

7 ICLLCE 2017-043 Mercedes A. Macarandang

**Personal Qualities and Professional Practices of UBLC Faculty: Bases for a Plan
Faculty Intervention Activities**

Mercedes A. Macarandang
University of Batangas Lipa Campus
Lipa City, Philippines
mercedes.macarandang@ub.edu.ph

ABSTRACT

This study focused on the personal qualities and professional practices of faculty members at University of Batangas Lipa Campus during the academic year 2015 – 2016 with the end in view of proposing intervention activities of faculty development. Using a self-structured questionnaire, forty-six (46) full time faculty members were involved in this study. Responses of the teachers were analyzed using frequency counts, weighted mean, t-test and Analysis of Variance (ANOVA). It was found out that faculty members are young adults and beginners in the teaching profession. They are compassionate, buoyant and pleasant but wanting in cooperativeness, resourcefulness and self-confidence. They place importance on students' innate capabilities, values and outputs and relate well with them but short in planning for out-of-school exposure and setting high expectations for their students. They use strategies that develop self-confidence among students and instructional materials that help achieve their learning targets but using research- and technology- based strategies are not generally practiced. Planning based on assessment results and jiving assessment with learning outcomes are not common to faculty members. It was found out that there are no significant differences in the responses of faculty members when grouped according to gender, age and educational qualifications. A proposed plan of faculty intervention activities is offered for the institution's perusal.

Keywords: Personal traits, professional qualities, student learning, teaching practices, assessment, intervention activities

Introduction

Education is one of the important necessities in a society. It takes place in diverse settings and in various forms. It is also the means by which a society's heritage and cultural values are perpetuated. It is through education that the social, political, economic and even moral development of a nation is achieved. Hence, the functions of education in a society cannot be realized without the presence of teachers. Teachers serve as instruments in the formation of individuals from their young age up to adulthood and even when they exited from school. Teachers guide the children in their early years of growth and development, they are instrumental in making teenagers realized who they are, what they need to develop to young adults in relation to their chosen careers and professions.

With the great expectations of the society from teachers, it is necessary that they possess qualities which would facilitate and enable them to fulfil the mission of their chosen profession. Their philosophies and values very much contributory to what they are as molders of youth and facilitators of learning. These are the wheels that will lead them to the destination they will lead their students.

The University of Batangas aspires to maintain the quality of education that is offered to its clientele, thus, it is very important that studies be conducted to make sure

PERSONAL QUALITIES AND PROFESSIONAL PRACTICES OF UBLC

that the decisions to be made are based on existing conditions and realities. Since teachers / faculty members are the primary instruments in carrying out the university goals, mission and objectives as well as those of the different programs, it is necessary that an assessment on the kind of teachers be made. At University of Batangas Lipa Campus, many teachers are not graduates of courses related to teaching. Chances are, they are not academically aligned or even psychologically unprepared. For them to fully understand the reason for teaching, it is necessary is to look into their educational practices. They should not only be aware of what to do but they should be able to reflect why they are doing it based on the experiences they have had.

Objectives

This project is an exploratory study of the personal qualities and professional practices of faculty members at UBLC with the end in view of proposing a plan of intervention activities.

Research Questions

1. What is the profile of faculty members in terms of gender, age, discipline being taught, number of years in teaching, and educational qualifications?
2. What are their personal qualities and their professional practices in terms of student learning, teaching strategies and assessment?
3. How do the teachers' professional practices compare when respondents are grouped according to select variables?
4. What intervention activities may be proposed for faculty development?

Theory

This study is anchored on the humanistic theories of Abraham Maslow and Carl Rogers which emphasize that human beings share some nearly universal capabilities; what makes a human life fulfilling is the opportunity to exercise these capabilities. (Engler. 2012). Rogers (as cited by Feist, 2010) claimed that by nature, people under nurturing and favourable conditions, will become more self-aware, trustworthy, congenial and self-directed – qualities that will move them toward becoming persons of tomorrow. Maslow also postulated that human can be self-actualizing, that human nature carried with it tremendous potential for being a Good Human Being.

