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THE COMPETENCY LEVEL OF THE AGRICULTURE INSTRUCTORS AMONG STATE UNIVERSITIES AND COLLEGES (SUCs) IN CENTRAL VISAYAS, REGION VII: PROPOSED AGRI-TECHNOLOGICAL INTERVENTION

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ABSTRACT

This study aimed to find out the relationship among the competency level of the agriculture instructors and the level of student's performance in the State Universities and Colleges (SUCs) of Central Visayas, Region VII for Academic Year 2007 - 2008 as basis for proposing an Agri – Technological Intervention. The profile of the agriculture instructors in terms of highest educational attainment, number of years in teaching experience, level and number of hours of relevant training, seminars, workshops attended, performance rating for the last three years and academic rank was also obtained. The extent in which the factors influenced student's performance and the reinforcement activities that have been utilized by instructors in the teaching process were determined.

The descriptive survey method was used in gathering the data. Correlation between the competency level of instructors and the students' level of performance was obtained using the coefficient of contingency. The respondents were the faculty members handling agriculture major subjects in the different State Universities and Colleges offering agricultural programs in the provinces of Region VII, Central Visayas namely: Cebu, Bohol and Negros Oriental.

Based on the data gathered, it was found out that Moderately Competent is the competency level of the agriculture instructors in all the three (3) areas of general competence, professional competence and technical competence. There is a significant correlation between the competency level of instructors and the level of performance of the agriculture students. The level of competencies of the agriculture instructors affects the performance level of the students. On the profile of the agriculture instructors, there were many who had masteral and doctoral units and only few were able to finish these degrees. Most instructors had a teaching experience of more than twenty five (25) years. More teachers had attended the national level of training, seminars and workshops compared with the international, regional and school level. Majority of them were having more than three hundred twenty (320) hours in their participation of the training. The performance rating of the agriculture instructors was very satisfactory and over one – half of the total respondents were having an academic rank of instructor and very few were associate professor and professor. Reinforcement activities had been moderately utilized by the agriculture instructors.

The agriculture students from Region VII state universities and colleges were having a very good level of performance, while such performance was moderately influenced by home, school and peer factors.

INTRODUCTION

The teacher is the most potent factor in molding the youth to become a good citizen of the country. Engineers, accountants, doctors, nurses, agriculturists and many other professionals are produced through the efforts of the teachers.

Based on recent educational surveys, the quality of education is deteriorating, colleges and universities produced half – baked graduates and its main factor is the teacher.(Arcelo,1994) This creates a great challenge to all college teachers and to prospective teachers as well. It is in the hand of the teachers that the development of the cognitive, affective, and psychomotor skills are relied upon. Teaching is effective to the extent that the teacher acts in ways that are favorable to the development of a desirable personality of the learners.

Teachers have been a product of years of efforts. The quality of teachers depends upon the ability to determine what qualities make teaching a success. One of these is the level of teachers' competence. Competency of

teachers can be a vital issue especially that the performance of the students have been dubbed as unsatisfactory. Coloma (1993,53) stressed further that almost half of the government employees are teachers many of whom cannot really teach. The result is that students finish school without the needed skills to make them productive citizens. This is also happening in the competency level of the agricultural arts teachers who turn out unproductive graduates.

What the country needs are technical management oriented, no nonsense professionals who go to the field to help push the developmental process rather than migrate to other nations for bigger pay. It is imperative that for Philippine education to be dynamic in responding to its expected role in development, thus promoting social transformation, nationalism, democracy and justice. It is now the right time so that one must prioritize education because this is, indeed, an effective agent for continuous improvement. Teachers play a vital role for producing quality graduates. A person must dig on the important factors that affect teacher's level of competence.

The call for collective and individual efforts to make this society more live able is an on-going vision especially more enforced to realize the goals and objectives of Philippines 2000.

A teacher must be fully qualified educationally and then he must have the general, professional and technical competence in order to produce quality graduates.

The points raised above are never-ending issues that stir the minds of our educators. The answer can be a resounding "yes" if the teachers are equipped with competence to assume their roles in the practice of their profession.

It is then important to undertake this research in order to gather data and make research – based information regarding the competency level of the agriculture instructors among State Universities and Colleges (SUCs) in Central Visayas, Region VII so that findings, can be utilized to propose an agri – technological intervention.

