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Teaching Situation and Instructors' Key-Competencies at the College of Maritime Education (CME): Evaluation of the Marine Engineering Students

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ABSTRACT: Strength of educational system depends upon the quality pf teachers. Teachers have always been considered as one of the noblest professions. (Naz, 2016). Students are generally influenced by their teachers because they spend most of their time at school (Rahaman, 2010; Rosen, 2010). To teach students according to today's standards, teachers need to understand subject matter deeply and flexibly so that they can help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. Teachers use suitable strategies and resources to follow instructions according to the needs of the needs of individuals and groups of students. Teachers should guide pupils learning in analyzing. Teachers should provide manifold models and explanations of concepts behaviors and skills. Teachers provide creative and critical thinking, problem solving ability, curiosity. They should know how to use various technological and communication. They should believe in change and flexibility in teaching learning process (Rahaman, 2010; Rosen, 2010).

1 INTRODUCTION

Teachers need to improve knowledge and skills to enhance. They should improve and explore their teaching practices. Teachers' competencies must be reviewed so that teachers be redefined in the development of whole life and education. Competencies refer to knowledge, skills, attitudes, values, and beliefs that the people need in order to be successful in job. These are categories into three (3) areas such as: field, pedagogical, and cultural competencies. Competencies referred to the following competencies: field, research, life-long learning, social-cultural, emotional, communication, information and communication technologies (ICT), and environment (Selvi, 2010).

Teachers have important contribution to determine students' achievement. Teachers need to improve their knowledge and teaching practices. They should bring their students to the objectives of learning. Teaching competence is a set of teachers' abilities, knowledge, and beliefs that are used to create effective learning process (Majoko, 2019).

One of the basic functions of the school is to perform quality performance in the framework of quality education according to different fields of specializations. The mission of the school is to ensure on the one hand, excellent student performance, and on the other the equal enjoyment of opportunities by all students. Schools are asked to carry out the challenges of times, such as multicultural co-existence, dominance of technology, evolution of sciences, and rapid renewal of knowledge. They are tasked to prepare the students not only for the present but also for ever-changing future, which needs the teachers' role. The contribution of the working teachers is of

primary importance, as they have the experiences gained from actual practice to warrant "competence in teaching". These competencies are the holistic approaches, individual qualification, attitudes, skills, and knowledge that arise as the results of their works. Teachers shall carry out their works with the union of personality traits and acquired knowledge. A "good teacher" should possess a wide range of qualifications, which include personality traits, attitudes, beliefs, pedagogical skills, and knowledge. The professional competencies of the teacher are personal qualities, attitudes, skills, and knowledge contribute to his/her effectiveness (Liakopoulou, 2011).

In particular, a large number of Philippine schools were reported to manifest declining levels of quality, and thus offering low quality education. In this regard, public and private institutions were mandated by CHED (Commission on Higher Education) to align their development agenda with those articulated by national educational reforms (Cuizon, el at., 2011).

Learning to teach is a developmental process, one that changes and evolves throughout a career. Across this time, teachers make sense of their personal experiences through interpretation and creation of unique frameworks of knowledge. The process of teaching has been defined in a variety of ways as the acquisition and maintenance of practical teaching skills in order to address the complexity of issues in teaching (Greene, 2008).

Teacher's competency is the ability of teacher to create an environment that is fair, understanding, and accepting varied and diverse students, ideas, experiences, and backgrounds. Teachers who learn and practice sound pedagogical practices and techniques can affect students' measured achievements and performance, especially those students who came from different cultures, backgrounds, and quality of life. The single most important influence on student's learning is the quality of teaching (Tope, 2012).

Equalizing opportunities in education is one of the most important conditions for overcoming social injustice and reducing social disparities in any community. Education is a condition needed for strengthening economic growth. It is the key to the building up of skills and capacities in all domains, which are necessary for techno-economic development. It is also one way of improving a country's citizens so that their whole potentials may be maximized to benefit the nation. Education must be concerned with more than simply transmission of knowledge (Fernandez, 20112).

The comparison of approaches to learning, teaching, and assessment is the new step toward making higher education system transparent to its stakeholders. Academic leaders and administrators of educational institutions have to develop programs which are commensurate with new outcomes and approaches that use to level up learning outcomes. Assessment practices must be appropriate for ascertaining whether or not the desired results have been obtained (Biggs, 2003).

