

Title: Competencies of Professors Teaching Courses Not Related to Their Area/s of Specialization
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Abstract

The study aimed to identify the competencies of PNU professors who were teaching courses not related to their area/s of specialization. It sought to determine 1) the subjects/courses these professors teach, 2) the extent to which these professors possess competencies on classroom management, instruction, mastery of course content, and student performance assessment; 3) the teaching competencies on the four components that are lacking in these professor; and 4) the differences, if any, in the teaching competencies of educationally and non-educationally-prepared professors.

Ten (10) professors handling second and third year courses which require some kind of special training and preparation but which are not included among their specializations, were identified to serve as the main respondents of the study. Another set of 14 professors were identified to compose the comparative group. The competencies of these professors were also assessed by their students and their ratings were compared with the ratings given to the first group of professors. A total of 397 students from 13 sections in third year and three sections in second year evaluated the first group of professors, and 396 students from 13 third year classes and four second year classes evaluated the second group of professors.

There are very few courses at PNU that are being taught by professors whose specializations do not include the areas that they are teaching. These courses are mostly professional education courses, like Measurement and Evaluation and Guidance Counseling, which need technical knowledge and proper educational qualification to teach. These are offered at the College of Education.

The professors manifest many of the competencies at a low level only, especially on student performance assessment. Using varied and effective assessment procedures is one of their weaknesses.

The professors who were teaching courses within their area/s of specialization got significantly higher ratings on all the four components than those who were teaching courses not within their area/s of specialization.