Competencies of Faculty in Higher Education Institutions (HEIs); Basis for an Enhanced Faculty Development Plan

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Abstract — This research study aimed to determine the Competencies of Faculty in Higher Education Institutions. This study used descriptive research study using quantitative correlation design with survey-questionnaire as the research tool for gathering data pertinent to the Professional Traits, Professional Qualities, Professional Teaching Knowledge, Professional Teaching Skills and Professional Engagement. The respondents of this study were the College of Hospitality and Tourism Management of Urdaneta City University. The statistical tool used in this study were Frequency and Percentage, Weighted Mean, Pearson-R Correlation and Paired T-test. The findings revealed in terms of the Professional Traits of the College of Hospitality and Tourism Management of the Urdaneta City University it shows that, majority of the faculty members are still pursuing their Master's degree in Business Administration, they were Instructors by academic ranking, they were regular permanent as status of appointment and working for almost 5 years in service. In terms of Seminars, Webinars, Trainings and Workshops at international, national, local and institutional it shows there is a limited number of participation specifically at international level In terms of Professional Qualities, Professional Teaching Knowledge, Professional Teaching Skills and Professional Teaching Engagement of the respondents in Higher Education Institution in the College of Hospitality and Tourism Management of Urdaneta City University was Practiced and it implicates that the subject instructors perform the activity described in the item 80-89 percent of the time. Furthermore, there is a high positive relationship between the Professional Traits of the respondents and the level of competencies as perceived by the respondents. There is a moderately positive between the Professional Qualities of the respondents and the level of competencies as perceived by the respondents. There is no significant difference on the Professional Qualities as perceived by the respondents and immediate supervisor There is no significant difference on the level of competencies as perceived by the respondents and immediate supervisor.

Keywords — Competencies, Faculty, Professional Traits, Professional Qualities, Professional Teaching, Knowledge, Practice and Engagement.

I. Introduction

Faculty members in higher education institutions plays a significant role in developing the cognitive, psychomotor and affective domain of the learners based on the prescribed curriculum. Higher Education Institutions around the world sets a minimum professional standard, qualifications and competencies of the educators handling various field of specialization.

You'll need a good degree in a subject that's relevant to what you want to lecture. For almost all disciplines, you'll also need a PhD in a related area (University of Chester,2022). In the United States of America for open professorial positions, most colleges and universities make no bones about the fact that they prefer previous teaching experience, complementary work experience and a desire to acquire a Ph.D. (Wroblewskifor, 2020).

In addition, the Commission on Higher Education (CHED) of the Philippines specified that the quality of education lies on the qualifications and competencies of the faculty. With this, the agency mandated that the faculty members should possessed a minimum requirement of master's degree in their field of expertise.

Literature Review

The professional characteristics of college teachers more often begin to include the combination of personal and professional qualities and applied self-regulation skills, which are capable to define the level of personal and professional growth development (Abykanovaa et al., 2016). The concept of higher education has changed throughout the world, and a new paradigm is being adopted that seeks to develop students' general competencies along with their specific knowledge. Employers seek graduates who possess not only excellent knowledge of subject matter, but also additional competencies that indicate their ability to successfully confront problems and continue acquiring knowledge throughout their working life. University teachers play a key role in making possible this competence-based learning model. It is for this reason that it is crucial to listen to their opinions and consider their needs in this respect (Velasco et al., 2014).

In order to prepare tomorrow's professionals for challenging and rewarding careers, the role of faculty in higher education is of exceptional importance. A professional teacher should possess essential competencies that develop as a result of changing needs of our educational community, diversity of students groups and rapid industrial growth (ShobhaShankar et al., 2019) The research competence of academic staff of universities is the most important factor to gain the research funding, needful consultancy and opportunity to recruit the competent students for sustainable output (Srivastava et al., (2017). The College instructors who are TCP graduates or 18 units in professional education are at par in the level of teaching competencies with that of the Baccalaureate Education graduates (Tanguihan, 2016). In the Commission of Higher Education (CHED) of the Philippines Memorandum No. 62, Series of 2017 for the BS in Hospitality and BS Tourism Program specified that the minimum qualification of the faculty members should have at least a Master's Degree holder either in Tourism, HRM/HM or any of the indicated Allied Programs, must have a Bachelor's degree in Hospitality or related fields either in the undergraduate or graduate studies; with at least one (1) year experience in the tourism and hospitality industry.

