3.03	SA	3.03	SA	

Legend:
AW - Average Weighted Mean
AE - Adjectival Equivalent
WM - Weighted Mean
MC- Much Competent
FC - Frequently Competent

Table 8 shows the weighted mean distribution according to rank based from the responses of the two groups of respondents on psychological factors affecting academic performance. Obtained the highest rank is item 2, experiences emotional problem with an average weighted mean of 3.25. Second in rank is item 1, feels unable

to associate with others registered a weighted mean of 3.12. Rank third is item 3, feels inferior to participate in class activities, 3.07. Item 4 registered the fourth rank, develops negative attitude towards school work, 2.99. Item 5 obtained the last rank, perceives being unwanted to join the group, 2.91. The overall mean is 3.07 with an adjectival equivalent of sometimes affected. This indicates that students are sometimes affected with emotional problems, feeling of inferiority, negative attitude towards school work, and being unwanted to join in group.

Table 8.Psychological factors affecting the academic performance of students

ITEMS	RESPONSES				AWM	AE	RANK
	College Instructors		BEED Students				
	WM	AE	WM	AE			
1. Feels unable to associate with others.	3.16	SA	3.08	SA	3.12	SA	2
2. Experiences emotional problem.	3.15	SA	3.35	SA	3.25	SA	1
3. Feels inferior to participate in class activities.	3.09	SA	3.05	SA	3.07	SA	3
4. Develops negative attitude towards school work.	3.05	SA	2.92	SA	2.99	SA	4
5. Perceives being unwanted to join the group.	2.87	SA	2.95	SA	2.91	SA	5
Average Mean	3.06	SA	3.07	SA	3.07	SA	

Legend: AWM- Average Weighted Mean   AE - Adjectival Equivalent
WM - Weighted Mean   MC - Much Competent
FC - Frequently Competent

Table 9 shows the weighted mean distribution according to rank based from the responses of the two groups of respondents on environmental factors affecting academic performance. Obtained the highest rank is item 5, finds difficulty to borrow textbooks and other references due to limited number of copies, 3.51. Second in rank is item 4, occupies a classroom with poor ventilation and lighting facilities, 3.14. Rank third is item 1, holds classes not conducive to learning, 3.02. Item 3 obtained the last rank, exhibits negative behavior due to the influence of peers, 2.90. The overall mean is 3.11 with an adjectival equivalent of much competent. The result indicates that students' academic performance is affected with limited copies of textbooks and references, overcrowded classroom with poor ventilation and lighting facilities.

Table 9. Environmental factors affecting the academic
performance of students

	RESPONSES						
ITEMS	College Instructors		BEED Students		AWM	AE	RANK
	WM	AE	WM	AE			
1. Occupies overcrowded classroom.	2.99	SA	3.11	SA	3.05	SA	3
2. Holds classes in an environment not conducive to learning.	2.95	SA	3.08	SA	3.02	SA	4
3. Exhibits negative behavior due to influence of peers.	2.84	SA	2.95	SA	2.90	SA	5
4. Occupies a classroom with poor ventilation and lighting facilities.	3.07	SA	3.21	SA	3.14	SA	2

5. Finds difficulty to borrow textbooks and other references due to limited number of copies.	3.42	SA	3.61	FA	3.52	FA	1
Average Mean	3.05	SA	3.19	SA	3.11	SA	

Legend: AWM- Average Weighted Mean   AE - Adjectival Equivalent
        WM - Weighted Mean   MC - Much Competent
        FC - Frequently Competent

The data presented in table 10 revealed the weighted mean distribution in rank order based from the responses of instructors and students on teacher factors affecting the academic performance. Based on the findings, item 1 got the highest rank, shows authority in the classroom, 3.42. Rank second is item 5, imposes strict discipline, 3.31. Third in rank is item 2, ignores students' personal opinion and reaction, 2.97. Ranked fourth is item 4, gets irritated when students cannot immediately follow instruction, 2.96. Last in rank is item 3, plays favorites and unwanted remarks, 2.92. The overall weighted mean is 3.11 with an adjectival equivalent of sometimes affected. This indicates that teachers play a very important role in the classroom. They must possess wholesome well-being and maintains harmonious relationship with pupils because he/she is the center stage in the learning environment.

