

## Dynamics And Determining Factors Of Teaching Competencies As Captured From The Academic Lens Of Generation Z Students Of Higher Education Institution In Imus City, Philippines

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### Abstract

In today's landscape, the demands of the teaching profession are becoming competitive and complex. Students as the first hand clients of the teaching force of an academic institution have upgraded their level of expectation as to the manner by which teachers should deliver the learning process on a day to day basis. This study, in its extent and content, has covered the areas of assessment which were subjected under the lens of Gen Z students who by this time have members as old as 23 years of age served as the respondents of the study. A total of 49 academic personnel were evaluated their relevant background such as: (a) the individual professional board examination among their field of expertise; (b) the professional certification and accreditation; (c) civil service eligibility awarded by the country's Civil Service Commission; (d) national competency certificate; (e) their highest educational attainment; and (f) the length of teaching experience. All these were subjected for statistical tests and treatment as each of the four major variables are put under the academic lens of students for evaluation such as the: management of learning; teaching for independent learning; knowledge of the subject matter; the manner by which they manage the entire teaching process; and teachers' commitment to the teaching profession; Results were captured from the 1,435 Gen Z students across different programs for the period of two years consisting of four consecutive semesters. Using Pearson correlation test, data revealed that there is a significant relationship between the qualification of the academic personnel to the level of perception of the Gen Z students in terms of the knowledge of subject matter and teaching for independent learning are concerned. On the other hand, based on the paired sample t-test applied in one of the objectives, results showed that there is a significant difference between the perception of the Gen Z students to all of the indicators except in the areas of the knowledge of subject matter to teaching for independent learning.

**Keyword:** determining factors, teaching competencies and effectiveness, Gen Z, academic personnel

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### Introduction

Equally significant in higher education is the standard of teaching and the pedagogical growth of instructional staff. Periodic review of the academic staff's educational performance tends to be a method for assessing and obtaining input from the academic's respected stakeholders, the learners. Although the importance of focusing on improving teaching is understood by many academic institutions, the underlying value principle is that students are increasingly global and therefore each category must be adapted to generation after generation, to aspects like modalities and teaching methods. In the real

world, like all values, it offers both opportunities and obstacles. Of the opportunities, with the number of applicants each year, of growing demographic and non-demographic diversity, of technological advances with an impact on teaching/ learning methods and pedagogical approaches, rising costs therefore is being compared to real incomes and higher expectations. Generally speaking, higher education faculty employment is subject to various factors. In some countries, the process is a natural one that puts students at the top of the class, in others it is subject to certain requirements set by the government body responsible for higher education, and in some

countries, the management of educational institutions is free to set their own standards and skills by which newly recruited faculty are qualified to comply with the process.

Limited it may seem, from the point of view of individuals dealing with academic ability or credentials in most policies and procedures adopted by state universities or other higher education entities in the employment of their academic staff, there are several questions as to whether top management and academic staff at these national or other universities are persuaded that students are able to identify and assess their teachers' strengths and weaknesses and to discern them and that their experience in developing the core professional career has been effective.

## 1. RESEARCH METHOD

### 2.1. Collection of Data

Primary data and information about the perception of generation Z students on the teaching competencies of the forty-nine (49) academic personnel will be gathered from a higher education institute in Imus City. Since the Student Evaluation for Teachers (SET) is being monitored every semester, the experimental methods of research were used. This method fits appropriately in this case study format using developmental design.

### 2.2. Methods of Analysis

Descriptive and evaluative methods of research were used to describe the collected data in the study. The descriptive research was utilized to describe the professional attributes of the faculty members. The evaluative method was also used as this study sought to evaluate their teaching competence.

**2.2.1. Percentage and Frequency Count Distribution.** This method will be used to identify the qualifications of the academic personnel of a higher education institute in Imus City.

**2.2.2. Likert Scale.** The measurement that was used to determine the level of perception of the generation Z students on the teaching competencies of academic personnel of a higher education institute in Imus City with its verbal interpretation was shown below (Table 1).

Table 1. Level of teaching competency scale with description

WEIGHT	RATING SCALE	DESCRIPTIVE RATING
5	4.50 - 5.00	<b>Oustanding</b>
4	3.50 - 4.49	<b>Very Satisfactory</b>
3	2.50 - 3.49	<b>Satisfactory</b>
2	1.50 - 2.49	<b>Fair</b>
1	1.00 - 1.49	<b>Poor</b>

**Mean.** This method was used to determine the average value of a set of values, which is the sum of all values divided by the number of values.

**Standard Deviation.** This method was used to determine the measure of the amount of variation or dispersion of a set of values.