MATERIALS AND METHODS

This research utilized the descriptive survey method in gathering the data. Correlation between the competency level of instructors and the students' level of performance was also obtained using the coefficient of contingency. The locale of this study was the different State Universities and Colleges offering agricultural programs in the provinces of Region VII, Central Visayas; namely Cebu, Bohol and Negros Oriental in which the four institutions are respectively located.

The respondents of this study were the agriculture instructors of the four different higher institutions offering agriculture programs/ courses in Region VII. The universal populations of the Agriculture instructors from the four higher institutions were purposely chosen as the respondents. The respondents were requested to answer the research questionnaire after obtaining the approval from the heads of the colleges and university. Table 1 shows the frequency and percentage distribution of the respondents.

Table 1
Respondents of the Study

Fruit Bat Species	Sampling Sites		Total
	Motealegre,San Francisco	Pagsa, Poro	
Common Short-nosed Fruit Bat *Cynopteros brachyotis*	13 (1)12 , M-10 F-3	42 (2)38,1* M-16 F-24	55
Common Rousette *Rousettus amplexicaudatus*	5 (0)5, M-4 F-1	27 (2)18, 2* M-10 F-16	32

Dagger-toothed Flower Bat *Macroglossus minimus*	4 (0)3,1*, M-3 F-1	10 (0)10 M-6 F-4	14
Total	22 (1)18, 1* M-17 F-2	79(4)66, 3* M-32 F-44	101
Total no. of net-nights	30	45	75

Analysis of Data

Using the questionnaire as a research instrument, the data that were gathered were tallied, tabulated and statistically treated.

1. The profile of the agriculture instructors in terms of their highest educational attainment, number of years in teaching experience, level and number of relevant trainings, seminars, workshops attended, performance ratings for the last three years and academic rank were statistically treated using frequency and the percentage.

2. To determine whether there is a significant correlation between the competency level of agriculture instructors and the level of performance of the students of the different colleges and universities in Region VII, the coefficient of contingency using chi-square of independent samples was used.

The chi-square of independent samples was used since the data that were gathered were presented in frequencies. A non – parametric test is applicable to determine the correlation between the two variables under study. The coefficient of contingency using the chi- square of independent sample was computed to determine the significant correlation between the competency level of agriculture instructors and the level of performance of the students.

RESULTS AND DISCUSSIONS

Table 2, shows that for the highest educational attainment of the Agriculture instructors in Region VII, of the eight (8) instructors in CSCST – Argao Campus, only one (1) had a doctoral degree holder, however most of them were having units in masteral's degree. The CSCST – Barili Campus had five (5) out of fifteen (15) instructors with no units in either masteral or doctoral degrees, while in CVISCAFT – Bilar Campus all the instructors were having units in master's degree or even higher. The NORSU Bayawan Campus had no instructor with doctoral degree but it has the most number of instructors having units in Doctoral degree. Most of the instructors handling agriculture subjects were BSA or BSAgEd graduates as revealed in the table 1.

Table 2.
Species of fruit bats observed in each study site

Fruit Bat Species	Study Sites	
	Motealegre,San Francisco	Pagsa, Poro
Common Short-nosed Fruit Bat *Cynopteros brachyotis*	x	x
Common Rousette *Rousettus amplexicaudatus*	x	x
Dagger-toothed Flower Bat *Macroglossus minimus*	x	x

The teaching experiences of the agriculture instructors of the four different colleges and universities in Region VII were determined by using the number of years as the unit used. As shown in table 3 , one instructor was having a less than one year experience while most of them were having an experienced of teaching for more than twenty five (25) years.

Table 3
Number of Years in Teaching Experience of the Agriculture Instructors

Institution In years	CSCST-Argao	CSCST-Barili	CVISCAFT-Bilar	NORSU-Bayawan	X	TOTAL F	TOTAL %
Less than 1	0	0	1	0		1	2.32
1 to 5	2	0	1	1		4	9.30
6 to 10	0	6	0	1	5.12	7	16.28
11 to 15	1	1	0	1		3	6.98
16 to 20	2	0	2	2		6	13.95
21 to 25	0	2	0	4		6	13.95
More than 25	3	6	6	1		16	37.21
TOTAL	8	15	10	10		43	100

Out of forty three (43) instructors, majority are already having a longer period of time in teaching. Teaching experience that ranges from more than 25 years had the highest number of instructors followed by 6 to 10 years and the next was from 16 to 25 years. The computed weighted mean was 5.12 which indicated that for the totality the instructors' teaching experience in handling agriculture subjects was from 16 to 20 years. This means that most of the teachers were employed 16 to 20 years ago.