Based on the afore cited literatures, it implicated certain professional qualification, competencies and characteristics that the faculty members in higher education institutions should fulfill in order to efficiently and effectively deliver its role in terms of professional knowledge,

professional practice and professional engagement in the teaching profession. Furthermore, the researcher discovered that there is a limited study about assessing the competencies of the faculty members in the Higher Education Institutions (HEIs) in the Philippines. Most of the studies about the competencies of the faculty members in the Higher Education Institutions (HEIs) available are conducted from other countries.

Therefore, the purpose of this study was to identify the status of the faculty members in the Higher Education Institutions (HEIs) specifically in the College of Hospitality and Tourism Management of Urdaneta City University in terms of the Professional Characteristics of the respondents in terms of Professional Traits such as Highest Educational Attainment, Academic Rank, Status of Appointment, Length of Service and Seminars Attended. Also, to determine the Professional Qualities and level of competencies as rated by the respondents and immediate supervisor as to Professional Teaching Knowledge, Professional Teaching Practice, and Professional Teaching Engagement. This study is anchored on the adult learning theory which describes how adults learn (professionals). It provides an instruction to the trainer to design learning programs that will meet the needs of professionals at each phase of their career path. The aim of adult learning theory is to show how adult learning is distinct and identify which learning styles are best suitable for them (Mainu, 2019). Through this, it would be the basis to propose a faculty enhanced development plan for the faculty members to meet the minimum qualifications in consonance with the CHED Memorandum No. 62, Series of 2017.

II. Methodology

The researcher utilized descriptive research study using quantitative correlation design to obtain appropriate information on the Competencies of Faculty in Higher Education Institutions in the Urdaneta City University. In correlational design the researcher used the correlational statistic to describe and measure the degree or association or relationship between two or more variables or sets of scores (Creswell, 2012).

The questionnaire will be administered to the Faculty Deans, Program Heads and faculty members who belongs to the College of Hospitality and Tourism Management in the Urdaneta City University. There were 23 respondents of this study which include the dean, program heads and faculty members. There was no specific category on how the respondents chosen as long as they belong to the College of Hospitality and Tourism Management in the Urdaneta City University.

The main instrument used in the collection of data in this study is a survey questionnaire. It includes the Professional Traits of the respondents in Higher Education Institution in the Urdaneta City University in terms of Professional Traits such as Highest Educational Attainment, Academic Rank, Status of Appointment, Length of Service and Seminars Attended, the Professional Qualities of the respondents in Higher Education Institution in the Urdaneta City

University and the level of competencies as rated by the respondents and immediate supervisor as to Professional Knowledge, Professional Practice, and Professional Engagement.

Prior the distribution of the research instrument, the researcher conducted pilot testing to test the reliability of the research instrument. Using Statistical Software SPSS, it came out that the reliability statistics was 0.978 of Cronbach's Alpha. This means that the internal consistency was excellent. Based on the Cronbach's alpha rule of thumb of results, value α >0.9 indicates excellent.

Then a letter of request to float the survey questionnaire to the Dean of the College of Hospitality and Tourism Management of the Urdaneta City University. Upon the approval of the letter, the questionnaire immediately distributed by the researcher to the respondents within the scope of the study.

The data gained from the respondents were systematically recorded by the researcher to interpret the acquire data. The quantified data will be translated into descriptive statistical values, such as frequency counts, ranking, percentages, and weighted mean. To answer the Professional Qualities of the respondents in Higher Education Institution in the Urdaneta City University and the level of competencies as rated by the respondents and immediate supervisor as to Professional Teaching Knowledge, Professional Teaching Practice, and Professional Teaching Engagement. Below is the scales and arbitrary points were used to compute for the respondents' answers.

Scale	Statistical Limits	Descriptive Equivalent	Symbol	Description
5	4.20- 5.00	Highly Practiced	HP	The subject instructor performs the activity described in the item 90-100 percent of the time.
4	3.40-4.19	Practiced	P	The subject instructor performs the activity described in the item 80-89 percent of the time.
3	2.60-3.39	Moderately Practiced	MP	The subject instructor performs the activity described in the item 60-69 percent of the time.
2	1.80- 2.59	Somewhat Practiced	SP	The subject instructor performs the activity described in the item 50-59 percent of the time.
1	1.00-1.79	Never Practiced	NP	The subject instructor performs the activity described in the item less than 50 percent of the time.

To test if there is a significant relationship between the Professional Traits of the respondents and the level of competencies as perceived by the respondents and to test if there is a significant relationship between the Professional Qualities of the respondents and the level of

competencies as perceived by the respondents; the researcher used Pearson r Correlation of statistical software SPSS.

