

Relationship between Teaching Competence of Bachelor of Science in Hotel and Restaurant Management (BSHRM) Faculty and Students' Academic Performance

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Abstract

Teachers' competence has a strong influence on the academic performance of the students however; students gain in their academic performance may be attributed to some other factors. This study was conducted to determine the relationship between the teaching competence of BSHRM faculty and students academic performance. The respondents were 79 students taken from 99 third year and the fourth year BSHRM students enrolled during the first semester of the School Year 2016-17. The instrument used was adopted from the questionnaire in evaluating teaching competence constructed by Murcia, et al (2015). The statistical tools used were mean and Pearson product of correlations. Generally, results indicate that the BSHRM faculty were very competent in terms of mastery/knowledge of the subject matter, use of different teaching strategies, communication skills, and technology literacy. Other findings of the study revealed that the average grade of the respondents in their major subjects was moderately satisfactory while in their general education subject was satisfactory. Finally, there is no relationship between the faculty teaching competence and students' academic performance.

Keywords: faculty teaching competence; students' academic performance

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Introduction

In an educational setting, teachers are expected to possess a certain amount of knowledge and also a certain attitude and skills. This is called teaching competence. According to Anselmus (2011), the teacher's competence refers to the right way of conveying units of knowledge, application, and skills to students. The right way includes knowledge of content, process, methods, and means of conveying content. Teacher's competence also refers to the ability of the teacher to help guide and counsel his or her student to achieve high grades. Also, Ugbe (2012) defines a competent teacher as one who abandons the educational "chain" of depositing, receiving, memorizing, and repeating knowledge on the student's behalf but rather promotes consciousness to the students and helps them become conscious beings who adopt a concept of consciousness upon the world. Bovina (2002) has placed increased emphasis upon the basic areas of teachers' competence which include mastery of subject matter; understanding of human nature; and interest in continuous professional improvement of knowledge. Akinbobola (2004) opined that a competent teacher that attends conferences, workshops and seminars have good classroom control, effective communication skills, adequate knowledge of the subject, utilize a variety of teaching methods or strategies and show enthusiasm for teaching. Further, de Guzman (2008) stressed that the teacher or instructor occupies a strategic position in the teaching-learning process. Effective teachers are equipped with a 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).

In today's educational setting, changes are always imposed in a different bureaucracy, in which learning institutions are not excused. The purpose of these changes is for the instructors to be abreast with the newest teaching methodologies. Learning institutions such as State Colleges and Universities (SUCs) are providers of manpower that are fitting to the needs of the industry. Therefore, instructors therein must be competent in preparing and sharpening the students to be ready in their future job. Goldstein et al. (2005) stressed that the successful professional-technical instructor in the twenty-first century is one who is prepared to manage and deliver instruction in a positive learning-based environment. Challenges that were not present in the past provide opportunities to supply the workforce with the skills and knowledge in a strong knowledge-based economy. Some of these challenges include a multicultural student body, prospective students with little educational foundation, students that expect to learn by way of instructional technology, and those who have plans that will lead them through a baccalaureate degree.

Students are in school because they want to learn new things, to acquire relevant knowledge, to equip themselves with skills needed in their future job, to impregnate themselves with acceptable values and attitude, etc. Hence, students expect that their instructors/professors have a certain degree of expertise and

competencies in facilitating teaching and learning inside and outside the classroom. Leary et al. (2013) emphasized that preparation based on professional competencies aims to provide learning with significance and functionality, and to put into action a set of knowledge, attitudes, skills and values in the development of professional activity, involving the student in an active manner, and thereby encouraging reflection and critical thinking, allowing the student to make decisions, solve problems, design projects, etc.

