

INSTRUCTORS' COMPETENCY-BASED TRAINING AND ACADEMIC EXPECTATIONS OF COLLEGE STUDENTS IN PANABO CITY

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Abstract

The study delves into the influence of teachers' integrative teaching approach on the students' learning creativity in public secondary schools. In this study, the researcher selected the 155 Grade 7-10 students in North District, Panabo City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation and multiple linear regression analysis. Findings revealed that teachers' integrative teaching approach was described as extensive. Meanwhile, students' learning creativity was described as moderately extensive. Further, correlation analysis demonstrated that there is a significant relationship between teachers' integrative teaching approach and students' learning creativity in public secondary schools in North District, Panabo City. Evidently, regression analysis proved that teachers' integrative teaching approach in terms of innovativeness, adaptability, and critical reasoning were significant predictors of students' learning creativity in public secondary schools in North District, Panabo City. In other words, teachers' integrative teaching approach has influence on the process in students' learning creativity in public secondary schools in North District, Panabo City. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

Keywords: Educational management, teachers integrative teaching approach, students learning creativity, Panabo City, Philippines

1. The Problem and Its Setting

With the rise in graduate unemployment and the poor linkage between university education and industry, competency-based training is gaining popularity in universities and colleges as a way of producing business-oriented and well-grounded graduates for industry who are ready to make use of knowledge acquired in university education to establish businesses that may help reduce unemployment in the country as well as working effectively in the nation's industry and service sectors. With competency-based training yet to be introduced in most tertiary institutions, information about academics' perception and willingness to adopt the methodology is crucial.

Globally, employers seek highly qualified and skilled employees who comfortably respond to changing, complex needs and trends in contemporary workplaces. A key methodology in teaching that emphasizes the development of employable skills is competency-based training. The urgent need to bridge the gap between academia and industry as well as developing competencies and capabilities instead of qualifications is the focus of competency-based training reforms worldwide. As a result, the educational setting has an impact on students' achievement, either favorably or unfavorably. When it comes to the effectiveness of instructors and their students, the schools play a critical role.

Teachers are the fundamental component that, via their skills, potential, and professional competency, significantly affects the teaching and learning environment (Boahin & Hofman, 2013). To affect the desired changes in their students, only competent teachers are accountable. Therefore, students' academic expectations is also influenced by teacher instructional characteristics including classroom management and cognitive engagement wherein teachers can get that thru various training program that provides skills and contemporary pedagogical tactics for them to better connect with, manage, and instruct their students in a way that assures that all students are learning and gaining from the experience.

On this view, Grauwe and Varghese (2015), focus on the key factor for improving quality education rather than on teacher competence. To achieve a high quality of education in the era of Education for all is not simple. As highlighted by Kanu (2012), apart from the quantitative dimension, the qualitative dimension is also staggering in its proportion. Hence, massive numbers of teachers at secondary level lack qualifications and also training. Thus, this would lead to deficiency and poor academic performance of students, and this could be traced to lack of teachers' competence, and learning resources in the classroom (Nwosu, 2015). The importance of the relationship between teacher competence and student achievement should be considered in improving the quality of education.

More so, prior research has shown that several factors influenced students' achievement. For instance, Sali-Ot (2011) criticism and motivation of the students by the teacher has great importance in their academic performance. Thus, motivation in students is considered an important factor of student learning. Another factor affecting student achievement is the absence of family and peer support. The family and peer behavior, attitude and approach towards the child are factors that affect the development of the child's personality (Kaya et.al, 2012). Similarly, according to the study conducted by Satir (2013), academic performance is predicted to be higher for those reared in families that care, solve problems fairly, establish a conducive environment for learning, set plans, and have a positive outlook on life. Students who want to succeed academically will anticipate their families' active support and interest in both the school and them (Aslanargun et. al. 2016).

Moreover, in a study conducted by Gaji (2014), teachers who had a deeper understanding of the subject area generated better students than those who had a shallow understanding. Thus, it means that a capable teacher must be able to effectively transmit the subject's fundamental knowledge and skills in addition to possessing them. They should be able to organize the subject matter considering societal changes and make decisions (Omoogun, 2009). Effective teaching necessitates that the teacher has a solid understanding of all that the students need to know, (Offorma & Ogah 2013).

However, teachers are perceived to have low enthusiasm towards teaching because of poor subject content knowledge, and pedagogical skills due to lack of training. These factors tend to have impacted negatively on students' performance (Jadamas 2014). Malik et. al. (2018) opined that to attain high students' achievement is to provide effective teachers. Students' performance is indicative of teachers' performance. Relative to this, according to Makombe et. al. (2010), students' academic result is considered a main source for teachers' evaluation.

Although earlier studies have shown a connection between the instructors' competency-based training and students' academic expectations, there has only been a small amount of study on tertiary level. Also, the researcher have not yet come across regression analysis on these variables. Therefore, the need exists for greater study in this area. Thus, it is on this context that the researcher felt the need to fill in the research gap of conducting a study in the Philippine setting, particularly in college institutions in Panabo City using a quantitative approach. Specifically, the researcher used descriptive correlational design in order to understand the influence of instructor's competency-based training on academic expectations of college students, which is found to be scarce. The present study intends to contribute to the limited body of knowledge regarding the factors affecting college students' academic expectations.

1.1 Review of Significant Literature

This section provides the discussions of variable and its indicators. The discussions of the concepts, ideas and viewpoints from various authors were taken from different books, journal and electronic.

Instructors' Competency Based Training

An instructor's training program as defined by Kelly (2020) is a process that provides instructors with the skills and contemporary pedagogical tools they need to better relate to, manage, and instruct their students in a way that assures that all students are engaged and gaining something from the experience. Likewise, the teachers' instruction is commonly acknowledged to play a significant role in the quality of the learning according to Best, Tournier and Chimier (2018). The training is for promoting an excellent education, inclusiveness, and equity in schools, it is crucial to adequately prepare teachers for the position. Thus, as professionals, teachers must constantly advance their knowledge, acquire the skills necessary to adapt to shifting demands, social contexts, or the school environment, and develop the ability to successfully address a wide range of challenging issues that arise in the field of education (Darling-Hammond et al., 2017). Teacher training programs have the capacity to prepare instructors to the point where they have a beneficial impact on students' lives outside of the classroom (Pisani et. al, 2022).

Student achievement is promoted by competent, educated, and effective teachers (Garcia & Weiss, 2019). For instance, according to the study conducted by Blazar and Kraft's (2017), there is a significant effect on student performance based on the effectiveness of teachers' skills, quality, and effectiveness. On the other hand, most teachers concur that they attend in-service training sessions solely to the purpose to secure getting of certifications, Gorozidis (2014). Moreover, the

study supports this finding by showing that in-service teachers are not particularly motivated by training sessions to engage in training programs or to continue working as instructors. While age is not taken into consideration in the current study, Krille (2017) highlights similar findings that young instructors prefer to participate in professional development opportunities less than more seasoned teachers. Thus, teachers served more years in service find training as an additional task rather than as a professional development (Ikeda et al., 2018).

Meanwhile, pandemic happens, and it affects all sectors including the teaching and learning process of our students. Teachers and their instruction are among the most important elements that may affect how well students learn (Dille & Rkenes, 2021). In response to COVID-19 pandemic, schools at all levels needed an immediate shift towards online education, which can be both an opportunity and a challenge (Toquero, 2020). Hence, virtual classes were conducted in various schools and as a result, the success of online learning for children in grades preschool through senior high school is directly impacted by training activities pertaining to teacher professional development (Nar et al., 2021). However, in a related study conducted by teaching Darling-Hammond and Rothman (2015), the focus on training for teachers in online instruction and the additional supports that are necessary for students to learn in an online environment are not a priority. As a result, it is harder for students to grasp concepts being taught online (Northenor 2020).

As highlighted by Boudersa (2016), teacher training is very important to meet the advancements in education not only in teaching but in assessment as well. Likewise, in a conducted study by Francom et al. (2021), timely training support for teachers is even more crucial during uncertain times like what happened during the pandemic because it may not only help to ensure that their teaching practices run well but also aid to maintain their mental health and lessen symptoms of burnout. However, in a study conducted by Kopcha et. al (2017), significant impediments to teaching online during pandemic are opposition to innovation, knowledge in online teaching methods, lack of institutional backing, lack of knowledge with excellent online teaching pedagogy, technical issues concerning dependability. Hence, to increase teachers' instructional efficacy and sense of occupational belonging, particularly in view of the serious COVID-19 problem, Pozo-Rico et al. (2020) contends that additional practical and applied research into teacher training is still needed.

More so, professional development in teachers should include multi-session workshops and training with active learning that develop over time to affect teacher practice (Guskey, 2016). Professional development should take place in a collaborative setting while teachers are working to further influence their theories and presumptions. Moreover, several types of active learning alter the classroom environment for the better (Stewart, 2014). Professional development has frequently operated under the premise that after attending conferences and seminars, teachers would repeat their newly learned techniques in their classrooms (Girvan, Conneely, & Tangney, 2016). Thus, it is insufficient to just alter what a teacher knows, instructors must reflect that transformation in their instruction.