To test the significant difference on the Professional Qualities as perceived by the respondents and immediate supervisor and to test the significant difference on the level of competencies as perceived by the respondents and immediate supervisor; the researcher used Paired T-Test of statistical software SPSS.

III. Results and Discussion

Table 1.1.1: Highest Educational Attainment of the College of Hospitality Management Faculty Members
N=15

Highest Educational Attainment	f	%
Ph.D./DHM/DBA	1	6.67
Ph.D./DHM/DBA with earned units	3	20
MBA/MS/MA	4	26.67
MBA/MS/MA with earned units	7	46.67
Total	**15**	**100**

Presented in Table 1.1.1 is the Professional Traits of the College of Hospitality Management Faculty Members in terms of Highest Educational Attainment. It showed that 46.67% or 7 respondents were master's degree with earned units in Business Administration, 26.67% or 4 respondents were full-pledged master's degree holder in Business Administration, 20% or 3 respondents were with earned units in Doctorate of Philosophy in International Hospitality Management, Doctorate in Hospitality Management and Doctorate of Business Administration and 6.67 % or 1 respondent was a full-pledged doctorate degree in Business Administration. It implies that majority of the faculty members of the College of Hospitality Management of the Urdaneta City University are pursuing their Master's degree in Business Administration.

Table 1.1.2: Highest Educational Attainment of the College of Tourism Management Faculty Members
N=8

Highest Educational Attainment	f	%
Ph.D./DHM/DBA	1	12.50
Ph.D./DHM/DBA with earned units	1	12.50
MBA/MS/MA	2	25
MBA/MS/MA with earned units	4	50
Total	8	100

As discussed in Table 1.1.2 is the Professional Traits of the College of Tourism Management Faculty Members in terms of Highest Educational Attainment. It portrayed that 50% or 4 respondents were master's degree with earned units in Business Administration, 25% or 2 respondents were full-pledged master's degree holder in Business Administration, 12.50% or 1 respondent was with earned units of Doctorate in Hospitality Management and 12.50 % or 1 respondent was a full-pledged doctorate degree in Philosophy in Educational Management. It indicates that majority of the faculty members of the College of Tourism Management of the Urdaneta City University are pursuing their Master's degree in Business Administration.

Table 1.2.1: Academic Rank of College of the Hospitality Management Faculty Members
N=15

Academic Rank	F	%
Instructor	7	46.67
Instructor I	2	13.33
Instructor II	3	20
Instructor III	2	13.33
Assistant Professor I	0	0
Assistant Professor II	1	6.67
Total	15	100

Illustrated in Table 1.2.1 is the Professional Traits of the College of Hospitality Management Faculty Members in terms of Academic Rank. It shows that 46.67 % were Instructor, while Instructor I and Instructor III got an equal percentage of 13.33%, and 20% were Instructor

II, 6.67% was Assistant Professor II. It indicates that majority of the faculty members of the College of Hospitality Management of the Urdaneta City University; were Instructors.

Table 1.2.2: Academic Rank of College of the Tourism Management Faculty Members
N=8

Academic Rank	f	%
Instructor	4	50
Instructor I	1	12.50
Instructor II	1	12.50
Instructor III	0	0
Assistant Professor I	1	12.50
Assistant Professor II	0	0
Total	8	100

As shown in Table 1.2.1 is the Professional Traits of the College of Tourism Management Faculty Members in terms of Academic Rank. It indicated that 50 % were Instructor, while Instructor I, II and Assistant Professor got the same percentage of 12.50%. It means that majority of the faculty members of the College of Tourism Management of the Urdaneta City University; were Instructors.

Table 1.3.1: Status of Appointment of the College of Hospitality Management Faculty Members
N=15

Status of Appointment	f	%
Permanent Regular	8	53.33
Casual	1	6.67
Part-time	6	40
Total	15	100

Table 1.3.1 presented the Professional Traits of the College of Hospitality Management Faculty Members in terms of Status of Appointment. It presents that 53.33% were Permanent Regular, 40% were Part-time and 6.67% was Casual. It means that most of the College of Hospitality Management Faculty Members were regular permanent.

Table 1.3.2: Status of Appointment of the College of Tourism Management Faculty Members

N=8

Status of Appointment	f	%
Permanent Regular	4	50
Casual	0	0
Part-time	4	50
Total	8	100

Table 1.3.2 discussed the Professional Traits of the College of Tourism Management Faculty Members in terms of Status of Appointment. It illustrates that the Permanent Regular and Casual Status of Appointment both got the same percentage of 50%. It means that the College of Tourism Management Faculty Members were had both number of Permanent Regular and Part-time.

