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A Student-Centric Analysis of Faculty Competences and Competencies for Effective Educational Experiences

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ABSTRACT

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Competences represents different characteristics of a holistic approach to personal development and community engagement and Competencies are aspects that plays a crucial role in effective teaching and contributes to creating meaningful learning experiences for students. The objectives of the study are to determine the competences and competencies that provides effective teaching at San Sebastian College – Recoletos de Cavite Inc., to analyze the faculty performance based on student perspectives using the Student Evaluation of Teachers tool, and to develop recommendations for improving faculty competences and competencies from a student-centric perspective. The study used a descriptive quantitative design and evaluation results from the Center of Research and Creative Works of San Sebastian College – Recoletos de Cavite, Inc. are gathered to analyze the data. The evaluation of faculty competencies across three academic years (2020-2021, 2021-2022, and 2022-2023) reveals consistent high performance. In 2020-2021, the majority of

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faculty received high-level ratings in both competences and competencies, with 146 and 148 faculty members respectively. This trend continued in 2021-2022, with a significant increase to 352 and 356 faculty members receiving high-level ratings. The 2022-2023 data shows a slight decrease, with 183 and 186 faculty members rated at a high level. Across all years, very few faculty members were rated at low or very low levels, indicating overall strong faculty performance. Continuous curriculum adaptation, incorporating online teaching methods, and improving collaboration with the industry while supporting effective work-life routines will help educational institutions to improve their academic performance.

INTRODUCTION

High-quality teaching is the goal of the higher education sector. Its necessity has increased as the competition between educational institutions grows and the opportunity for students to study globally through different modes. Effective faculty training programs are essential to the quality of education worldwide. Perspectives from different education systems can assist policymakers, educators, and stakeholders create more efficient and adaptive faculty training programs (Harrison et al. 2022; Asfahani et al., 2023).

Sofyan, Barnes, and Finefter-Rosenbluh (2023) provide a comprehensive analysis of the teacher's effectiveness in Asian higher education, It emphasizes the essential competencies that the faculty should demonstrate to meet the diverse student needs across ASEAN countries. Their study underscores the culturally relevant teaching practices that align with the region's educational context, setting a benchmark for effective teaching in ASEAN countries. Adlawan et al. (2024) support this perspective by analyzing the student evaluations as a core tool for faculty assessment in the Philippines, illustrating how student feedback will guide teaching practices and promote a student-centered approach to continuous quality improvement. Similarly, Hadad, Keren, and Naveh (2020) analyze the evaluation criteria from both student and faculty perspectives in Malaysian higher education, identifying key teaching attributes that enhance faculty effectiveness. Together, these studies underscore ASEAN's commitment to quality education that prioritizes student satisfaction and faculty development through adaptable, culturally attuned teaching practices.

Faculty effectiveness has been extensively studied and discussed, driven by the need to fully understand its core attributes. Although the complexity of faculty effectiveness has been explored, its interpretation within Asian contexts remains uncertain (Sofyan et al., 2023).

Faculty evaluation is an essential method that can be used to enhance

student performance, affirm faculty recognition concerning expectations, and motivate the faculty by means of regular feedback. It also serves as a motivator for enhancing student outcomes. By evaluating teaching methodologies and curriculum efficiency and developing faculty and student interactions, educational institutions can recognize areas for improvement. It also enables the faculty to adjust their techniques and have more diverse learning styles. By using the faculty evaluation, academic Institutions can identify and appreciate the contribution of the faculty. Regular assessment is essential in motivating the faculty to pursue excellence. By receiving regular assessments of their performance, faculty can analyze their teaching practices, determine areas for improvement, and implement progressive development (Dennis et al., 2020; Obidovna, 2023).