Methodology

The researcher made use the descriptive method of research with the use of questionnaire as instrument in the fathering of data. Descriptive research involves the description, recording, analysis and interpretation of conditions that now exist. It often involves some types of comparison or contrast and may attempt to discover cause-effect relationship that exists between non-manipulative variables. (Javier, et. al 2005). She also attempted to see to look into the differences in the respondents on the basis of demographic variables.

The instrument used in gathering data is based on a self- made questionnaire some items of which are based on Lucas (2012). This is divided into 3 parts: Part 1 is about the profile of respondents, Part 2, which is divided into two subparts consists of items related to personal traits and professional practices of teachers.

The statistical treatments used are percentage, weighted mean, t-test for independent variables and Analysis of Variance (ANOVA)

Literature Review

To facilitate understanding of the study, the following terms are hereby defined:

PERSONAL QUALITIES AND PROFESSIONAL PRACTICES OF UBLC

Assessment. This refers to the full range of information gathered and synthesized by teachers about their students in their classrooms. (Arenda, 1994 cited by Macarandang, 2009). For the purpose of this study, the term refers to the techniques and tools used by teachers to determine how much learning has taken place in the classroom.

Discipline. In this study this term refers to the subjects or core subjects being taught by the faculty members.

Personal qualities. Personal qualities are personal characteristics of an individual. They are what make up one's personality. They help a person get along in a new situation. <http://a4esl.org/q/h/employ/persqual.htm>

Professional practices. In this study, this term refers to the teachers' traits in relation to how they relate with students, assess learning, and handle class related activities.

Salandan (2014) explained that teaching as a profession assumes different meanings and definitions depending on the practitioners' ultimate goal. Pursued as a lifetime career, some take it as a solemn vow to offer enduring love and care for the betterment of the country's youth. Some are impassioned to share their acquired knowledge and developed skills to equip the citizenry towards literacy and enlightenment.

Bilbao (2012) also discussed the different qualities or native capacities that a teacher should possess such as sharp memory, genuine love for children, creativity, kindness, and industry. As a professional, a teacher must exhibit a deep sense of accountability and responsibility. Precision timing is a mark of a smart teacher; a teacher should be able to stretch time for more patience. Teachers accept ethical obligations as they teach; that is, they act as guardians and exemplars of moral values and principles. The maintenance of order and discipline paves the way towards effective learning.

As a professional, a teacher is expected to be knowledgeable about the subject he/she is supposed to teach. She must possess not only substantial and advanced knowledge in order to be able to teach with confidence and accuracy. Likewise, a teacher must be knowledgeable and skilled in employing a wide repertoire of teaching methods, procedures, and strategies that can ensure consistent and continued search for knowledge and new information.

“Teaching and learning are reciprocal processes that depend on and affect one another” (Swearingen, 2002 as cited by Gabuyo, 2013). The assessment component of the instructional processes deals with the learning progress of the students and the teacher's effectiveness in imparting knowledge to the students. Kubiszyn and Borich (2007) pointed that assessment process is a comprehensive evaluation made up of many components. Which include not only test results but also those from a variety of other measurement procedures (e.g., performance and portfolio assessments, observations, checklists, rating scales).. All these are integrated with relevant background and contextual information to help ensure that educational decisions are appropriate.

