

Faculty Practices of Responsibility, Involvement, Commitment and Excellence in Mindoro State College of Agriculture and Technology (MinSCAT)

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Abstract Every teacher is expected to be aware of the core values their institution stands for. Moreover, teachers are expected to anchor every task, especially instruction in these values. The duties of a teacher in instruction in relevance with the educational trends never changes. They are to deliver instruction in a way that the students will be equipped with the knowledge, skills and competencies needed to survive and succeed in the society, in the hearts and minds. However, the extent of their practice of each value may vary in level. Hence, the study attempted to take a look at the philosophical underpinnings in instruction of the faculty through determining the extent of faculty practices of responsibility, involvement, commitment and excellence in instruction at the Mindoro State College of Agriculture and Technology (MinSCAT). Using descriptive-comparative method, the study found out that respondents seemed assured that the faculty from the three campuses has clear philosophical underpinnings of the College Core Values. Faculty practice and carry out responsibility, involvement, commitment and excellence in instruction in different extents in the three MinSCAT campuses. With this, the study recommended that the administration should conduct unified faculty seminars and workshops that will strengthen more the faculty's adaptation of the MinSCAT core values in their instruction at the three campuses. Faculty should be called for symposium or forum about the school policies in the faculty manual, or at least be provided by a copy of the manual. Finally, faculty communication and interpersonal skills should be upgraded and updated through seminars focused on developing the skills.

Keywords: *descriptive-comparative method, responsibility, involvement, commitment and excellence*

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1. Introduction

Education sector has always put instruction as the main function of the teachers in the school set up. Instruction principally concerns the teachers, instructors, professors – the faculty. The Philippine Constitution defines teacher as all persons engaged in teaching at the elementary and secondary levels, whether on full-time or part-time basis, including industrial arts or vocational teachers and all other persons performing supervisory and/or administrative functions in all schools in the aforesaid levels and qualified to practice teaching under Republic Act No. 7836.

With this, it can be concluded that the quality of instruction will depend on the how the faculty practices instruction. Practice is guided by what people believed in, which are primarily dictated by philosophy. With this lies a great path that every educator must go through – aligning their views, beliefs and values in what they do in their field. Thus, it is important that every institution, particularly the ones concerned with education, make a

careful plan of what values they stand for. What the institutions embrace as good and beneficial will be inserted in the curriculum; afterwards, be disseminated to the teachers and in turn, be taught to the students. However, one can have many values, but only a few values can legitimately be considered as core. BancSearch.Inc (2006) stated that core values are the basic principles which the institution has chosen to guide its actions which define beliefs, standards, and acceptable behaviours. Once determined and communicated throughout the organization, the values guide and govern the decisions and actions of all who are associated with that organization.

The awareness about the core values of all the stakeholders in one institution is one good way of getting to the quality an institution aimed for. Moreover, the practice of the said values may lead the way to the solution of the issues the Higher Education Institutions (HEI) are encountering – producing functionally literate individuals.

Every faculty is expected to be aware of the core values their institution stands for and to anchor every task, especially instruction in these values. Their duties in instruction in relevance with the educational trends never

changes. They are to deliver instruction in a way that the students will be equipped with the knowledge, skills and competencies needed to survive and succeed in the society, in the hearts and minds. However, the extent of their practice of each values may vary in level.

With this, the researcher desires to study the extent of teachers' practice of the core values Responsibility, Involvement, Commitment and Excellence (R.I.C.E.) in relation to their instruction, in MinSCAT.

2. Objectives of the Study

The study attempted to take a look at the philosophical underpinnings in instruction of the faculty through determining the extent of faculty practices of responsibility, involvement, commitment and excellence in instruction at the Mindoro State College of Agriculture and Technology.

Specifically, it aimed to describe the extent of faculty practices of responsibility, involvement, commitment and excellence in instruction in the three campuses of MinSCAT.

3. Framework

This study used value theory, social cognitive theory, instrumentality theory, motivational theory on human behavior, excellence theory, involvement theories and systems approach.

Astin's Value theory [1] encompasses a range of approaches to understanding how, why and to what degree people value things; whether the thing is a person, idea, object, or anything else. In teaching, the teacher's belief on the importance of employing the core values in his function is part of his philosophy.

According to Bandura [2] on his Social Cognitive Theory, individuals are operating within a series of social systems. In teaching, a teacher affects the society by touching lives of the students and other people connected to the students.

Moreover, Beck [3,4], on Instrumentality theory cited something that added to the self-reflection capabilities of an individual. He stated that job satisfaction is high to the extent that job instrumental in getting the worker what he or she values or wants from the job.