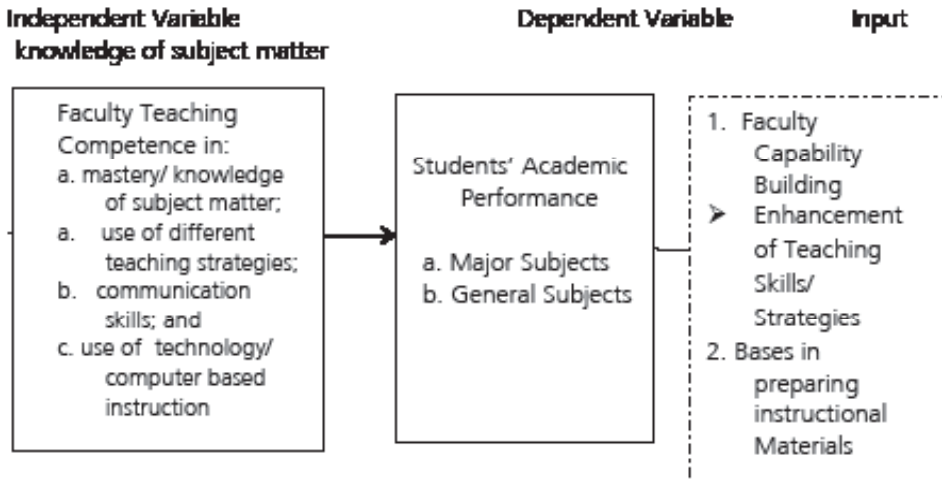
Literatures reviewed tell that teachers' competence has a strong influence on the academic performance of the students. One of the research results was that of Ugbe (2012). He reported that there is a significant relationship between teachers' competence and students' academic performance in Chemistry. Chemistry students taught by qualified teachers performed significantly better than those taught by unqualified teachers. Also, chemistry students taught by experienced teachers performed significantly better than those taught by inexperienced teacher.

It could be noted that the improvement of classroom instruction is largely dependent upon the competencies of the teacher. However, Grace (2013) also maintains that the process of learning is still a little mysterious but studies do show that the most effective process for studying involves highly active behavior over a period of time. In other words, to study effectively, one must read, draw, compare, memorize and test himself over time. Likewise, Marc (2011) opines that students who organize their lives and stick to their established study schedules are confident and relaxed at test-taking time.

The present study had been conceptualized purposely to fill - in the gap of information and find an explanation to the inconsistency of findings of the previous studies. Likewise, this study was compliance of the accreditors' recommendations that there should be a tangible data on the faculty teaching competence in relation to students' competence.

Generally, the study aimed to find out the relationship between the teaching competence of the CAPSU Sigma Bachelor of Science in Hotel and Restaurant Management (BSHRM) faculty. Specifically, it sought to answer the following questions: 1. What is the teaching competence of the CAPSU Sigma BSHRM faculty in terms of the following? (a. mastery/ knowledge of the subject matter; a. use of different teaching strategies; b. communication skills; and c. use of technology/ computer-based instruction). 2. What is the academic performance of students in their major subjects and in their general education subjects? and 3. Is there a significant relationship between the teaching competence of the CAPSU Sigma faculty and students' academic performance?

Conceptual Framework



Methodology

This study used the survey-correlation method of research. Respondents were 79 students comprising of the third-year and fourth-year BSHRM students who were enrolled during the first semester of the academic year 2016-2017. The dependent variables were the academic performance of the BSHRM students while the independent variables were the faculty competence in the mastery of the subject, use of different teaching methodologies, communication skills and use of technology and computer-based instructions.

Data Gathering Instrument

The instrument used was adopted from the questionnaire in evaluating teaching competence constructed by Murcia, et al (2015). The researcher chose only the items in the questionnaire which are suited to the nature of the study, however, some of the items were revised to suit the purpose of the present study and supplemented lacking statements by formulation of new items. The instrument consists of four parts. The questionnaire gathered information on the competencies of the faculty in terms of a) mastery/knowledge of the subject matter; b) use of varied instructional material; c) communication skills; and d) use of technology/ computer-based instruction.

Four parts of the questionnaire: Part I Data Information Sheet. It contained questions that elicit information about the participants' personal profile such as year level and sex. Part II is the portion where the GPA of the respondents in their major subject and general education subjects during the second semester of the school

year 2015-2016 are placed. Part III of the questionnaire is Faculty Competence. The researcher adopted the standardized questionnaire; however, some of the items were revised to suit the purpose of the present study. There were also items which were constructed by the researcher. The questionnaire contains statements that measure the competency of the BSHRM faculty in mastery/knowledge of the subject matter, use of varied teaching methodologies, communication skills and use of technology/computer-based instruction. For the mastery/ knowledge of subject matter and use of varied teaching methods and strategies, each has 10 items. For competency in communication skills, there were eight statements. Finally, for the use of technology/computer-based instruction, six items were included.