Findings

Profile of Respondents

Table 1
Profile of Respondents in Terms of Gender

Profile Factor	Categories	F	
Gender	Male	20	43.48
	Female	26	56.52
Age	Below 25	17	36.95
	25 – 29	4	8.69
	30 – 34	6	13.94
	35 – 39	6	13.94
	40 - 44	5	10.86
	45 and above	8	17.89
Discipline Being Taught	General Education	29	60.87
	Professional Education	18	39.13
Years of Teaching Experience	0 – 4	30	65.21
Experience	5 – 9	7	15.21
	10 – 14	4	8.69
	15 – 19	3	6.52
	20 – 24	2	4.34
	Educational Qualifications	BS Degrees	12
Masters Degree Units		15	32.61
MA Degrees		12	26.09
PhD Units		4	8.69
PhD		3	6.52

Profile of Respondents. Table 1 shows the profile of respondents in terms of gender, age, discipline being taught and number of years in teaching. The data reveals that there are 20 male respondents or 43.46% and 26 female respondents or 56.52%. There are more female than male respondents.

There are 17 or 36.95 % majority of the respondents belong to the age range of 25 and below. Second in rank is age range 45 to 49 with 8 faculty members. It is interesting to note that the majority of the teacher respondents are still very young the mean age of 31.02 means that UBLC faculty members belong to young adults.

The table also shows that most respondents were teaching General Education subjects with 28 or 60.87 percent. Eighteen or 30/13 percent of the respondents was teaching Professional Education subjects. Since the school is only few years from its operation, most of the subjects being offered and handled are general education subjects. Most of the teachers handle general subjects because students are not into majorship yet.

The data shows that majority of the respondents belong to the range of 0 -4 years revealing that the school's faculty are mostly young and still neophytes in the field of teaching. This is perhaps because of the fact that the school has been operational for only five years, thus the first group of faculty are mostly new graduates. Only 2 of the respondents have 20 to 24 years of teaching experience.

In college teaching, faculty members are required to at least have a master's degree in their field of specialization. The data show that 15 or 32.61 percent have master's degree units while 12 or 26.09 are full pledged MA graduates. There are also 12 faculty members or 26.09 percent who are baccalaureate degree holders. Only 3 or 6.62 percent

PERSONAL QUALITIES AND PROFESSIONAL PRACTICES OF UBLC

are doctoral degree holders. This finding reveal that the school is still wanting in terms of qualified college faculty.

Personal Qualities and Professional Practices of Faculty

Personal Qualities. Teachers' personality traits are reflected not only in their classroom performance, especially in their selection of instructional activities, materials, strategies, and classroom management techniques but their interaction with students as well (Henson & Chambers, 2002).

The way a teacher approaches his/her teaching is affected by his/her personal qualities. Among these personal qualities are intelligence, emotional stability, resourcefulness, compassion, buoyancy, cooperativeness, self-confidence, self-motivation, pleasantness, refinement and reliability. These qualities make a difference in the way teachers teach and deal with students.

Table 5 shows the personal qualities which the faculty members possess. Among these qualities compassion ranks first with the average of 89.1 percent being compassionate requires the ability to feel what others feel, the ability to put oneself in the shoes of another. This shows that the teachers generally show love and respect to their students which may lead to a conducive learning environment. The specific traits related to compassion are being appreciative of other people and respecting their individual differences.

Buoyancy ranks second with the average of 87.2 percent. Teachers of UBLC are optimistic, happy, and joyful persons – traits that contribute to closer relationships among the group thereby making their tasks and goals easier to achieve

Third in rank is pleasantness which 85.48 percent of faculty members possess. This finding means that majority of them are enjoyable, friendly, and likeable. Being in front of the students most of the time, teachers should not only be appealing externally but also in words and in action. Being pleasant will encourage more students to engage on active learning.

Table 2
Personal Qualities of Faculty

Personal Qualities	Female	Male	Average %	Rank
Intelligence	75.15	83	80.08	8
Emotional Stability	79.83	88	83.91	4
Resourcefulness	81.54	81.54	78.3	9
Compassion	86.15	92	89.1	1
Buoyancy	85.38	89	87.2	2
Cooperativeness	73.06	79	76	11
Self-Motivation	80	81	80.5	7
Self-Confidence	80	76	78	10
Pleasantness	83.08	87.5	85.48	3
Refinement	82.31	85	83.17	5
Reliability	78.5	85	81.7	6