**Pearson Correlation.** This formula is often referred to as the Pearson R test. It is used to determine the significant relationship between the qualification of the academic personnel of a higher education institute in Imus City to the level of perception of the generation Z students on their teaching competencies.

**Paired sample t-test.** also called the dependent sample t-test. In a paired sample t-test, each subject or entity is measured twice, resulting in pairs of observations, and is used to determine the significant difference between level of perception of the generation Z students on teaching competencies of the academic personnel of a higher education institute in Imus City from Second Semester, SY 2017-2018 to First Semester, SY 2019-2020 and the significant difference between the perception of the same students to the indicators of teaching competencies of the academic personnel of a higher education institute in Imus City.

## RESULTS AND DISCUSSION

Presented in this section are the results and discussion of the data used in this study.

### 3.1. Qualifications of the Academic Personnel of a higher education institute in Imus City

Table 2. Frequency and percent distribution of the academic personnel of a Higher Education Institute in Imus City according to professional board examination

PROFESSIONAL BOARD EXAMINATION	FREQUENCY	PERCENTAGE
With	23	46.94
Without	26	53.06
<b>TOTAL</b>	<b>49</b>	<b>100.00</b>

From the data gathered, table 2 shows the frequency and percent distribution of the academic

personnel of a higher education institute in Imus City according to professional board examination. Out of the 49 academic personnel, 23 (46.94%) have a field of expertise with professional board examination, which has the lowest frequency observed.

Table 3. Frequency and percent distribution of the academic personnel of a Higher Education Institute in Imus City according to professional certificate and accreditation

PROFESSIONAL CERTIFICATE AND ACCREDITATION	FREQUENCY	PERCENTAGE
With	23	46.94
Without	26	53.06
<b>TOTAL</b>	<b>49</b>	<b>100.00</b>

From the data gathered, table 3 shows the frequency and percent distribution of the academic personnel of a higher education institute in Imus City according to professional certificate and accreditation. Out of the 49 academic personnel, 23 (46.94%) have already a professional certificate and accreditation, which has the lowest frequency observed.

Table 4. Frequency and percent distribution of the academic personnel of a Higher Education Institute in Imus City according to civil service eligibility

CIVIL SERVICE ELIGIBILITY	FREQUENCY	PERCENTAGE
With	18	36.73
Without	31	63.27
<b>TOTAL</b>	<b>49</b>	<b>100.00</b>

From the data gathered, table 4 shows the frequency and percent distribution of the academic personnel of a higher education institute in Imus City according to civil service eligibility. Out of the 49 academic personnel, 18 (36.73%) have already a civil service eligibility, which has the lowest frequency perceived.

Table 5. Frequency and percent distribution of the academic personnel of a Higher Education Institute in Imus City according to national competency certificate

NATIONAL COMPETENCY CERTIFICATE	FREQUENCY	PERCENTAGE
With	26	53.06
Without	23	46.94
<b>TOTAL</b>	<b>49</b>	<b>100.00</b>

From the data gathered, table 5 shows the frequency and percent distribution of the academic personnel of a higher education institute in Imus City according to national competency certificate. Out of the 49 academic personnel, 26 (53.06%) have already a national competency certificate, which has the highest frequency perceived.

Table 6. Frequency and percent distribution of the academic personnel of a Higher Education Institute in Imus City according to highest educational attainment

HIGHEST EDUCATIONAL ATTAINMENT	FREQUENCY	PERCENTAGE
BS/ BA	7	14.29
MBA/ MA units	16	32.65
MBA/ MA	13	26.53
PhD/ DBA units	5	10.20
PhD/ DBA	8	16.33
<b>TOTAL</b>	<b>49</b>	<b>100.00</b>

From the data gathered, table 6 shows the frequency and percent distribution of the academic personnel of a higher education institute in Imus City according to highest educational attainment during the four semesters covered by the study. Out of the 49 academic personnel, 16 (32.65%) participants having MBA/ MA units as the highest educational attainment, which has the highest frequency observed.

Table 7. Frequency and percent distribution of the academic personnel of a Higher Education Institute in Imus City according to length of teaching experience

LENGTH OF TEACHING EXPERIENCE	FREQUENCY	PERCENTAGE
3 years and below	12	24.49
4 to 6 years	21	42.86
7 years and above	16	32.65
<b>TOTAL</b>	<b>49</b>	<b>100.00</b>

From the data gathered, table 7 shows the frequency and percent distribution of the academic personnel according to length of teaching experience. Out of the 49 academic personnel, 21 (42.86%) have a length teaching experience of 4 to 6 years, which has the highest frequency observed.