Mayo [5] on his Motivational Theory on Human Relations, believed that workers are not just concerned

with money but could be better motivated by having their social needs met whilst at work. He introduced the School of thought, which focused on managers taking more of an interest in the workers, treating them as people who have worthwhile opinions and realizing that workers enjoy interacting together.

4. Methodology

The study employed descriptive - comparative methods of research. The sample size of respondents was taken from the total population using stratified proportional random sampling, with the Slovin's Formula [6,7]. Respondents of the study were high school students, college students of all academic undergraduate programs, and faculty members of Mindoro State College of Agriculture and Technology in the three campuses with 722 respondents in the study. A self-structured questionnaire was the main instrument of the study. Descriptive statistics such as mean and rank were used.

5. Results and Discussion

As shown in Table 1, mean perception in the extent of faculty practices of responsibility in instruction, it can be noted item 7 which states that the faculty explains grading system beforehand to the students got the highest score, 4.62 described as very high. This could be attributed to strict reminder of the administrator, particularly the director for instruction, to orient the students on the rules and regulations together with the grading system during the first week of a semester. Those things are strictly included into the prepared syllabi to be given to the students also.

On the other hand, item 4 which states that the faculty prepares worksheets, visual materials and other manipulative instruments to enhance learning which he/she knows are suited to the students' interest and level of understanding got the lowest score, 4.22 which is described as high extent.

Thus, in general, the respondents perceived a mean of 4.38, a high extent of the faculty practices in responsibility in instruction, which implies that faculty practices of responsibility in instruction are evident.

Table 1. Mean Perception in the Extent of Faculty Practices of Responsibilities in Instruction

Item	Mean	Rank	Description
1. The faculty observes time management.	4.34	8	High Extent
2. The faculty stays in the classroom or any assignment unless there is a valid reason to leave.	4.47	6	High Extent
3. The faculty uses varied strategies in instruction suited for the students' level and interest.	4.30	9	High Extent
4. The faculty prepares worksheets, visual materials and other manipulative instruments to enhance learning which he/she knows are suited to the students' interest and level of understanding.	4.22	10	High Extent
5. The faculty maintains and promotes cleanliness in and out of the classroom.	4.49	4.5	High Extent
6. The faculty maintains classroom discipline.	4.58	2	Very High Extent
7. The faculty explains grading system beforehand to the students.	4.62	1	Very High Extent
8. The faculty is transparent regarding the grades and ratings of the students.	4.41	7	High Extent
9. The faculty sets considerable deadlines and time duration on passing of activities.	4.49	4.5	High Extent
10. The faculty provides clear directions in doing learning tasks.	4.51	3	Very High Extent

Overall Mean : 4.38

Description :High.

Table 2. Mean Perception in the Extent of Faculty Practices of Involvement in Instruction

Item	Mean	Rank	Description
1. The faculty provides consultation hours to the students.	4.33	8	High Extent
2. The faculty gives time to speak with those who have matters with him/ her.	4.43	2.5	High Extent
3. The faculty approaches students and even other stakeholders to help if he thinks he could be of help.	4.28	9	High Extent
4. The faculty provides corrective actions on problems surrounding him in the school particularly inside the class.	4.38	6	High Extent
5. The faculty shares personal experiences as examples and motivations.	4.41	4.5	High Extent
6. The faculty acts as facilitator and manager inside the classroom.	4.46	1	High Extent
7. The faculty involves the students' in objective and policy making inside the classroom.	4.43	2.5	High Extent
8. The faculty notifies the class when he/she is absent or when he/she will be in official business.	4.26	10	High Extent
9. The faculty is assigned in any advisorship.	4.36	7	High Extent
10. The faculty is a member of one or more organizations in the school.	4.41	4.5	High Extent

Overall Mean: 4.31

Description: High.

Table 2 shows the mean perception of the respondents on the extent of faculty practices of involvement in instruction.

As shown, item 6 which states that the faculty acts as facilitator and manager inside the classroom got the highest score, 4.46, described as high extent. It can be credited to the adherence of each faculty to the trend of education which is being learner – centered. Faculty members give learning activities and experiences that allow the students to learn at their own pace and style.

However, in item 8 which states that the faculty notifies the class when he/she is absent or when he/she will be in official business got the lowest score, 4.26 described as high extent. This can be attributed to some official businesses and trips done by some faculty which are urgent during the duration of the study. Conversely, in ordinary circumstances every faculty is advised that students be notified if the faculty is absent or cannot meet them up. In general, the mean perception is 4.31 which is described as high extent.