Another quality which the teachers manifest is emotional stability. This has a weighted mean of 83.86. Among the specific traits related to this are maintaining dignity, and holding their anger, in all circumstances. Maintaining composure at any circumstances

PERSONAL QUALITIES AND PROFESSIONAL PRACTICES OF UBLC

requires ability to control emotions particularly anger, pain and other negative ones. There are many reasons why teachers get angry. Misbehaving students, absenteeism, failure to answer during recitations and to submit requirements on time – these are just a few of what cause anger among teachers. On a positive note, the data also show that many of the teachers are able to control their anger and are able to deal with situations positively. All of those items show that teachers are able to manage their anger in the most rightful and positive way

Self-confidence is also low in rank. Seventy-eight percent of faculty members manifest this trait. They feel unsure of what they do and not very willing to initiate responsibilities. As reflected in the number of years of experience, most of the teachers are new in the teaching profession and have been out of college for a year or two. Gaining self-confidence as teachers may require more years of facing the class and adjusting to the teaching-learning process.

Ranked 10th among the personal qualities is resourcefulness. Resourcefulness is the ability to find and use available resources to achieve goals. Among the specific traits related to this, trying out new ways and things has the lowest percentage. This may be due to the fact that most of the faculty members are new in the field of teaching and still are not courageous enough to experiment on new ideas, techniques, or strategies. Further, they may not want to experiment on their students but want to ensure that outputs are done appropriately and successfully.

Cooperativeness ranked last among the personal qualities of faculty members. This trait seems to be not too evident among them. This could be due to the fact that they teach different areas or discipline. They perhaps tend to concentrate on their own tasks together with their small groups even if they are staying in the same faculty room. Only 76% of the teachers possess this trait.

Professional Practices. Just like any other professions, teaching has its own practices which may differ from all the other professions. To be a professional teacher, one must have undergone the necessary educational background and trainings. Teaching is considered as the mother of all the professions because all the other professionals pass through the hands of a teacher. The succeeding tables show the professional practices of UBLC faculty members. These practices are those related to the teaching-learning process particularly those related to student learning, strategies of teaching and assessment of student performance.

Table 3
Practices Related to Student Learning

Items: On Student Learning	F	M	AVE	INT	RANK
1. I build positive relationships with my students by knowing and valuing each of them	3.84	3.7	3.77	VO	4
2. I promote a culture of value and respect for individual students	3.73	3.85	3.79	VO	2.5
3. I promote substantive discussion of ideas	3.69	3.65	3.67	VO	5.5
4. I encourage my students to willingly take risks with their learning	3.46	3.7	3.58	VO	9
5. I ensure students' success by valuing and recognizing their work	3.84	3.75	3.8	VO	1
6. I encourage and support students to take responsibility for their learning	3.88	3.7	3.79	VO	2.5
7. I build on students' prior experiences, knowledge and skills	3.53	3.65	3.59	VO	8
8. I emphasize the quality of learning with high	3.69	3.55	3.62	VO	7

PERSONAL QUALITIES AND PROFESSIONAL PRACTICES OF UBLC

Items: On Student Learning	F	M	AVE	INT	RANK
expectations of achievement					
9. I support students to engage with contemporary knowledge and practice	3.57	3.5	3.54	VO	10
10.I plan for students to interact with local and broader communities	3.30	3.3	3.3	O	13
11. I set high expectations for every student’s progress and ambitious targets for improving classroom performances	3.57	3.35	3.46	O	12
.12. I create classroom learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn	3.5	3.55	3.53	VO	11
13. I exert effort to build students’ beliefs in their own capacities to learn successfully and their understandings of the relationship between effort and success	3.69	3.65	3.67	VO	5.5
Average Weighted Mean	3.64	3.61	3.62	VO	

Legend: VO – Very Often O – Often

Practices Related to Student Learning. Table 3 shows the practices of faculty members related to student learning. These practices tell how teachers view the learners and the learning process. The findings reveal that faculty members ensure students’ success by valuing and recognizing their work. This has a weighted mean of 3,8 which means that this is often practiced. The findings also show that the respondents very often promote a culture of value and respect for individual students and promote a culture of value and respect for individual students. These have weighted mean of 3.79. Faculty members also build positive relationships with their students by knowing and valuing each of them. Similarly, they also promote substantive discussion of ideas. They also exert effort to build students’ beliefs in their own capacities to learn successfully and their understandings of the relationship between effort and success.