As what Briones (2008) had found out in her study that according to her, teachers with longer years in teaching were already well – adept in the teaching learning process. Then the instructors of the state colleges and universities had enough experienced in their own field of teaching.

The relevant training, seminars and workshops attended by the agriculture instructors were determined in terms of its level and number of hours. The levels were categorized into four (4) namely: locale – the seminar was being sponsored and held with in the institution ; regional – the participants were coming from the different provinces of region seven like Cebu, Bohol, Negros Oriental and Siquijor; national – speakers were coming from the national level as well as the participants from different parts of the country and the international level – these were seminars held abroad with foreign speakers.

Table 4
Level of the Relevant Trainings, Seminars and Workshops Attended by the Agri culture Instructors

Institution Level	CSCST-Argao	CSCST-Barili	CVISCAFT-Bilar	NORSU-Bayawan	TOTAL f	TOTAL %
Locale	0	3	0	2	5	11.63
Regional	1	3	2	2	8	18.60
National	5	6	4	5	20	46.51
International	2	3	4	1	10	23.26
TOTAL	8	15	10	10	43	100

Table four (4) shows the percentage and the frequency distribution of the profile of the level of relevant trainings, seminars and workshops attended by the agriculture instructors. Out of forty three (43) respondents there were five (5) instructors who were able to attend the school level, eight (8) for the regional , twenty (20) instructors

who were able to attend a national level of seminars, and ten (10) for international level. This implies that the instructors were having a positive attitude regarding their participation and involvement in seminars, trainings and workshops. New trends, issues and programs are being disseminated to the instructors in order to keep them abreast of what are the changes in terms of technology in this modern or computerized world. Many instructors had participated national and international levels of seminars but the participants were not sharing or no echo seminars conducted by them in the local level.

As the level of the training, seminars, and workshops being attended by the instructors was determined the number of hours they spent in these activities was also obtained by the researcher. The Table below shows that there were fourteen (14) instructors who attended with more than 320 hours in trainings or that were more than 40 days.

Table 5
Number of Hours of the Relevant Trainings, Seminars and Workshops Attended by the Agriculture Instructors

Institution / No. of Hours	CSCSTArgao	CSCST-Barili	CVISCAFT-Bilar	NORSU-Bayawan	X	TOTAL F	TOTAL %
Less than 80	1	3	3	1		8	18.60
81 to 160	4	2	2	4		12	27.91
161 to 240	0	1	0	0		1	2.33
241 to 320	0	5	0	3	3.19	8	18.60
More than 320	3	4	5	2		14	32.56
TOTAL	8	15	10	10		43	100

Training, seminars and workshops were necessary for the professional growth of instructors. Different activities may have different purposes and in every activity an individual can learn. A refresher seminar can be done in order to review concepts already learned and an enhancement seminar can also be conducted to improve the skills and efficiency of the instructors. The higher the number of hours in attending a seminar the more knowledge, skills, concepts, principles and practices will be acquired by the instructors. These skills and the like being obtained in attending training and seminars must be applied so that it didn't defeat its purpose. These activities also helped in the performance assessment of teachers since the participation of trainings, seminars and workshops is one of the components/ criteria in the evaluation which is done yearly and the result of which is the basis for the productivity incentives for the instructors.

Out of forty three (43) instructors only three (3) categories were filled up the other , no faculty had a rating with the other two (2) categories that are unsatisfactory, and fair.

