

Competencies and Core Values Learned in College as Perceived by Teacher Education Graduates of WPU Quezon Campus

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Abstract—The study aimed to evaluate and assess Competencies and Core Values Learned in College as Perceived by Teacher Education Graduates of WPU Quezon Campus.

It also aimed to determine the Institutional Benefits Acquired by Teacher Education Graduates of WPU-Quezon Campus from their Alma Mater

This study used descriptive statistics such as frequency counts, percentages; means were used to analyze the data that was gathered through the use of modified CHED Tracer Study survey questionnaire that was personally administered to 92 education graduates served as population in this study.

Results revealed that majority of graduates were learned human relation skills, followed by communication skills and problem solving, critical thinking, information technology and entrepreneurial skills of education graduates of Western Philippine University- Quezon Campus were described as high. It means that they are effective and efficient employees as they possessed the high quality of professional characteristic.

Keywords— job satisfaction, competencies, core values, teacher education, Affiliation.

I. INTRODUCTION

Teachers play a significant role in any educational system. Hence, they are expected to possess dignity and reputation, high moral values, and technical and professional competence. A teacher's professionalism is viewed in terms of his professional autonomy, accountability, ethical conduct and knowledge which should be evident inside and outside the workplace. The concept of teaching as an ideal profession has remained strong through the years, but it has been accentuated by the need for the meeting challenges of the times (Abria 2015). Despite all these, teachers are still expected to perform their task with dignity According to Lardizabal 1995 disclosed two major categories in which the characteristic of an effective teacher may be grouped as professional qualities and personal qualities. Personal qualities refer to the teacher's knowledge of general subject matter to be taught, his understanding of psychological and educational principles and his appreciation of the teaching profession. However, personal qualities are those that stem from the teacher's personality, his interest, attitudes and belief, his behaviour in working relationship with pupil and other individual.

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In line with competency-based assessment, Subong (2005) explained that competencies are the knowledge, skills, abilities, personal characteristics and other people-based attributes. She added that individuals with these requisite competencies of skills, knowledge and work behaviours bring about the organizations success. He further explained that the qualities of getting job done in terms of the "hard" skills or those technical or functional skills. But competencies are not just skills or abilities or knowledge. Competencies also included the "soft" areas like values, attitude and traits or those that are usually deeper embedded in a person and conversely harder to acquire or develop. The right combination and intensity or the "hard" and "soft" competencies is the "secret" of the competitive difference that people make of their organization. The same combination gives the organization the flexibility and agility to shift into various roles, perform multi skilled jobs or do a full or partial job rotation.

When we say competencies, they can describe collectively as skills, traits, attitude and values in one. These can help distinguish performance from average to superior performance under specific circumstances. No matter how big or small our organization is, values and ethics are imperative in the workstation to Uphold positive personal and interpersonal behaviours, Maintain fundamental responsibilities and accountabilities; and constantly develop and enhance upon quality and professionalism. This study intends to assess the Competencies and Core Values Learned in College as Perceived by Teacher Education Graduates of WPU Quezon Campus. This is to assess the teacher education graduates since they left university with a view to establish among others their current activity, utilization of skills, the Competencies and Core Values as well as the quality of the program of study in terms of content, delivery and relevance to the world of work.

In view thereof, this study on assessing the Competencies and Core Values Learned in College as Perceived by Teacher Education graduates. Specifically, it sought to answer the following:

What describe the institutional benefits acquired by teacher education graduates of WPU-Quezon Campus in terms of: competencies learned in college; core values learned in college; benefits gained while studying; and Usefulness of the overall course curriculum for professional work?

II. METHODOLOGY

This study was limited in determining the employability of teacher education graduates of the Western Philippines University-Quezon Campus. The researcher had identified limitations to the study such institutional benefits acquired by teacher education graduates, of teacher education graduates of WPU-Quezon Campus.

The population, time and place were limited to the 92 teacher education graduates of the WPU-Quezon Campus from School Year 2006-2007 to 2010-2011.

III. RESULTS AND DISCUSSION

Institutional Benefits Acquired by Teacher Education Graduates of WPU-Quezon Campus from their Alma Mater

The institutional benefits acquired by teacher education graduates of WPU-Quezon Campus from their alma mater in terms of competencies and core values learned, benefits gained and usefulness of the curriculum is presented under table 3a, 3b and 3c.

Competencies and Core Values Learned in College as Perceived by Teacher Education Graduates

Table 3a Assessment on institutional benefits acquired by teacher education graduates of WPU-Quezon Campus from their alma mater in terms of competencies and core values learned in college.