Setting high expectations for every student’s progress and ambitious targets for improving classroom performances ranks 12th with a weighted mean of 3.46. This could be due to the teachers’ fear of being disappointed with their students’ performances. This could also mean that the teachers set goals achievable by majority of the students. As educators, there is a responsibility to the public that supports or depends on teachers to provide information about the ways in which their students meet goals and expectations. But that responsibility goes beyond the reporting of such information; the deeper obligation -- to others, to students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

Lowest in rank however, is planning for students’ interaction with local and broader communities. This has a weighted mean of 3.3. This data show that most of the students’ activities are confined only within the four walls of their classrooms which is to the disadvantage of students. Exposure of student to out of the school activities will enable them to see the real world.

Practices Related to Strategies in Teaching. Table 4 reflects the practices of faculty members in terms of strategies in teaching. The overall weighted mean of 3.51 suggests that the respondents very often use the strategies of teaching enumerated. The data shows that faculty members use strategies which develop the students’ self-confidence. This has a weighted mean of 3.68. Developing self-confidence among students is very important. This is a graduate attribute which will enable them to face interviews and carry out any task assigned to them successfully

PERSONAL QUALITIES AND PROFESSIONAL PRACTICES OF UBLC

The faculty members also often use strategies which lead to the attainment of their learning targets. This practice ranks second with a weighted mean of 3.63. Ranked third among the strategies used by faculty members is creating classroom learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn

The last two in ranks of the strategies used by teachers are capitalizing on students' experience of a technology-rich world and using of research based teaching practices to ensure that every student is engaged, challenged and learning successfully. The present set of students at UBLC can be considered as 21st millennium learners, which means that they are exposed to Technology-driven environment. Although the data reveals that faculty members often use this strategy, there is perhaps a need to take more advantage of the learners' experience on technology. The use of research-based teaching practices is also being utilized by the teachers but not to its maximum. This could be due to the fact that many teachers do not engage in action researches. Navarro and Santos (2011) explained that evidence-based or research-based teaching may sound new but the idea of teaching based on research evidence has a long history. They added that the validity of judging program quality can only done when there is a review of processes, infrastructures and resources of the school, thus producing desirable educational outcomes.

Table 4
Strategies of Teaching

Items: On Strategies of Teaching	F	M	Ave	INT	R
1. I use strategies that build skills of productive collaboration	3.5	3.6	3.55	VO	7
2. I use strategies that promote students' self-confidence	3.61	3.75	3.68	VO	1
3. I use strategies that are flexible and responsive to the values, needs and interests of individual students	3.5	3.55	3.53	VO	8
4. I capitalize on students' experience of a technology-rich world.	3.30	3.4	3.35	O	12
5. I use strategies that challenge and support students to question and reflect	3.57	3.5	3.54	VO	6
6. I use strategies to foster imagination and creativity	3.5	3.65	3.58	VO	5
7. I use a range of strategies that support the different ways of thinking and learning	3.46	3.35	3.41	O	11
8. I plan sequences of activities to promote sustained learning that builds over time and emphasizes connections between ideas	3.5	3.5	3.5	VO	9
9. I use technologies in ways that reflect professional and community practices.	3.5	3.4	3.45	O	10
10. I use of research based teaching practices to ensure that every student is engaged, challenged and learning successfully	3.07	3.4	3.24	O	13
11. I create classroom learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn	3.61	3.6	3.61	VO	3
12. I design lessons to focus on learning targets	3.65	3.55	3.6	VO	4
13. I use instructional activities as means to attain the learning targets	3.65	3.6	3.63	VO	2
Overall Weighted mean	3.49	3.52	3.51	VO	