Table 6
Performance Ratings of the Agriculture Instructors Based on 2007 – 2008 as Rating Period

Institution / Rating	CSCST-Argao	CSCST-Barili	CVISCAFT-Bilar	NORSU-Bayawan	X	TOTAL f	TOTAL %
Satisfactory	1	0	0	0		1	2.33
Very Satisfactory	7	15	10	5	2.09	37	86.05
Outstanding	0	0	0	5		5	11.63
TOTAL	8	15	10	10		43	100

There were 37 or 86.05 percent of the instructors were Very Satisfactory. The weighted mean of 2.09 indicated that the instructors of the colleges and universities of Region VII were prepared and having a good performance in teaching the agriculture subjects as of the rating period indicated from the school year 2007 – 2008.

Table 7 below presents the academic rank of the agriculture instructors. As shown many teachers were having the rank of instructors, and only one (1) obtained the rank of a professor. This implies that the academic ranks of teachers are not changing frequently.

Table 7
Academic Rank of the Agriculture Instructors

Institution / Rank	CSCST-Argao	CSCST-Barili	CVISCAFT-Bilar	NORSU-Bayawan	TOTAL f	TOTAL %
Instructor	6	9	3	4	22	51.16
Assistant Professor	1	4	4	5	14	32.56
Associate Professor	1	1	3	1	6	13.95
Professor	0	1	0	0	1	2.33
TOTAL	8	15	10	10	43	100

Table 8.
General Competency Level of the Agriculture Instructors in Region VII
N = 43

Area/Level	5	4	3	2	1	TWP	X	Description
1. Goal and Objective Setting								
a. Ability to determine students need.	17	17	9	0	0	180	4.19	Moderately Competent
b. Ability to set goals and objectives of the course.	18	18	7	0	0	183	4.26	Moderately Competent
c. Ability to identify competencies of students much needed for occupation.	10	22	9	2	0	169	3.93	Moderately Competent
d. Ability to program, budget and set adequate time frame for the course.	16	18	9	0	0	179	4.16	Moderately Competent
e. Ability to utilize resources for the benefit of the students.	19	18	6	0	0	185	4.30	Moderately Competent
2. Communication								
Average X							4.17	Moderately Competent
a. Ability to relate plans, ideas and policies to students and clientele.	14	19	10	0	0	176	4.09	Moderately Competent
b. Ability to interpret, disseminate communications and memoranda.	17	20	5	1	0	182	4.23	Moderately Competent
c. Ability to follow and prepare orders, guidelines and other communication.	14	23	6	1	0	182	4.14	Moderately Competent
d. Ability to speak clearly and which could be understood.	17	19	7	0	0	182	4.23	Moderately Competent
e. Ability to conduct instruction in a clear and understanding manner.	20	17	5	1	0	185	4.30	Moderately Competent
3. School and Community Relations								
Average X							4.20	Moderately Competent
a. Ability to develop plans for school and community activities.	12	16	11	4	0	165	3.84	Moderately Competent
b. Ability to develop an propose plans and acceptable work relations…	12	18	9	4	0	167	3.88	Moderately Competent
c. Ability to promote agricultural arts program through radio …	5	18	11	7	2	146	3.40	Competent
d. Ability to show and present activities.	9	21	9	4	0	164	3.81	Moderately Competent

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e. Ability to maintain and sustain smooth school-community relations.	20	14	7	2	0	181	4.21	Moderately Competent
Average X							3.83	Moderately Competent
Overall Average X							4.07	Moderately Competent

Weight			Range		Level	
5 ---	4.50	---	5.00	-Highly Competent		-the instructor has the best quality of being adequately equip or well qualified to perform his role/task
4 ---	3.50	---	4.49	-Moderately Competent		- the instructor has the better quality of being adequately equip or qualified to perform his role/task
3 ---	2.50	---	3.49	-Competent		-the instructor has the good quality of being adequately equip or qualified to perform his role/task
2 ---	1.50	---	2.49	-Fairly Competent		-the instructor has the average quality of being adequately equip or qualified to perform his role/task
1 ---	1.00	---	1.49	-Less Competent		-the instructor has below average quality of being ade-quietly quip or qualified to perform his role/task

Table 9. Professional Competency Level of the Agriculture Instructors in Region VII
N = 43

