

Faculty Teaching Competencies and Students' Academic Achievements

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Asia Pacific Journal of
Multidisciplinary Research
Vol. 8 No.3, 96-103
August 2020 Part II
P-ISSN 2350-7756
E-ISSN 2350-8442
www.apjmr.com
ASEAN Citation Index

Date Received: October 25, 2019; Date Revised: August 5, 2020

Abstract –*This study determined the faculty teaching competencies and student's academic achievements involving 43 faculty and 303 students of a state college in the Philippines during the second semester Academic Year 2018-2019. The quantitative descriptive correlational research was used which aimed to determine: faculty teaching competencies as perceived by faculty and students; academic achievements of students; difference among perceptions of the respondents on faculty teaching competencies; relationship between faculty teaching competencies and students' academic achievements. Findings showed that the faculty are outstanding in their teaching competencies, while students are "good" in their academic achievements. Perceptions of faculty and students on faculty teaching competencies found no significant difference. Teaching competencies and academic achievements are not significantly related. The faculty's excellent teaching competencies manifest their expertise in the subject they teach, teaching methodology, dedicated and committed services in the academe. The college should endeavour to continue strengthening or even enhancing commendable teaching competencies of the faculty by sending the faculty to attend in-service training or any professional development to keep them abreast with the changing needs of the time resulting to higher expectations of their competencies in teaching which affect academic achievement of students. Likewise, faculty and student development programs in higher education institution may be done regularly to promote continuous upgrading of faculty and students.*

Keywords –*Academic Achievements, Teaching Competencies*

INTRODUCTION

The existence of Education for globalization, ASEAN Integration technological revolution, knowledge explosion, embracing the K to 12 curriculum, diversity of learners who are enrolled in the institutions. With these issues of concern, Higher Education Institutions are challenged and need to shift gears, change paradigms, and revisit teaching-learning practices, strengthen curricular programs to come up with quality, empowered, competitive, and highly employable graduates. These quests lead to Higher Education Institutions to continue endeavouring quality education to meet the demands of the time,[1] the faculty members are the prime key factors for quality of faculty workforce speaks of the quality of an educational system.[2]Quality education depends on the quality teachers; teachers occupy a pivotal position in any academic setting. [3]It is essential to produce higher quality manpower which can successfully face competition in the world markets, choosing the best human material and giving them education of the highest quality through educators.

However, the expansion of higher education providers along with diversification of student types put the issue of quality education. The role of faculty in higher education is therefore changing. Faculty members who are subject experts acquainted with ways to transmit knowledge are now required to have effective pedagogical skills for delivering student learning outcomes. Higher education institutions have implemented specific teaching and learning strategies, designed mechanisms and instruments to enhance the quality of education [4].

To meet these challenges, Higher Education Institutions are continuously persistent in promoting quality teaching and improve student outcomes. Thus, faculty members are essential in determining the outcomes of the teaching-learning process. The teacher's important role in the educational system of any country is described by Pawilen [5] when she stated: "The teaching profession is a dynamic field that requires teachers to excel in different domains. As professionals, teachers must have competence and knowledge in the different disciplines which influence education as a field of study of which these are called

educational foundations. They understand various learning environment that promote academic excellence and safety, strong commitment, respecting learners 'diversity, and knowledge and expertise in the areas of curriculum and instruction that promote culturally and responsive curriculum and pedagogy of learners.[6] There is a need to prepare teachers who possess a high level of knowledge and skills that include high level of cultural literacy that allows them to understand the nature and needs of every learner. Classrooms are becoming more and more complex and diverse. Teachers, therefore, play a significant role in helping students become cosmopolitan members of society. Bilbao et al. [7] contend that a global teacher is one who has a global perspective in the context of teaching and develop performance of learners globally competitive. Additionally, a global teacher is also a global teacher who thinks and acts both locally and globally with worldwide perspectives at the same time s/he teaches in the communities, localities, towns, provinces, and regions where s/he is situated.