The quality of nation depends upon the quality of its citizens. The quality of citizens rests upon the quality of their education. Quality education depends upon the competence, dedication of school teachers. The source of true and holistic education is the teachers. Teacher has always given opportunity to raise their platform of respect. Teachers are regarded as the most powerful agents of social change. The effect of quality teaching on educational outcomes are greater than those that arise from the students' background.

2 STATEMENT OF THE PROBLEM

In order to understand fully the present study, the following specific questions were advanced:

1. What is the level of teaching situation of the instructors as an entire group and when grouped according to different categories such as the following: (a) type of student, (b) place of origin, (c) age, (d) area of specialization at the College of Maritime Education of JBLFMU-Molo as evaluated by the marine engineering students?
2. What is the level of instructors' competence as an entire group and when grouped according to different categories such as the following: (a) type of student, (b) place of origin, (c) age, (d) area of specialization at the College of Maritime Education of JBLFMU-Molo as evaluated by the marine engineering students?
3. Are there significant differences in the teaching situation of the instructors as an entire group and when grouped according to different categories such as the following: (a) type of student, (b) place of origin, (c) age, (d) area of specialization at the College of Maritime Education of JBLFMU-Molo as evaluated by the marine engineering students?
4. Are there significant differences in the level of teaching situation of the instructors as an entire group and when grouped according to different categories such as the following: (a) type of student, (b) place of origin, (c) age, (d) area of specialization at the College of Maritime Education of JBLFMU-Molo as evaluated by the marine engineering students?
5. Is there significant relationship between the teaching situation and teaching competence of the instructors?
6. What are the instructors' key-competencies as perceived by the marine engineering students?
7. What are the suggestions of the irregular students about the teaching competence of their instructors at the College of Maritime Education, JBLFMU-Molo?

3 HYPOTHESIS

The hypothesis was advanced:

There are no significant differences in the level of teaching competence as evaluated by the respondents when grouped according to different categories such as type of residence, number of years as irregular students, age, and area of specialization of instructors.

3.1 *Conceptual Framework*

The present study was illustrated in the figure below showing relationship between the dependent variable, teaching competence as influenced by independent variables such as type of residence while studying at JBLFMU-Molo, number of years as irregular student, age, and area of specialization being evaluated by irregular students.

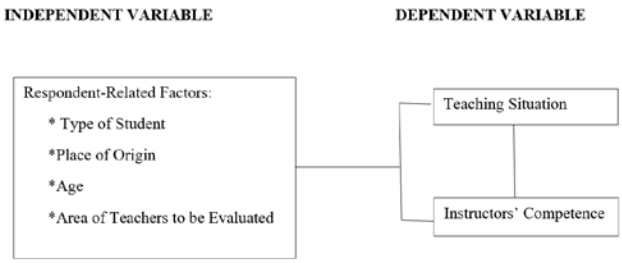

Figure 1. Teaching situation and instructors' competence of instructors as influenced by the respondent-related factors.

3.2 *Definition of Terms*

The following terms are conceptually and operationally defined for clearer understanding.

Assessment ¬– Evaluation or estimation of the nature, quality, or ability of someone or something (Biaton, 2017).

In this study, "assessment" refers to the methods and techniques that is used to measure the quality or ability of the instructors handling irregular marine enginnering at JBLFMU-Molo.

Competence – the way one carries out his work, union of his personality traits and acquired knowledge (Liakopoulou, 2011).

In this study, competence refers to the teaching competence, which is the way teacher carries out his work, union of his personality traits, and acquired knowledge in dealing with irregular marine engineering students of JBLFMU-Molo.

Marine engineering students – are trained to work at the engine department of a ship (Navarra, 2003)

In this study "students" refers to the irregular marine engineering students who are enrolled at the College of Maritime Education (CME) during the first semester of SY 2018-2019 at JBLFMU- Molo.

Teaching – an interpersonal, interactive activity, typically involving verbal communication, which is undertaken for the purpose of helping one or more students learn or change the ways in which they can or will behave (Porras, 2004).

In this study, "teaching" refers to those actions involving verbal communication designed to help the irregular marine engineering students of JBLFMU-Molo, Iloilo City, Philippines.

3.3 *Significance of the Study*

This study determined the teaching competence of instructors handling irregular students at the College of Maritime Education (CME) at JBLLFMU-Molo, Iloilo City, Philippines for SY 2018-2019. The results of this study will be useful to marine engineering students, parents, department heads and other researchers.

Marine Engineering Students. This may help them be particularly aware of the teaching competence of their instructors at the College of Maritime Education of JBLFMU-Molo. This study will provide them the knowledge on how they will be inter-active during their school-activities with their instructors.