### 3.2. Significant relationship between the qualification of the academic personnel of a higher education institute in Imus City to the level of perception of the generation Z students on their teaching competencies

Table 8. Test of significant relationship between the qualification of the academic personnel in terms of professional board examination of a Higher Education Institute in Imus City to the level of perception of the generation Z students on their teaching competencies

INDICATORS	Pearson Correlation	P-VALUE	DECISION	REMARKS
1 COMMITMENT	0.092	0.528	Accept Ho1	NS
2 KNOWLEDGE OF SUBJECT TEACHING FOR INDEPENDENT LEARNING	0.136	0.353	Accept Ho1	NS
3 MANAGEMENT LEARNING	0.091	0.534	Accept Ho1	NS
4 LEARNING	0.137	0.348	Accept Ho1	NS

\*S-Significant, NS-Not Significant

Table 8 represents that there is no significant relationship between the qualification of the academic personnel in terms of professional board examination

of a higher education institute in Imus City to the level of perception of the generation Z students on their teaching competencies. In this case, the hypothesis was accepted because the probability values are greater than 0.05 level of significance.

Table 9. Test of significant relationship between the qualification of the academic personnel in terms of professional certificate and accreditation of a Higher Education Institute in Imus City to the level of perception of the generation Z students on their teaching competencies

INDICATORS	Pearson Correlation	P-VALUE	DECISION	REMARKS
1 COMMITMENT	0.092	0.528	Accept Ho1	NS
2 KNOWLEDGE OF SUBJECT TEACHING FOR	0.136	0.353	Accept Ho1	NS
3 INDEPENDENT LEARNING	0.091	0.534	Accept Ho1	NS
4 MANAGEMENT LEARNING	0.137	0.348	Accept Ho1	NS

\*S-Significant, NS-Not Significant

Table 9 represents that there is no significant relationship between the qualification of the academic personnel in terms of professional certificate and accreditation of a higher education institute in Imus City to the level of perception of the generation Z students on their teaching competencies. In this case, the hypothesis was accepted because the probability values are greater than 0.05 level of significance.

Table 11. Test of significant relationship between the qualification of the academic personnel in terms of national competencies certificate of a Higher Education Institute in Imus City to the level of perception of the generation Z students on their teaching competencies

INDICATORS	Pearson Correlation	P-VALUE	DECISION	REMARKS
1 COMMITMENT	-0.067	0.646	Accept Ho1	NS
2 KNOWLEDGE OF SUBJECT TEACHING FOR INDEPENDENT	-0.036	0.804	Accept Ho1	NS
3 LEARNING	-0.07	0.630	Accept Ho1	NS
4 MANAGEMENT LEARNING	-0.018	0.905	Accept Ho1	NS

\*S-Significant, NS-Not Significant

Table 11 represents that there is no significant relationship between the qualification of the academic personnel in terms of national competency certificate of a higher education institute in Imus City to the level of perception of the generation Z students on their

Table 12. Test of significant relationship between the qualification of the academic personnel in terms of highest educational attainment of a Higher Education Institute in Imus City to the level of perception of the generation Z students on their teaching competencies

INDICATORS	Pearson Correlation	P-VALUE	DECISION	REMARKS
1 COMMITMENT	0.162	0.267	Accept Ho1	NS
2 KNOWLEDGE OF SUBJECT TEACHING FOR INDEPENDENT	0.104	0.479	Accept Ho1	NS
3 LEARNING	0.038	0.798	Accept Ho1	NS
4 MANAGEMENT LEARNING	0.153	0.295	Accept Ho1	NS

\*S-Significant, NS-Not Significant

Table 10. Test of significant relationship between the qualification of the academic personnel in terms of civil service eligibility of a Higher Education Institute in Imus City to the level of perception of the generation Z students on their teaching competencies

INDICATORS	Pearson Correlation	P-VALUE	DECISION	REMARKS
1 COMMITMENT	0.252	0.081	Accept Ho1	NS
2 KNOWLEDGE OF SUBJECT TEACHING FOR	.300*	0.036	Reject Ho1	S
3 INDEPENDENT LEARNING	.286*	0.047	Reject Ho1	S
4 MANAGEMENT LEARNING	0.261	0.070	Accept Ho1	NS

\*S-Significant, NS-Not Significant

Table 10 represents that there is a significant relationship between the qualification of the academic personnel in terms of civil service eligibility of a higher education institute in Imus City to the level of perception of the generation Z students on their teaching competencies in terms of knowledge of subject and teaching for independent learning. In this case, the hypothesis was rejected because the probability values are less than 0.05 level of significance. On the other hand, the remaining indicators have no significant relationship to civil service eligibility. It confirms that the remaining probability values are greater than 0.05 level of significance. In this case, the hypothesis was accepted.

teaching competencies. In this case, the hypothesis was accepted because the probability values are greater than 0.05 level of significance.