Table 1.4.1: Length of Service of the College of Hospitality Management Faculty Members

N=15

Length of Service	f	%
Below 1 year	1	6.67
1 year to below 5 years	12	80
5 years to below 10 years	1	6.67
10 years to below 15 years	1	6.67
15 years above	0	0
Total	15	100

Table 1.4.1 presented the Professional Traits of the College of Hospitality Management Faculty Members in terms of Length of Service. It indicates that 80% were 1 year to below 5 years in service, while Below 1 year in service, 5 years to below 10 years in service, and 10 years to below 15 years in service occurred the same percentage of 6.67%. It means that majority of the College of Hospitality Management Faculty Members were working for almost 5 years in service.

Table 1.4.2: Length of Service of the College of Tourism Management Faculty Members
N=8

Length of Service	f	%
Below 1 year	2	25
1 year to below 5 years	5	62.50
5 years to below 10 years	0	0
10 years to below 15 years	1	6.67
15 years above	0	0
Total	8	100

Table 1.4.2 presented the Professional Traits of the College of Tourism Management Faculty Members in terms of Length of Service. It indicates that 62.50% were 1 year to below 5 years in service, 25% were blow 1 year in service, and 6.67 was 10 years to below 15 years in service. It implies that most of the College of Tourism Management Faculty Members were working for almost 5 years in service.

Table 1.5.1: Seminars, Webinars, Trainings and Workshops attended in the last two years of the College of Hospitality Management Faculty Members at International Level
N=15

International Level	f	%
1-5	2	13.33
6-10	0	0
11 above	0	0
None	13	86.67
Total	15	100

Table 1.5.1 presented the Professional Traits of the College of Hospitality Management Faculty Members in terms of Seminars, Webinars, Trainings and Workshops attended in the last two years at International Level. It shows that 86.67% were not having any international Seminars, Webinars, Trainings and Workshops. While 13.33% has joined 6-10 international Seminars, Webinars, Trainings and Workshops. It means that majority of the respondents didn't participated in any international Seminars, Webinars, Trainings and Workshops.

Table 1.5.2: Seminars, Webinars, Trainings and Workshops attended in the last two years of the College of Hospitality Management Faculty Members at National Level
N=15

National Level	f	%
1-5	15	100
6-10	3	0
11 above	0	0
None	0	0
Total	**15**	**100**

Table 1.5.2 presented the Professional Traits of the College of Hospitality Management Faculty Members in terms of Seminars, Webinars, Trainings and Workshops attended in the last two years at National Level. It showed that 100 % of the College of Hospitality Management Faculty Members actively occurred 1-5 Seminars, Webinars, Trainings and Workshops.

Table 1.5.3: Seminars, Webinars, Trainings and Workshops attended in the last two years of the College of Hospitality Management Faculty Members at Local Level
N=15

Local Level	f	%
1-5	12	80
6-10	3	20
11 above	0	0
None	0	0
Total	**15**	**100**

Table 1.5.3 presented the Professional Traits of the College of Hospitality Management Faculty Members in terms of Seminars, Webinars, Trainings and Workshops attended in the last two years at Local Level. It portrays that 80% has obtained 1-5 Seminars, Webinars, Trainings and Workshops while 20% has occurred 6-10 Seminars, Webinars, Trainings and Workshops.

Table 1.5.4: Seminars, Webinars, Trainings and Workshops attended in the last two years of the College of Hospitality Management Faculty Members at Institutional Level
N=15

Institutional Level	f	%
1-5	0	0
6-10	15	100
11 above	0	0
None	0	0
Total	**15**	**100**

Table 1.5.4 presented the Professional Traits of the College of Hospitality Management Faculty Members in terms of Seminars, Webinars, Trainings and Workshops attended in the last two years at Institutional Level. It reflects that 100% garnered 6-10 Seminars, Webinars, Trainings and Workshops.

Table 1.6.1: Seminars, Webinars, Trainings and Workshops attended in the last two years of the College of Tourism Management Faculty Members at International Level
N=8

International Level	f	%
1-5	2	20
6-10	0	0
11 above	0	0
None	6	80
Total	**8**	**100**

Table 1.6.1 presented the Professional Traits of the College of Tourism Management Faculty Members in terms of Seminars, Webinars, Trainings and Workshops attended in the last two years at International Level. It shows that 80% were not having any international Seminars, Webinars, Trainings and Workshops. While 20% has joined 1-5 international Seminars, Webinars, Trainings and Workshops. It means that majority of the respondents didn't participated in any international Seminars, Webinars, Trainings and Workshops.