Parents. This may help them know and guide their children who are taking marine engineering course. The results will make them realize how important their support to their children's education it terms of financial, moral and spiritual aspects.

Department heads. This study will provide them further information about the teaching competence of the instructors in the College of Maritime Education (CME) of the JBLFMU-Molo. They should continue giving their full support by conducting classroom monitoring, teachers' assessment, and students' tutorial sessions in their department.

Researchers. This study will provide them some insights towards factors affecting teaching competences of instructors which lead to the fulfillment of learning process of the marine engineering students at JBLFMU-Molo.

3.4 *Delimitation of the Study*

This study determined the teaching competence of the instructors handling irregular students at the College of Maritime Education (CME) of JBLFMU-Molo, Iloilo City for the School Year 20018-2019.

The respondents of the study were the fifty (50) irregular marine engineering students who were presently enrolled at the College of Maritime Education (CME) of John B. Lacson Foundation Maritime University-Molo, Iloilo City, Philippines for this first semester of SY 2018-2019.

Respondents of the study were classified according to different categories as stated in the questionnaire. Descriptive statistics employed were frequency count, percentage, mean, and rank. Inferential statistics included t-test and ANOVA (Analysis of Variance) set at .05 alpha level.

4 REVIEW OF RELATED LITERATURE AND STUDIES

The review of related literature and studies contains the current knowledge including results of studies related to teaching competencies. This also includes the theoretical and methodical contributions to the same topics mentioned earlier. The ultimate goal of this chapter is to broaden the readers on current related literature as well as related studies that may be conceived as beneficial and relevant on assessment of teaching competence of instructors at the universities here in the Philippines and abroad.

The study conducted by Sumbang et al. (2004) mentioned that the students of JBLCF-Molo perceived the level of teaching performance of instructors in Marine Engineering as follows: very satisfactory in terms of knowledge of the subject matter with mean score of 3.67, teaching skills was very good with mean score of 3.60; student-instructor interaction was very good with mean score of 3.81; personal and social qualities were very good with mean score of 3.83. The data indicate that those who were teaching in the College of Maritime Education had "better performance" leading towards quality in maritime education.

Another study by Barranco et al. (2003), revealed that the level of teaching competence of professional instructors was "high" with the mean score of 4.32, it was also "high" when the respondents were grouped according to different categories such as family income, type of residence, and year level. These results were due to the fact that the selection and retention of professional instructors to teach in the maritime university (JBLCF-Molo) were rigid. They had been undergoing upgrading and skills development training to equip themselves to become better instructors.

Alava, et al. (2003) underscored that the "high teaching performance" of technical instructors was due to the fact that most or majority of the instructors were pursuing post graduate studies in their different fields of specialization, disciplines, and area of concentration that would greatly influenced the results of the learning of the marine engineering students.

Espaňol, et al. (2003) stressed that the level of teaching performance of professional instructors was "moderately high" with mean score of 3.23 was attributed to the fact that most of the professional instructors were teaching in their field of expertise, with adequate sea experience and license marine officers, which was attributed to the learning of the marine engineering students at JBLCF-Molo.

The study of Guillergan and Poral (2017) discussed the level of factors affecting the teaching efficiency of Senior High School teachers was "moderate" as exhibited by the bachelor and master's degree teachers. Teachers' views about salary were related to factors which affect teaching efficiency. The study mentioned that "low salary" is creating hurdle in their interest in the teaching profession. Some of the teachers (47.4 % of the 21 teachers) regarded salaries and benefits as the main source of their satisfaction. Forty-two and point one percent (42.1%) of the 21 teachers in the study said that "poor pay" becomes the cause of mental dissatisfaction, 36.8% of the 21 teachers reacted that Senior High School teachers were not financially motivated to do their jobs. Majority of the teachers viewed that "big class size" increased the stress of teaching, 47.54 % of the 21 teachers in the study believed that "higher teaching load" and "more subject-preparations" made them more ineffective. The "topics in the syllabi are overcrowded" and space in the classrooms limited the free interaction of teachers and students. According to this study, classroom condition is not following the standard set by the government agency.