Liu and Phelps (2020) concluded that one way in which teachers' competency based-training needs to improve teaching and learning is by failing to bring about changes in teachers' knowledge and understanding. This might happen because the knowledge provided by the competency-based training is inaccurate or irrelevant, or as longitudinal research with teachers has documented because new learning tends to be forgotten over time (Copur-Gencturk & Papakonstantinou, 2016). Likewise, acknowledging that quality teaching is imperative for student achievement, governments and educational accrediting bodies enact policies designed to improve teacher quality (Witte & Jansen, 2015).

As can be observed, due to the benefits of having competency-based training the researchers, teachers, and practitioners in the field have paid close attention to their implementation. However, because it is impossible to address all of the dimensions in this study, we focused on four of them that are believed to be crucial factors in teachers' competency-based training. As a result, the following dimensions will be considered in this paper: instructional management, ethics and integrity, self- development, and resource management.

Instructional Management

The first indicator of instructors' competency-based training in this study is instructional management which means to establish classroom management strategies, implement teaching and learning processes, and assess the process and learning outcomes (Danarwati, 2016). Likewise, Nagler et. al (2015) the goal of classroom management is to provide students more chances to learn everything that for pupils to learn, teachers must arrange students, space, time, and materials. Students should be able to perform to the best of their abilities, enabling kids to adopt proper behavior patterns. Instructors must be prepared for unforeseen circumstances and be able to manage student behavior utilizing effective methods for controlling the classroom. Thus, positive classroom atmosphere and efficient classroom management construction are crucial objectives for any educators (Tirol, 2015).

Effective instructional management has been shown to greatly improve students' academic performance and reduce their behavioral issues (Korpershoek et al., 2016). For instance, it was found in the study conducted by Nisar, Khan and Khan (2019) students and teachers having a direct contact in academic topics not only motivates students to do well on academic exams but also enhances their overall capacity for learning. Moreover, it was discovered that teachers' classroom

management techniques directly influence students' academic progress (Gage et al., 2018). Thus, those students who got good academic progress gain more confidence and motivated to do more in class (Kelly 2020).

Ethics and Integrity

The second indicator of instructors' competency-based training in this study is ethics and integrity as defined by Singer (2014), are set of principles that guide behavior, while integrity as defined by Bosch and Cavallotti (2016), has four common elements that are included in the different ways to describe it: justice, coherence, ethical principles, and appropriate motivation. Thus, to act morally, coherently, in accordance with ethical standards, and with a motive centered on good goals should be done by a teacher. According to the study conducted by Guerrero-Dib et. al. (2020) an academic integrity is much more than avoiding dishonest practices such as copying during exams, plagiarizing or contract cheating; it implies an engagement with learning and work which is well done, complete, and focused on a good purpose – learning. Hence, the most crucial necessity for a teacher is to cultivate a lifetime commitment to integrity in learning and knowledge, as only then will they be able to find ways to uphold integrity in the vastly various situations that each teacher encounters (Jaschik, and Lederman, 2018). Likewise, in research by teacher's attitude toward their role as a teacher and, indirectly or directly, towards themselves as students, thus we should strive to foster a good environment in the classroom and avoid mechanical teaching methods. Any lack of commitment or interest on the part of the teacher can be fairly interpreted as a lack of interest in the student as a student, with the inevitable result of a barrier forming between the two parties.

Self-Development

The third indicator of instructors' competency-based training in this study is self-development which refers to possessing personal strengths and characteristics that aid teachers define and make sense of their teaching practice and of themselves as individuals (Jabbar 2015). Self or professional development improves teachers' abilities and benefits the whole school this is according to the study conducted by McAllister (2012). A system of feedback, teamwork, and personal and professional growth objectives are necessary for the growth and development of teachers. Likewise, according to Lin and Zheng (2015) future teachers' professional values should be developed with a focus on value priorities, with aims that emphasize the function of cognition and show the knowledge/information component as a field of meanings. However, on a study conducted by García et. al., (2019) less than a third of teachers found any of the activities they accessed “very useful,” and over a third of novice teachers felt that working with a mentor was only a little or not at all helpful. Thus, teachers are not highly satisfied with their professional development experiences (Croft et. al., 2018). There is room to strengthen the system of professional supports that contribute to teacher retention and broaden the knowledge base of the teaching workforce (Warner et. al., 2018), according to ongoing professional development and possibilities for cooperation and influence provided to public school teacher (Sutcher et. al., 2016).

Resource Management

The last indicator of this study in instructors' competency-based training is resource management which refers to acquiring, allocating, and managing the resources such as individuals and their skills, finances and funds, technology, materials and equipment needed for learning (Arar & Nasra 2020). Hence, education has a very important role in improving the quality of human resources (Rahmi et al., 2020). Moreover, the use of people to accomplish corporate goals is facilitated by human resource management (Boon et al., 2019). Thus, increasing individual productive contributions is what human resource management is all about. In this instance, human resources are assets that must be handled with care and in accordance with the requirements of the teaching institution. On the other hand, the poor quality of education is one of the issues in our educational system (Sukasni & Efendy, 2017).

Academic success and a change in conduct are two ways in which students can see quality in action. The work conduct of admin of the school will represent their quality, which can meet or even exceed criteria. Human resources must have the fortitude to seize chances and capitalize on strengths (Siska & Komla, 2020). Likewise, various factors are suspected to be the cause of the quality of education, among others, are policies and the implementation of education that uses input-output analysis but is not implemented comprehensively and focuses too much on input aspects even though the education process greatly determines the achievement of expected educational outputs. The next factor that is often an obstacle in the process of providing education is the participation of the community in the implementation of education. Community participation in general is still identified with input support (funding), not in the education process (Istijarti et. al., 2019).

1.2 Students' Academic Expectations

A crucial component of education is students' academic expectations (Rono, 2013). It is regarded as the hub around which the entire system of education revolves. According to Narad and Abdullah (2016), the academic success or failure of any academic institution is determined by the performance of the students. Students' academic achievement has a direct bearing on the socioeconomic development of a nation, according to Signh, Malik, and Signh's (2016) argument. Similarly, Farooq et. al.,

(2011) argued that students' academic success serves as a foundation for information acquisition and the development of skills. The academic performance of students is also highlighted by Farooq et al. (2011) as the top priority of all educators. According to Narad and Abdullah (2016), academic performance is the knowledge acquired that is evaluated by a teacher using marks and/or educational goals set by students and teachers to be attained over a given amount of time. Additionally, they stated that the outcomes of tests or ongoing assessments are used to gauge progress toward these objectives.

Educators have focused a lot of attention on factors that affect students' ability to achieve academically (Signh, Malik & Sign, 2016). Likewise, according to the findings of these researchers, help students' academic performance to improve. According to Ali et al. (2013), factors that significantly affect academic achievement include the number of hours per day spent studying, peer support, students conduct and schema. Similar findings were made by Narad and Addullah (2016) as well as Farooq et al. (2011) regarding peer support, their educational background, and encouragement as factors affecting academic expectations. Also, identified as a key predictor of academic performance are good support system by colleagues and teacher leadership, communication abilities, and learning environments (Signh, Malik & Signh, 2016). Thus, there is annual assessments in all grade level in each state to measure their topic mastery (Shakeel and Peterson, 2020). The success of any program is dependent on the teacher's capacity to instruct, according to Delelis (2019), who underlined the need of having qualified teachers in the field of education.

Meanwhile, Alos et al. (2015) claimed that the success of any program is dependent on the teacher's capacity to instruct. They also stressed the need of having trained teachers in the teaching profession. At this point, the entire structure fails if there is a failure. As a result, education's delivery, choice, planning, and monitoring will be impacted. Dewett (2013) also noted that effective educators are continually searching for techniques and teaching materials that would enhance student learning. It is possible to give experiences that foster comprehension by carefully choosing and utilizing a variety of instructional materials. Meanwhile, it has been reported that students are not performing well. According to a study by Rajendra and Sue (2015), among the factors contributing to students' poor academic performance and the rise in the rate of university dropouts were lack of funding, unqualified lecturers, a lack of academic support from the school, and lack of prior knowledge. In addition to that, the school of behaviorist thought advocates the view that environmental factors are the major responsible factors for student performance (Zhou & Brown, 2015). This view indicates that student performance is related to performing their behavior in the school context and responding to their behaviors. Student learning is the interaction between students and their external environment, and so, student performance is based on external variables such as reinforcement, learning environment, and practice (Kelly, 2012).

Similarly, other different theories and models have also advocated different perspectives on students' performance. According to Kuzmin, et. al (2016), higher education ensures the students professional training and their ability to be independent. If the students are independent they are able to apply the extent of Academic Performance that can help to their Academic Performance in Personal Development. According to Hadassah Littman-Ovadia and ShiriLavy (2015), said that if there is strength to the characteristics of the students' they can express their thoughts, feelings, and behaviors, they can have a self-confidence and comfortable to show/express their learnings. For instance, students' attitudes are connected to their academic performance in which it will have an impact on their academic achievement (Janssen, 2014).