Faculty evaluation also serves as a reference for facilitating professional development. By recognizing strengths and identifying areas for improvement, Faculty can adjust their professional development plans to cater to specific needs. Student ratings are among the most impactful measures of teaching efficiency; involvement and valuable insights from students can be essential in fulfilling the teaching evaluation system. The result of student evaluation for faculty will aid in teaching development, course content refinement, and format refinement. It can also be used to evaluate faculty's tenure, promotion and compensation raise decisions. The result of the evaluation will also guide the students in their decisions on the selection of course and instructor (Adlawan, 2024; Chen & Hoshower, 2003).

Student evaluation of teaching tools is commonly used to assess student satisfaction in higher education institutions. It usually includes several criteria designated with equal weights (Hadad et al., 2020).

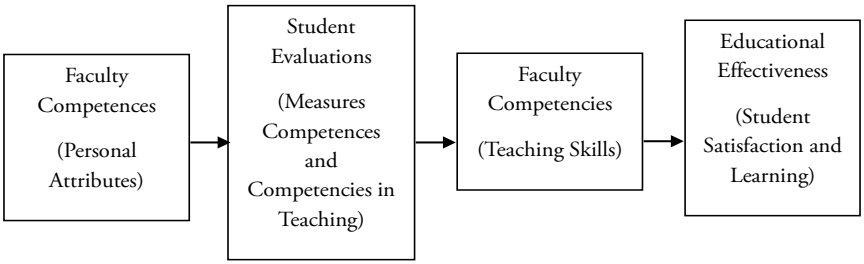
The criteria included in student evaluation of teaching tools are carefully selected to synthesize the diverse nature of effective teaching. With this study, the researcher will identify the competences and competencies that contribute to effective teaching in San Sebastian College – Recoletos de Cavite, Inc., Evaluate faculty performance based on student perspectives, and develop recommendations for enhancing faculty competences and competencies from a student-centric perspective.

The research gap that the study intends to fulfill is by providing a comprehensive, student-centered analysis of faculty competences and competencies, specifically in the settings of San Sebastian College – Recoletos de Cavite, Inc. While existing studies already addressed the faculty evaluation and its impact on the effectiveness of teaching, few have explored this from the student's perspective, focusing on how student evaluations can have a direct influence and enhance faculty development. This study primarily examines faculty members' personal

attributes (competences) and teaching skills (competencies) to understand their role in effective educational experiences. As a result, it addresses the gap in understanding how a holistic, student-centered evaluation framework can inform institutional strategies to improve teaching quality and student satisfaction.

FRAMEWORK

Figure 1
Conceptual Framework of a Student-Centric Analysis of Faculty Competences and Competencies for Effective Educational Experiences



Faculty Competences are comprehensive personal attributes that faculty bring to their teaching roles, impacting their ability to create a supportive and effective learning environment.

The Student Evaluations measure both faculty competences and competencies. The tool provides feedback on how well faculty fulfill the student needs and expectations across various competences and competencies.

Faculty Competencies are specific teaching skills, such as content mastery, teaching methods, and teacher-student interaction. These skills directly influence educational outcomes.

Educational Effectiveness is the outcome and the end result of evaluating faculty competences and competencies from a student perspective. Higher levels of competence and competency should ideally lead to better student satisfaction and improved learning experiences.

The framework shows how student feedback serves as the link between faculty qualities and their practical teaching skills, eventually affecting the overall educational experience.

OBJECTIVES OF THE STUDY

The objectives of the study are to determine the competences and competencies that provide effective teaching at San Sebastian College – Recoletos de Cavite Inc., analyze the faculty performance based on student perspectives using the Student Evaluation of Teachers tool, and to develop recommendations for improving faculty competences and competencies from a student-centric perspective.

METHODOLOGY

Research Design

The study used a descriptive quantitative design. Descriptive design gathers information about variables without adjusting the environment or modifying any variables. It does not inspect possible cause and effect and does not include a comparison of groups (Baker, 2017). Descriptive quantitative design can be applied to develop theory, identify problems and support current practice, make decisions, or identify what others in similar situations are implementing.