The study of Liakopoulou (2011) entitled, "The Professional Competence of Teachers: Which Qualities, Attitudes, Skills, and Knowledge Contribute to a Teacher's Effectiveness," revealed that the "holistic approach" to the tools making up the profile of "good teacher" as most teachers seem to associate to their effectiveness at work with both personal traits and "didactic and pedagogical skills", as well as the possession of certain type of pedagogical knowledge. The teachers' personality traits are related to the professional role of teachers in terms of the appearance of students, sense of humor, sense of fairness, patience, enthusiasm, creativity, care and interest in students, all of these contributed to the effectiveness of the teachers. More effective teachers apply the following: set realistic objectives, try and give incentives to students for learning, apply various teaching methods, select participative forms of teaching, test and create learning materials, present information in a clear manner, combine words with pictures, use various teaching aids, maximize teaching time through systematic measures (planning, reduced disturbances in the classrooms), assign works that will stir interest of the students, monitor and evaluate progress of the students, set evaluation criteria for students, inform students and provide feedback to the students. Another decisive factor in effectiveness of teachers is the teachers' ability to recognize the diversity of students, to choose the best method possible for each student, and to create incentives for students. The qualities of teachers to ensure teachers' effectiveness are not the sum of his knowledge, but rather the link between the different types of knowledge he possesses; these types of knowledge do not simply coexist, they should form a complete, inseparable unit of knowledge, the degree of connectivity between these separate sets of knowledge sets apart a "competent teacher" from an "excellent teacher" as a competent teacher manages to combine these knowledge forms in part, whereas, an excellent teacher uses the knowledge deriving from each separate field most effectively. The findings of this study contributed to a systematic and analytical description of the content of professional knowledge and to an indicative classification of tools required for the successful performance of teacher's pedagogical and didactic work. The foundations for interventions at educational reform level, include the following: (1) planning of teacher's preparation programs: the recording of teachers' needs may, to some degree, ensure that the study programs for initial training are designed according to the needs of the teachers, as these are shaped through pedagogical and didactic works; (2) design of in-service training programs, taking into consideration teachers' specific needs. Findings show that teachers' needs vary according to their personal characteristics (years of experience, age, gender, and specialization) . The findings could be used for a more effective planning of in-service training programs on pedagogical matters, based on the teachers' diverging needs; (3) criterion of a system of assessment criteria that the professional competence of teachers can be evaluated; (4) configuration of a framework for evaluation, and self-evaluation of the professional training of teachers. These data contribute to teachers' understanding of themselves, regardless of the context in which they

work, because basic qualifications can contribute to effectiveness of teachers.

In another study conducted by Baumert, Hachfeld, Kunter, Klusmann, & Voss (2013), it was stressed that the teacher quality refers to all teacher-related characteristics that produce favorable educational outcomes such as student performance on standardized tests or supervisor ratings. Discussions about how to improve teacher quality tend to follow one of two lines of argumentation. The first line proposes that good teachers show certain stable cognitive characteristics, making careful recruitment and selection into the teaching profession, which is called "Bright Person Hypothesis (BPH). The second argument is that attention should focus on profession-specific knowledge acquired during teacher education, which is called "Knowledge Teacher Hypothesis (KTH)." The Bright Person Hypothesis (BPH) explains that "the best teachers are bright, well-educated people who are smart enough and thoughtful enough to figure out the nuances of teaching in the process of doing it." In other words, the cognitive capabilities with which people enter the teaching career are seen as crucial for determining teacher quality, this argument is based on the idea that teaching is a highly demanding, complex, and inherently unpredictable task that requires high cognitive flexibility and a capacity for quick problem solving. The BPH is widely endorsed in the public discussion and among policy makers. Its practical implications are obvious: if the best teachers are characterized by their high intelligence, then the focus needs to be placed on recruiting these individuals into teaching. It would therefore be necessary to establish innovative recruitment programs or entrance tests. Moreover, since the high proportion of teachers leave the career after a few years, new incentive systems would need to be enacted to keep high-potential teachers in profession. A second explanation of teachers' success views teaching as a profession whose members are autonomous practitioners that exercise knowledge-based skills in non-routine contexts. The Knowledgeable Teacher Hypothesis (KTH) sees profession-specific knowledge as a key factor in teacher success, this type of knowledge is not everyday knowledge, rather, it is a highly specialized knowledge that is shared among community of professionals. It is acquired in formal, professional-specific learning environments and refined in discourse with other experts. Research distinguishes between teachers' subject-specific content knowledge, subject-unspecific psychological-pedagogical knowledge. Content knowledge is conceptualized as a deep understanding of the content to be taught, pedagogical content knowledge is defined as the knowledge necessary to make this content accessible to students, and psychological-pedagogical knowledge is defined as the generic, cross-curricular knowledge needed to create and optimize teaching and learning situations. In this study, it was reiterated that teacher variables link directly and mainly with student achievement. Effects of teachers' competence on students' progress is mediated by differences in teachers' quality of instruction. Support of individual learning is characterized by forms of student-centered instruction in which teachers monitor the learning process, provide individual feedback, show empathy for students' problems, and adapt the instruction accordingly. In summary, this study explains that teacher quality that the two competing hypotheses, BPH (Bright Person Hypothesis) and KTH (Knowledgeable Teacher Hypothesis), are often brought into play, that teachers' success is general cognitive ability, personal attributes that should enter the teacher education, and knowledge alone does not sufficiently explain the differences in teachers' behavior and success, which brings to KTH, and aspects such as beliefs, motivation, and self-regulation need to be further taken into account. In testing these assumptions, the researchers were guided by two objectives. First, the multi-criterion approach in determining teachers' success and investigated teacher effects not only on the students' achievement but also on students' motivation, an aspect that is often over-looked in teacher quality research. Second was the effects of teachers but in mediating variables, that is, the specific teaching behaviors teachers' display and that seem to be a reason for different students' outcomes.

