



## THE TEACHING COMPETENCIES AND DIFFICULTIES AMONG CONTRACT OF SERVICE FACULTY OF A STATE UNIVERSITY IN PANAY ISLAND PHILIPPINES: IT'S IMPLICATION TO IN-SERVICE EDUCATION



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### ABSTRACT

*The aims of education change very quickly depending on the demands of the era requiring more capability. These demands directly affect educational system. Teachers are responsible for operating educational system and they need strong and efficient professional competencies. Teachers' competencies must be reviewed so that teachers' competencies should be redefined depending on the development of the whole life of human and education.*

*Competencies are defined as "the set of knowledge, skills, and experience necessary for future, which manifests in activities" (Katane). Gupta define competencies as "knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job." The common understanding related to teachers' competencies is divided into three main areas as field competencies, pedagogical competencies and cultural competencies.*

**KEYWORDS:** *Educational System, Teachers, Schools, Students, Intelligence, Skill*

### INTRODUCTION

Competence has been used for the evaluation of teachers in three different stages: student teachers, beginning teachers and experienced teachers. These evaluations are conducted by different parties, including teacher educators, researchers and the government. As the public demand for accountability increases, schools of education are forced to identify the qualities of effective teachers and planned curricula have to ensure that prospective teachers demonstrate those qualities prior to certification (Taylor, Middleton III and Napier, 1990).

Professional teaching work involves high complex set of skills, intellectual functioning and knowledge that are not easily acquired and not widely held. For this reason, professions are often referred to as the "knowledge- based" occupations (Hudson and Sullivan, 1995). Teaching requires competence and standards that would encompass the principles and guidelines to be accepted word wide, which seem

to draw very little interest. Due to the reason mentioned, identifying the characteristics and effectiveness of teacher was focused in the study of competence for teachers.

A number of studies have focused on various aspects of the teaching profession (Lusch and O'Brien, 1997; Shestack, 1998) identifying the functions of a teacher (Munoz et al., 2000) or focused on the effective ways of teaching (Analoui, 1995) and studied the changing nature of teacher's professionalism (Hargreaves and Fullan, 2000). The need for developing and attaining standards or competence has increased for all teachers in today's competitive teaching environment. The standards and competence of teachers creates a professional and effective environment of "best teaching" practice. They enable school to confidently create systems, policies and procedures to maintain and ensure high operational quality that leads to exceptional records and management performance.



In addition to a mastery of basic skills, effective teachers are expected to demonstrate a thorough understanding of the content of their curricular areas. They should be able to communicate this content material to students using methodologies that are appropriate for the age and abilities of the learners. These teachers are competent planners, seek to incorporate other disciplines into their lessons and stay abreast of changes and advancements in their specialty areas (<http://www.ehow.com>).

Not only should teachers exhibit the skills necessary for communicating ideas clearly to students, but they must also communicate with parents, other teachers, their administrators and their communities. They must be open, approachable and diplomatic in conveying information. In a technologically oriented world, these teachers will use contemporary modes of communication like email and interactive websites in addition to traditional means of communication, hence this study.

### **THEORETICAL FRAMEWORK**

In this study, the Symbolic Interactionist Theory of Education was used (<http://www.cliffsnotes.com>). According to this theory, **Symbolic interactionists** limit their analysis of education to what they directly observe happening in the classroom. They focus on how teacher expectations influence student performance, perceptions, and attitudes. Rist discovered that the teacher assigned the students to a table based on the teacher's perception of the students' skill levels on the eighth day of class, without any form of testing to verify the placement. Rist also found that the students the teacher perceived as "better" learners came from higher social classes, while the "weak" students were from lower social classes.

Monitoring the students through the year, Rist found that the students closer to the teacher received the most attention and performed better. The farther from the teacher a student sat, the weaker that student performed. Rist continued the study through the next several years and found that the labels assigned to the students on the eighth day of kindergarten followed them throughout their schooling.

While symbolic Interactionist sociologists can document this process, they have yet to define the exact process of how teachers form their expectations or how students may communicate subtle messages to teachers about intelligence, skill, and so forth.

### **STATEMENT OF THE PROBLEM**

This study aimed at investigating the teaching competency among Contract of Service Faculty of a State University in Panay Island Philippines for the School Year 2013-2014. Specifically, the objectives of the study were:

1. What is the level of teaching competencies of the respondents in terms of: instructional competencies, educational leadership competencies, personal and social competencies, and language competency?
2. Is there a relationship between level of teaching competencies and personal characteristics such as age, gender and length of service?