Table 12 represents that there is no significant relationship between the qualification of the academic personnel in terms of highest educational attainment of a higher education institute in Imus City to the level

of perception of the generation Z students on their teaching competencies. In this case, the hypothesis was accepted because the probability values are greater than 0.05 level of significance.

Table 13. Test of significant relationship between the qualification of the academic personnel in terms of length in teaching experience of a Higher Education Institute in Imus City to the level of perception of the generation Z students on their teaching competencies

	INDICATORS	Pearson Correlation	P-VALUE	DECISION	REMARKS
1	COMMITMENT	0.164	0.261	Accept Ho1	NS
2	KNOWLEDGE OF SUBJECT	0.164	0.260	Accept Ho1	NS
3	TEACHING FOR INDEPENDENT LEARNING	0.083	0.571	Accept Ho1	NS
4	MANAGEMENT LEARNING	0.138	0.345	Accept Ho1	NS

\*S-Significant, NS-Not Significant

Table 13 represents that there is no significant relationship between the qualification of the academic personnel in terms of length in teaching experience of a higher education institute in Imus City to the level of perception of the generation Z students on their

teaching competencies. In this case, the hypothesis was accepted because the probability values are greater than 0.05 level of significance.

**3.3. Significant difference between level of perception of the generation Z students on teaching competencies of the academic personnel of a higher education institute in Imus City from Second Semester, SY 2017-2018 to First Semester, SY 2019-2020**

Table 14. Test of significant difference between level of perception of the generation Z students on teaching competencies of the academic personnel of a Higher Education Institute in Imus City from Second Semester, SY 2017-2018 to First Semester, SY 2019-2020

	INDICATORS	t-test	DF	P-VALUE	DECISION	REMARKS
1	SS SY 2017-2018 to FS SY 2018-2019	-0.811	48	0.42	Accept Ho2	NS
2	SS SY 2017-2018 to SS SY 2018-2019	-0.117	48	0.91	Accept Ho2	NS
3	SS SY 2017-2018 to FS SY 2019-2020	-1.001	48	0.32	Accept Ho2	NS
4	FS SY 2018-2019 to SS SY 2018-2019	0.778	48	0.44	Accept Ho2	NS
5	FS SY 2018-2019 to FS SY 2019-2020	-0.142	48	0.89	Accept Ho2	NS
6	SS SY 2018-2019 to FS SY 2019-2020	-0.986	48	0.33	Accept Ho2	NS

\*FS-First Semester, SS-Second Semester, S-Significant, NS-Not Significant

Table 14 represents that there is no significant difference between the level of perception of the generation Z students on teaching competencies of the academic personnel of a higher education institute

in Imus City from Second Semester, SY 2017-2018 to First Semester, SY 2019-2020. In this case, the hypothesis was accepted because the probability values are greater than 0.05 level of significance.

**3.4. Significant difference between the perception of the generation Z students to the indicators of teaching competencies of the academic personnel of a higher education institute in Imus City**

Table 15. Test of significant difference between the perception of the generation Z students to the indicators of teaching competencies of the academic personnel of a Higher Education Institute in Imus City

	INDICATORS	t-test	DF	P-VALUE	DECISION	REMARKS
1	Commitment to Knowledge of subject	-2.362	48	0.02	Reject Ho3	S
2	Commitment to Teaching for independent learning	-3.345	48	0.00	Reject Ho3	S
3	Commitment to Management learning	5.114	48	0.00	Reject Ho3	S
4	Knowledge of subject to Teaching for independent learning	-0.849	48	0.40	Accept Ho3	NS
5	Knowledge of subject to Management learning	6.563	48	0.00	Reject Ho3	S
6	Teaching for independent learning to Management learning	6.855	48	0.00	Reject Ho3	S

\*S-Significant, NS-Not Significant

Table 15 represents that there is no significant difference between the perception of the generation Z students to the indicators of teaching competencies of the academic personnel of a higher education institute in Imus City in terms of knowledge of subject to teaching for independent learning. In this case, the hypothesis was accepted because the probability value is greater than 0.05 level of significance. On the other hand, the remaining indicators of teaching competencies have a significant difference to the perception of the generation Z students. It confirms that the remaining probability values are lesser than 0.05 level of significance. In this case, the hypothesis was rejected.

## 2. CONCLUSION

Today's teaching and learning environments are highly complex and varied, and the higher education institution in which Gen Z students are currently located is supposed to provide a certain amount of imagination. Since the organization's core asset is its academic employees, in their view, the complexities and distinguishing factors such as their degrees, accreditation and highest academic achievement do not matter to Gen Z students. What was more important to them was how they learned.

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