Also, students who have neutral or positive attitudes speak less than those who have negative ones since attitudes might have an impact on academic performance (Schau, 2015). It is advantageous for students to cultivate a positive outlook when they are still in their first years of college so that they will be prepared to increase their responsibility and maturity as well as their level of self-assurance and independence (Laguador, 2013). Likewise, the attitudes of the students towards learning in mathematics can improve the student's achievement (Khun-Inkeeree et. al, 2016). The attitudes of the students have a strong impact in their learning toward academic performances (Cahill et. al., 2018). Thus, academic achievement is predicted by attitude in learning (Veresova & Mala, 2016).

The teachers' cognitive factors are more crucial than any other since they can forecast pupils' academic achievement through their questions and foster critical thinking in them (Fehintola, 2014). One of the traits that is thought to be a sign of courage and reflects on a student's academic achievement is perseverance (Littman-Ovadia and Lavy, 2015). Hence, one of the traits that has been linked to success is the ability to manage one's time (Renzulli, 2015). Although effort and students' attitudes are linked, it is still insufficient to accurately predict students' academic success (Li, 2012). High academic scores are correlated with trouble avoidance (Bowen, et. al. 2012). The students who speak casually with the faculty members are more likely to understand since they care (Komarraju, et. al. 2010). Students, regardless of motivation, can still achieve high grade point averages (Janssen and O'Brien, 2014). Thus, high achievers are those kids that have a good attitude toward their studies (Sarwar, et. al. 2010).

Academic performance is solely dependent on cognitive and emotional skills (Nasir & Masrur, 2010). Hence, passionate teachers have an impact on their students' performance (Mart, 2013). Moreover, the way kids interact with their teachers, families, and peers can have an impact on how well they succeed academically (MurrayHarvey, 2010). Thus, the instructor's encouragement may have an impact on students' attitudes on their study habits (Rhoads and Dehaan, 2013). On the otherhand, according to Greenberg, et. al. (2013), students who make wise decisions to do better in class. Moreover, students' expectations

for the future are shown in their favorably rising perspectives (Twenge and Campbell, 2008).

Also, those students who care about their health adjust by utilizing stress-reduction techniques (Hamaideh, 2011). For this reason, environmental factors clash with individual liberty and self-determination (Lefcourt, 2014). The judgments of the students' academic performance may be impacted by the participants' both positive and negative feedback (Guenther and Alicke, 2017). Thus, Students who are actively and positively thinking are less lonely students which may directly correlation with students performances (Wang, et. al. 2014). Therefore, students with positive attitude toward learning will succeed in achieving student's good performance in personal development. As a result, the following indicators will be considered in this paper: learning interest, peer support, students conduct and schema.

Learning Interest

The first indicator of academic expectation is learning interest. As defined by Renninger and Hidi (2016), interest is a powerful motivational process that energizes learning and guides academic and career trajectories. Likewise, the term 'interest' is an ill-defined term used in many discussions of language teaching materials. Interest is also a missing anomaly in language teaching and learning research, although it has been widely discussed and researched in general education and various disciplines (Tin, 2016). Hence, according to a study conducted by (Santoso et al., 2017) has an important role in encouraging someone to do something actively. Motivation also serves as a basis for getting involved and taking part in a program. It has an important role in encouraging someone to do something actively (Asvio et. al., 2017).

Moreover, students can be motivated to learn, it takes an interest in learning and discipline. Thus, being interested in learning contributes greatly to the success of learners' academic expectations (Slameto, 2010). However, a disciplinary attitude is crucial to the learning process, according to Slameto (2013), who explains that learning is a process of change brought about by an individual's efforts to bring about a general change in behavior because of his or her interactions with the outside world. Thus, discipline, in accordance with Moenir (2010), is a way of adhering to a system of laws, both written and unwritten. The application of discipline demonstrates individuals' strong desire and control over how they channel their feelings and exhibit their conduct towards their academic performance (McKinney, et. al. 2018).

Peer Support

The second indicator of academic expectation is peer support. As defined by Curran and Wexler (2017), peer learning is an education method that helps students solidify their knowledge by teaching each other. Programs for peer support assist students in enhancing their feeling of well-being, social competence, and health-related habits (Curren & Wexler, 2016). Likewise, according to the study conducted by Berger et. al. (2018) the peer support initiatives that are thoughtfully implemented increase the efficiency of school counseling initiatives and allow for increased service extension and outreach. By boosting outreach and increasing student awareness of services, peer support programs can improve the efficacy of school counseling programs. Peer assistance can have a good impact on the school and community with careful selection, instruction, and supervision.

Also, some research suggested peer support programs are effective when designed to aid kids with social/emotional or academic difficulties and disabilities (Logsdon et al., 2018), while also encouraging protective factors (e.g., developmental assets determined by the Search Institute). Similarly, Voight and Nation (2016) mentioned that peer support programs can contribute to safer schools by fostering a supportive school climate and a sense of community among mentors and mentees (Walker, 2019). According to Juvonen et. al., (2012), several aspects of peer relationships have been investigated, including the characteristics of close friendships (ideas, personal traits, and behaviors) and the peer group as a setting for shared interests and values (such as classroom colleagues). Thus, various aspects that have been studied include peer support, the number of friends one has, and identity in order to help students' performance also in school (Demant et. al., 2013).

Students Conduct

The third indicator of academic performance which was defined by Curran et. al (2017) as the students should conduct and express themselves in a way that is respectful to all individuals. This includes respecting the rights of others to comment and participate fully in class. Hence, classroom misconduct is any behavior which disrupts or interferes with the learning environment (Williams et. al. 2019). However, according to a more recent study (Joffe & Black, 2012), those with poor academic achievement experienced much more social, emotional, and behavioral issues. The difficulties that many of our kids face in achieving academic success are obvious to educators in their classes and schools, yet we consistently endeavor to increase the rigor of academic instruction without always attempting to address these obstacles.

A key component of involving students is maintaining good discipline. The millennial age makes up most today's middle school kids, and they are continuously looking for interaction (Roehling et al., 2011). Thus, to understand what constitutes performance as well as factors that affect performance both directly and indirectly in the classroom, it is important to look at the existing research. This is because educators are struggling to find the right combination of strategies to improve students'

academic performance levels. Thus, according to Tran (2016) found that coping styles mediated the relationship between teachers' concerns about the way their students behave and how they addressed their students' behavior, and that passive avoidant coping styles tended to lead to teachers being more likely to use punishing and aggressive strategies to address behavior in the classroom.

Schema

The fourth indicator of academic expectations is schema or prior knowledge. One of the most significant influences on learning is prior knowledge (Hattie & Yates, 2014). While children may have the necessary prior knowledge, they might not be able to connect it with the new information, so it's crucial to get them thinking about what they already know before introducing new information (Howard-Jone et al., 2018). However, for the instructor, it is important to assess such prior knowledge or attitudes and beliefs very early in the semester since the knowledge students possess may either promote or hinder their learning. It is also important to assess prior knowledge and skills early since such information could be used to help foster student engagement and critical thinking in the course (Ambrose et al., 2010). Thus, in such a case, the inadequate and inaccurate prior knowledge will tend to hinder learning.

The diverse learning requirements of students and the frequently high enrollment rates present instructors with the problem of designing their instruction such that as many students as feasible can learn as much as possible. Using evidence-based learning activities in classes is one strategy to solve these issues (Boser et al., 2017). Learning activities allow teachers the chance to address each student's knowledge level individually while assisting students in learning successfully and constantly between sessions. Individual factors like motivation can explain whether and to what extent students participate in such activities (Putwain et al., 2019).

Synthesis

Therefore, this portion of the paper provides the researcher the discussions of literature and the result of other researches to which the present study is related or has some bearing and similarity. More so, the literature showed that instructors' competency-based training as proposed by Evans et al. (2020) is measured in terms of instructional management; ethics and integrity; self-development; and resource and management, while, college students' academic expectations as proposed by Brew et al. (2021) is measured in terms of learning interest; peer support; students' conduct; and schema. Also, studies derived from several theoretical perspectives have confirmed a number of assumptions about instructors' competency-based training is connected with college students' academic expectations in tertiary level.

1.3 Theoretical/Conceptual Framework

The current study is anchored on Gibbs (1988) Theory of Reflective Cycle which give structure to learning from experience and training. Accordingly, the theory offers a framework for examining experiences, and given its cyclic nature lends itself particularly well to repeated experiences, allowing you to learn and plan from things that either went well or didn't go well. In educational context, the theory give emphasis on the idea that reflective teaching involves examining one's underlying beliefs about teaching and learning and one's alignment with actual classroom practice before, during and after a course is taught. When teaching reflectively, instructors think critically about their teaching and look for evidence of effective teaching.

In support, Liu and Phelps (2020) postulated that one way in which teachers' competency based-training needs to improve teaching and learning is by failing to bring about changes in teachers' knowledge and understanding. By acknowledging that quality teaching is imperative for student achievement, governments and educational accrediting bodies enact policies designed to improve teacher quality (Witte & Jansen, 2015). Also, Copur-Gencturk and Papakonstantinou (2016) argued that the knowledge provided by the competency-based training will remain relevant unless in is continually applied in work context.

As shown in Figure 1, the study is composed of two variables. The independent variable is the instructors' competency-based training is a set of processes that provides instructors with the skills and contemporary pedagogical tools they need to better relate to, manage, and instruct their students in a way that assures that all students are engaged and gaining something from the experience. The measures of instructors' competency-based training according to Evans et al. (2020) are instructional management or implementation of teaching and learning processes, assessing the process and learning outcomes; ethics and integrity or are principles that guide behavior; self-development or possessing personal strengths and characteristics that aid teachers define and make sense of their teaching practice and of themselves as individuals; and resource management which refers to acquiring, allocating, and managing the resources such as individuals and their skills, finances and funds, technology, materials and equipment needed for learning.