5 METHODOLOGY

This chapter discusses the research design, data-gathering instrument, respondents of the present study, and appropriate statistical treatment of data.

5.1 *Research Design*

The research design employed in this study was quantitative-qualitative design or mixed-method research design by Creswell (2013) to address the questions mentioned in the present study. This research design is appropriate with different sample sizes, a general rule of thumb for qualitative research the samples for a single study involving individual interview usually lie at under 50. If much larger than 50 it becomes difficult to manage in terms of data collection and analysis that can be achieved. Some experts in qualitative research suggested to move further away from the traditional forms and practices (Ritchie, Lewis, Nichols, & Ormston, 2013). Therefore, the respondents were limited only to 50 respondents. These respondents were the marine engineering students of the College of Maritime Education (CME), JBLFMU-Molo. They were redistributed according to the different groupings such as according in order to address that were identified in this study.

5.2 *Data-Gathering Instrument*

The quantitative data were taken by using data-gathering instrument entitled "Teaching Competence Rating Scale" validated and reviewed by the Members of Research Committee of the Research Department of JBLFMU-Molo, Iloilo City, Philippines. These quantitative data were analyzed using appropriate statistical tools such as frequency count, percentage, mean, t-test, ANOVA, and rank.

The qualitative data and information were captured by using the texts taken from the open-ended questions. The respondents were chosen by the researchers because of their experiences and

engagement as irregular students that were very challenging and unique cases. Narrative written statements were shared by the respondents to express their ideas and comments about their teachers and displayed competencies acquired at the maritime university (JBLFMU-Molo), the only maritime university in the Philippines.

5.3 *Respondents of the Study*

The respondents of the present study were the fifty (50) irregular marine engineering students who were presently enrolled for this first semester of the School Year 2018-2019 at the College of Maritime Education, JBLFMU-Molo, Iloilo City, Philippines. The respondents were further classified according to the different categories such as type of residence that they were statying (own house and boarding house), number of years as irregular student (1-5 years and 6 years and more), age (25 years old & below and 26 years old and above), area of instructors assigned to irregular students).

In terms of type of residence, 27 (54%) students were staying in their own house and 23 (46%) students stayed in the boarding houses. The 40 (80%) students stayed in the school as irregular for 1 to 5 years and 10 (20%) students stayed in the school for 6 years and more. Forty (40, 92%) students were 25 years old and below and 10 (20%) were 26 years old and above. The respondents who evaluated professional instructors were 31 (62%) students, the respondents who evaluated the technical area were 5 (10%) students, and respondents who evaluated the General education teachers were 14 (48%) students.

Data are shown in Table 1.

Table 1.

Profile of the Respondents

Category	f	%
A. Entire Group	50	100.00
B. Type of Student		
Regular	27	54.00
Irregular	23	46.00
C. Place of Origin		
Iloilo City	40	80.00
Outside Iloilo City	10	20.00
D. Age		
25 years old and below	40	80.00
26 years old and above	10	10.00
E. Area of instructors assigned to be evaluated by irregular students		
Professional	31	62.00
Technical	5	10.00
General Education	14	28.00

5.4 *Statistical Treatment of Data*

Appropriate descriptive tools such as frequency count, percentage, mean, and standard deviation were used in this study. For inferential statistics, t-test and Analysis of Variance (ANOVA) were utilized by the authors in the data-analysis.