### **SIGNIFICANCE OF THE STUDY**

The study attempted to establish baseline information on the level of teaching competencies of Contract of Service Instructors of the State University in Panay Island Philippines. The findings of the study may be of value to Instructors. These people are tasked with the successful implementation of the educational goals and objectives of producing quality students. The results of the present study provided them the relevant information of the strong points of College Instructors.

The study helped researchers and decision makers in assessing staff members' educational competencies and taking the necessary measures to overcome any possible problems in this area.

The study results shed light on some facts of importance to everybody who is interested in this area of research, as well as to school authorities wishing to enhance the educational process for job orders instructors of the university.

In conclusion, the results of the present study may serve as a reference for future study on related topics. Teacher competence and teachers' inferences of students' self-concept are important issues in bringing about learning improvement of students and teaching effectiveness of teachers.

## CONCEPTUAL FRAMEWORK

### Independent variables

### Dependent Variables

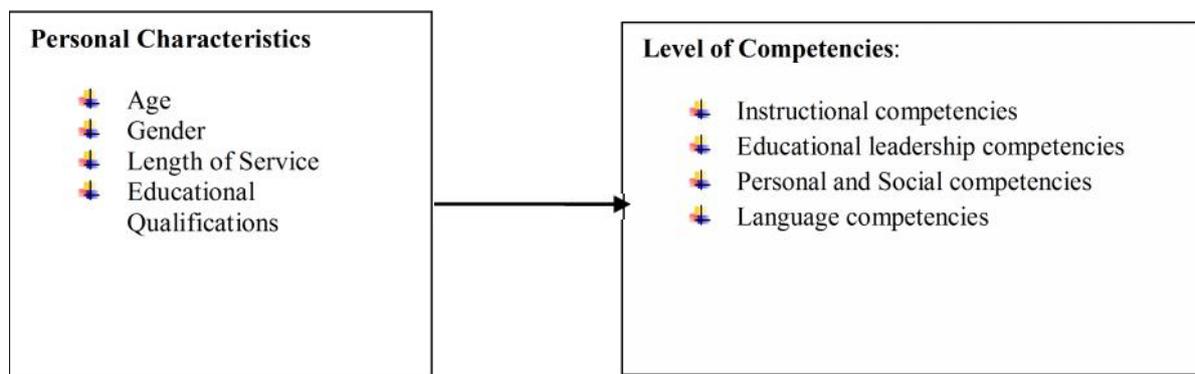


Figure 1. Conceptual Framework showing the Relationship Between the Dependent and Independent Variables

## SCOPE AND DELIMITATION OF THE STUDY

This study attempted to establish the level of competencies among Contract of Service Instructors of the State University in Panay Island Philippines. Complete enumeration was done to assess their level of teaching competencies.

The descriptive methods of research specifically the survey method was employed in this investigation.

Descriptive statistics such as mean, median and gamma correlations was used in this study.

### Definition of Terms:-

To insure clarity and precision, the following terms will be define as use in this study.

**Personal Characteristics** - Referred to the respondents' demographic data in terms of age, gender, length of service and highest educational qualifications.

**Teaching Competencies** - **Competencies** are the set of such skills and abilities (technical as well as behavioral) which are required for desired level of performance.

In this study, the term referred to the teaching competencies of contract of service faculty in terms of Instructional competencies, Educational leadership competencies, Personal and Social competencies; and Language competencies

**Teaching Methods** - A **teaching method** comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method

or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students (<http://en.wikipedia.org>).

In this study, the term referred to the teaching approaches used by faculty such as lecture and discussion, focus group discussion, field trips, and laboratory method.

**In-Service Education** - A program of instruction or training provided by an agency or institution for its employees. The program is held in the institution or agency and is intended to increase the skills and competence of the employees in a specific area. In-service education may be a part of any program of staff development (Mosby's Medical Dictionary, 8th edition. © 2009, Elsevier).

**Implication** - Something implied or suggested as naturally to be inferred or understood.

## REVIEW OF RELATED LITERATURE AND STUDIES

This chapter reviews literatures and studies related to the study on the teaching competencies of teachers. It is divided into two sections namely foreign and local studies.