Asia Society [8] claimed that competent teachers are quality educators with global competence that demonstrate knowledge, skills, values and dispositions, and classroom practices. Moreover, Baer and Dollete [9] cited that Competence and Competency theory gives an account to the following: predictive competency, core competency, proven competency, and adaptive or metacognitive competency. Predictive competency refers to individual needs that need to be good and work effectively in the organization; Core competency refers to expertise which provides unifying principles for the organization and individual. Proven competency refers to the ability of people to perform work to particular standards. Likewise, adaptive or meta-competency refers to allowing someone to locate a particular competence with a larger framework of understanding. Furthermore, competence is the judgment by what people produce in the course of their work not on what they put into it.

The Bruner constructivist theories of teaching and learning as cited by Salandanan [5] that the importance of students being actively involved in their own learning and reject models of learning that are based on transfer of pre-packaged knowledge from the teacher to the student. According to constructivism, a student develops knowledge that is socially acceptable and viable through the process of negotiation with teachers and other students and trying out their

knowledge in order to deal with school and everyday life tasks.

Some authorities claimed that the competence of a teacher on knowledge and skills are contributory in achieving high performance of learners. As a professional teacher Navarro, [11]) opined that a teacher is expected as an expert in various fields in the academe to prepare students to respond to a myriad challenges brought by the 21st century. Ajadi [12] claimed that a competent teacher shapes the terminal behaviours of students, helps them have positive relationships, and makes them skilful and disciplined. Likewise,[13] teacher's quality of teaching affects students' academic achievement. There are four instructional competencies of faculty used by Granda [14] to evaluate the faculty: commitment, knowledge of subject matter, teaching for independent learning, and management of learning.

With these, faculty need to abreast themselves in continuous professional development making themselves updated to varied curricular and instructional innovations considering for the so-called 21st century learners.

Academic achievement is the result of performance outcomes acquired by the student which is being measured by the Grade Point Average. Zukan and Aldulaimi [15] stated that some students are enthusiastic about learning, but many of them expect their teachers to inspire them [16]. It is necessary that in the classroom the learner must do his/her optimum participation and should not rest on the teacher alone. Learning is not only the result of what a teacher does, says, or provides. It has to do with something which happens in the unique world of the learner. Moreover, it readily takes place when teachers serve as a facilitator helping the learner to explore and discover the world around him/her and where learning by doing is important. Bilbao et al. [17] affirmed that learning happens within the individual and shown in observable facts, the overt behaviour during the learning process can be noted. Performance is not a perfect measure of learning, but there may be major discrepancies between learning and performance. These differences may be due to factors such as illness, lack of time, fatigue, anger, lack of motivation, or inability to concentrate. Despite these possible differences, performance is the best index of what an individual has learned. It is for this reason that teachers must help and encourage students to do their best in learning. Ko and Chung [18] claimed that learning satisfaction of students has a mediating effect

on the relationship between teaching quality of teachers and the academic performance of students. Delceva [19] pointed out that the new generations of students grow up surrounded by digital media. Updating constantly technique programs are crucial for students to obtain different kinds of knowledge. If the method of learning is being utilized then it results in successful education and work. The teacher should provide every student with the opportunity of choice and the responsibility for his own education.

In the quest to enhance student academic achievement, it is then imperative that faculty members in Ilocos Sur Polytechnic State College must have the opportunity to reflect on their teaching competencies, since it is a premise that faculty members have fundamental commitment of delivering effective instruction in enhancing students' academic achievements. Likewise, identifying the teaching competencies of the faculty provide personal growth and achievement on excellent teaching which can be identified, emulated, and nourished by the students. With all these, there is a necessity to assess the faculty teaching competencies and their relationships to students' academic achievements.

OBJECTIVES OF THE STUDY

This study was conducted to assess the faculty teaching competencies and students' academic achievement from a state college in the Philippines, during second semester of Academic Year 2018-2019,.

Specifically, this aimed to determine the level of faculty teaching competencies along the following: commitment, knowledge of the subject matter, teaching for independent learning and management of learning as perceived by the faculty themselves and students; level of students' academic achievement; significant difference between the perceptions of faculty and students on the level of faculty teaching competencies; significant relationship between the faculty teaching competencies and students' academic achievement.

MATERIALS AND METHODS

RESEARCH DESIGN

The quantitative descriptive correlational research design was utilized to attain objectives of the study. Documentary analysis was used to determine students' academic achievements of a state college in the Philippines academic year 2018-2019, second

semester. The students' academic achievement considering their Grade Point Average (GPA) was analysed and correlated with the faculty's teaching performance.