After the survey was completed, the data were encoded in the computer. The encoded data were edited and checked for consistency and processed in the computer using the SPSS program.

6 RESULTS AND DISCUSSION

In this chapter, the researchers present the results and discussions of the present study on descriptive and inferential data-analysis. The results are divided into the following: (1) Level of Teaching Competence of Instructors handling Irregular Students, (2) Differences in the Teaching Competence of Instructors using t-test and ANOVA, (3) Most Dominant Competencies of the Teachers assigned in the Irregular Students, (4) Least Dominant Competencies of the Teachers assigned in the Irregular Students, and (5) Suggestions to Improve the Teaching Competence of Instructors assigned to Irregular Students.

6.1 *Level of Teaching Competence of the Instructors of Irregular Students*

The level of teaching competence of the instructors as an entire group was "high" with the mean score of 3.75. As to the different categories of the respondents, the results were "high" in majority of the categories with corresponding mean scores of 3.65, 3.87, 3.73, 3.93. 3.71, 4.23, 3.81, and 3.89 respectively. However, for the technical area, the respondents had "average" result as indicated by the mean score of 2.99 only.

Data are shown in Table 2 and Table 3.

Table 2

Level of Teaching Competence of the Teachers of irregular Students

Category	Mean	Description
Entire Group	3.75	High
Residence of the Respondents		
Iloilo City	3.65	High
Outside Iloilo City	3.87	High
Number of years as an Irregular Student		
1-5 years	3.73	High
6 years and above	3.93	High
Age		
25 years old and below	3.71	High
26 years old and above	4.23	High`
Area of being evaluated		
Professional	3.81	High
Technical	2.99	Average
General Education	3.89	High

Table 2

Level of Teaching Competence of the Teachers of irregular Students

Category	Mean	Description
Entire Group	3.75	High
Residence of the Respondents		
Iloilo City	3.65	High
Outside Iloilo City	3.87	High
Number of years as an Irregular Student		
1-5 years	3.73	High
6 years and above	3.93	High
Age		
25 years old and below	3.71	High
26 years old and above	4.23	High
Area of being evaluated		
Professional	3.81	High
Technical	2.99	Average
General Education	3.89	High

Table 3

Teaching Competence of the Teachers as Classified According to Rank

Item	Mean	Rank
formulates/adopts objectives of his/her lesson	3.64	11
selects content and prepares appropriate instructional materials/ teaching aids with integration of ICT/CBT	3.78	6.5
selects teaching methods/strategies	3.82	5.0
relates new lesson with previous knowledge/ skills	3.96	1.0
provides appropriate motivation	3.86	4.0
presents and develop lessons	3.64	11
conveys ideas clearly	3.92	2.5
utilizes the art of questioning to develop higher level of thinking	3.64	11
ensures pupils/students participation	3.62	13
addresses individual differences	3.52	14
shows mastery of the subject matter	3.92	2.5
diagnosis learner's needs	3.66	9.0
evaluates learning outcomes	3.78	6.5
assess lesson to determine desired outcomes within the allotted time	3.74	8.0

6.2 *Differences in the Teaching Competence of Instructors*

The results in the t-test revealed that there were no significant differences existed in the teaching competence of the instructors when the respondents were categorized according to type of residence, t (48) = -.949, p > .05 and number of years as irregular student, t (48) = -.438, p > .05.

Data are shown in Table 4.

Table 4

t-test Results of Differences on Teaching Competence as Categorized into Type of Residence while studying, Number of Years as irregular students, and Age

Category	Mean	t-value	df	Sig.
Type of Residence while studying				
Own House	3.65	-.949	48	.347
Boarding House	3.87			
Number of years as an Irregular Student				
1-5 years	3.73	-.438	48	.663
6 years and above	3.93			
Age				
25 years old and below	3.71	-1.198	48	.237
26 years old and above	4.23	-1.936		.112

6.3 *Differences in the Teaching Competence of the Teachers assigned to Irregular Students when classified according to Type of Instructors*

Using the Analysis of Variance (ANOVA), Table 5 results revealed that there were no significant differences in the teaching competence of the irregular teachers when the respondents were grouped according to age, F (2, 47) = 1.086.