### Foreign Studies:-

**Malik et., al (2003)** in their study "Identification of University Teachers Competencies as Perceived by the Students" found out that as the result of survey, it was revealed that a majority of respondents were well aware of the attributes of a good teacher. However, most of them were not satisfied with regard to the possession of qualities like competencies in subject matter, teaching techniques, understanding of human

psychology and behavior free from all types of prejudice. In the circumstances, it is recommended that short term teachers training program be made compulsory for all the University teachers especially the fresh entrants. It must contain aspects like teaching methodology, educational psychology, use of audio-visual aids, evaluation techniques.

**Sa'ari, et al (2005)** in their research "Attitudes and Perceived Information Technology: Competency among Teachers" aiming at measuring teachers' attitudes and perceived competency towards information technology (IT). The results revealed that most teachers possess positive attitudes towards IT. The findings also established that most teachers have moderate levels of IT competency. They also believe that they still lack the appropriate IT skills to integrate the technology into the teaching and learning process. Their research reveals that several positive attitudes toward new technologies. They seem to find IT more useful and have greater confidence, lower levels of anxiety and aversion toward using computers. This shows that teachers are proactive in today's challenge where IT plays a part in the education system. Teachers' attitudes must always be commensurate with the right attitude needed to face the current technology, which always evolves without limitations. In fact, and this might become a general truth, that there is a need for teachers to improve their skills through frequent use, and practice, in order for them to successfully use any technology in teaching. This is because there is no reason to believe that the technology evolution will stop. Therefore, training programs must be added, removed or revised, as new technologies evolve.

Education is always concerned with the development of the potential of individuals for the future, not only among students but also among teachers. Therefore, teachers must understand that learning how to use computers does not play a part only in accumulating knowledge and new skills, but also that a greater part of learning is the result of trial-and-error endeavors in normal life. Therefore, teachers ought to have the courage to try new skills without apprehension, so that they are able to act as agents of change to fulfill the national aspirations enunciated in the philosophy of Malaysian education. **Fitzsimons (1997)** in his research THE GOVERNANCE OF TEACHER COMPETENCY STANDARDS IN NEW ZEALAND underlines that competency standards for teachers have re-emerged

as an issue for education. Their purpose has been asserted as: assisting in the governance of education; legitimating the system; improving the standard of pupil achievement and the quality of learning; improving the quality of teaching; raising the standard of teacher education; and promoting teaching as a profession.

**Brown (2001)** when talking about "Classroom Management" asserts that classroom management encompasses an abundance of factors ranging from how you physically arrange the classroom, to teaching 'styles'. In other words, it covers the physical environment of the classroom, teacher's voice and body language, Unplanned teaching: Midstream lesson changes, teaching under adverse circumstances, teacher's roles and styles, and creating a positive classroom climate.

**Clay, (1994)** conducted a study which aimed at identifying the education technology competencies among 164 junior high school teachers who graduated in Bemidji university as well as 86 university staff members. The research used a questionnaire that included 33 competencies as specified by the International Association for Educational Technology. The results indicated that the teachers' competencies were far behind the university staff expectations. The staff member's competencies on the other hand, were far behind international standards.

**Speight, (1994)** conducted a study to evaluate the educational technology competencies among 138 teachers who studied in 9 different American universities. The results showed that the majority of teachers have acquired the necessary educational technology competencies. The teachers asserted the importance of their training programs and the necessity of achieving consistency between the training programs in the American universities and the standards specified by the International Council for Teachers Training.

**Kim, (1993)** conducted a study to investigate the extent to which the educational technology competencies are utilized by Korean teachers, and the importance of these competencies in enhancing the educational process in the Korean schools. In spite of the fact that the teachers appreciated the usefulness of educational technology in developing education, they haven't acquired the competencies and the majority of these teachers use only audio and video tapes in teaching.

**Clausen, (1992)** tried to determine the American technology teachers' perception of the necessary competencies for success inside the classroom. A questionnaire that consisted of 109n items was sent to three groups of participants: Teacher trainers specialized in educational technology, Teachers of educational technology, Supervisors of educational technology.

**Al Sabah, (1994)** conducted a study on a sample of 309 male and female teachers in 28 public and private teachers colleges in Jordan. He used a questionnaire that consisted of 48 educational technology competencies grouped under four main sections: student's personalities, planning, educational design, and evaluation. The results of the study indicated the following: The teachers highly acquired 34 competencies, Utilize 9 competencies effectively, 17 competencies are of great importance to the teachers, 29 competencies are of importance to them, No significant differences attributed to gender existed with regard to acquiring and utilizing the competency, A significant positive correlation existed between acquiring the competency and utilizing it.