Table 1.6.2: Seminars, Webinars, Trainings and Workshops attended in the last two years of the College of Tourism Management Faculty Members at National Level
N=8

National Level	f	%
1-5	8	100
6-10	0	0
11 above	0	0
None	0	0
Total	**8**	**100**

Table 1.6.2 presented the Professional Traits of the College of Tourism Management Faculty Members in terms of Seminars, Webinars, Trainings and Workshops attended in the last two years at National Level. It showed that 100 % of the College of Tourism Management Faculty Members actively engaged 1-5 Seminars, Webinars, Trainings and Workshops.

Table 1.6.3: Seminars, Webinars, Trainings and Workshops attended in the last two years of the College of Tourism Management Faculty Members at Local Level
N=8

Local Level	f	%
1-5	5	62.50
6-10	3	37.50
11 above	0	0
None	0	0
Total	**8**	**100**

Table 1.6.3 presented the Professional Traits of the College of Tourism Management Faculty Members in terms of Seminars, Webinars, Trainings and Workshops attended in the last two years at Local Level. It portrays that 62.50% has obtained 1-5 Seminars, Webinars, Trainings and Workshops while 37.50% has occurred 6-10 Seminars, Webinars, Trainings and Workshops.

Table 1.6.3: Seminars, Webinars, Trainings and Workshops attended in the last two years of the College of Tourism Management Faculty Members at Institutional Level
N=8

Institutional Level	f	%
1-5	0	0
6-10	8	100
11 above	0	0
None	0	0
Total	8	100

Table 1.6.3 presented the Professional Traits of the College of Tourism Management Faculty Members in terms of Seminars, Webinars, Trainings and Workshops attended in the last two years at Institutional Level. It reflects that 100% garnered 6-10 Seminars, Webinars, Trainings and Workshops.

Table 2: Professional Qualities
N=23

Attributes	Weighted Mean	Verbal Interpretation	Ranking
The instructor…			
provide effective communications to the learners and colleagues	3.74	P	5.5
listen carefully to the ideas, concerns and feelings of the learners	3.83	P	3.5
open for collaboration with Colleagues, Deans, Program heads and immediate superior for the better improvement of the learners	4.13	P	1
able to adapt trends in field of education	3.74	P	5.5
able to engage learners with humor to make the class more interactive	3.96	P	2
show empathy to understand the feelings of the learners and Colleagues.	3.83	P	3.5
have strong patience in every situation specifically in terms of professional aspects	3.74	P	5.5

ensure to educate learners based on a real-life situation	3.83	P	3.5
willingness to share best practices with colleagues in the field of teaching.	3.74	P	5.5
dedicated to undergo lifelong learning	3.83	P	3.5
Average Weighted Mean	**3.84**	**P**	

Legend of the Verbal Interpretation of the Weighted Mean:
(4.21 - 5.00) HIGHLY PRACTICED (HE), (3.41 - 4.20) PRACTICED (P), (2.61 - 3.40) MODERATELY PRACTICED (MP), (1.81 - 2.60)   SOMEWHAT PRACTICED (SP), (1.00 - 1.80) NEVER PRACTICED (NP)

Interpreted in Table 2, is the mean summary of the Professional Qualities of the respondents in Higher Education Institution in the College of Hospitality and Tourism Management of Urdaneta City University using five-point Likert scale. Based on the weighted mean scores the majority of the respondents' responses 'practiced' that the instructor is open for collaboration with Colleagues, Deans, Program heads and immediate superior for the better improvement of the learners, it has weighted mean of 4.13 and ranks first among the categories. Second, respondents' responses 'practiced' that the instructor able to engage learners with humor to make the class more interactive, it has a weighted mean of 3.96 and ranks second among the categories. Next respondents' responses 'practiced' that the instructor listen carefully to the ideas, concerns and feelings of the learners, the instructor show empathy to understand the feelings of the learners and Colleagues, the instructor ensure to educate learners based on a real-life situation and the instructor dedicated to undergo lifelong learning, these categories has a weighted mean of 3.83 and ranks third among the categories. Last, respondents' responses 'practiced' that the instructor provides effective communications to the learners and colleagues, the instructor able to adapt trends in field of education, the instructor has strong patience in every situation specifically in terms of professional aspects and the instructor has willingness to share best practices with colleagues in the field of teaching, these categories has a weighted mean of 3.74 and ranks last among the categories. The average weighted mean of the Professional Qualities of the respondents in Higher Education Institution in the College of Hospitality and Tourism Management of Urdaneta City University is 3.84, which is verbally interpreted as "Practiced". With this, it implicates that the subject instructors perform the activity described in the item 80-89 percent of the time.