The study utilizes the descriptive quantitative design to investigate faculty competences and competencies at San Sebastian College – Recoletos de Cavite, Inc. Data collection was conducted through the Student Evaluation of Teachers (SET) tool over three academic years (2020-2021, 2021-2022, and 2022-2023). The SET tool evaluates faculty based on personal attributes (competences) and teaching skills (competencies), which include aspects like content mastery, teaching methods, and teacher-student interactions. This approach allows a systematic and continuous tracking of faculty performance, offering insights into development over time.

The use of quantitative data collection through SET provides structured, easily comparable data, although it may limit understanding of nuanced faculty-student interactions. The SET tool has been cited in other studies as a reliable means to gather student feedback on teaching effectiveness (Hadad et al., 2020), and the descriptive design aligns with methodologies used in similar educational studies within the ASEAN context, where quantitative feedback procedures are frequently implemented to meet diverse educational standards (Sofyan et al., 2023).

Respondents

The respondents are selected from San Sebastian College—Recoletos de Cavite, Inc. All students enrolled in different courses were tasked with evaluating

their instructors using the Students Evaluation for Teachers tool. The evaluation was conducted during the academic years 2020-2021, 2021-2022, and 2022-2023.

Research Site

The study was conducted in San Sebastian College – Recoletos de Cavite, Inc. College Department in April 2024.

Instrumentation

The study utilizes the Student Evaluation of Teachers from the Center of Research and Creative Works of San Sebastian College – Recletos de Cavite, Inc. The Student Evaluation of Teachers includes the Competences and Competencies of the Faculty. Competences relate to the criteria of being Christ-Centered (The Spiritual Self), Compassion (The Societal Self), Conscience (The Moral Self), Commitment (Psycho-emotional Self), Community (The Social Self), and Competence (The Functional Self). Competencies associated with the Content Mastery of the Lesson), Teaching Procedures, Teacher-Student Interaction, Evaluative Skills, and Promotion of the Augustinian Recollect Way of Education. Data collected from the Online Student Evaluation of College Teachers was the primary instrument. It includes the Competences and Competencies of the Faculty. Student's rating to the Faculty was interpreted as Very Low Level for a rating of 1.00-1.75, Low Level for a rating of 1.76-2.50, Moderate Level for a rating of 2.51-3.25, High Level for a rating of 3.26-4.00.

Students in the College Department are assigned to evaluate their instructors using the Online Student Evaluation of College Teachers by the Center of Research and Creative Works of San Sebastian College—Recletos de Cavite, Inc. The researcher gathered the summary of results from the Center of Research and Creative Works for Academic Years 2000-2021, 20021-2022, and 2022-2023.

The summary of results from the Online Student Evaluation of College Teachers from Academic Years 2000-2021, 20021-2022, and 2022-2023 were analyzed. The data of Competencies and Competencies of Faculty per Course are represented statistically by a frequency table and categorized based on the interpretation of their mean score. Percentage is also applied to analyze and interpret the data. The researcher assured the respondents they would be respected during the research period. Throughout the study, all data gathered were protected and remained confidential.

Research Ethics Protocol

Consent was obtained from the student participants to ensure their voluntary

involvement in the study; secure data protection measures were implemented to maintain the confidentiality of the respondents; and suitable procedures were followed to secure permissions from San Sebstian College—Recoletos de Cavite, Inc.

RESULTS AND DISCUSSION

After gathering the data, it is represented statistically by frequency distribution and categorized based on the interpretation of the mean score. Frequency distributions are beneficial for organizing data, unveiling tendencies, and clearly illustrating individual observations' distribution in the measurement scale (Manikandan, 2011).

Table 1 shows the Online Student Evaluation Results of College Teachers in San Sebastian College-Recoletos de Cavite, Inc. from the Academic Year 2020-2021, 2021-2022, and 2022-2023.