Table 3 presents the mean perception in the extent of faculty practices of commitment in instruction. Item 7 which states that the faculty teaches the Philosophy, Vision, Mission, Goals and Objectives (VMGO) of the College got the highest score, 4.51 described as very high extent.

The administration has a firm declaration that the College VMGO as well as the core values be properly disseminated to every stakeholder. Moreover, these things are also strictly checked, particularly by the College

President, whether or not incorporated in every activity in the institution.

Likewise, item 10 which states that the faculty extends class hours if the need arises got the lowest score, 4.23 described as high extent. Since most of the faculty members are having more than 24 units of teaching load, they cannot extend class time, though they want and/ or need. They still have next classes. Though, they may have make up and remedial classes.

In general, the mean perception is 4.30 which is described as high extent.

Table 4 shows the mean perception of the respondents in the extent of faculty practices of excellence in instruction.

It can be noted that item number 5 which states that the faculty inspires students to get more of their topic by clearly showing its importance and relevance in real-life situations got the highest score, 4.53 described as very high extent.

The result conforms to the famous line of John Dewey that education is life. The concepts and theories imparted through instruction must have the relevance to the learners' life for them to formulate strong bonds with the lessons they have in classes. When the faculty cites examples of application of the lessons in real life, students become inspired and more interested in learning.

Item number 1 which states that the Faculty uses indigenous materials to supplement teaching-learning process got the lowest score, 4.20 described as high extent.

In general, the mean perception in the extent of faculty practices of excellence in instruction got 4.34 which is described as high extent.

Table 3. Mean Perceptions in the Extent of Faculty Practices Commitment in Instruction

Item	Mean	Rank	Description
1. The faculty prepares structured tests and quizzes, no matter how long and how many they may be.	4.46	2	High Extent
2. The faculty gives advice on project making, even after class hours.	4.43	3	High Extent
3. The faculty guides the students in executions of set activities in and out of the classroom.	4.40	5	High Extent
4. The faculty gives fair grades and marks on tests, quizzes and projects of students and shows it to students.	4.36	7	High Extent
5. The faculty provides feedback and marks on student activities in the time most recent for their compliance.	4.38	6	High Extent
6. The faculty teaches the Philosophy, Vision, Mission, Goals and Objectives (VMGO) of the College.	4.51	1	Very High Extent
7. The faculty gives make up or remedial classes and examinations if the need arises.	4.27	8	High Extent
8. The faculty uses instructional materials which are anchored to the VMGO of the College.	4.25	9	High Extent
9. The faculty uses strategies and techniques which he thinks is suited to his students' level of performance.	4.42	4	High Extent
10. The faculty extends class hours if the need arises.	4.23	10	High Extent

Overall Mean : 4.30

Description : High.

Table 4. Mean Perception in the Extent of Faculty Practices of Excellence in Instruction

Item	Mean	Rank	Description
1. The Faculty uses indigenous materials to supplement teaching-learning process.	4.20	10	High Extent
2. The faculty models exceptional behaviour inside the class.	4.39	6.5	High Extent
3. The faculty shows expertise on what he is teaching by giving explanations and ample real-life examples where the topic could be applied.	4.46	2	High Extent
4. The faculty incorporates different values in every lesson.	4.40	4.5	High Extent
5. The faculty inspires students to get more of their topic by clearly showing its importance and relevance in real-life situations.	4.53	1	Very High Extent
6. The faculty upholds the standards of the College.	4.43	3	High Extent
7. The faculty provides and tells the truth about instructional issues to those who have the right know it.	4.38	8	High Extent
8. The faculty produces good and timely plans for anticipated events.	4.40	4.5	High Extent
9. The faculty gives expert suggestions and recommendations to those in need.	4.39	6.5	High Extent
10. The faculty produces activities, programs and projects that serve as model and pilot test.	4.37	9	High Extent

Overall mean : 4.34

Description :High.

6. Conclusions and Recommendations

The faculty from the three campuses has clear philosophical underpinnings of the College Core Values. The faculty practice and carry out responsibility, involvement, commitment and excellence in instruction in different high extents in the three MinSCAT campuses. It is recommended that the administration should conduct unified faculty seminars and workshops that will strengthen more the faculty's adaptation of the MinSCAT core values in their instruction at the three campuses.

Furthermore, Faculty should be called for symposium or forum about the school policies in the faculty manual, or at least be provided by a copy of the manual.

Finally, faculty communication and interpersonal skills should be upgraded and updated through seminars focused on developing the skills.

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