Area/Level	5	4	3	2	1	TWP	X	Description
1. Lesson Planning Preparation	73	93	42	6	1	876	4.07	Moderately Competent
2. Teaching Strategies	62	116	36	1	0	921	4.28	Moderately Competent
3. Evaluation	50	122	40	2	1	863	4.01	Moderately Competent
4. Teaching Skills	146	188	87	9	0	1761	4.10	Moderately Competent
5. Guidance Skills	86	94	35	0	0	911	4.24	Moderately Competent
6. Management Skills	72	108	34	1	0	896	4.17	Moderately Competent
7. Evaluation Skills	52	115	42	5	1	857	3.99	Moderately Competent
8. Personal and Social Competencies	274	301	68	2	0	2782	4.31	Moderately Competent
9. Competency on the Implementation of participative techniques	188	499	284	60	1	3909	3.79	Moderately Competent
Overall Average X							4.04	Moderately Competent

Weight			Range		Level	
5 ---	4.50	---	5.00	-Highly Competent		-the instructor has the best quality of being adequately equip or well qualified to perform his role/task
4 ---	3.50	---	4.49	-Moderately Competent		- the instructor has the better quality of being adequately equip or qualified to perform his role/task
3 ---	2.50	---	3.49	-Competent		-the instructor has the good quality of being adequately equip or qualified to perform his role/task
2 ---	1.50	---	2.49	-Fairly Competent		-the instructor has the average quality of being adequately equip or qualified to perform his role/task
1 ---	1.00	---	1.49	-Less Competent		-the instructor has below average quality of being ade-quietly quip or qualified to perform his role/tas

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Table 10. Technical Competency Level of the Agriculture Instructors in Region VII
N=43

Area/Level	5	4	3	2	1	TWP	X	Description
1. Program Plan Development								
a. Ability to develop short and long range plan for the Agricultural Arts…	12	17	9	5	0	165	3.84	Moderately Competent
b. Ability to plan and conduct community survey to determine program …	12	18	8	5	0	166	3.86	Moderately Competent
c. Ability to develop procedure of work for the disadvantage and minority…	8	16	15	4	0	157	3.65	Moderately Competent
d. Ability to organize advisory groups and follow – up activities for students.	12	17	12	2	0	168	3.91	Moderately Competent
e. Ability to sustain interest, monitoring and evaluation of plans and…	11	20	10	2	0	169	3.93	Moderately Competent
2.Department Management								
Average X							3.84	Moderately Competent
a. Ability to keep records up to date and on time.	12	22	7	2	0	173	4.02	Moderately Competent
b. Ability to interpret, disseminate communications and memoranda.	17	20	5	1	0	182	4.23	Moderately Competent
c. Ability to follow and prepare orders, guidelines and other communication.	14	23	6	1	0	182	4.14	Moderately Competent
d. Ability to maintain cumulative student progress data and opportunity…	6	26	9	2	0	165	3.84	Moderately Competent
e. Ability to organize and maintain vocational and laboratory.	10	21	11	0	1	168	3.91	Moderately Competent
3. Department Coordination			Moderately					
Average X		3.93	Competent					
a. Ability to training agreements and plans for cooperative involvement…	7	21	11	3	1	159	3.70	Moderately Competent
b. Ability to apply policies for handling students attendance , transfer…	11	21	9	2	0	170	3.95	Moderately Competent
c. Ability to relate with other agency and determine criteria for…	3	28	8	3	1	158	3.67	Moderately Competent
d. Ability to assemble and display occupational information.	4	26	10	2	1	159	3.70	Moderately Competent
e. Ability to provide assistance to students for employment…	9	23	8	2	1	166	3.86	Moderately Competent
Average X							3.78	Moderately Competent
Over all Average X							3.85	Moderately Competent

Legend: TWP – Total Weighted Points X – Weighted Mean

Weight		Range			Level	
5	4.50 ---	5.00	--	Excellent	---	- the instructor has the best quality of being adequately equip or well
4	3.50 ---	4.49	--	Superior	---	- the instructor has the better quality of being adequately equip or qualified
3	2.50 ---	3.49	--	Very Good	---	- the instructor has the average quality of being adequately equip or qualified to perform his role/task
2	1.50 ---	2.49	--	Good	---	- the instructor has the average quality of being adequately equip or qualified to perform his role/task
1	1.00 ---	1.49	-	Fair	---	- the instructor has below average quality of being adequately equip

Technical Competence

The level of technical competency of the agriculture instructors in region VII was being categorized into five (5) and the areas are group into three (3) parts with five (5) sub – parts in each. The program plan development, department management, and department coordination are the different areas. As reflected in table 10 the weighted mean of all areas ranges from 3.50 – 4.49 thus having a description of moderately competent. The instructors had the better quality of being adequately equip or qualified to perform his role/tasks in this competency.