Participants

The respondents of the study were the 43 permanent faculty members where total enumeration was considered. There were 303 students' respondents. The sample size of the students' respondents was determined to utilize the stratified random sampling per college through the fishbowl technique.

Instrumentation

The major tool used in this study was a questionnaire. The tool was adopted from the evaluation of faculty teaching competencies of state colleges and universities as specified in the qualitative contribution evaluation for instruction. This evaluation instrument included four areas of concern: commitment, knowledge of the subject matter, teaching for independent learning, and management of learning. This was totally adopted. In as much as the standard tool has been used in evaluating in a number of teaching competencies of faculty there is no need to undergo its validity and reliability. However, a documentary analysis was done on all grades of the students in their respective subjects. Grades submitted to the Registrar's Office were analysed and interpreted, considering the Grade Point Averages of the students.

Data Collection Procedure

The adopted questionnaire was presented during the Research In-House-Review of the College; the members of the evaluators perused and further recommended the use of the said tool. The researchers submitted the gathering tool through the Office of the Vice President for Planning, Information, Research and Extension for further perusal and endorsement to the SUC President III for permission and approval to float the questionnaire to ISPSC, Tagudin Campus. After approval, the researchers further sought permission and approval from the Campus Administrator to float and retrieve the questionnaires from the faculty and students. The researchers floated and retrieved the questionnaire personally to the respondents to ensure one hundred percent return of the accomplished questionnaire. Furthermore, they asked permission from the Campus

Administrator to secure the general average grades of the students, academic year 2018-2019-second semester from the Registrar's Office.

Data Analysis

The data obtained from the questionnaire were tallied and tabulated to facilitate analysing and interpreting. Appropriate statistical tools were used like mean value to assess the faculty teaching competencies. Frequency count, percentage and mean value were used to determine the students' academic achievements. The t-test for independent samples using Statistical Package for the Social Sciences (SPSS) was used in determining the significant difference between the perceptions of the respondents on the level of faculty teaching competencies and Pearson Product Moment Correlation Coefficient using SPSS was utilized in determining the significant relationship between the level of faculty teaching competencies and level of students' academic achievements. Hypotheses acceptance or rejections were at .05 level of significance.

Ethical Considerations

This is an institutional research. This research paper underwent rigorous evaluation for it was presented during the system wide In-House Review for Research Proposals and In-House-Review of Completed Researches conducted and reviewed through the Office of the Vice President for Planning, Information, Research and Extension (VPIRE). Research Ethics of the college was strictly adhered by the researchers considering concerns relative to plagiarism, and intellectual property rights. References were cited carefully. Likewise, there is no conflict of interest.

RESULTS AND DISCUSSION

Table 1 presents the level of faculty teaching competencies. The highest indicator among the level of faculty teaching competencies was knowledge of subject matter the mean value of 4.59 for faculty and 4.29 for the students, both described qualitatively as "outstanding". The average mean was 4.44 described as outstanding. Along with commitment the faculty evaluated themselves as outstanding (4.37) while the students evaluated their instructors/professors as very satisfactory (4.19). As to teaching for independent learning, the faculty obtained mean value of 4.34 categorized as outstanding while the students obtained with a mean value 4.10 categorized as very

satisfactory with an average mean of 4.22 categorized as very satisfactory. The lowest among the indicators was along management of learning, the faculty assessed themselves as outstanding (4.25) while the students' assessed their Instructors/Professors 3.99 as very satisfactory with an average mean of 4.12 categorized as very satisfactory. As a whole, the faculty gave an outstanding assessment of 4.39 in their teaching competencies while the students rated the faculty members as very satisfactory (4.14). The overall mean of 4.27 indicates the outstanding teaching competencies of the faculty. The result showed that the faculty evaluated themselves as outstanding in their teaching competencies; however, the students noted that their Instructors/Professors have very satisfactory teaching competencies. Going into detail, the result showed that there is a very strong indication that the faculty members have exemplary performance in teaching as assessed by themselves; they profess mastery of the lessons, skillful in teaching, adaptable to any situation, enthusiastic to motivate eagerness and active participation of students, all are beneficial to the students' academic achievements and improvement of the institution. However, the students evaluated their Instructors/Professors in their teaching competencies as very satisfactory for they are the prime beneficiaries. The great gap between the assessment of the faculty and students manifested that they are not able to acquire fully the desired instructional support from their Instructors/Professors. While it is true that there are some faculty members who display commendable teaching competencies, there are also some who perform on a very satisfactory level affecting those who are performing on a higher level. They need to enhance their level of teaching competencies which are very crucial to every educator's pursuit of excellence, resulting in excellent academic achievement of students.