. Legend: VO – Very Often O – Often

Practices Related to Assessment of Learning. Table 5 shows the practices of faculty members in terms of assessment of learning. Assessing student's achievement and

PERSONAL QUALITIES AND PROFESSIONAL PRACTICES OF UBLC

performance is one of the important knowledge and skills that a teacher should possess. According to Boyle (2014) assessment is one of an integrated set of processes labelled as “teaching, learning, and assessment.” which are mutually linked and supportive of assessment. Assessment in support of teaching and learning puts the learner and his or her learning needs the center of teaching and learning so that the learner becomes actively involved in their own learning.

Table 5
Practices in the Assessment of Learning

Items: On Assessment of Learning	F	M	AVE	INT	R
1. I design assessment practices that reflect the full range of learning program objectives	3.46	3.3	3.38	O	7
2. I ensure that students receive frequent constructive feedback that supports further learning	3.5	3.5	3.5	VO	3.5
3. I make assessment criteria explicit	3.34	3.4	3.37	O	8
4. I use assessment practices that encourage reflection and self-assessment	3.5	3.5	3.5	VO	3.5
5. I use evidence from assessment as basis for planning and teaching.	3.23	3.35	3.29	O	10
6. I assess student performance on a regular and frequent basis to understand what my students need to be able to progress.	3.5	3.5	3.5	VO	3.5
7. I give students appropriate options to demonstrate knowledge, skills and understanding of topics learned.	3.61	3.55	3.58	VO	1
8. I give prompt feedbacks on strengths and weakness needs of students	3.46	3.5	3.48	O	6
9. My assessment tasks / items are aligned with the learning goals and instructional activities.	3.57	3.4	3.49	O	5
10. I consider new evidence of achievement to replace old achievement.	3.30	3.4	3.35	O	9
Overall Weighted Mean	3.45	3.44	3.45	O	

Legend: VO – Very Often O – Often

The data reveal that the overall weighted mean in this area is 3.45 which means that the respondents often use these learning practices. Rank 1 among the practices is giving the students appropriate options to demonstrate knowledge, skills and understanding of topics learned. This has a weighted mean of 3.58 which means that the practice is very often used by the teachers. This data indicates that teachers are knowledgeable of different assessment tools and techniques to be able to give students the option to demonstrate their knowledge and skills. This also seems to reflect the teachers’ recognition of the varying skills of the students.

Three practices have the same rank of 3.5. The data shows that faculty members ensure that students receive frequent constructive feedback that supports further learning. Macarandang (2009) explained that effective educational assessment provides students with information (e.g. goals, standards, feedback) to motivate and to enable them to attain educational targets.

The faculty members are also using assessment practices that encourage reflection and self-assessment. This finding supports the principle that educational assessment works best when it encourages students’ reflection of their attainment and understanding of educational values and standards, and the processes that lead to their attainment.

PERSONAL QUALITIES AND PROFESSIONAL PRACTICES OF UBLC

Assessing student performance on a regular and frequent basis is also being practiced by the faculty members. This makes them understand what their students need to be able to progress.

Last in rank is using evidence from assessment as basis for planning and teaching, this has a weighted mean of 3.29 which is interpreted as often used. As cited by Garcia (2004) through assessment teachers are able to single out the students' strengths and weaknesses. Data on these can serve as bases for undertaking reinforcement and/or enrichment activities for students.