Based on the result from Academic Year 2020-2021, 146 faculty of different courses have a rating of High Level, 34 faculty of different courses has the rating of Moderate Level, 2 faculty of different courses has the rating of Low Level, and 0 faculty of different courses has the rating of Very Low Level for Competences and 148 faculty of different courses has the rating of High Level, 32 faculty of different courses has the rating of Moderate Level, 2 faculty of different courses has the rating of Low Level, and 0 faculty of different courses has the rating of Very Low Level for Competencies.

The result from the Academic Year 2021-2022 shows that 352 faculty of different courses have a rating of High Level, 104 faculty of different courses have a rating of Moderate Level, 3 faculty of different courses have a rating of Low Level, and 0 faculty of different courses have the rating of Very Low Level for Competences. 356 faculty of different courses have a rating of High Level, 100 faculty of different courses have a rating of Moderate Level, 3 faculty of different courses have a rating of Low Level, and 0 faculty of different courses have a rating of Very Low Level for Competencies.

The data from the Academic Year 2022-2023 shows that 183 faculty of different courses have the rating of High Level, 47 faculty of different courses have the rating of Moderate Level, 5 faculty of different courses have the rating of Low Level, and 0 faculty of different courses have the rating of Very Low Level for Competences. 186 faculty of different courses have a rating of High Level, 45

faculty of different courses have a rating of Moderate Level, 4 faculty of different courses have a rating of Low Level, and 0 faculty of different courses have a rating of Very Low Level for Competencies.

Table 1
Online Student Evaluation Results of College Teachers

AY 2020-2021	High Level	Moderate Level	Low Level	Very Low Level
Competences	146	34	2	0
Competencies	148	32	2	0
AY 2021-2022				
Competences	352	104	3	0
Competencies	356	100	3	0
AY 2022-2023				
Competences	183	47	5	0
Competencies	186	45	4	0

Table 2 shows the percentage of the population per interpretation of the result. Based on the results from the Academic Year 2020-2021, 80.22% of faculty of different courses have a rating of High Level, 18.68% of faculty of different courses have a rating of Moderate Level, 1.10% of faculty of different courses have a rating of Low Level, and 0% of faculty of different courses has the rating of Very Low Level for Competences. And 81.32% of faculty of different courses have a rating of High Level, 17.58% of faculty of different courses have a rating of Moderate Level, 1.10% of faculty of different courses have a rating of Low Level, and 0% of faculty of different courses has the rating of Very Low Level for Competencies.

The result from Academic Year 2021-2022 shows that 76.69% of faculty of different courses have a rating of High Level, 22.66% of faculty of different courses have a rating of Moderate Level, 0.65% of faculty of different courses have a rating of Low Level, and 0% of faculty of different courses has the rating of Very Low Level for Competences. And 77.56% of faculty of different courses have a rating of High Level, 21.79% of faculty of different courses have a rating of Moderate Level, 0.65% of faculty of different courses have a rating of Low Level, and 0% of faculty of different courses has the rating of Very Low Level for Competencies.

The data from Academic Year 2022-2023 shows that 77.87% of faculty of different courses have a rating of High Level, 20.00% of faculty of different courses have a rating of Moderate Level, 2.13% of faculty of different courses

have a rating of Low Level, and 0% of faculty of different courses has the rating of Very Low Level for Competences. And 79.15% of faculty of different courses have a rating of High Level, 19.15% of faculty of different courses have a rating of Moderate Level, 1.70% faculty of different courses have a rating of Low Level, and 0% of faculty of different courses has the rating of Very Low Level for Competencies.