Table 10. Teacher factors affecting the academic performance of students

	RESPONSES						
ITEMS	College Instructors		BEED Students		AWM	AE	RANK
	WM	AE	WM	AE			
1. Shows authority in the classroom.	3.35	SA	3.49	SA	3.42	SA	1
2. Ignores student's opinions and reaction.	2.95	SA	2.98	SA	2.97	SA	3
3. Plays favorites and unwanted remarks.	2.85	SA	2.98	SA	2.92	SA	5
4. Gets irritated when students cannot immediately follow instruction.	2.87	SA	3.04	SA	2.96	SA	4
5. Imposes strict discipline.	3.19	SA	3.44	SA	3.31	SA	2
Average Mean	3.04	SA	3.19	SA	3.11	SA	

Legend: AWM- Average Weighted Mean AE - Adjectival Equivalent
WM - Weighted Mean MC - Much Competent
FC - Frequently Competent

Table 11 provides the degree of comparability between the responses of instructors and students on the competencies of instructors and the factors affecting the academic performance of students. The result reveals that the five variables on competencies of instructors have the same adjectival equivalent of much competent. Each variable differ only based on the average weighted mean obtained by the two groups of respondents. The highest rank was on communication with the

learners with 4.70 average weighted mean. Followed by professional standards, 4.69; instructional strategies and techniques, 4.61; planning, teaching materials, 4.57; and the least prevailing was learner-reinforcement-involvement, obtained an average weighted mean of 4.48. This implies that instructors foster effective communication with the learners in the sense that communication is a very important element in our relationship with others. It links us to others physically, emotionally, and intellectually.

As to the factors affecting the academic performance of students, the result shows that the five variables have the same adjectival equivalent of sometimes affected. The most prevailing was intellectual factors with an averageweighted mean of 3.32; followed by environmental factors with an average weighted mean of 3.13; teacher factors, 3.11; psychological factors; and physical factors, 3.03. This indicates that students need to be given preferential attention to increase their mental ability level.

Table 11.Degree of comparability between the responses of instructors and students on competencies of instructors and factors affecting academic performance

VARIABLES	RESPONSES						
	Instructors		Students		AWM	AE	R
Competencies of Instructors	WM	AE	WM	AE			
1. Planning, Teaching Materials	4.72	MC	4.42	MC	4.57	MC	4
2. Instructional Strategies and Techniques	4.71	MC	4.50	MC	4.61	MC	3
3. Communication with Learners	4.84	MC	4.56	MC	4.70	MC	1
4. Learner Reinforcement-Involvement	4.58	MC	4.39	MC	4.48	MC	5
5. Professional Standards	4.81	MC	4.58	MC	4.69	MC	2
Average Mean	4.73	MC	4.49	MC	4.61	MC	
Variables on Factors Affecting Academic Performance							

1. Intellectual factors	3.25	SA	3.39	SA	3.32	SA	1
2. Physical factors	3.06	SA	3.00	SA	3.03	SA	5
3. Psychological Factors	3.06	SA	3.07	SA	3.07	SA	4
4. Environmental Factors	3.05	SA	3.19	SA	3.13	SA	2
5. Teacher Factors	3.04	SA	3.19	SA	3.11	SA	3
Average Mean	3.09	SA	3.17	SA	3.13	SA	

Table 12. Correlation between the competencies of instructors and the factors affecting the academic performance of students

Variables on Competencies of Instructors	Instructors X	Students Y	Rx	Ry	G
1. Planning, Teaching Materials	4.72	4.42	3	4	
2. Instructional Strategies and Techniques	4.71	4.50	4	3	1
3. Communication with Learners	4.84	4.56	1	2	
4. Learner Reinforcement-Involvement	4.58	4.39	5	5	
5. Professional Standards	4.81	4.58	2	1	1
Variables on Factors Affecting Academic Performance					
1. Intellectual factors	3.25	3.39	1	1	
2. Physical factors	3.06	3.00	2.5	5	
3. Psychological Factors	3.06	3.07	2.5	4	
4. Environmental Factors	3.05	3.19	4	2.5	1.5
5. Teacher Factors	3.05	3.19	5	2.5	2.5
				($\sum G$) =	6

H_o: There is no correlation between the competencies of instructors and the academic performance of students as responded by the two groups of respondents.

Table 12 reflects the result on the correlation between the competencies of instructors and the factors affecting the academic

performance of students as responded by the two groups of respondents. The statistical treatment used was the correlation by Spearman Formula. Based on the given data, it yielded a computed R = 0.64 which falls within the + 0.41 to + 0.70, interpreted as moderate correlation, substantial relationship. The findings indicate that competencies of instructors are essential to minimize the factors affecting the academic performance of students. It could mean further that since the value of R is within the bracket of moderate correlation, therefore, it is conclusive that competencies of college instructors have substantial relationship with regards to the academic performance of students.

CONCLUSIONS

The instructors are much competent in the five indicators of the teaching competencies. The students' performance was sometimes affected with the predetermined factors. The two groups of respondents have the same responses as to the teachers' competencies and the factors affecting the academic performance. The most prevailing competency was communication with the learners, and the least prevailing is learner reinforcement- involvement. The most prevailing factor was intellectual, and the least prevailing was physical. There was moderate correlation between the competencies of college instructors and the factors affecting the academic performance of students.

ACKNOWLEDGMENT

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