The dependent variable is academic expectations of college students which regarded as the hub around which the entire system of education revolves. According to Narad and Abdullah (2016), the academic success or failure of any academic institution is determined by the performance of the students. The indicators of of college students' academic expectation according to Brew et al. (2021) are learning interest or a powerful motivational process that energizes learning and guides academic and career trajectories; peer support or assist students in enhancing their feeling of well-being, social competence, and health-related habits; students' conduct or includes respecting the rights of others to comment and participate fully in class; and schema or prior knowledge gain from previous year of schooling.

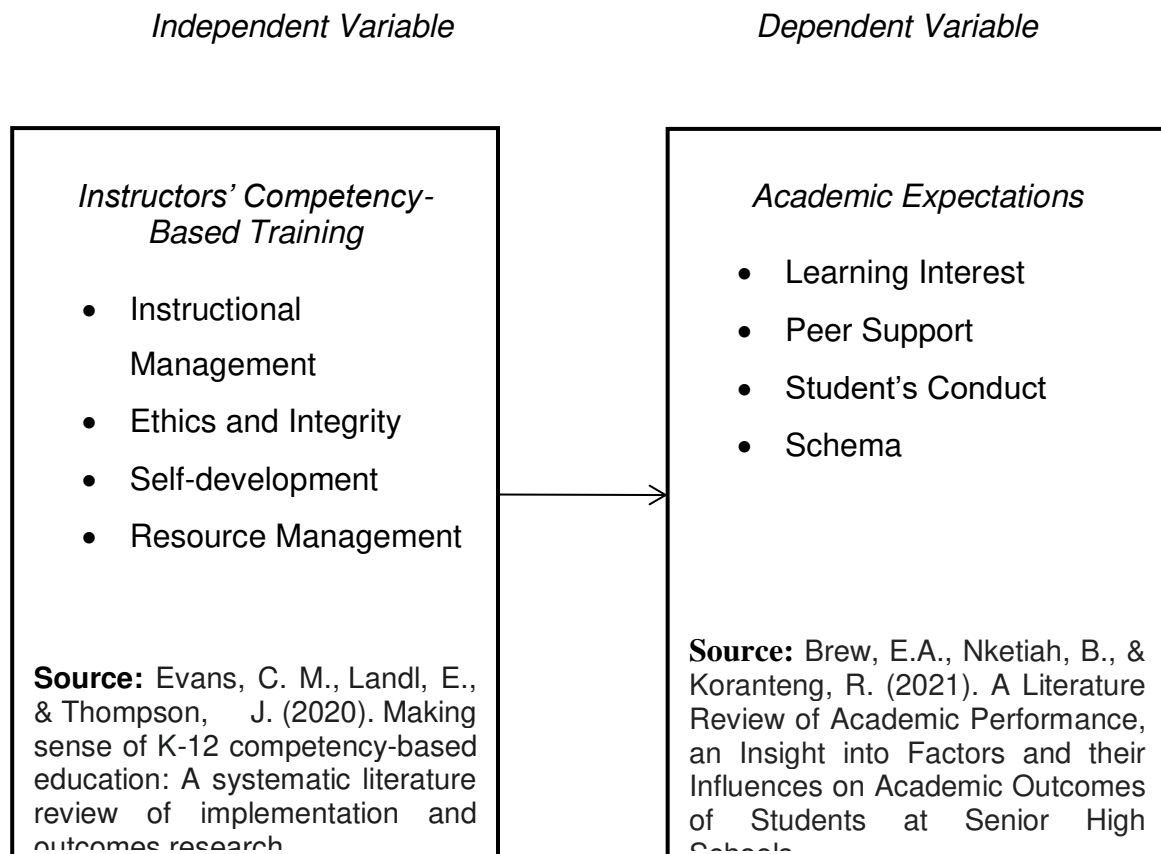


Figure 1. The Conceptual Framework of the Study

1.4 Statement of the Problem

The study aimed to determine which among the domains of instructors' competency-based training significantly influence the academic expectations of the college students in Panabo City. Specifically, this study seek to answer the following questions:

1. What is the extent of instructors' competency-based training in terms of:
 - 1.1 instructional management;
 - 1.2 ethics and integrity;
 - 1.3 self-development; and
 - 1.4 resource and management?
2. What is the extent of academic expectations of college students in terms of:
 - 2.1 learning interest;
 - 2.2 peer support;

- 2.3 students' conduct; and
- 2.4 schema?

- 3. Is there a significant relationship between instructors' competency-based training and academic expectations of college students in Panabo City?
- 4. Which among the domains of instructors' competency-based training significantly influence the academic expectations of college students in Panabo City?

1.5 Hypothesis

The following null hypotheses were tested at 0.05 level of significance:

H01: There is no significant relationship between instructors' competency-based training and academic expectations of college students in Panabo City.

H02: There is no domains of instructors' competency-based training significantly influence the academic expectations of college students in Panabo City.

Thus, putting to consideration this cited problem situation, the researcher finds it timely to propose this study. This also brought the necessity for the researcher to looked into the relationship of the instructors' competency-based training and academic expectations of college students. The researcher hopes that this study may be beneficial to identified sectors of the academe. This includes the Commission on Higher Education (CHED), School administrators, teachers, and students.

Commission on Higher Education (CHED). CHED would benefit from the findings of this study because this can provide them with perspective on how to address the needs of students. This can also provide students with an insight on how to support teachers. The study of educational zeal is crucial because it may give policymakers a foundation for creating curricula that could sustain higher levels of student self-regulated learning.

School Administrators. This study may offer information to school administrators so they may decide what programs are required to provide resources to help students catch up, as the majority of students are expected to suffer anxiety in studying at some time this school year. From there, it will be possible to detect which students could require further supports, and they might get in touch with students who had learning difficulties and let students and families self-identify as needing extra assistance.

College Instructors. This research could be important to the college instructors because it can help them understand the dimensions that influence instructors' competency-based program as a means for improving academic expectations of the college students. Positive attitude improves motivation, and thus, increasing performance. This could help teachers to realize the importance of students' enthusiasm and educational eagerness.

College Students. The results could generate facts which is important in providing healthy learning environment as well essential in providing emotional support to the students. Since, it was already known that students' academic expectations have an important effect on students' performance, and also an important component of educational and instructional processes, the findings of this study may justify the importance of students' educational to their academic achievement.

Future Researchers. Other researchers would benefit on the result of this study because the findings may provide framework and model for the future researches in the context of instructors' competency-based training and academic expectations of the college students.

For more comprehensive understanding, the following terms were defined operationally:

Instructors' Competency-based Training. It is described by Darling-Hammond et al. (2017) it is for promoting an excellent education, inclusiveness, and equity in schools, it is crucial to adequately prepare teachers for the position. In this study refers to the independent variable being described in terms of instructional management, ethics and integrity, self-development and resource management.

Academic Expectations. It is defined by Narad and Abdullah (2016), it is the knowledge acquired that is evaluated by a teacher using marks and/or educational goals set by students and teachers to be attained over a given amount of time. In this study refers to the dependent variable being describe in terms of the following indicators: learning interest, peer support, student's conduct and schema.

2. Method

This section contains the research design, research respondents, research instrument, data gathering procedure, and data analysis.

2.1 Research Design

The study employed a non-experimental design utilizing the descriptive correlation technique of research which is designed to gather data, ideas, facts and information related to the study. Quantitative research deals in numbers, logic and objective stance. It focuses on numeric and unchanging data and detailed, convergent reasoning, generation of a variety of ideas about a research problem (Babbie et al. 2010). According to Myers and Well (2013) correlated design examines how the independent variable influences the dependent variable and establishes cause and effect relationship between variables. It enabled the researcher to observe two variables at a point in time and was useful in describing the relationship of the factors of both variables. Moreover, the study also looked into the relationship among two variables– Instructors' competency-based training and academic expectations of college students in Panabo City. The interest of the study is to investigate which among the domains of teachers' competency-based training significantly influence the academic expectations of college students in Panabo City.

2.2 Research Respondents

The respondents of the study were the college students in the selected private tertiary education institutions in Panabo City. In this study, the 165 respondents were selected through stratified random sampling technique. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. According to Shi (2015), in stratified random sampling, or stratification, the strata are formed based on members' shared attributes or characteristics such as income or educational attainment. Stratified random sampling is appropriate in this study because there is heterogeneity in a population that can be classified with ancillary information.

In this study, certain inclusion criteria were implemented in determining the respondents of the study. The primary consideration of this study is to select respondents who can provide information to achieve the purpose of this study. Hence, only the bonafied enrolled students in private tertiary education institutions in Panabo City, those who have good moral character, and who voluntarily signed the ICF were given the survey questionnaires. Moreover, the study was delimited only to the nature of the problem based on the research questions and, thus, it did not consider the gender and socio-economic status of the students.