These competencies were not mastered by the instructors since most of these were managerial in nature and teachers didn't like to act the role of a leader or supervisor, only few likes to perform these functions, activities that could made them the best can be provided for them to be well equip to do the tasks.

The performance level of the agriculture students of the different state universities and colleges of region VII was being obtained by determining the average grades of all the agriculture subjects enrolled by the fourth year students during the first semester of school year 2007 – 2008. There were forty three (43) agriculture students from different institutions that served as the sample. Only 43 students were used since that correspond to the number of instructors in each colleges and universities and also the correlation of the two was then easily determined. The students as respondents were chosen using random sampling.

Table 11. Performance Level of the Agriculture Students

N=43

School/Level	5	4	3	2	1	TWP	X	Description
CSCST-Argao Campus	0	0	4	4	0	20	2.50	Very Good
CSCST-Barili Campus	0	1	6	8	0	38	2.53	Very Good
CVISCAFT-Bilar Campus	0	1	5	3	1	26	2.60	Very Good
NORSU-Bayawan Campus	0	3	4	3	0	30	3.00	Very Good
Average X	0	5	19	18	1	114	2.65	Very Good

Legend: TWP – Total Weighted Points X – Weighted Mean

Weight		Range			Level	
5	--- 4.50	---	5.00	--	Excellent	--- - the students have obtained the outstanding or best performance that is expected of them that is equal to 95 – 100 or 1.0 point scale
4	--- 3.50	---	4.49	--	Superior	--- - the students have obtained an above average performance that is expected of them from 90 to 94 or 1.1 to 1.5 point scale
3	--- 2.50	---	3.49	--	Very Good	--- - the students have obtained a moderately average performance that is from 85 to 89 or from 1.6 to 2.0
2	--- 1.50	---	2.49	--	Good	--- - the students have obtained an average performance that is expected of them which is from 80 to 84 or 2.1 to 2.5 point scale
1	--- 1.00	---	1.49	-	Fair	--- - the students have obtained a below average performance that is expected of them from 75 to 79 or 2.6 to 3.0 and below.

As shown in Table 11 , the performance level of all the agriculture students from the colleges and universities of region VII was very good. The students had obtained a weighted mean that ranges from 2.50 to 3.49, or their grade point average is from 1.6 to 2.0, that is 85 – 89.

This implies that students were on the moderately average performance. They were able to cope with the expected targets and objectives set by their instructors for them to accomplish.

The competency level of the agriculture instructors was being correlated with the performance level of the students using the coefficient of contingency with the chi- square value. Three competencies; the general competence, professional competence and technical competence were used.

The agriculture instructors' competency level was being labeled as moderately competent and the students' level of performance was very good.

Table 12. Relationship between the Competency Level of Instructors and Level of Performance of the Students
N=34

Level of Performance versus	c^2	c	t-test	Tabled Value	Decision
General Competence	131.34	0.40	14.87	1.98	Reject Ho*
Professional Competence	269.50	0.27	21.31	1.98	Reject Ho*
Technical Competence	102.23	0.36	13.16	1.98	Reject Ho*

* - significant at 0.05 level > 1.98

The Table above shows the relationship between the three areas of the competency level of the instructors versus the level of performance of the agriculture students. There was a significant correlation between the competency level of instructors and the level of performance of the agriculture students. This means that the competency level of the instructors affects the grades of the students in their agriculture subjects. The general, professional, and technical competencies of the instructors were correlated with the students' performance level. Instructors were facilitators of learning and had a great role in molding their students. If the teachers were well – trained, well – equipped with all the knowledge and skills then the students will graduate with the necessary skills needed in their field of work.

The students' performance was influenced by some factors such as the home, the school and the peer factors.

Home factors include inadequate lighting, congestion, noisy environment, illiterate parents, unconcerned parents, and neighborhood influence. There were five aspects that involves in the school factor like teachers' favoritism, lack of instructional materials, oversized classrooms, poor ventilation and noisy atmosphere. Situations such as over aged students influenced small ones, habitual absentees, habitual latecomers and truant students were under the peer factors.