Table 3.1: Professional Teaching Knowledge
N=23

Attributes	Weighted Mean	Verbal Interpretation	Ranking
The instructor…			
have full wide knowledge about the field of teaching profession	3.65	P	2
familiar with the different teaching strategies considering the types of learners	3.96	P	1
knowledgeable in Facilitating Learning Session	3.61	P	4
always update knowledge on utilizing educational technology	3.57	P	5
knowledgeable on crafting syllabus based on the institutional format	3.17	P	6
aware on the curriculum offered in the respective colleges	3.74	P	3
Average Weighted Mean	**3.62**	**P**	

Legend of the Verbal Interpretation of the Weighted Mean:
(4.21 - 5.00) HIGHLY PRACTICED (HE), (3.41 - 4.20) PRACTICED (P), (2.61 - 3.40) MODERATELY PRACTICED (MP), (1.81 - 2.60)   SOMEWHAT PRACTICED (SP), (1.00 - 1.80) NEVER PRACTICED (NP)

Demonstrated in Table 3.1, is the mean summary of Competencies of the respondents in terms of Professional Teaching Knowledge using five-point Likert scale. Based on the weighted mean scores the majority of the respondents' responses 'practiced' that the instructor familiar with the different teaching strategies considering the types of learners, it has weighted mean of 3.96 and ranks first among the categories. Second, respondents' responses 'practiced' that the instructor has full wide knowledge about the field of teaching profession, it has a weighted mean of 3.65 and ranks second among the categories. Third, respondents' responses 'practiced' that the instructor aware on the curriculum offered in the respective colleges, it has a weighted mean of 3.74 and ranks third among the categories. Fourth, respondents' responses 'practiced' that the instructor knowledgeable in Facilitating Learning Session, it has a weighted mean of 3.61 and ranks fourth among the categories. Fifth, respondents' responses 'practiced' that the instructor always updates knowledge on utilizing educational technology, it has a weighted mean of 3.57 and ranks fifth among the categories. Last, respondents' responses 'practiced' that the instructor knowledgeable on crafting syllabus based on the institutional format, it has a weighted mean of 3.17 and ranks

last among the categories. The average weighted mean of the Competencies of the respondents in terms of Professional Teaching Knowledge is 3.62, which is verbally interpreted as "Practiced". With this, it indicates that the subject instructors perform the activity described in the item 80-89 percent of the time.

Table 3.2: Professional Teaching Practice
N=23

Attributes	Weighted Mean	Verbal Interpretation	Ranking
The instructor…			
effectively prepare an instructional material that are applicable to the lesson.	4.00	P	1.5
use appropriate tool in assessing student's output	4.00	P	1.5
able to prepare syllabus that are according to institutional format.	3.22	MP	17
employ variety of instructional strategies to address learner's needs.	3.74	P	4
properly impose classroom policy, rules and procedures.	3.78	P	3
practice proactive classroom management	3.43	P	12.5
maintain proper classroom instruction	3.61	P	7.5
employ behavior reduction strategies	3.48	P	10.5
provides a well-designed instruction to learners	3.61	P	7.5
prepares instructions that provides sufficient for successful acquisition	3.61	P	7.5
inculcate Knowledge according to mastery level	3.30	MP	15.5
inculcate Skills according to mastery level	3.48	P	10.5
apply spiraling approach in teaching and learning process	3.30	MP	15.5
use formal assessments to determine the learner's performance status	3.48	P	10.5

use informal assessments to determine the learner's performance status	3.35	MP	14
conduct remedial interventions and feedbacks	3.61	P	7.5
assist learners identify their strengths	3.52	P	9
assist learners identify weakness	3.43	P	12.5
assist learners identify target areas need to improve.	3.65	P	5.5
recognize where learners are struggling and address problems immediately.	3.65	P	5.5
Average Weighted Mean	**3.56**	**P**	

Legend of the Verbal Interpretation of the Weighted Mean:
(4.21 - 5.00) HIGHLY PRACTICED (HE), (3.41 - 4.20) PRACTICED (P), (2.61 - 3.40) MODERATELY PRACTICED (MP), (1.81 - 2.60)   SOMEWHAT PRACTICED (SP), (1.00 - 1.80) NEVER PRACTICED (NP)