2.3 Research Instrument

The study employed the researcher-made questionnaires which were drafted to fit the context of the respondents of this study. The instrument was divided into two parts. The first part was about the instructors' competency-based training which is distributed among the four indicators namely: instructional management, ethics and integrity, self-development and resource management. The reliability of the original scale obtained a Chronbach's alpha value of 0.976. In the manner of answering the questionnaire, the respondents made use of the 5-Likert scale. As a guide in determining the extent of instructors' competency-based training, the researcher made use of the range of means, description and interpretation as presented below:

Range of Mean	Descriptive Level	Interpretation
4.20 - 5.00	Very Extensive	The instructors' competency-based training is always observed.
3.40 – 4.19	Extensive	The instructors' competency-based training is oftentimes observed.
2.60 – 3.39	Moderately Extensive	The instructors' competency-based training is sometimes observed.

1.80 – 2.59	Less Extensive	The teachers' competency-based training is seldom observed.
1.00 – 1.79	Not Extensive	The instructors' competency-based training is never observed.

The second part of the instrument was about academic expectations of the college students. The instrument was composed of items that was divided into four parts which are learning interest, peer support, student's conduct and schema. The reliability of the original scale obtained a Chronbach's alpha value of 0.85. In the manner of answering the questionnaire, the respondents made use the 5-Likert scale. As a guide in determining the extent of academic expectations of the college students, the researcher made use the range of means, description and interpretation as presented below:

Range of Mean	Descriptive Level	Interpretation
4.20 - 5.00	Very Extensive	The academic expectations of the college students is always manifested.
3.40 – 4.19 manifested.	Extensive	The academic expectations of the college students is oftentimes
2.60 – 3.39 manifested.	Moderately Extensive	The academic expectations of the college students is sometimes
1.80 – 2.59	Less Extensive	The academic expectations of the college students is seldom manifested.
1.00 – 1.79	Not Extensive	The academic expectations of the college students is never manifested.

2.4 Data Gathering Procedure

Steps were undergone by the researcher in conducting the study after the validation of the research questionnaire.

Permission to Conduct the Study. The researcher secured the permission to conduct the study. The researcher secured the endorsement from the Dean of the Graduate School in Rizal Memorial Colleges, Inc., Davao City. The endorsement letter from the Dean of the Graduate School in Rizal Memorial Colleges, Inc., Davao City was attached to the permission letters to be endorsed to the school administrators of the selected private tertiary education institutions in Panabo City.

Distribution and Retrieval of the Questionnaire. The researcher proceeded to the distribution of the research instrument to the respondents after the approval to conduct the study. The study was conducted last April 18-20, 2023. Upon the distribution of the questionnaires, the benefits of the survey was briefly discussed and explained to the identified respondents of the study. More so, the respondents of the study were given enough testing time for the questionnaires to be finished. After which, the data collected were subjected to quantitative analysis.

Collation and Statistical Treatment of Data. After the data retrieval of the questionnaire, the scores of each respondents was tallied to organized the data per indicator. After which, each score were subjected to descriptive and inferential analysis using SPSS.

2.5 Ethical Consideration

The researcher observed promptly the protocols deemed necessary as the standard guidelines in carrying out the research study following the study protocol assessments criteria, particularly in managing the population and data. The survey questionnaires with supporting authors were submitted for further evaluation. After the approval from the Ethics Committee the researcher proceeded to the next phase of the study.

Informed Consent. The researcher asked for the permission of respondents through a written informed consent. They were properly informed about the purpose of the study and ample explanations were given to them for better understanding of the reason for their participation so that they can choose whether to participate or not.

It was made clear that respondents involvement in the study is voluntary. If ever they would refuse to participate, they were not forced by the researcher. Besides, the researcher was cautious to assure the respondents' psychological well-being. A written permission from the respondents were secured from them. The researcher informed the respondents that the study aimed to conduct a study on the factors that hinder/promote the students' academic expectations in college level as determined by instructors' competency-based training, and may contribute to the enhancement.

Vulnerability of Research Respondents. The respondents of the study are college students so they are considered not vulnerable since all of them are in legal age, and, they are considered not vulnerable in the psychological aspect. The researcher emphasized that the survey was be set at the respondents' convenience. Also, the researcher protected the confidentiality of the information disclosed.

Privacy and Confidentiality. This study observed the data Privacy Act of 2012 wherein the researcher assured that the data cannot be traced back to the respondents which were the real source of information, to protect the identities of the participants. Moreover, the researcher assured that no personal data would be shared without the consent of the respondents. Thus, to ensure that no personal data would be exposed, the access was limited to the researcher alone.

To protect the privacy of the respondents, it was assured that the researcher is the only person that could access the data on the survey. After the necessary data was collected, the researcher permanently disposed all the survey questionnaires and deleted the data result to assure that data cannot be traced back to the respondents who were the real source of information.

Risk, Benefits and Safety - In administering the survey questionnaires, the researcher fully disclosed to the respondents the nature of their participation and explained thoroughly and properly the purpose and benefits of the study as well as the confidentiality of their responses as stated in the survey questionnaire. The respondents, without restrictions were able to ask questions related to the study. Further, the researcher ensured that the respondents were not be subjected to harm in any ways whatsoever. Moreover, the questionnaire that were used in this study did not contain any degrading or unacceptable statements offensive to the respondents of the study.

Likewise, this study is designed purely to collect academic information related to the study and they were not asked with personal information. To minimize inconvenience, the researcher made sure that the respondents were given ample time to answer the survey questionnaire. The respondents were given freedom not to answer questions which made them feel any psychological and emotional distress and they would be free to withdraw as a respondent of the study if they would feel that they cannot discuss the information that being asked from them.

Justice. To avoid impartiality in choosing the respondents, the researcher regarded all respondents equal regardless if they would be respondent in the survey. The researcher did not prejudiced in choosing the respondents of the study. Anybody who fitted the qualifications of being enrolled in the purposively selected schools. During the conduct of the study, the researcher made certain to respect the respondents by interrupting as little time as possible to the routine of the

respondents. To compensate for the time spent during data gathering, the researcher gave tokens of appreciation to the respondents. This token was an assortment of souvenir. The tokens were sent via courier, and these was sealed carefully in a package. Also, each tokens were sanitized before having it sent to your doorstep.

Transparency. To provide transparency in this study, any type of communication in relation to the research was done with honesty and transparency. To safeguard the welfare of the respondents, the researcher properly implemented the methods that are discussed to use in this study. All the necessary documents that supported the data analysis was included. Importantly, the researcher described the extent of the involvement of the respondents in this study and shared how the researcher maintained objectivity in analyzing data and presentation of the results of the study.

Qualification of the Researcher. The researcher ensured that the responses of the respondents were not influence by any other factor like the conflict of interest. The findings of the study could be accessed by the respondents and parents, and school administrators of the participating schools because the information would be made available as long as they followed proper protocol to protect the anonymity of the respondents. The researcher also acknowledged the effort of every person who contributed to the success of the study, the selected Private Tertiary Education Institutions was given a furnished copy of the results of the research so it can be accessed by the respondents and be used for learning and further study.

Adequacy of Facilities. The researcher engaged the respondents in a conducive environment and learning materials which were ample and available in the conduct of the study and was done within the time set by the researcher. The accuracy of gathering data from the respondents was ensured by encoding properly the ratings of the respondents during the day when the researcher was not too tired to do them to avoid errors in encoding. Also, the analysis and results gathered were proficient and aligned that serves as a primary basis for adequacy.

Community Involvement. It was a good practice to have community involvement during every phase of research from planning to reporting. Hence, the researcher planned to share the findings generated with the community, and community involvement was accorded with primacy in making decisions about the research agenda, appropriate method to apply in their context, and use of the results or findings. The findings of this study would then be shared back with the community through gatherings, fora, and conferences.

2.6 Data Analysis

To conduct qualitative research, a researcher had to be prepared to invest a substantial quantity of time and energy in both the data acquisition and data processing phases (Corbin, 2014). Denzin and Lincoln (2013) argued that when conducting qualitative research, the researcher was an instrument of data collection.

One of my responsibilities as a researcher was to function as the interviewer or discussion facilitator. In addition, I was accountable for the data's transcription and encoding. The researcher was the subject's point of contact and communication channel. It was my responsibility in this investigation to gain access to the participants' mental and emotional states. Moreover, according to Sutton and Austin (2015), the primary responsibility of the researcher was to protect the personal information of the participants and ensure their safety and well-being.

As a researcher, my primary responsibility in this study was to ensure ethical rigor. Before, during, and after the conduct of this research, I sought approval from multiple authorities, including the Dean of Graduate School at Rizal Memorial Colleges, to ensure that all procedures were followed and adhered to. Similarly, I protected all information to assure the security of all participants.

As the sole researcher involved in this study, I conducted a virtual in-depth interview and directed participants through the correct interview protocol. Before we began the interview, I first obtained permission to record it so that I could retain a copy. In addition, I interrogated the participants by posing questions and making other inquiries to capture additional data required for the study. Using the meeting application's screen recording feature, I ensured that the totality of the virtual interview was accurately documented in my role as a researcher. This measure was taken to ensure that the responses of every single participant were taken into account during the data transcription procedure.