Table 5

ANOVA Analysis of Variance (ANOVA) Results in the Teaching Competence of the Teachers assigned to Irregular Students when classified according to Areas of Specialization

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	4.00	2	.834	1.086	.419
Within Groups	119.20	47	.768		
Total	123.20	49			

6.4 *Most Dominant Competencies of the Teachers assigned in the Irregular Students*

As revealed in Table 6 below, the most dominant teaching competencies of the instructors assigned to irregular students are the following: (1) relating new lesson with previous knowledge/skills (M = 3.96, R = 1), (2) conveying ideas clearly (M= 3.92, R = 2.5), (3) showing mastery of the subject matter (M = 3.92, R = 2.5), (4) providing the students appropriate motivation (M = 3.86, R = 4), and (5) selecting appropriate teaching methods/strategies (M = 3.82, R = 5).

Table 6

Most Dominant Competencies of the Teachers assigned in the Irregular Students

Category	Mean	Rank	Description
relating new lesson with previous knowledge/skills	3.96	1.0	High
conveying ideas clearly	3.92	2.5	High
showing mastery of the subject matter	3.92	2.5	High
providing the students appropriate motivation	3.86	4.0	High
selecting appropriate teaching methods/strategies	3.82	5.0	High

6.5 *Least Dominant Competencies of the Teachers assigned in the Irregular Students*

Table 7 below shows the least dominant teaching competencies of instructors assigned to irregular students for this School year 2018-2019 such as the following: (1) addressing student-individual differences (M = 3.52, R =14), (2) ensuring pupils/students participation(M = 3.62, R = 13), (3) utilizing the art of questioning to develop higher level of thinking (M = 3.64, R = 11), (4) presenting and developing lessons (M = 3.64, R = 11),and (5) formulating/adopting objectives of his/her lesson (M = 3.64, R = 11).

Table 7

Least Dominant Competencies of the Teachers assigned in the Irregular Students

Category	Mean	Rank	Description
addressing student-individual differences	3.52	14	High
ensuring pupils/students participation	3.62	13	High
utilizing the art of questioning to develop higher level of thinking	3.64	11	High
presenting and developing lessons	3.64	11	High
formulating/adopting objectives of his/her lesson	3.64	11	High

Suggestions to Improve the Teaching Competence of Instructors assigned to Irregular Students

The suggestions of the irregular students to improve the teaching competence of their teachers are the classified according to five (5) "themes" such as following: (1) improve the teaching techniques, (2) encourage students' participation, (3) respect the rights and dignity of the students, (4) communication with the students, and (5) good and clear instruction.

These "themes" are supported by the students' statements and comments as discussed in this section:

1. improve the teaching techniques as supported by the statements:
   - "improve attitude and teaching technique
   - "improve power point presentation"
   - "improve the teaching skills, wala pulos mag tudlo wakal lang nga wakal wala may nag sulod sa ulo ko wagas wagas pa mag quiz feeling computer utok ka studyante ya;"
2. encourage students' participation as mentioned in the statements below:
   - "teachers should encourage the students to participate more in his class"
   - "good teaching and properly treating students should be done; do not pressure the students"
3. respect the rights and dignity of the students as supported by the following:
   - "shout out pala sa teacher ko na dipako naka answer, mali na agad sagot ko power!, teaching us on time in class hours, don't let any instructor to degrade an irregular student, be more considerate;"
4. clear communication or instruction with the students as mentioned in the statements:
   - "the instructors need to talk with the student what are they want and what are their needs to make them want the subject"
   - "be more considerate, Improve perception on irregular students"
   - "continue your teaching clearly and to those professional teachers please do your job properly and discuss clearly"
   - "they should've explained their lesson clearly as possible"
   - "they need to evaluate their students if they have learned something"
   - "continue the good instruction and good teaching"
   - "some lessons are better taught technically because some lessons need simpler and practical methods to make them clearer
   - "keep it up. Have mercy on us, very good maestro"
   - "teach us better to improve and to make our dreams come true"
   - "clear instructions and don't downgrade the irregular students"

The Figure 2 illustrates the suggestions of the irregular students regarding their instructors.

Figure 2. Suggestions to improve the teaching competence of Instructors assigned to Irregular Students

7 SUMMARY OF THE FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains the summary of the findings of the present study, conclusions, and recommendations.