Table 2

Percentage of Population per Interpretation of Results

AY 2020-2021	High Level	Moderate Level	Low Level	Very Low Level
Competences	80.22%	18.68%	1.10%	0.00%
Competencies	81.32%	17.58%	1.10%	0.00%
AY 2021-2022				
Competences	76.69%	22.66%	0.65%	0.00%
Competencies	77.56%	21.79%	0.65%	0.00%
AY 2022-2023				
Competences	77.87%	20.00%	2.13%	0.00%
Competencies	79.15%	19.15%	1.70%	0.00%

The consistent high ratings observed in faculty evaluations align with research emphasizing the importance of Student Evaluation of Teachers (SET) as a feedback mechanism. Niyogi and Mitra (2021) highlight that SET offers actionable insights into both faculty competencies and competences, leading to focused enhancements in teaching practices. Additionally, your emphasis on continuous curriculum updates and the integration of online teaching relates to the work of Rahim and Nordin (2022), who argue that digital teaching methods and lifelong learning initiatives are essential for adapting to current educational requirements.

Moreover, the recommendation to support industry collaboration aligns with Gupta and Agrawal (2021), who advocate partnerships between academia and industry to equip students with practical, real-world skills. The importance of culturally responsive teaching practices is supported by Chandra et al. (2020), who emphasize the need for teaching methods tailored to the diverse cultural and regional contexts of students. The proposed incorporation of creative teaching practices and attention to faculty work-life balance is consistent with Das and Bhattacharya's (2023) findings, which explore innovative approaches to maintaining teaching effectiveness and addressing the challenges of modern

academic environments.

Continuous curriculum adaptation, incorporating online teaching methods, and improving collaboration with the industry while supporting effective work-life routines will help educational institutions improve their academic performance. Adapting curriculum continuously requires progressive development of educational content to meet the changing needs of learners. This procedure includes online teaching methodologies, upgrading digital tools and platforms to improve engagement and accessibility. By integrating online methods, educational institutions can support flexible work-life routines, allowing learners to balance their academic activities with their personal commitments effectively. Improving collaboration with the industry involves creating significant partnerships that facilitate the exchange of expertise and resources (Rathod & Kämppi, 2023).

Creative teaching is engaging students in learning, resolving challenges in difficult teaching scenarios, and incorporating innovation or new ideas into the instruction. Beyond personal qualities such as imagination, external factors such as departmental structure and culture significantly influence the implementation of creative teaching practices. Faculty need to adapt their teaching strategies to effectively address the challenges introduced by environmental changes. A seminar workshop was proposed to address the teaching styles and performance of the students with the lowest ratings. The seminar will introduce the faculty to key principles in real classroom scenarios (Ismayilova & Bolande, 2023; Narsico et al., 2023).

CONCLUSION

This study provides valuable insights into evaluating faculty competences and competencies over consecutive years. The utilization of descriptive quantitative design and data analysis gathered from the Center of Research and Creative Works offers a comprehensive understanding of faculty performance trends. Across the academic years examined, there is a noticeable consistency in the majority of faculty receiving high-level ratings for both competences and competencies, indicative of a strong foundation in teaching capabilities.

Moreover, the findings show the importance of continuous curriculum adaptation, integration of online teaching methodologies, and fostering collaboration with industry partners. This initiative not only improves educational quality but also supports faculty in maintaining effective work-life routines. By embracing these strategies, educational institutions can further

elevate their academic performance and ensure holistic student development. Continuous assessment and implementation of innovative teaching principles will be essential in meeting the evolving needs of both faculty and learners in the dynamic landscape of education.

TRANSLATIONAL RESEARCH

Applying translational research to a field like education or faculty development would involve translating theoretical findings into practical improvements in teaching and learning. Here's how it might look based on the document you provided:

From Research to Application (Phase 1): The descriptive quantitative findings from evaluating the faculty competences and competencies will be used to design targeted professional development programs. If certain competencies like student-teacher interaction are found lacking, training modules will be developed to improve these areas.

Real-World Implementation (Phase 2): After the training programs are developed and applied, faculty performance will be monitored to measure improvements in teaching effectiveness. The phase would involve scaling the interventions and using broader metrics such as student satisfaction, faculty promotions, and academic outcomes to assess the impact of the applied research findings.

By applying translational research, institutions can ensure that the insights gained from faculty evaluations lead to practical improvements that enhance educational experiences.

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