It reveals that among the competencies learned in college, majority of the respondents affirm that they learned human relations skills as revealed by 68 or 73.91 percent, followed by communication skills with 62 or 67.39 percent and problem-solving skills with 42 or 45.65 percent.

Meanwhile, 41 or 44.57 percent of them confirm that they learned critical thinking skills, 33 or 35.87 percent learned information technology skills and 18 or 19.57 percent acquired knowledge on entrepreneurial skills.

It implies that the teacher education graduates of WPU Quezon acquired and have skills as to the aspects of human relations, communication, problem solving, critical thinking, information technology and entrepreneurial skills. It means that they are effective and efficient employees as they possessed the high quality of professional characteristics.

Table 3a presents the frequency distribution of respondents on the core values learned in college. It reveals that the highest frequency is the values of social responsibility with 74 or 80.43 percent, followed by integrity with 52 or 56.52 percent, teamwork with 48 or 52.17 percent.

On the other hand, 39 or 42.39 percent of them reveal that they learned values of excellence and 34 or 36.96 percent learned values of innovation.

It implies that the teacher education graduates of WPU Quezon Campus possessed the values of social responsibility, integrity, teamwork, excellence and innovative. Therefore, they are very good public servant and imbibed the high ethical standard of being an employee.

In the study of Virola (2005) many employed graduates perceived the relevance of their courses to be the key factor in getting a job. Intellectual skills were also a contributing factor as well as academic performance and character/ personality. The qualification from an institution with a good reputation was not as big a factor.

The employed graduates also cited adaptability/flexibility, intellectual skills, teamwork, interpersonal skills and communication skills as competencies they had learned in college which have been useful for their first job. However, research skills, IT skills and entrepreneurship skills were not as useful in their jobs in comparison.

Table 3a. Assessment on institutional benefits acquired by teacher education graduates of WPU-Quezon Campus from their alma mater in terms of competencies and core values learned in college.

Institutional Benefits	F(n=92)	Percentage
*Competencies Learned in College		
Communication skills	62	67.39
Human relations skills	68	73.91
Entrepreneurial skills	18	19.57
Information technology skills	33	35.87
Problem-solving skills	42	45.65
Critical thinking skills	41	44.57
*Core Values Learned in College		
Integrity	52	56.52
Excellence	39	42.39
Innovation	34	36.96
Teamwork	48	52.17
Social Responsibility	74	80.43

*Multiple Responses

Benefits Gained While Studying at WPU Quezon Campus as Perceived by Teacher Education Graduates

The assessment on institutional benefits acquired by teacher education graduates of WPU-Quezon Campus from their alma mater in terms of benefits gained while studying is presented in table 3b.

According to the respondents the university motivates them to do their best work and develop knowledge and skills applicable to a career as much extent with mean rating of 4.26 and 4.10 respectively.

Similarly, they affirm that the university helps them to develop their ability to plan their own work (4.08); develop their confidence to investigate new ideas (4.02) and develop their problem solving skills (3.97) which describe as much extent.

The respondents also confirm that while studying at WPU Quezon they are provide with a broad overview of their course/major (3.97) and develop their ability to work as a team member (3.91).

Moreover, they also believe that the university sharpens their analytical skills (3.91); make informed judgment (3.87)

and stimulate their enthusiasm for further learning (3.84) describes as much extent.

Further, they are convince that studying at WPU Quezon Campus improve their skills in written communication (3.76); speak effectively (3.75) and computer skills (3.74).

The weighted mean of 3.94 describe as much extent, implies that the university provides a holistic training for the teacher education graduates. It means that the institution serves as a training ground for the future professional of the country. It also indicates that the teacher education graduates of WPU Quezon are capable for multi-tasking work which is very necessary for their career at teachers and even in other kind of job.

In the survey conducted by BLES in 2008 the HEIs' extra-curricular activities also received positive responses with 37 percent saying they were above average and 27 percent excellent. This was reinforced by the relatively high level of involvement in such activities 60 percent being very active compared to 3 percent being not active. The extra-curricular activities found to be most popular were memberships in academic organizations and involvement in volunteer or service-related work, followed by sports and athletics. More of the employed graduates (70 percent) were involved in academic organizations compared to the unemployed (33 percent).

Table 3b. Assessment on institutional benefits acquired by teacher education graduates of WPU-Quezon Campus from their alma mater in terms of benefits gained while studying.