Summary of the Findings of the Present Study

The findings of the present study are summarized into the following:

1. The level of teaching competence of the instructors as an entire group was "high" as an entire group. As to the different categories of the respondents, the results were "high" in majority of the categories. However, for the technical area, the respondents had "average" result only.
2. The results in the t-test revealed that there were no significant differences that existed in the teaching competence of the instructors when the respondents were categorized according to type of residence and number of years as irregular student.
3. Using the Analysis of Variance (ANOVA), the results revealed that there were no significant differences in the teaching competence of the irregular teachers when the respondents were grouped according to age.
4. As revealed in the results of the study, the most dominant teaching competencies of the instructors assigned to irregular students are the following: (a) relating new lesson with previous knowledge/skills, (b) conveying ideas clearly, (c) showing mastery of the subject matter,(d) providing the students appropriate motivation, and (e) selecting appropriate teaching methods/strategies.
5. The least dominant teaching competencies of instructors assigned to irregular students for this School Year 2018-2019 were the following: (a) addressing student-individual differences, (b) ensuring pupils/students participation, (c) utilizing the art of questioning to develop higher level of thinking , (d) presenting and developing lessons, and (e) formulating/adopting objectives of his/her lesson.

6. The suggestions of the irregular students to improve the teaching competence of their teachers are the classified according to four (4) themes: (1) improve the teaching techniques, (2) encourage students' participation, (3) respect the rights and dignity of the students, and (4) clear communication/instruction with the students.

8 CONCLUSIONS

Based on the findings of this present study, the following conclusions were given:

1. The level of teaching competence of the instructors as an entire group was "high" as an entire group and when classified according to different categories such as type of residence while studying at JBLFMU-Molo, number of years as irregular student, age, and area of instructors assigned to be evaluated by.
2. The results in the t-test revealed that there were no significant differences existed in the teaching competence of the instructors when the respondents were categorized according to type of residence and number of years as irregular student.
3. Using the Analysis of Variance (ANOVA), the results revealed that there are no significant differences in the teaching competence of the irregular teachers when the respondents were grouped according to age.
4. Most dominant teaching competencies of the instructors assigned to irregular students are the following: (1) relating new lesson with previous knowledge/skills, (2) conveying ideas clearly, (3) showing mastery of the subject matter, (4) providing the students appropriate motivation, and (5) selecting appropriate teaching methods/strategies.
5. The least dominant teaching competencies of instructors assigned to irregular students for this School year 2018-2019 such as the following: (1) addressing student-individual differences, (2) ensuring pupils/students participation, (3) utilizing the art of questioning to develop higher level of thinking, (4) presenting and developing lessons, and (5) formulating/adopting objectives of his/her lesson.
6. The suggestions of the irregular students to improve the teaching competence of their teachers are the following: (1) improve the teaching techniques as supported by the statements Improve attitude and teaching technique, "Improve power point presentation," "Improve the teaching skills, wala pulos mag tudlo wakal lang nga wakal wala may nag sulod sa ulo ko wagas wagas pa mag quiz feeling computer utok ka studyante ya; (2) encourage students' participation as mentioned in these statements "Teachers should encourage the students to participate more in his class," "Good teaching and properly treating students should be done; Do not pressure the students; (3)respect the rights and dignity of the students as supported by the following:"Shout out pala sa teacher ko na dipako naka answer, mali na agad sagot ko power!, teaching us on time in class hours, Don't let any instructor to degrade an irregular student, Be more considerate; (4) communication with the students as mentioned in the statements: The instructors need to talk with the student what are they want and what are their needs to make them want the subject, Be more considerate, Improve perception on irregular students, Continue your teaching clearly and to those professional teachers please do your job properly and discuss clearly; (5) good and clear instruction as stressed by the following statements: they should have explained their lesson clearly as possible, They need to evaluate their students if they have learned something, Continue the good instruction and good teaching, Some lessons are better taught technically because some lessons need simpler and practical methods to make them clearer, Keep it up. Have mercy on us, very good maestro, teach us better to improve and to make our dreams come true. Clear instructions and don't downgrade the irregular students.

9 RECOMMENDATIONS

Based on the findings and conclusions of the present study, the following recommendations were advanced:

1. Administration of JBLFMU-Molo shall sustain the "high teaching competencies" of marine engineering instructors by keeping them updated with the new trends of teaching through national and international seminars and conferences.
2. The College of Maritime Education (CME) shall recognize the instructors who have been teaching students religiously and conscientiously through the use of modern technology.
3. The least dominant competencies of the instructors shall be looked into by the different subject area heads in order to help the instructors improve and enhance the delivery of instruction.
4. The results of this study shall be discussed and shared in the in-coming departmental-meetings of the college to further enhance and develop the teaching-strategies of the instructors.
5. The researchers also suggest parallel, experimental and case studies to determine the real teaching competencies and strategies of the instructors and other teaching-factors at the College of Maritime Education (CME) at JBLFMU-Molo leading to the improvement of the students' academic performance.

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