Scoring of Variable

To score the responses of the respondents, the following scale was used.

Score	Responses
5	Strongly agree
4	Agree
3	Uncertain
2	Disagree
1	Strongly Disagree

To determine the competency level of the faculty in each item in every specified variable, the scale below was used.

Range	Verbal Interpretation
4.20 – 5.0	Very competent
3.40- 4.19	Competent
2.60- 3.39	Moderately Competent
1.80- 2.59	Fairly Competent
1.0 - 1.79	Poorly Competent

Prior to its use though it is standardized, the instrument was shown to the researcher's colleagues who have a good track record in research. Their suggestions, as well as recommendations for the improvement of the instrument were incorporated in the revision of the same instrument.

Academic Performance. To determine the academic performance of the respondents, the grades in the CapSU Sigma, Satellite College registrar were followed. However, since the registrar has no description for each numerical rating and grade brackets, the researcher was the one who assigned the description of the grades. This was also shown to the registrar and to her colleague for comments and suggestions. After a thorough discussion, the following were the agreed grade description for the purpose of this study only.

Numerical Rating	Grade Bracket	Description
1.0	(99-100)	Excellent
1.25	(96- 98)	Outstanding
1.5	(93-95)	Very Good
1.75	(90- 92)	Good
2.0	(87- 89)	Satisfactory
2.25	(84- 86)	Moderately Satisfactory
2.5	(81-83)	Fairly Satisfactory
2.75	(78-80)	Poor
3.0	(75- 77)	Passed

Statistical Data Analysis Procedure

The statistical tools used were mean and Pearson product of correlations.

Mean. This was used to determine the competency of the faculty in terms of the mentioned variables. Likewise, it was used to determine the academic performance of the students in their major and general education subjects. The grade point average of the respondents was taken from the registrar with prior approved letter of request. The registrar was the one who computed for the Grade Point Average (GPA) of the students in their major and general education subjects.

Pearson product of correlations. This test, set at .05 alpha level of significance, was used to determine the relationships between the faculty competence and students' academic performance. Likewise, it was used to determine whether there is a significant relationship exists in the performance of the students in their major and general education subjects.

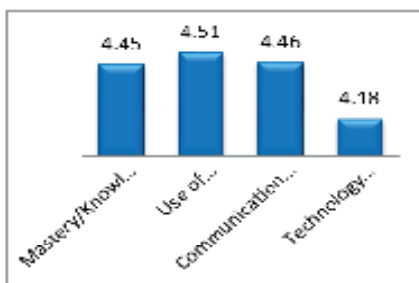
The data collected were tabulated, analyzed and interpreted. For statistical computations, SPSS (Statistics Package for Social Sciences) was used.

Results and Discussion

Faculty Teaching Competence

Figure 1 reveals the competency of the faculty in the variables specified. Results show that among the variables, technology literacy got the lowest mean ($M=4.18$; $SD 0.78$) with a verbal interpretation of competent. This means that there were faculty who seldom use technology or computer-aided instruction in facilitating teaching-learning in the classroom. On the contrary, faculties were very competent in delivering their lessons due to mastery of their subject matter. Likewise, they used varied teaching methods and techniques, thus, making their lessons interesting. Finally, students understand the lessons well because of the very competent communication facility of the faculty. Generally, results indicate that the BSHRM faculty was very

competent in performing their job.



Legend:

- 4.20 – 5.0** *Very competent*
- 3.40 – 4.19** *Competent*
- 2.60 – 3.39** *Moderately Competent*
- 1.80 – 2.59** *Fairly Competent*
- 1.0 – 1.79** *Poorly Competent*

Competence in Mastery/knowledge of Subject Matter

Data in table 1 is the faculty competency in terms of mastery/ knowledge of the subject matter. Results revealed that the item stating Our instructors enhance the lesson by giving realistic examples got the highest mean (M=; 4.69). This is followed by the item . . . present the content of his/her subject matter clearly (M=3.63). Results denote that the BSHRM faculty delivers their lessons comprehensively. On the other hand, the item stating Our instructors discuss the lesson without looking to his reference materials got the lowest mean(3.90) verbally interpreted as competent. This means that respondents noticed that their instructors were glancing to their reference materials once in a while.