My responsibilities also included serving as a transcriber. As a transcriber, it was my responsibility to convert recorded data into text by attentively, repeatedly, and meticulously listening to the digital interview recording. This enabled me to confirm that the content had been accurately transcribed and prevent data-related misunderstandings. In addition, the interview could be conducted in the participant's native language so that they could express their thoughts, feelings, and experiences in their entirety. As a result, one of the duties of my position as a researcher was to translate the responses of the participants from their native language to Standard English, the language used in academic research.

In addition, I verified that the transcripts accurately reflected what the participants intended to convey during the virtual interview. This allowed participants to examine the transcriptions of their responses, which was extremely useful during the member-checking procedure. I also served as the primary data analyst because I was the one to analyze the text to comprehend the context and identify the themes that arose from the participants' responses. In addition, the researcher was responsible for ensuring that ethical standards were adhered to when carrying out the aforementioned responsibilities.

Maintaining the ethical standards of the study while adhering to the specified responsibilities and obligations for researchers was always essential and required. This was because maintaining these standards was always essential and vital. In addition, it was necessary to conduct research and evaluate the morality of the plan to successfully complete this assignment.

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2.8 Data Collection

In order to obtain data from the participants, there was a series of steps and protocols that needed to be followed to conduct the study successfully. According to Creswell (2015), qualitative researchers engaged in a series of actions prior to the

conclusion of a research study to acquire data. As a researcher, I had to be familiar with each step of data collection. To achieve fruitful outcomes, the following measures were taken:

In order to conduct this study, I first obtained approval and support from the Dean of the Graduate School and the Research Ethics Committee (REC) of Rizal Memorial Colleges, respectively. Both the letter of support from the Dean and the certificate of approval from the Research Ethics Committee served as evidence that I was authorized to conduct the research project. I then obtained a letter from the Division of Panabo City DepEd office granting permission to conduct the research.

Second, I provided an informed consent form to the elementary teachers and asked for their permission to include them as study participants or key informants. The participants were provided with the information contained in the informed consent form regarding the purpose of the study. I elaborated on the data collection procedure, the confidentiality of their identity, and how the information they provided would be maintained and preserved. Then, the signed assent served as evidence that their participation in the study was voluntary.

After collecting participants' signed informed consent forms, an in-depth interview was conducted using a validated interview guide. The interview was conducted with each participant. The date and time of the interview were determined at the discretion of the participants, and they were reminded of the appointment the day before. The entire interview was recorded in writing and electronically, with the participants' permission. The entire face-to-face interview was conducted with courtesy. Written and recorded data were properly stored and systematically analyzed to answer the research questions.

I immediately conducted the primary analysis and commenced transcription after the interview. In this section of the research, I ensured that the Data Privacy Act was rigorously adhered to in order to protect the privacy and confidentiality of the participants' personal information. In order to eradicate the prospect of bias and erroneous interpretation, all of the information gathered from the participants was handled correctly. After that, I guaranteed the data's security and confidentiality.

3. Results and Discussion

This chapter presents the results generated from the data gathered. It is sequenced based on the objectives of the study as presented in the first chapter. Thus, it presents the extents of instructors' competency-based training in Panabo City; the significant relationship between instructors' competency-based training and academic expectations of college students in Panabo City.

Instructors' Competency Based Training of College Students in Panabo City

Instructional Management. Table 1 shows that the instructors' competency-based training was assessed by the respondents as extensive with a category mean of 3.57, interpreted as oftentimes observed by the students. The mean rating of the different items ranges from 3.15 to 4.22. On one hand, the item Considering different learning styles when preparing the lesson has a mean rating of 3.15, described as moderately extensive and interpreted as sometimes observed by the respondents. On the other hand, the item Our college instructor able to develop goals that are easily translated into classroom objectives reflects a mean of 4.22 described as very extensive and interpreted as always observed by the students in Panabo City.

The result implies that the ability to establish classroom management strategies, implement teaching and learning processes, and assess the process and learning outcomes is oftentimes observed. This supports the idea of that . Adding more, the result is congruent to the view of Nagler et. al (2015) that the goal of classroom management is to provide students more chances to learn everything that for pupils to learn, teachers must arrange students, space, time, and materials. Students should be able to perform to the best of their abilities, enabling kids to adopt proper behavior patterns. In addition, the result is congruent to Tirol's (2015) assertion that positive classroom atmosphere and efficient classroom management construction are crucial objectives for any educators.

Table 1. *Instructors' Competency Based Training in Terms of Instructional Management*

	Statement	Mean	Descriptive Rating
1.	Our college instructor able to develop goals that are easily translated into classroom objectives.	4.22	Very Extensive
2.	Considering students' previous knowledge to plan the activities based on their level	3.24	Moderately Extensive
3.	Considering different learning styles when preparing the lesson.	3.15	Moderately Extensive
4.	Encouraging students to express their thoughts and ideas.	3.43	Extensive

5. Using practical assessment for monitoring students' progress	3.85	Extensive
Mean	3.57	Extensive

Ethics and Integrity. Results on table 2 shows that instructors' competency-based training of college students in terms of practicality got an extensive category mean rating of 3.37 which means that this domain of instructors' competency-based training of students is sometimes observed by the students in North District, Panabo City. The mean rating of the different items ranges from 2.23 to 4.11. The item Establishing moral intentions reflects a mean rating of 2.23 described as less extensive and interpreted as item seldom observed. Meanwhile, the item Setting an example of good behavior for my colleagues to follow shows a rating of 4.11, described as extensive and interpreted as item oftentimes observed by the college students in Panabo City.

The result implies that the set of principles that guide behavior is sometimes observed by the respondents among college institutions in Panabo City. This supports the idea of Guerrero-Dib et. al. (2020) that an academic integrity is much more than avoiding dishonest practices such as copying during exams, plagiarizing or contract cheating; it implies an engagement with learning and work which is well done, complete, and focused on a good purpose – learning. Moreover, the result supports the idea of Jaschik and Lederman (2018) that the most crucial necessity for a teacher is to cultivate a lifetime commitment to integrity in learning and knowledge, as only then will they be able to find ways to uphold integrity in the vastly various situations that each teacher encounters.

Table 2. *Instructors' Competency Based Training in Terms of Ethics and Integrity*

Statement	Mean	Descriptive Rating
1. Making decisions in accordance with ethical values.	3.25	Moderately Extensive
2. Taking initiative and act as guide rather than making complaints.	3.24	Moderately Extensive
3. Setting an example of good behavior for my colleagues to follow.	4.11	Extensive
4. Having the best interest of the group in mind.	4.02	Extensive
5. Establishing moral intentions.	2.23	Less Extensive
Mean	3.37	Moderately Extensive

Self-development. Specifically, instructors' competency-based training of college students in terms of self-development acquired a category mean of 3.26 described as moderately extensive which means that this domain instructors' competency-based training is sometimes observed by the students. The table further reveals that the mean rating of the items ranges from 2.22 to 3.46. It is noteworthy that item Enjoying learning new information has a mean rating of 2.22, described as less extensive, interpreted as item seldom observed while item Having clearly defined goals and work systematically to achieve them has a mean rating of 3.46, described as extensive and interpreted as item oftentimes observed by the college students.

Table 3. *Instructors' Competency Based Training in Terms of Self-development*

Statement	Mean	Descriptive Rating
1. Having clearly defined goals and work systematically to achieve them.	3.46	Extensive
2. Actively striving to be better.	3.02	Moderately Extensive
3. Attending seminars and workshops for professional development.	3.43	Extensive
4. Managing my time well.	3.13	Moderately Extensive
5. Enjoying learning new information.	2.22	Less Extensive
Mean	3.26	Moderately Extensive

The result implies that the personal strengths and characteristics that aid teachers define and make sense of their teaching practice and of themselves as individuals is sometimes observed by the respondents among college institutions in Panabo City. This supports the view of McAllister (2012) that the self or professional development improves teachers' abilities and benefits the whole school. More so, the result supports Lin and Zheng's (2015) idea that future teachers' professional values should be developed with a focus on value priorities, with aims that emphasize the function of cognition and show the knowledge/information component as a field of meanings.

Resource Management. Specifically, instructors' competency-based training in terms of resource management acquired a category mean of 3.49 described as extensive which means that this domain instructors' competency-based training is oftentimes observed in Panabo City. The table further reveals that the mean rating of the items ranges from 3.04 to 4.18. It is noteworthy that item Being well supported in attaining my professional growth has a mean rating of 3.04, described as moderately extensive, interpreted as item is sometimes observed while item Being capable to execute my lessons using the resources provided by the institution has a mean rating of 4.18, described as extensive and interpreted as item sometimes observed by the students.

Table 4. *Instructors' Competency Based Training in Terms of Resource Management*

	Statement	Mean	Descriptive Rating
1.	Working in an environment of trust and cooperation among colleagues.	3.46	Extensive
2.	Having job enrichment process in the institution.	3.29	Moderately Extensive
3.	Being well supported in attaining my professional growth.	3.04	Moderately Extensive
4.	Promoting harmonious relationship among my colleagues.	3.08	Moderately Extensive
5.	Being capable to execute my lessons using the resources provided by the institution.	4.18	Extensive
	Mean	3.49	Extensive

The result implies that the ability to acquire, allocate, and manage the resources such as individuals and their skills, finances and funds, technology, materials and equipment needed for learning is oftentimes observed by the college students. This supports the view of Sukasni and Efendy (2017) that increasing individual productive contributions is what human resource management is all about. In this instance, human resources are assets that must be handled with care and in accordance with the requirements of the teaching institution. On the other hand, the poor quality of education is one of the issues in our educational system.