**Al Ghazawy & Al Tobagy (1991)** conducted a study in Kuwait which aimed at identifying a list of teachers competencies in educational communication media which the teacher must acquire during his undergraduate training program. The sample consisted of 165 educational technology specialists in Kuwait. The researcher used a questionnaire of 36 competencies specified under the following domains : (1) utilization, (2) design, (3) selection, (4) production, (5) evaluation of educational communication media, (6) operation of educational equipments, (7) principles of perceptions, education and communication, (8) discipline, (9) services of educational communication unit, and (10) educational research in the field of educational communication. The results of this study revealed the following: The utilization of educational communication media, the selection of media, and operating the equipments are the most important. Communication and systems, and educational research are the least important.

**Al Sharee(1996)** conducted a study in the Arab Republic of Yemen to see how far the programs of preparing social studies teachers consider the educational and psychological principles of educational technology. The study sample included 22 teachers and 264 students in the Faculty of

Education in Sanaa University. He used a questionnaire of 101 items representing principles of educational technology that were divided into 7 main domains as follows: objectives, content, activities, evaluation methods, role of staff member, role of student and the learning environment. The result showed the following: The educational and psychological principles of educational technology were considered only for a limited extent when designing teacher training programs, there were no significant differences that can be attributed to gender between the responses of staff members and the students'.

**Al Nagar (1997)** studies the educational technology competencies of elementary school teachers in Jordan and their utilization of these competencies from their own perspective; considering the variables of stage, gender, qualification, and experience. His sample included 584 male and female teachers in Irbid region. He used a list of 70 competencies divided into three main domains: designing instruction, educational communication media, and evaluation. The results revealed the following: The teachers indicated that they acquire 62 high level competencies, 7 middle level competencies, and 1 low level competency. The teachers indicated that they utilize 46 competencies to a big extent, 21 competencies to a middle extent, and 3 competencies to a limited extent ( <http://faculty.ksu.edu.sa/25175/Pages/EducationalTechnology>).

A study by **E.M. Al-Sharif (2010)**, aimed to analyze the academic standards of teaching physical education methods according to competencies fields, identify student/teacher teaching competencies in motor expression teaching methods syllabus according to quality academic standards and designing teaching competencies evaluation form for student/teacher in fourth grade, Education Department, Faculty of Physical Education for Girls, Alexandria University, Egypt according to quality academic standards, descriptive methodology was used. Study sample included 26 students from the fourth year, education department selected randomly from fourth year education students 2008/2009 as pilot study sample, 59 students from the fourth year education students selected intentionally in the year 2009/2010. The researcher used in data collection three forms:academic standards analysis form for graduates from methods of teaching physical education program according to competencies fields and questionnaire

for experts to determine the teaching competencies for student/teacher in motor expression syllabus in according to quality standards of the program, an evaluation form for required competencies for the student/teacher in motor expression syllabus(prepared by researcher). Results revealed analysis of the academic standards of the program to competency fields (cognitive, performance, emotional, productivity), identifying teaching competency for motor expression teaching method syllabus according to program and quality academic standards, evaluation competency for fourth grade students, students achievement extent of cognitive, affective and performance efficiencies were high while the achievement of productivity competency was low, researcher recommended using competency evaluation form in evaluating third and fourth grade students in motor expression teaching methods syllabus, conduct similar study to evaluate the performance of graduates of teaching methods program in the field training according to quality standards.

**Local Studies:-**

In a study conducted by Duran (2004) titled “Mathematics Teachers’ Competence in Relation to Students’ Performance in National High Schools of Dapitan City Division, Zamboanga Del Norte, Mindanao” revealed the following findings:

1. The mathematics teachers were very much competent with mean of 4.24 as perceived by the students and much competent with mean of 4.02 as perceived by the teachers in terms of communication skills. They were very much competent with mean of 4.25 as perceived by the students and much competent with mean of 3.85 as perceived by the teachers in terms of problem solving and critical thinking. In terms of sustainable use of resources and productivity, they were much competent with means of 3.91 and 3.73 as perceived by the students and the teachers respectively. In terms of development of self and a sense of community, they were very much competent with means of 4.41 and 4.22 as perceived by the students and the teachers respectively. They were much competent with means of 3.83 and 4.02 as perceived by the students and the teachers respectively in terms of expanding one’s world vision. In general, the mathematics teachers were much competent as perceived by the students and the teachers with overall means of 4.13 and 3.97 respectively.