Table 13. Factors that Influenced Students Performance
N=43

Area/Level	5	4	3	2	1	TWP	X	Description
1. Program Plan Development								
a. Ability to develop short and long range plan for the Agricultural Arts…	12	17	9	5	0	165	3.84	Moderately Competent
b. Ability to plan and conduct community survey to determine program …	12	18	8	5	0	166	3.86	Moderately Competent
c. Ability to develop procedure of work for the disadvantage and minority…	8	16	15	4	0	157	3.65	Moderately Competent
d. Ability to organize advisory groups and follow – up activities for students.	12	17	12	2	0	168	3.91	Moderately Competent
e. Ability to sustain interest, monitoring and evaluation of plans and…	11	20	10	2	0	169	3.93	Moderately Competent
2. Department Management Average X							3.84	Moderately Competent
a. Ability to keep records up to date and on time.	12	22	7	2	0	173	4.02	Moderately Competent
b. Ability to maintain inventory of supplies and equipment.	7	27	7	1	1	167	3.88	Moderately Competent
c. Ability to develop and implement policy for use of facilities,equipment…	9	25	9	0	0	172	4.00	Moderately Competent
d. Ability to maintain cumulative student progress data and opportunity…	6	26	9	2	0	165	3.84	Moderately Competent
e. Ability to organize and maintain	10	21	11	0	1	168	3.91	Moderately Competent

vocational and laboratory.

3. Department Coordination Average X							3.93	Moderately Competent
a. Ability to training agreements and plans for cooperative involvement…	7	21	11	3	1	159	3.70	Moderately Competent
b. Ability to apply policies for handling students attendance, transfer…	11	21	9	2	0	170	3.95	Moderately Competent
c. Ability to relate with other agency and determine criteria for…	3	28	8	3	1	158	3.67	Moderately Competent
d. Ability to assemble and display occupational information.	4	26	10	2	1	159	3.70	Moderately Competent
e. Ability to provide assistance to students for employment…	9	23	8	2	1	166	3.86	Moderately Competent
Average X							3.78	Moderately Competent
Over all Average X							3.85	Moderately Competent

Legend: TWP – Total Weighted Points X – Weighted Mean

Weight		Range				Level		
5	---	4.50	---	5.00	--	Greatly Influenced	---	- the factor is most of the time affecting the students' performance
4	---	3.50	---	4.49	--	Moderately Influenced	---	- the factor is quite often affecting the students' performance
3	---	2.50	---	3.49	--	Influenced	---	- the factor is sometimes affecting the students' performance
2	---	1.50	---	2.49	--	Fairly Influenced	---	- the factor is rarely affecting the students' performance
1	---	1.00	---	1.49	-	Less Influenced	---	- the factor is almost never affecting the students' performance

The Table above reflects the extent that the identified variables affect the students' performance. There were three factors that sometimes were affecting and or influencing the students' performance, the illiterate parents, teachers' favoritism, and over aged students influence small ones. This means that it was important for the parents to have knowledge in order that they can teach or share and help their sons and daughters with school assignments and requirements. Teachers should also deal their students in a fair way; they should treat the students equally and with no bias on their grades. The older students or age can affect the performance of the students in a way that they were already mature and the small ones will look at them as the big brother of the group to be respected and act as the leader in the different activities they will perform.

All the other factors affect the students performance oftentimes as having a weighted mean that ranged from three and forty one hundredths (3.41) up to four and twenty hundredths (4.20) labeled as moderately influenced.

Instructors as facilitators of learning introduced different activities to the students in order that the teaching – learning process will be lively, interesting and meaningful. There were ten reinforcement activities that are contributory towards the improvement of students' performance.