Table 1. Faculty competences in terms of mastery/knowledge of the subject matter

Items	Mean	Verbal Interpretation
Our instructors/ professors . . .		
1. present the content of his/her subject matter clearly	4.63	Very Competent
2. provide scientific information that allows me to gain a better and deeper understanding of the subject matter	4.47	Very Competent
3. relate the concept of the topics to the real happenings in the society and in the workplace	4.45	Very Competent
4. manifest professionalism in asking questioning that led us to come up with the general idea of the topic	4.60	Very Competent
5. give substantial and convincing responses to our query and doubts	4.54	Very Competent
6. relate the concepts of the topic lectured to the laboratory performance	4.37	Very Competent
7. discuss the topic confidently and lightheartedly	4.57	Very Competent
8. discuss the lesson without looking to his		

reference materials	3.90	Competent
9. gives realistic examples that enriched the lesson	4.69	Very competent
10. prepare a well-structured test questions	4.30	Very Competent

Competence in Using Different Teaching Methods and Strategies

Data in table 2 is faculty competence in terms of using different teaching methods and strategies. Results revealed that item stating our instructor uses a variety of visual aids in the class got the highest mean (M=4.72) and a statement stating . . . maintain classroom discipline and management inside the classroom got the next highest mean (M=4.61) both are verbally interpreted as very competent. On the other hand item, stating Our instructor allows us to exchange ideas with our classmates to come up with a substantial output got the lowest mean (M= 4.13) verbally interpreted as competent. Results indicate that BSHRM faculty are using several visual aids to support discussions and to stimulate the interest of the students. In addition, control to students who portray undesirable behavior is done by the faculty. Further, respect for one another is imposed within the school. On the contrary, a statement stating our instructors allow us to exchange ideas with our classmates to come up with a substantial output got the lowest mean (M=4.13), verbally interpreted as competent. This implies that there are instances that students are not allowed by the instructor to discuss too much among themselves of the concepts they want to internalize. However, in general, faculty are very competent in using varied instructional materials.

Table 2. Faculty competence in using different teaching methods and strategies

Statements	Mean	Verbal Interpretation
Our instructors . . .		
1. allow us to exchange ideas with our classmates to come up with a substantial output	4.13	competent
2. allow and encourage students' participation	4.33	Very Competent
3. promotes individual work	4.60	Very competent
4. promote teamwork	4.48	Very Competent
5. foster research and critical thinking in students	4.40	Very Competent
6. facilitate student-student and student-professor interaction	4.47	Very Competent
7. devise activities that can encourage students' to participate actively in the class activities	4.52	Very Competent
8. maintain classroom discipline and management inside the classroom	4.61	Very Competent
9. use a variety of visual aids in the class	4.72	Very Competent
10. use varied techniques and instructional materials to facilitate learning	4.61	Very Competent

Faculty Competence in Communication Skills

Table 3 reflects faculty competence in communication skills. Results show that all the items in this variable got a mean with a verbal interpretation of very competent. This implies that BSHRM faculty communicates effectively to students. Hence, the fast transfer of learning from the instructor to students and easy concept internalization in the part of the students are certain.

Table 3. Faculty competence in communication skills

Statements	Mean	Verbal Interpretation
Our instructors. . .		
1. Use simple language in discussing her lesson	4.45	Very competent
2. explain her /his lesson fluently	4.44	Very competent
3. use appropriate language in discussing her lesson	4.33	Very competent
4. use non-verbal cues such as gestures and facial expression that helps us understand the concept discussed	4.32	Very competent
5. communicates with grammatically correct sentences	4.39	Very competent
6. articulate thoughts and ideas effectively	4.31	Very competent
7. listen carefully to understand the idea express by the students	4.60	Very competent
8. communicate effectively in diverse environments	4.59	Very competent

Faculty competence in terms of using technology-based instruction

Reflected in table 4 is the faculty competence in using technology-based instruction. Results further show that all items got a mean with a verbal interpretation of very competent except for the two statements stating our instructors encourage us to submit our requirements through internet websites such e-mail, facebook messenger, etc. and our instructors enhance our lesson using video clips. This indicates that there are few instructors who use internet generated lessons and video clips. However, generally, BSHRM instructors are very competent in using technology or computer-aided instruction.

Table 4. Faculty competences in terms of using technology-based instruction.