Institutional Benefits	Mean	DR
Develop knowledge and skills applicable to a career	4.10	Much Extent
Develop my ability to work as a team member	3.91	Much Extent
Motivate me to do my best work	4.26	Much Extent
Provide me with a broad overview of my course/major	3.97	Much Extent
Sharpen my analytical skills	3.91	Much Extent
Develop my confidence to investigate new ideas	4.02	Much Extent
Develop my problem solving skills	3.97	Much Extent
Stimulate my enthusiasm for further learning	3.84	Much Extent
Improve my skills in written communication	3.76	Much Extent
Help to develop my ability to plan my own work	4.08	Much Extent
Make informed judgment	3.87	Much Extent
Use computers	3.74	Much Extent
Speak effectively	3.75	Much Extent
Over-All Mean:	3.94	Much Extent

Legend:

Numerical Weight	Interval Estimate	Descriptive Rating (DR)
5	4.51 – 5.00	Very Much Extent (VME)
4	3.51 – 4.50	Much Extent (ME)
3	2.51 – 3.50	Certain Extent (CE)
2	1.51 – 2.50	Less Extent (LE)
1	1.00 – 1.50	Not at All (NA)

Usefulness of the Overall Course Curriculum for Professional Work as Perceived by Teacher Education Graduates

Table 3c presents the assessment on institutional benefits acquired by teacher education graduates of WPU-Quezon Campus from their alma mater in terms of usefulness of the overall course curriculum for professional work.

The result reveals that the respondents assess the general education as very useful with mean rating of 2.59 as well as the professional courses with mean rating of 2.55.

Meanwhile, they assess the course seminar (2.42), core courses (2.36), elective courses (2.22) and undergraduate thesis/special problem (2.09) as useful.

The weighted mean of 2.37 describe as useful, implies that the course curriculum are necessary for professional work. It means that the curriculum is useful in the performance of their duties in their respective choice of work.

In the study of Adriano (2009) the respondents had a high regard for their universities, curriculum and pedagogy regardless of whether they were employed or not. The quality of faculty was rated as being above average (40 percent) and excellent (23 percent). Most of the respondents (70 percent) found their curriculum to be helpful in developing their employability. They also considered the course contents to be excellent (27 percent) or above average (40 percent). Likewise, 40 percent said the methods of instruction to be average, 37 percent above average and 23 percent excellent. It would seem that most of the graduates did not see their training to be responsible for their difficulties in landing a job.

Table 3c. Assessment on institutional benefits acquired by teacher education graduates of WPU-Quezon Campus from their alma mater in terms of usefulness of the over-all course curriculum for professional work.

Usefulness of the Curriculum	Mean	DR
General Education	2.59	Very Useful
Core Courses	2.36	Useful
Professional Courses	2.55	Very Useful
Elective Courses	2.22	Useful
Undergraduate Thesis/Special Problem	2.09	Useful
Seminar	2.42	Useful
Over-All Mean:	2.37	Useful

Legend:

Numerical Weight	Interval Estimate	Descriptive Rating (DR)
3	2.51 – 3.00	Very Useful
2	1.51 – 2.50	Useful
1	1.00 – 1.50	Not Useful

IV. CONCLUSIONS

Anchored on the findings, the following conclusions were deduced.

The respondents acquired and have skills as to the aspects of human relations, communication, problem solving, critical thinking, information technology and entrepreneurial skills. It means that they effective and efficient employees as they possessed the high quality of professional characteristics.

The respondents possessed the values of social responsibility, integrity, teamwork, excellence and innovative. Therefore, they are very good public servant and imbibed the high ethical standard of being an employee.

The university provides a holistic training for the teacher education graduates. It means that the institution serves as a training ground for the future professional of the country. It

also conclude that the teacher education graduates of WPU Quezon are capable for multi-tasking work which is very necessary for their career at teachers and even in other kind of job.

The course curriculum was necessary for professional work. It means that the curriculum was useful in the performance of their duties in their respective choice of work.

RECOMMENDATIONS

The data and conclusion that were arrived at became the pivots of the recommendations for different groups of people.

There is a need to further improve the condition of teacher education in the external campus in order to enhance the overall capacity for the provision of vital equipment, study facilities and off study program, thereby strengthening its study provisions and conditions profile.

Each of them should develop plans that foster self-assessment, improvement of practice, professional growth and improve themselves constantly to maintain the standard of a highly respected profession.

Graduates should further enhance their professional growth by taking graduate studies and finish what they had started in graduate studies.

In order to be entitled to all the increased remuneration/salaries and benefits, they should be required to continuously improve both themselves educationally or professionally and their work quality to qualified for promotion.

Results should be used for curriculum development program of the university as well as for accreditation program.

Results of this study should be presented to the WPU Administration.

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