Table 14. Reinforcement Activities that are Utilized by Agriculture Instructors
N=43

Area/Level	5	4	3	2	1	TWP	X	Description
1. Assignment	15	20	7	1	0	178	4.14	Moderately Utilized
2. Follow – up	14	21	7	1	0	177	4.12	Moderately Utilized
3. Project Making	17	22	4	0	0	185	4.30	Moderately Utilized
4. Additional Readings	10	19	13	1	0	167	3.88	Moderately Utilized
5. Peer Teachings	6	16	18	2	1	153	3.56	Moderately Utilized
6. Film Viewing	7	17	16	2	1	156	3.63	Moderately Utilized

7. Field Trip	12	16	8	6	1	161	3.74	Moderately Utilized
8. Dramatization	4	13	13	9	4	133	3.09	Utilized
9. Listening	12	23	7	1	0	175	4.07	Moderately Utilized
10. Demonstration Teaching	15	19	8	1	0	177	4.12	Moderately Utilized
X							3.87	Moderately Utilized

Legend: TWP – Total Weighted Points X – Weighted Mean

Weight		Range				Level		
5	---	4.50	---	5.00	--	Highly Utilized	---	- the reinforcement activity is most of the time used and is contributory towards the improvement of student's performance
4	---	3.50	---	4.49	--	Moderately Utilized	---	- the reinforcement activity is quite often used and is contributory towards the improvement of student's performance
3	---	2.50	---	3.49	--	Utilized	---	- the reinforcement activity is sometimes used and is contributory towards the improvement of student's performance
2	---	1.50	---	2.49	--	Fairly Utilized	---	- the reinforcement activity is rarely used and is contributory towards the improvement of student's performance
1	---	1.00	---	1.49	-	Less Utilized	---	- the reinforcement activity is almost never used and is contributory towards the improvement of student's performance

There were 9 activities that were quite often used by the instructors but it also contributed toward the improvement of the students' performance. These were the assignment, follow-up, project making, additional readings, peer teachings, film viewing, field trip, listening and demonstration teaching.

Dramatization was sometimes used for having a weighted mean of three and nine hundredths (3.09) which was utilized. This activity needs more time and effort for practice and also the older or college agriculture students seems didn't like such activity.

CONCLUSION

In the light of the foregoing findings, the following conclusions were drawn:

1. Agriculture instructors were not giving emphasis on finishing their masteral and doctorate degrees. They had not exerted more efforts and units were only taken for professional growth and development.

2. Teachers in the agriculture programs were not new in the teaching profession. They show positive attitude in participating training, seminars, and workshops. No echo seminar is conducted in the local level.

3. Instructors were trying to do their best in the teaching – learning process however the process of elevating their academic rank was very slow.

4.The competency level of instructors indicates that there's a need to improved them, in order to become the best and well – equipped, as well as well- qualified to do and perform the tasks and role assigned to them.

5. Students' performance level was on the average only and it can be improved for them to obtain the better or even the best grades.

6. The level of competencies of the agriculture instructors affects the performance level of the students. The higher the competency level of the instructors the greater is the performance level of the students and the lower the competency level of the instructors the smaller is the performance level of the students also.

7. The factors that affect the performance of the students are home, school and peers, specifically on illiterate parents, teachers' favoritism and over aged students influence small ones.

8. The instructors were not always using the different reinforcement activities that were contributory towards the improvement of the students. They don't like to spend more time on dramatization as an activity to be performed by the class.

RECOMMENDATIONS

Based from the findings and conclusions of the study, the following recommendations are formulated:

To The School Administrators of the State Universities and Colleges (SUCs) of Region VII

1. Motivate and support the instructors to finish in their masteral or doctorate degrees and also encourage pursuing post graduate studies for professional development.
2. Provide local level training, seminars and workshops that are related to agriculture programs and those that can enhance the level of competencies of the agriculture instructors.

3. Update the academic rank of the instructors by implementing the recent evaluation procedure.

To The Agriculture Instructors

1. Continue and enroll graduate studies in order to improve the profile of the faculty in terms of educational qualification.

2. Attend training, seminars and workshops that are related to agriculture programs in all levels to always keep abreast of the new and latest trends, issues and practices pertaining to agriculture.

3. Apply and share to students the concepts, theories and skills learned for the enhancement of their level of competencies as well as to increase students' performance.
4. Reinforce discussions of the lessons by giving activities that are meaningful and interesting to the students.

To The Researchers

1. Conduct a similar study but with other programs like the teacher education programs or the industrial technology programs.

2. Make a research on the determinants of the competency level of instructors as well as the students' level of performance.

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