Lastly, Table 5 shows the summary on instructors' competency-based training among college institutions in Panabo City. It shows that the overall mean of instructors' competency-based training is 3.42 which is described as extensive. It means that the instructors' competency-based training is oftentimes observed. More so, instructors' competency-based training in terms of instructional management acquired the highest mean score of 3.57 described as extensive and interpreted as oftentimes observed, while, instructors' competency-based training in terms of self-development got the lowest mean score of 3.26 described as moderately extensive and interpreted as sometimes observed by the college students.

Table 5. *Summary on Competency-Based Training of College Instructors in Panabo City*

Indicators	Mean	Descriptive Equivalent
Instructional Management	3.57	Extensive
Ethics and Integrity	3.37	Extensive
Self-development	3.26	Moderately Extensive
Resource Management	3.49	Extensive
Overall	3.42	Extensive

This means that the process that provides instructors with the skills and contemporary pedagogical tools they need to better relate to, manage, and instruct their students in a way that assures that all students are engaged and gaining something from the experience is oftentimes observed by the college students. This supports Darling-Hammond's et al. (2017) assertion that training is for promoting an excellent education, inclusiveness, and equity in schools, it is crucial to adequately prepare teachers for the position. Thus, as professionals, teachers must constantly advance their knowledge, acquire the skills necessary to adapt to shifting demands, social contexts, or the school environment, and develop the ability to successfully address a wide range of challenging issues that arise in the field of education.

Academic Expectations of College Students in Panabo City

Learning Interest. Table 6 shows that students' academic expectations in terms of learning interest was described by the college students in Panabo City as moderately extensive with a category mean of 3.31. This means that the students' comprehension strategies are sometimes observed. The mean rating of the different items ranges from 2.72 to 4.13. The item Having study habits shows a mean rating of 2.72, described as less extensive and interpreted as this item seldom observed by the students. Further, the item Participating actively in every discussion in my subjects has a mean rating of 4.13, described as extensive and interpreted as this item oftentimes manifested.

This implies that motivational process that energizes learning and guides academic and career trajectories is sometimes manifested by the students. This finding is congruent to Asvio's et al. (2017) idea that interest serves as a basis for getting involved and taking part in a program. It has an important role in encouraging someone to do something actively. In addition, the result is in line with the idea of Slameto (2010) that being interested in learning contributes greatly to the success of learners' academic expectations.

Table 6. *Academic Expectations of College Students in Terms of Learning Interest*

	Statement	Mean	Descriptive Rating
1.	Enjoying learning in my chosen course in college.	3.12	Moderately Extensive
2.	Being motivated to go to school every day.	3.42	Extensive
3.	Participating actively in every discussion in my subjects.	4.13	Extensive
4.	Having study habits.	2.72	Moderately Extensive
5.	Performing the task with an exemplary remark during my class.	3.18	Moderately Extensive
	Mean	3.31	Moderately Extensive

Peer Support. This domain students' academic expectations in terms of peer support as shown in Table 7 reflects as moderately extensive category mean of 3.33 which means that it is sometimes manifested by the students. Notably, the mean ratings of the different items range from 2.85 to 3.78. The table further reveals that the item Talking my problems with my friends has a mean rating of 2.85 described as moderately extensive and interpreted as item sometimes manifested by the students. Meanwhile, the item Being well supported in everything I do has mean rating of 3.78 described as extensive and interpreted as students' academic expectations is oftentimes observed.

This implies that the education method that helps students solidify their knowledge by teaching each other is sometimes manifested by the students. This finding is congruent to Curren and Wexler's (2016) idea that programs for peer support assist students in enhancing their feeling of well-being, social competence, and health-related habits. In addition, the result is congruent to the view of Berger's et. al. (2018) that peer support initiatives that are thoughtfully implemented increase the efficiency of school counseling initiatives and allow for increased service extension and outreach. By boosting outreach and increasing student awareness of services, peer support programs can improve the efficacy of school counseling programs. Peer assistance can have a good impact on the school and community with careful selection, instruction, and supervision.

Table 7. *Academic Expectations of College Students in Terms of Peer Support*

	Statement	Mean	Descriptive Rating
1.	Getting the emotional help and support I need from my family.	3.26	Moderately Extensive
2.	Having friends and classmates with whom I can share my joys and sorrows.	3.45	Extensive
3.	Talking my problems with my friends.	2.85	Moderately Extensive
4.	Having a family that are willing to help me make decisions.	3.31	Moderately Extensive
5.	Being well supported in everything I do.	3.78	Extensive
	Mean	3.33	Moderately Extensive

Student's Conduct. This domain as shown in Table 8 has a category mean of 3.10 described as moderately extensive and interpreted that this domain of students' academic expectations is sometimes manifested in Panabo City. Adding on, the mean ratings of the different items range from 2.10 to 3.89. Specifically, the item Paying attention on how carry myself has a mean rating of 2.10 described as less extensive and interpreted as item seldom manifested by the college students. The item Thinking

things out before speaking reflects a mean rating of 3.89 described as extensive and interpreted as item oftentimes manifested by the college students in Panabo City.

This implies that the extent in which students express themselves in a way that is respectful to all individuals is sometimes manifested. This finding is congruent to Roehling's et al. (2011) assertion that a key component of involving students is maintaining good discipline. The millennial age makes up most today's middle school kids, and they are continuously looking for interaction. Also, this is similar to the findings of Williams' et al (2019) idea that students' conduct includes respecting the rights of others to comment and participate fully in class. Hence, classroom misconduct is any behavior which disrupts or interferes with the learning environment.

Table 8. *Academic Expectations of College Students in Terms of Student's Conduct*

	Statement	Mean	Descriptive Rating
1.	Following the rules and regulation of the school.	3.35	Moderately Extensive
2.	Respecting everyone in school.	3.62	Extensive
3.	Thinking things out before speaking.	3.89	Extensive
4.	Paying attention on how carry myself.	2.10	Less Extensive
5.	Showing interest in school activities.	2.56	Less Extensive
	Mean	3.10	Moderately Extensive

Schema. This domain as shown in Table 9 has a category mean of 3.71 described as extensive and interpreted that this domain of students' academic expectations is oftentimes manifested by the college students. Adding on, the mean ratings of the different items range from 3.27 to 4.29. Specifically, the item Connecting previous knowledge from the current lesson with mean rating of 3.27 described as moderately extensive and interpreted as item sometimes manifested by the students. Being able to understand more if I use my previous experience as reference of my learnings has a mean rating of 4.29 described as very extensive and interpreted as item always manifested by the students in Panabo City.

Table 9. *Academic Expectations of College Students in Terms of Schema*

	Statement	Mean	Descriptive Rating
1.	Connecting previous knowledge from the current lesson.	3.27	Moderately Extensive
2.	Relating new information to the background knowledge in my mind to understand it.	3.42	Extensive
3.	Using my common sense and previous knowledge to predict the main ideas of our lesson.	3.74	Extensive
4.	Being able to understand more if I use my previous experience as reference of my learnings.	4.29	Very Extensive
5.	Being capable of creating new things by comparing it to my past experiences.	3.85	Extensive
	Mean	3.71	Extensive

This implies that the prior knowledge is oftentimes manifested. This finding is congruent to Hattie and Yates' (2014) proposition that one of the most significant influences on learning is prior knowledge. Adding more, the result supports Putwain's et al. (2019) that learning activities allow teachers the chance to address each student's knowledge level individually while assisting students in learning successfully and constantly between sessions. Individual factors like motivation can explain whether and to what extent students participate in such activities.

Lastly as shown in the Table 10 is the summary on the academic expectations of college students in Panabo City. As shown in the table, students' academic expectations obtained an overall mean score of 3.36 with a descriptive rating of moderately extensive and interpreted as sometimes manifested by the college students in Panabo City. Adding more, results on Table10 show that academic expectations of students in terms of schema acquired the highest mean score of 3.71 described as extensive and interpreted as oftentimes manifested, while students' academic expectations in terms of student's conduct acquired the lowest mean score of 3.10 described as moderately extensive and interpreted as sometimes manifested by the college students in Panabo City.

Table 10. *Summary of Academic expectations of College Students in Panabo City*

Indicators	Mean	Descriptive Equivalent
Learning Interest	3.31	Moderately Extensive
Peer Support	3.33	Extensive

Student's Conduct	3.10	Moderately Extensive
Schema	3.71	Extensive
Overall	3.36	Moderately Extensive

The result indicates that the academic expectations of a students that are relevant to the goals of the organization is sometimes manifested in North District, Panabo City. This finding agrees with the view of Narad and Abdullah (2016) that academic performance is the knowledge acquired that is evaluated by a teacher using marks and/or educational goals set by students and teachers to be attained over a given amount of time. Also, this supports the view of Farooq et. al. (2011) that students' academic success serves as a foundation for information acquisition and the development of skills. The academic performance of students is also highlighted by Farooq et al. (2011) as the top priority of all educators. Singh et al. (2016) noted that educators have focused a lot of attention on factors that affect students' ability to achieve academically.