Table 1. Level of Teaching Competencies of Faculty

Indicators	Teachers		Students		Average	
	MV	DE	MV	DE	MV	DE
1. Commitment	4.37	O	4.19	VS	4.28	O
2. Knowledge of Subject Matter	4.59	O	4.29	O	4.44	O
3. Teaching for Independent Learning	4.34	O	4.10	VS	4.22	VS
4. Management of Learning	4.25	O	3.99	VS	4.12	VS
Over all Mean	4.39	O	4.14	VS	4.27	O

Jadama` [20] cited in her study that the in-depth knowledge of subject matter makes a faculty, able to use different methodologies suited to deliver it. Likewise, the full understanding of content makes a faculty confident about the selection of teaching strategies and skills best for students' understanding. The mastery of subject matter increases the confidence of faculty in teaching [21] which redounds to higher student performance [22]. Skilled and quality teachers have direct impact on influencing the interest, commitment and achievement of students [23].

Effective teachers appear effective with students of all achievement levels regardless of the levels of heterogeneity in their classes. If the teacher is ineffective, students under her tutelage achieve inadequate progress academically, regardless of how similar or different they are regarding their academic achievement [24].

Table 2. Level of Student's Academic Achievement

Grades	Grade Range	Frequency	Percentage	Descriptive Equivalent
1.25	1.126-1.375	1	.33	Superior
1.5	1.376-1.625	18	5.94	Very Good
1.75	1.626-1.375	17	5.61	Very Good
2.00	1.877-2.112	128	42.2	Very Good
2.25	2.126-2.385	97	32.01	Good/Average
2.50	2.386-2.625	26	8.58	Good/Average
2.75	2.626-2.876	9	2.97	Satisfactory/Fair
3.00	2.877-3.625	7	2.31	Satisfactory/Fair
TOTAL :		303	100	
Total Mean Grade			2.12	Good

Table 2 shows the level of academic achievement of the students. As shown on the table majority of the students, 128(42.24%) had grade point average ranging from 1.877-2.112 described as "Very Good," Only 1 (.33%) respondent obtained grade point average ranging from 1.126-1.376 described as "Superior". The table also reveals that no students have outstanding and failing academic achievements. The findings show that majority of the students got Grade Point Averages were marked "Very Satisfactory "during the Second Semester, Academic

Year 2018-2019 with a total average grade of 2.12 is "Good."

This implies that the students are generally good in their studies yet very far from the target of having more students whose grade point averages are rated as Superior or even the highest called Excellent. There is still room for improvement and a need to strengthen their goal in achieving their utmost potential with the influence and guidance of their Instructors/ Professors. In like manner, learners should share responsibility and accountability in learning.

The findings were supported by Gorospe [25] who pointed out that academic performance is usually measured or represented by the grades which can be an indicator of how a student performed in school.[26]The teacher is the most likely considered having an exclusive influence in determining what students will learn, their performance and eventually in their achievement. Also, students assume responsibility for their actions and behaviours and together with the teacher their sense of accountability would be internalized and maximized.[27]Learning is enhanced if students can manage it themselves in order to reach successful academic achievement.