Differences in the Professional Qualities of Faculty Members

Table 6

Differences in the Professional Qualities of Faculty Members Based on Gender

Group Statistics									
	GENDER	N	Mean	Std. Deviation	Std. Error Mean	df	Sig. t		Int.
LEARN	female	26	3.6420	.30842	.06049	44	.291	.752	NS
	male	20	3.6077	.42273	.09452				
STRA	female	26	3.6420	.30842	.06049	44	.285	.239	NS
	male	20	3.5269	.41332	.09242				
ASSESS	female	26	3.4500	.43012	.08435	44	.356	.230	NS
	male	20	3.5600	.34702	.07760				

Differences in the professional practices of faculty members based on gender.

Table 6 shows the differences in the responses of faculty members on professional qualities when they are grouped according to gender. The findings show that in terms of practices related to learning the computed value of t is .291. This value lower than the Table value of t which is .752. In terms of strategies in teaching the computed value of .239 is lower than the table value of .285. In assessment practices the computed t is .230. This is also lower than the table value of .256. These findings show that in the three professional practices there are no significant differences among the faculty members.

Differences in professional practices based on years of experience. The differences in the response among faculty members when grouped according to years of experience are depicted in Table 7. The data reveal that computed values of F are .315 for practices related to student learning; .343 for teaching strategies and .630 for assessment practices. These values are lower that the F values which are .866, .847 and .650 respectively. This findings reveal that there are no significant different in the professional practices of faculty members when grouped according to number of years experience

PERSONAL QUALITIES AND PROFESSIONAL PRACTICES OF UBLC

Table 7
Differences in Professional Practices Based on Years of Experience

		Sum of Squares	df	Mean Square	Fcomp	Sig.	INT
LEARN	Between Groups	.173	4	.043	.315	.866	NS
	Within Groups	5.614	41	.137			
	Total	5.787	45				
STRA	Between Groups	.187	4	.047	.343	.847	NS
	Within Groups	5.587	41	.136			
	Total	5.774	45				
ASSESS	Between Groups	.420	4	.105	.630	.650	NS
	Within Groups	6.630	41	.162			
	Total	7.050	45				

Differences in Professional Practices of Based on Educational Attainment.

Table 8 reveals the differences in professional practices of faculty members based on educational attainment. The computed F values of .231, .351 and .445. When compared to the F table values of 1.906, 3.072 and 3.043 these computed F's are much lower leading the researcher to accept the hypothesis that there are no significant differences in professional qualities of faculty members when grouped according to educational attainment.

Table 8
Differences in Professional Practices of Based on Educational Attainment

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
STUDENT LEARNING	Between Groups	.462	2	.231	1.906	NS
	Within Groups	5.095	42	.121		
	Total	5.558	44			
STRATEGIES IN TEACHING	Between Groups	.702	2	.351	3.072	NS
	Within Groups	4.800	42	.114		
	Total	5.502	44			
ASSESSMENT PRACTICES	Between Groups	.891	2	.445	3.043	NS
	Within Groups	6.149	42	.146		
	Total	7.040	44			

These findings of no significant differences on the qualities and practices of UBLC faculty members support the theories contended by Roger and Maslow. Because the faculty members are working under the same conditions and circumstances, they tend develop the same qualities and do similar activities.

Proposed Intervention Activities for Faculty Development

Based on the result of the study a one-year faculty development program is proposed. In the proposed intervention activities, each cluster of courses will be in-charge of at least one activity. The Program Heads and / or Faculty-in-Charge together with their teachers will be responsible in planning and carrying out of each activity. The cost of each activity will be taken from the allotted budget of each department for in-service and of the Office of the Director. It is expected that all full-time faculty members will participate in these activities. The over-all supervision of the program will be shouldered by the Director for Academic Affairs.