Relationship Between Instructors' Competency-Based Training and Academic expectations of College Students in Panabo City

The results on the analysis on the relationship between instructors' competency-based training and academic expectations of college students in Panabo City are presented. Bivariate correlation analysis using Pearson Product Moment Correlation was utilized to determine the relationship between the variables mentioned. Table 11 shows the relationships between instructors' competency-based training and school-based management participation in Sta. Cruz North District, Davao del Sur. It shows that instructors' competency-based training has a significant positive relationship with the academic expectations of college students in Panabo City with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = .964$, $p < 0.05$). It means that as the extent of instructors' competency-based training changes, the extent of academic expectations of college students also significantly changes.

Moreover, the table also shows that instructors' competency-based training in terms of meaning, competence, self-determination, and impact obtained are significantly correlated with academic expectations of college students in Panabo City with p-values of .000 that is less than .05 level of significance (two-tailed) ($r = .756$, $p < 0.05$), ($r = .823$, $p < 0.05$), ($r = .992$, $p < 0.05$), and ($r = .547$, $p < 0.05$), respectively. This leads to the rejection of the null hypothesis of no significant relationship between instructors' competency-based training and academic expectations of college students in Panabo City.

This supports the view of Francom et al. (2021) that timely training support for teachers is even more crucial during uncertain times like what happened during the pandemic because it may not only help to ensure that their teaching practices run well but also aid to maintain their mental health and lessen symptoms of burnout. Likewise, the result agrees with the idea of Boudersa (2016) that teacher training is very important to meet the advancements in education not only in teaching but in assessment as well. Teacher training programs have the capacity to prepare instructors to the point where they have a beneficial impact on students' lives outside of the classroom (Pisani et. al, 2022).

Table 11. *Relationship Between Instructors' Competency-Based Training and Academic Expectations of College Students in Panabo City*

Variables	Academic Expectations			
	r-value	p-value	Interpretation	Decision
Instructional Management	0.756*	0.000	Significant	Reject H_0
Ethics and Integrity	0.823*	0.000	Significant	Reject H_0
Self-development	0.992*	0.000	Significant	Reject H_0
Resource Management	0.547*	0.000	Significant	Reject H_0
Overall Competency-Based Training	0.964*	0.000	Significant	Reject H_0

*Significant @ $p < 0.05$

Influence of Instructors' Competency-Based Training on the Academic Expectations of College Students in Panabo City

The significance on the influence of instructors' competency-based training on academic expectations of college students in Panabo City was analyzed using multiple linear regression analysis. The Table 12 shows that when instructors' competency-based training in terms of meaning, competence, self-determination, and impact are considered as predictors of academic expectations of college students in Panabo City, the model is significant as evident on F-value of 343.711 with $p < 0.05$. It is therefore stated that instructors' competency-based training predicts the academic expectations of college students in Panabo City. Meanwhile, the computed adjusted R^2 value of 0.972 indicates that instructors' competency-based training has contributed significantly in the variability of academic expectations of college students in Panabo City by 97.20% from the total

variability. Therefore, the difference of 2.80% was credited to other factors not covered in this study.

Table 12. *Influence of Instructors' Competency-Based Training on the Academic Expectations of College Students in Panabo City*

<i>Instructors' Competency-Based Training</i>	<i>Academic Expectations</i>				
	B	Beta	S.E	p-value	Decisions
Instructional Management	.648*	.659	.083	.000	Reject H ₀
Ethics and Integrity	-.013	-.012	.079	.868	Accept H ₀
Self-development	-.059	-.057	.107	.583	Accept H ₀
Resource Management	.240*	.234	.060	.000	Reject H ₀
R ²	= 0.972				
F-value	= 343.711*				
p-value	= 0.000				

***Significant @ $p < 0.05$**

In addition, table shows that there are domains of instructors' competency-based training that significantly influence the academic expectations of college students in Panabo City. This table also indicates that only instructional management and resource management are significant when considered as predictors of academic expectations. This means that the extents of academic expectations of college students increases by 0.648 and 0.240 for each unit increase in instructors' competency-based training. Thus, this leads to the rejection of null hypothesis that none of the domains of instructors' competency-based training significantly influence the academic expectations of college students in Panabo City.

This is in consonance with the study of Liu and Phelps (2020) that one way in which teachers' competency based-training needs to improve teaching and learning is by failing to bring about changes in teachers' knowledge and understanding. According to Copur-Gencturk and Papakonstantinou (2016) this might happen because the knowledge provided by the competency-based training is inaccurate or irrelevant, or as longitudinal research with teachers has documented because new learning tends to be forgotten over time. Acknowledging that quality teaching is imperative for student achievement, governments and educational accrediting bodies enact policies designed to improve teacher quality (Witte & Jansen, 2015).

Lastly, the finding corroborates with Gibbs (1988) Theory of Reflective Cycle which give structure to learning from experience and training. Accordingly, the theory offers a framework for examining experiences, and given its cyclic nature lends itself particularly well to repeated experiences, allowing you to learn and plan from things that either went well or didn't go well. In educational context, the theory give emphasis on the idea that reflective teaching involves examining one's underlying beliefs about teaching and learning and one's alignment with actual classroom practice before, during and after a course is taught. When teaching reflectively, instructors think critically about their teaching and look for evidence of effective teaching.

4. Conclusions and Recommendations

This part of the paper presents the conclusion and recommendation of the researcher. The discussion is supported by the literature presented in the first chapters and the conclusion is in accordance with statements of the problem presented in this study.

Summary of the Findings

The primary objective of this study was to evaluate which domains of instructors' competency-based training and academic expectations of college students utilizing non-experimental quantitative design using descriptive-correlation technique. The researcher selected the 165 private tertiary education institutions in Panabo City as the respondents through stratified random sampling method. The researcher made use of modified and enhanced adapted survey questionnaires which was pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument.

College instructors' competency-based training in Panabo City got an overall mean of 3.42 with extensive descriptive rating. Also, college instructors' competency-based training in terms of instructional management; ethics and integrity; self-development; and resource management obtained the mean scores of 3.57, 3.37, 3.26, and 3.49, respectively.

Academic expectations of college students in Panabo City has an overall mean of 3.36 with a moderately extensive descriptive rating. Also, in students' academic expectations in terms of learning interest, peer support, student's conduct, and schema obtained the mean scores 3.31, 3.33, 3.10, and 3.71, respectively.

The result showed instructors' competency-based training has a significant positive relationship with the academic expectations of college students in Panabo City with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = .964$, $p < 0.05$).

Instructors' competency-based training in terms of instructional management and resource management significantly influenced the academic expectations of college students in Panabo City as evident on the F-value of 343.711 and $p < 0.05$. The r^2 value of 0.972 indicated that instructors' competency-based training in terms of meaning and impact have contributed significantly to the variability of academic expectations of college students in Panabo City by 97.20% from the total variability.

Conclusions

Based on the findings of this study several conclusions were generated:

Instructors' competency-based training in Panabo City was extensive. Meanwhile, instructors' competency-based training in terms of instructional management, ethics and integrity, self-development, and resource management obtained extensive descriptive rating. It implies that the instructors' competency-based training is oftentimes observed.

Academic expectations of college students in Panabo City were rated as moderately extensive. Students' academic expectations of private tertiary education institution in Panabo City in terms of learning interest, peer support, student's conduct, and schema belong to moderately extensive rating. The result indicates that the students' academic expectations is sometimes manifested.

The result showed instructors' competency-based training has a significant positive relationship with the academic expectations of college students in Panabo City. This means that as the extent of the instructors' competency-based training changes, academic expectations of college students in Panabo City also significantly changes.

Instructors' competency-based training significantly influenced the academic expectations of college students in Panabo City. Moreover, instructors' competency-based training in terms of instructional management and resource management significantly influence the academic expectations of college students in Panabo City. This affirmed that is an undeniable factor that improves academic expectations of college students in Panabo City.

Recommendations

Based on the findings and conclusions generated from the study, the researcher recommends the following:

Department of Education should evaluate what training is essential for the instructors' need in the selected college institutions, and execute it well. Evaluating key areas and the need for training is mandatory. The execution of the training and development is a necessity because of its impact on the involvement of change management in the educational processes.

School administrators should use various tools to assess the capabilities of the teaching and non-teaching force. Therefore, it is recommended that school administrators adopt a pay-for-performance culture in their organizations to boost the productivity of employees. From my perspective, this might encourage employees to work harder and thus improve their capacity to adapt to changes and innovations.

College instructors should continually engage themselves to professional development activities. Continuous competency-based training adds new knowledge to the teacher's skill set and deepens the competency of the areas where the teacher is already productive. Realizing how to improve teacher professional development will not only improve the teacher but the student as well.

The Department of Education should encourage teachers to continually search for motivational strategies that may involve students in private schools for improving their entire practice. Students may be provided with sufficient emotional and academic support. Students are advised to develop self-esteem and positive self-concept enhancement programs. This means that the students may actively participate in the class not only to get good grades but to address their curiosity.

Lastly, researchers should conduct further analysis on the factor that influence the academic expectations of college students in Panabo City since teacher empowerment only contributed 97.20% for the total variability.

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