Statements	Mean	Verbal Interpretation
Our instructors. . .		
1. use multi-media in presenting their lessons	4.23	Very competent
2. encourage us to submit our course requirements through email	3.96	Competent
3. encourage us to use internet-based resources in complying course requirements	4.01	Competent
4. enhance our lesson using video clips	4.12	Competent
5. compute our grades using appropriate MS programs	4.24	Very competent
6. are easily accessible (tutorials, e-mails, etc.)	4.30	Very Competent

Academic Performance of the Respondents in their Major and General Education Subjects

Reflected in table 5 is the academic performance of the respondents in their major and in their general education subjects. Data revealed that the average grade of the respondents in their major subjects is 86.65 (moderately satisfactory) while in their general education subject, their average grade is 87.35 (satisfactory). This means that respondents have almost the same performance in their major and in their general subjects.

Table 5. Academic performance of the respondents in their major and general education subjects

Academic Performance	Std. Deviation	Mean	Description
Major Subjects	2.90	86.65	Moderately Satisfactory
General Education Subjects	2.64	87.35	Satisfactory
Grand Mean	2.21	87.00	Satisfactory

Legend:

1.0 - 99 to 100 %	Excellent	2.0 - 87 to 89 %	Satisfactory	3.0 - 75 to 77%	Passed
1.25 - 96 to 98 %	Outstanding	2.25 - 84 to 86 %	M Satisfactory	4.0 - 70 to 74%	
1.50 - 93 to 95 %	Very Good		Conditional		
1.75 - 90 to 92 %	Good	2.5 - 81 to 83 %	Fair	5.0 - below 70 %	Failed
Inc.- Incomplete		2.75 - 78 to 80 %	Poor		
DRP – Dropped					

Relationship between the teachers' competence and students' academic performance

Reflected in table 6 is the relationship between teachers' competence and students' academic performance. Result revealed that the $r =$ value of -0.070 shows a negative correlation. This means that there is no relationship between the teachers' competence and students' academic performance. This result is in contrast with the result of the investigation of Ugbe (2012) in which he reported that there is a significant relationship between teachers' competence and students' academic performance. On other hand, the result of the study conforms with the report of Aquino (2011) in which he viewed that students' higher academic performance depends upon several factors but most importantly, the mental ability and study skills of the students. Moreover, he stressed that the academic performance of students is based on how they spend time in performing academic work. Students' academic performance can be influenced by their abilities and interests, routine practices, classroom management, motivation, and even instructional quality.

In view of the result of the study, although students perceived that their faculty is competent yet their academic performance in their major and general education subject is only satisfactory. This divulges further that students' success in academic performance depends largely on their intrinsic intellect, commitment and determination yet the teacher has a significant role to play in the academic success of the students.

Table 6. Relationship between faculty competence and students' academic performance

Variable		Teaching Competence	Academic Performance
Teaching Competence	Pearson Correlation	1	-.070
	Sig. (2-tailed)		.537
	N	79	79
Academic Performance	Pearson Correlation	-.070	1
	Sig. (2-tailed)	.537	
	N	79	79

Conclusions

Generally, the instructors have mastery of the content of the topic they are discussing. However, instructors need guides in delivering their lessons. Thus, it is inevitable to them not to glance once in a while on their reference materials; Although the result shows that teachers are competent in teaching the course content, students want that they must be given an opportunity to confer with their classmates on issues

they want to clarify and expound; BSHRM faculty are competent in communicating their students both in speaking and in listening; Not all BSHRM instructors are using computer-aided instruction or internet website as one of the sources of their lecture. Moreover, some of them seldom encourage their students to use the internet website or computer program to enhance their technological skills; BSHRM students have moderately satisfactory performance in their major subjects and have satisfactory performance in their general academic subject; and it does not follow always that if the instructor is competent, the students are also academically competent.

Recommendations

Based on the conclusions the following recommendations are forwarded:

- 1.) BSHRM instructors are recommended to provide varied learning opportunities to students for them to maximize their potential. Likewise, they may encourage their students to use technology (computer, internet websites, etc.) in doing their assignments and research activities. Likewise, faculty may use computer-aided instruction to facilitate learning and to make their lecture more interesting.
- 2.) Although the study found out that faculty competence is not related to students' academic performance, but still they must continue on upgrading themselves with the different competencies expected of them by the students.
- 3.) Future researches may conduct a similar study enhancing the weak points of study.

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