Illustrated in Table 3.1, is the mean summary of Competencies of the respondents in terms of Professional Teaching Practice using five-point Likert scale. Based on the weighted mean scores the majority of the respondents' responses 'practiced' that the instructor effectively prepares an instructional material that are applicable to the lesson and the instructor use appropriate tool in assessing student's output, it has weighted mean of 4.00 and both ranks first among the categories. Next in the rank, respondents' responses 'practiced' that the instructor properly imposes classroom policy, rules and procedures, it has a weighted mean of 3.78 and ranks third among the categories. Then, respondents' responses 'practiced' that the instructor employ variety of instructional strategies to address learner's needs, it has a weighted mean of 3.74 and ranks fourth among the categories. Afterward, respondents' responses 'practiced' that the instructor assist learners identify target areas need to improve and the instructor recognize where learners are struggling and address problems immediately, it has a weighted mean of 3.65 and both ranks fifth among the categories. Subsequently, respondents' responses 'practiced' that the instructor maintains proper classroom instruction, the instructor provides a well-designed instruction to learners, the instructor prepares instructions that provides sufficient for successful acquisition and the instructor conduct remedial interventions and feedbacks, it has a weighted mean of 3.61 and all of these ranks seventh among the categories. After that, respondents' responses 'practiced' that the instructor assist learners identify their strengths, it has a weighted mean of 3.52 and all of these ranks ninth among the categories. Next, respondents' responses 'practiced' that the instructor employ behavior reduction strategies, the instructor and the instructor inculcate Skills according to mastery level use formal assessments to determine the learner's performance status, it has a weighted mean of 3.48 and all of these ranks tenth among the categories. Then, respondents' responses 'practiced' that the instructor assist learners identify weakness and the instructor practice proactive classroom management, it has a weighted mean of 3.43 and all of both ranks twelfth among the categories. Subsequent, respondents' responses 'practiced' that the instructor uses informal assessments to

determine the learner's performance status, it has a weighted mean of 3.35 and all of these ranks fourteenth among the categories. Consequent, respondents' responses 'practiced' that the instructor inculcates Knowledge according to mastery level and the instructor apply spiraling approach in teaching and learning process, it has a weighted mean of 3.30 and all of these ranks fifteenth among the categories. Last, respondents' responses 'moderately practiced' that the instructor able to prepare syllabus that are according to institutional format, it has a weighted mean of 3.22 and ranks last among the categories. The average weighted mean of the Competencies of the respondents in terms of Professional Teaching Practice is 3.56, which is verbally interpreted as "Practiced". With this, it entails that the subject instructors perform the activity described in the item 80-89 percent of the time.

Table 3.2: Professional Teaching Engagement
N=23

Attributes	Weighted Mean	Verbal Interpretation	Ranking
The instructor…			
participate in professional training and development	3.70	P	3
engage in research work and forums	3.22	P	4
engage to parents and other stakeholders to acquire relevant information to achieve student success.	2.87	MP	5
set consultation time to cater all the learners' queries and concerns	3.91	P	2
respect individual difference of the learners and colleagues	4.22	HP	1
Average Weighted Mean	3.14	P	

Legend of the Verbal Interpretation of the Weighted Mean:
(4.21 - 5.00) HIGHLY PRACTICED (HE), (3.41 - 4.20) PRACTICED (P), (2.61 - 3.40) MODERATELY PRACTICED (MP), (1.81 - 2.60)   SOMEWHAT PRACTICED (SP), (1.00 - 1.80) NEVER PRACTICED (NP)

Revealed in Table 3.1, is the mean summary of Competencies of the respondents in terms of Professional Teaching Engagement using five-point Likert scale. Based on the weighted mean scores the majority of the respondents' responses 'highly practiced' that the respect individual difference of the learners and colleagues, it has weighted mean of 4.22 and ranks first among the categories. Second, respondents' responses 'practiced' that the instructor set consultation time to cater all the learners' queries and concerns, it has a weighted mean of 3.91 and ranks second among

the categories. Third, respondents' responses 'practiced' that the instructor participates in professional training and development, it has a weighted mean of 3.70 and ranks third among the categories. Fourth, respondents' responses 'practiced' that the instructor engages in research work and forums, it has a weighted mean of 3.22 and ranks fourth among the categories. Last, respondents' responses 'moderately practiced' that the instructor engages to parents and other stakeholders to acquire relevant information to achieve student success, it has a weighted mean of 2.87 and ranks last among the categories. The average weighted mean of the Competencies of the respondents in terms of Professional Teaching Engagement is 3.14, which is verbally interpreted as "Practiced". With this, it denotes that the subject instructors perform the activity described in the item 80-89 percent of the time.