Table 3. Difference between the perceptions of the faculty and students on the level of faculty teaching competencies

	Mean	df	Mean	t-crit	t-stat
Faculty	15.386	42	10.994	2.02	1.02*
Students	4.392				

**Not Significant*

Table 3 shows the difference between the perceptions of faculty and students on the level of faculty teaching competencies. The table shows that the mean values on the level of faculty teaching competencies as perceived by the faculty were 15.386 and students 4.392 respectively with a mean difference of 10.994. The table shows that the t-value 1.02 with a t-prob of 2.02 at 0.05 level of significance: the null hypothesis is accepted. It denotes that the hypothesis of no significant difference on the perceptions of faculty and students on the level of faculty teaching competencies is accepted. It means that there is no significant difference between the perceptions of faculty and students on the level of faculty teaching competencies. This shows that the respondents manifested similar perceptions of the way they perceived the level of faculty teaching competencies. There is no disparity in these areas. On

the other hand, Stronge [28] pointed out that teachers expect specific achievement and behaviour from particular students, so they behave differently toward various students; the achievement and behaviour expected from them affect self-concepts, motivation and performance. If teachers' interactions are consistent over time, this will shape the student's achievements and behaviours.

The relationship between the level of faculty teaching competencies and the level of academic achievement of students is presented in Table 4. The level of faculty teaching competencies was not significantly related to the level of academic achievement of students as indicated by the SPSS software output at 0.975 r-prob with r value equal to -.005.

Table 4. Relationship between the level of Faculty Teaching Competencies and the level of academic achievement of students

Profiles	r-value	r-prob	Interpretation
Faculty Teaching Competencies and Academic Achievement of Students	-0.005	0.975	Not Significant

The null hypothesis “there is no significant relationship between the level of faculty teaching competencies and the level of academic achievement of students” is accepted. The finding implies that faculty teaching competencies are not significant factors in attaining the students' academic achievement. Despite the commendable teaching competencies of the faculty members, the students' academic achievements are not affected. The college does not depend on the level of teaching competencies of faculty in helping the students in developing their academic achievement of students considering that there are other factors that affect the academic achievement of students. However, in higher education institutions like State Colleges and Universities, students are considered as adult learners, they are responsible enough in their way of learning; they have the characteristics to decide what is proper for them to do which are very useful in the future. Observations tend to show that poor study habits, absenteeism, and tardiness, limited financial/emotional/moral support from parents, and distance from home to school are factors affecting the low academic achievements of students. Most teachers are also products of the 20th century but they are catering

to 21st-century millennial learners whose way of studying is much different from them. These millennial learners learn according to what they wish to learn. The findings affirmed the claim of Prasetyo et al. [29] in their study that there is no significant relationship between lecturers' competency and students' academic performance and there are other factors which affect student performance. Similarly, findings substantiate the study of Bonney et al. [30] that there is no significant relationship between teaching competence and student performance [31]. Higher faculty teaching competency alone may not directly translate into better academic achievement of students.

CONCLUSION AND RECOMMENDATION

Based on the findings, the following conclusions are drawn: majority of the faculty obtained outstanding teaching competencies as perceived by themselves. The excellent teaching competencies manifest their expertise in the subject they teach enables learning to take place; commitment of faculty enables a high level of academic achievement of students; teaching for independent learning makes learning interesting, easy and meaningful, through the use of appropriate approaches, methods, and techniques of teaching, respecting diversity of learners, and motivating and guiding students to make their proper decisions. Despite the very impressive teaching competencies of the faculty, the students' perceptions on faculty teaching competencies were assessed as very satisfactory. This manifests that they assessed their Instructors/Professors lower in their teaching competencies though they are the direct beneficiaries of the services rendered by their Instructors/Professors. Generally, the students' academic achievement is Good; faculty and students have similar perceptions on the faculty teaching competencies; and the level of faculty teaching competencies does not influence the academic achievements of students.

The conclusions above led to the following recommendations: The faculty members are still encouraged to sustain and enhance their excellent teaching competencies. It is highly recommended that the top college officials must continuously send faculty members to attend seminars, trainings and conferences on millennial teaching-learning in order to cope with the millennial learner's way of thinking and learning to bridge the gap for the purpose of improving students' academic achievement; they are

encouraged to build their good study habits to help them achieve higher academic achievement; Likewise, the faculty, college deans, and parents must collaborate to inspire, and encourage students to study hard as well as perform at their optimum level; Future researches may replicate this study but should consider new and additional variables like expanding the participants or wider scope covering all the faculty and students to determine the faculty teaching competencies and students' academic achievement. An intervention program may be developed to enhance faculty teaching competencies and academic achievement of students.

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