Table 9

Proposed Plan of Intervention Activities for Faculty Development

Objectives	Strategies	Target Dates	Persons Involved	Cost
To develop cooperation and camaraderie among faculty members	Team Building cum Seminar (Seven Habits of Successful People)	Semestral Break (Overnight)	General Education Program Head and Faculty	P30,000
To gain insights on how the dean, department heads and faculty members motivate students to perform well in board examinations.	Benchmarking with High Performing Schools	January 2017	CBA, IHM and BS Tourism	P50,000 From each Program Budget
To make effective use of technology in the teaching-learning process	Technology-based Teaching	Summer 2017	BSIT and Engineering	P5,000
To improve planning, teaching and assessing based on analysis of midterm examination results.	Seminar on Item Analysis Using Assessment Results in Planning and Assessing Using Learning Targets as Bases for Choice of Assessment Tools and techniques	October 2017 June 2017	CEAS	P5,000

Limitations

This study is focused on qualities and practices of full time faculty members of the University of Batangas Lipa Campus during the academic year 2015 – 2016. The data is limited to their responses to the results of the questionnaire distributed to them. Part time faculty members are not included in this study.

Recommendations

Based on the results, the researcher recommends that

1. The school administration encourage carrying out the plan for faculty development intervention activities. It should also intensify its scholarship program for faculty members so that they would qualify to the standard set by higher authorities for college teaching.
2. Future researches be made on the other aspects of teachers’ development and practices, results of which can be used for administrative decision-making.

Conclusions

Based on the result of the study, the following conclusions are:

1. The college faculty, members of the University are young adults and beginners in the teaching profession.
2. They are compassionate, buoyant and have pleasant disposition but low in cooperativeness, resourcefulness and self-confidence.
3. The teachers placed importance on students' innate capabilities, values and outputs and relate well with them but short in planning for out-of-school exposure and setting high expectations for their students.
4. They use strategies that develop self-confidence among students and instructional materials that help achieve their learning targets but using research- and technology- based strategies are not generally practiced.
5. Planning based on assessment results and jiving assessment with learning outcomes are not common to faculty members.
6. There are no significant differences in the responses of faculty members when grouped according to gender, age and educational qualifications.
7. The proposed plan of faculty intervention activities is offered for the institution's perusal.

References

- Bilbao, Purita, et al. (2012). *The Teaching Profession*. Lorimar Publishing, Inc.
- Borabo, M. (2015). *Interactive and Innovative Teaching Strategies*. Lorimar Publishing Inc.
- Boyle, B. & Charles M. (2014). *Formative Assessment for Teaching and Learning*. SAGE Publication LTD.
- Corpuz, B. & Salandanan G. 2015. *Principles of Teaching*. Lorimar Publishing Inc.
- Engler, Barbara. (2012). *Theories of Personality*. Cengage Learning Asia Pte. Ltd.
- Feist, Jess & Gregory Feist. (2010). McGraw-Hill Companies, Inc. New York.
- Gabuyo, Y. (2013). *Assessment of Learning*. Rex Book Store.
- Javier, R. (2005). *Methods of Research*. Lorimar Publishing, Inc.
- Lucas, M. R. (2012). *Field Study Handbook*. Lorimar Publishing, Inc.
- Navarro, R. & Santos, R. (2011). *Research-Based Teaching and Learning*. Lorimar Publishing, Inc.
- Malik M. & Akhterd R. (2013). *IOSR Journal Of Humanities And Social Science (IOSRJHSS)* 8 (6).
- Parkay, F.W. & Hass, G. (2000). *Curriculum Planning (7th Ed.)*. Needham Heights MA.
- Cloninger, C.R., Svrakic. D.M., & Przybeck, T.R. (December 1993). "A psychobiological model of temperament and character". *Archives of General Psychiatry* 50 (12): [doi:10.1001/archpsyc.1993.01820240059008](https://doi.org/10.1001/archpsyc.1993.01820240059008). PMID 8250684.

Electronic Resources

http://www.ehow.com/info_7870344_personal-characteristics-necessary-effective-teaching.html

<http://www.edutopia.org/blog/8-pathways-why-resourcefulness-matters-marilyn-price-mitchell>

<http://www.marcandangel.com/2015/03/18/8-things-emotionally-stable-people-dont-do/>

<http://a4esl.org/q/h/employ/persqual.htm>