**METHODOLOGY**

This chapter presents the type of research methodology employed, the subject respondents of the study, the data gathering instruments used, the conduct of the study, and the procedure which were adopted in the analysis and interpretation of the research data.

**The Research Design:-**

In view of the nature of the research problem, the descriptive method of research was employed. This type of research involves fact finding procedures as regards to conditions or relationships that exist, practices that prevail, beliefs or points of view that are being felt, or trends that are developing.

This type of research methodology also involves the application of appropriate statistical tool in the analysis and interpretation of data.

Since this study determined the competencies of Contract of Service Instructors, it is but appropriate that the descriptive research design were used.

**Data Gathering Instrument:-**

The data gathering instrument used in this study was a questionnaire checklist which is composed of two parts.

Part 1 provided for information on the respondent’s personal profile.

Part 2 determined the performance based competencies of the Contract of Service Faculty under the three broad areas namely: instructional competencies, educational leadership competencies were further divided into three sub areas namely: subject matter competency, teaching presentation competency and language competency.

The responses to the items and their assigned weights and interpretation were as follows:

Responses/Interpretation	Weight
Very Highly Competent	5
Highly Competent	4
Moderately Competent	3
Fairly Competent	2
Incompetent	1

**Validity of the Research:-**

A research is said to be valid if it measure what it is supposed to measure.

The validity of the questionnaire on the competency of instructors was established through the face validity techniques.



The face draft of the questionnaire was subjected to a face validation by (3) three experts composed of: one college department head, college supervisor and one college instructor. These identified validators validated the researcher prepared questionnaire according to criteria set by Good and Scates.

### Reliability of the Questionnaire:-

The questionnaire was pretested for reliability, permission was asked from the college head to use their teachers as respondents of the study.

The split half method was used by the researcher to determine the reliability of the items of the whole questionnaire. According to Garret:

The split half is regarded by many as the best methods for measuring test reliability its main advantage being all the data for computing reliability are obtained upon one occasion.

### Procedure for the Analysis of Data:-

The following procedures were observed in the tabulation and analysis of the research instrument which was used in the study.

To establish the level of competencies of Contract of Service Faculty of the Aklan State University, the responses into the questionnaire which were 5, 4, 3, 2, and 1 were scaled as follows:

Scale of Instructors Competence	
4.51 to 5.00	Very Highly Competent
3.51 to 4.50	Highly Competent
2.51 to 3.50	Moderately Competent
1.51 to 2.50	Sufficiently Competent
1.00 to 1.50	Incompetent

The level of teaching competence of Contract of Service Instructors was determined by the use of the mean considered as the best measured of central tendency.

The level of performance of Contract of Service Faculty Instructors was determined by the use of the mean considered as the best measure of central tendency.

The formula for the Mean is:

$$X = \frac{\sum fx}{N}$$

where:

X = Mean

E = Summation

fx = Sum of weighted scores

N = Number of cases

## PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results of the study on the teaching competencies and difficulties encountered by the contract of service faculty of a State University in Panay Island Philippines.

Table 1 presents the level of teaching competencies among contract of service Faculty of a State University. The data revealed that contract of service faculty were highly competent in terms of Personal and Social Competence, Instructional Competence and Educational Leadership Competence with mean ratings of 4.24, 4.19, and 4.09 respectively.

As an entire group, contract of service faculty were highly competent as indicated by a weighted mean rating of 4.18. This implies that contract of service faculty were highly motivated to perform their daily tasks even if their status of employment were contractual.

**Table 1. The Level of Teaching Competence of the Respondents.**

Competencies	Level of Teaching Competence				Mean	Interpretation		
	Moderately Competent		Highly Competent				Very Highly Competent	
	f	%	f	%	f	%		
Instructional	3	16.7	9	50.0	6	33.3	4.19	Highly Competent
Educational leadership	4	22.2	11	61.1	3	16.7	4.09	Highly Competent
Personal and Social	3	16.7	7	38.9	8	44.4	4.24	Highly Competent
As Entire Group	3	16.7	9	50.0	6	33.3	4.18	Highly Competent

Table 2 shows the relationship between the respondents' personal factors and teaching competence. Factors such as age and academic qualification show low relationship as indicated by a p-value of 0.324, and 0.356 respectively. On the other hand, gender indicates moderately high relationship

as indicated by a p-value of 0.447.