Table 4: Significant relationship between the Professional Traits of the respondents and the level of competencies as perceived by the respondents

		PQ
PT	Pearson Correlation	.890**
	Sig. (2-tailed)	.000
	N	23

**. Correlation is significant at the 0.05 level (2-tailed).
Quantitative Interpretation of the degree of Linear relation
±1.00 (Perfect positive/negative correlation), ±0.91- ±0.99 (Very high positive/ negative correlation), ±0.71- ±0.90 (high positive/ negative correlation), ±0.51- ±0.70 (Moderately positive/ negative correlation), ±0.31- ±0.50 (Low positive/ negative correlation), ±0.01- ±0.30(Negligible positive/ negative), ±0.01 (No correlation)

The table 4 shows the results of the Pearson R which tests the significant relationship the Professional Traits of the respondents and the level of competencies as perceived by the respondents. The result above which is 0.890 shows that there is a high positive correlation between the variables. Based on the linear relation, value between 0.71-0.90 indicates high positive correlation.

Table 5: Significant relationship between the Professional Qualities of the respondents and the level of competencies as perceived by the respondents

		PQ-d
ProfTraits	Pearson Correlation	.549**
	Sig. (2-tailed)	.007
	N	23

**. Correlation is significant at the 0.05 level (2-tailed).
Quantitative Interpretation of the degree of Linear relation
±1.00 (Perfect positive/negative correlation), ±0.91- ±0.99 (Very high positive/ negative correlation), ±0.71- ±0.90 (high positive/ negative correlation), ±0.51- ±0.70 (Moderately positive/ negative correlation), ±0.31- ±0.50 (Low positive/ negative correlation), ±0.01- ±0.30(Negligible positive/ negative), ±0.01 (No correlation)

The table 5 shows the results of the Pearson R which tests the significant relationship the Professional Qualities of the respondents and the level of competencies as perceived by the respondents. The result above which is 0.549 shows that there is a moderately positive correlation between the variables. Based on the linear relation, value between 0.51-0.70 indicates moderately positive correlation.

Table 6: Significant difference on the Professional Qualities as perceived by the respondents and immediate supervisor

Paired Samples Test

					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PQ - PQ-d	-.05957	.30559	.06372	-.19171	.07258	-.935	22	.360

The table 6 shows the results of the Paired T test between the Professional Qualities as perceived by the respondents and immediate supervisor. The result above which is 0.360 shows that there no significant difference between the variables.

Table 7: Significant difference on the level of competencies as perceived by the respondents and immediate supervisor

Paired Samples Test

					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair	PT – ProfTraits	-.00783	.31974	.06667	-.14609	.13044	-.117	22	.908

The table 7 shows the results of the Paired T test between the level of competencies as perceived by the respondents and immediate supervisor. The result above which is 0.908 shows that there no significant difference between the variables.

IV. Conclusion

This study aimed to determine Competencies of Faculty in Higher Education Institutions (HEIs); Basis for an Enhanced Faculty Development Plan. Therefore, based on the findings, the following conclusions were derived:

1. In terms of the Professional Traits of the College of Hospitality and Tourism Management of the Urdaneta City University it shows that, majority of the faculty members are still pursuing their Master's degree in Business Administration, they were Instructors by academic ranking, they were regular permanent as status of appointment and working for almost 5 years in service. In terms of Seminars, Webinars, Trainings and Workshops at international, national, local and institutional it shows there is a limited number of participation specifically at international level

2. The Professional Qualities, Professional Teaching Knowledge, Professional Teaching Skills and Professional Teaching Engagement of the respondents in Higher Education Institution in the College of Hospitality and Tourism Management of Urdaneta City University was Practiced and it implicates that the subject instructors perform the activity described in the item 80-89 percent of the time.

3. There is a high positive relationship between the Professional Traits of the respondents and the level of competencies as perceived by the respondents. There is a moderately positive between the Professional Qualities of the respondents and the level of competencies as perceived by the respondents. There is no significant difference on the Professional Qualities as perceived by the respondents and immediate supervisor There is no significant difference on the level of competencies as perceived by the respondents and immediate supervisor.

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