The data further revealed that number of years of teaching experience shows high relationship as indicated by a p-value of 0.671. This means that the longer the faculty is in the teaching profession, the higher their teaching competence.

**Table 2. The Relationship of Respondents' Personal Factors and Teaching Competence.**

Personal Factors	Statistical Test	Value	Interpretation of Relationship
Age	Spearman	0.324	Low
Gender	Phi	0.447	Moderately High
Number of Years of Teaching Experience	Spearman	0.671	High
Academic Qualification	Spearman	0.356	Low

**Table 3. Difficulties Encountered by the Respondents**

Table 3 shows the difficulties encountered by contract of service faculty. Results revealed that contract of service faculty were affected by the following problems: Lack of supplies and equipment,

lack of references and reading materials, lack of teaching aids and devices; and lack of laboratory apparatus, with percentage ratings of 66.7, 61.1 and 55.6 respectively.

Difficulties	N	%
a. New in teaching	4	22.2
b. Subjects taught not a major field	3	16.7
c. Always overload	6	33.3
d. Assign many other duties to perform	2	11.1
e. Class schedule does not provide time to prepare for the lesson	4	22.2
f. In-service training for college instructors	3	16.7
g. Planned activities deviated to other school projects/activities	2	11.1
h. Poor discipline	1	5.6
i. Poor building accommodations	11	61.1
j. Lack of supplies and equipment	12	66.7
k. Lack of laboratory apparatus	7	38.9
l. Lack of reference and reading materials	12	66.7
m. Lack of teaching aid and devices	10	55.6
n. Lack of administrative support	2	11.1

*\*Multiple responses*

**Table 4 Implications to In-service Education**

Table 4 presents the statements of teaching competencies and difficulties as to its implication to in-service education. The data revealed that contract of service faculty need in-service training

programs both Degree and Non-Degree Programs. They manifested to continue these programs through scholarship grants.

Statements	N	%
<b>Is there a need for periodic, well-planned organized in service education and training activities?</b>		
<b>Yes</b>	30	100
<b>No</b>	0	0
<b>Programs of In-Service</b>		
<b>Degree Programs</b>	21	35.3
<b>Non-Degree Programs</b>	0	0
<b>Both</b>	9	64.7
<b>Continue programs by...</b>		
<b>Scholarship Grants</b>	26	82.4
<b>Saturday Classes</b>	4	23.5
<b>Others</b>	0	0

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, findings, conclusions, and recommendations.

### Summary

This study was conducted to find out the teaching competencies and difficulties encountered by contract of service faculty of a State University in Panay Island Philippines. The level of teaching competence of Contract of Service Instructors was determined by the use of the mean considered as the best measured of central tendency.

The descriptive method of research was employed in this study. This type of research involves fact finding procedures as regards to conditions or relationships that exist, practices that prevail, beliefs or points of view that are being felt, or trends that are developing.

### Findings

#### ▲ **Level of Teaching Competence of the Respondents**

The data revealed that contract of service faculty were highly competent in terms of Instructional Competence and Educational Leadership Competence with mean ratings of 4.24, 4.19, and 4.09 respectively. This implies that contract of service faculty were highly motivated to perform their daily tasks even if their status of employment were contractual.

#### ▲ **Relationship of Respondents' Personal Factors and Teaching Competence.**

Factors such as age and academic qualification show low relationship as indicated by a p-value of 0.324, and 0.356 respectively. On the other

hand, gender indicates moderately high relationship as indicated by a p-value of 0.447.

The data further revealed that number of years of teaching experience shows high relationship as indicated by a p-value of 0.671. This means that the longer the faculty is in the teaching profession, the higher their teaching competence.

#### ▲ **Difficulties Encountered by the Respondents**

Results revealed that contract of service faculty were affected by the following problems: Lack of supplies and equipment, lack of references and reading materials, lack of teaching aids and devices; and lack of laboratory apparatus, with percentage ratings of 66.7, 61.1 and 55.6 respectively.

### Recommendations

Contract of service faculty must be given a minimum teaching load with at least three (3) preparations.

Instructional materials needed during instruction must be made available.

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