

Teaching Competencies of English Teachers

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Abstract: *Teachers are catalysts of national development. With them, the nation is able to produce and develop learners, who may lead the country to development and progress. Enhancing teachers' quality and upholding quality teaching standards, therefore, should be given utmost importance for the long term and sustainable nation building. In the case of the Philippines, teachers' competence is assessed through Philippine Professional Standards for Teachers (PPST), a new framework that was adopted from its former paradigm, National Competency-Based Teacher Standards (NCBTS) through DepEd Order no. 42, s. 2017. This paper investigates the teaching competence of English teachers from the 6th District of Pangasinan II Division in the light of the tenets of PPST. Through the descriptive and quantitative method of data gathering, a research-made questionnaire following the Likert Scale was employed to collate the respondents' lived experiences relative to the seven domains of PPST. The investigation revealed that most of them assessed themselves as highly proficient in managing the learning environment and proficient only in coping up with learners' diversity. Hence, there is identified gap in terms of the teachers' needs to improve learners' diversity management. Through the domains of the PPST, in sum, they considered themselves as proficient only. As a result, continued personal and institutional efforts are highly recommended to help teachers improve their competence in the profession and eventually the community at large.*

Keywords: community linkages, content knowledge and pedagogy, competencies, Philippine Professional Standards for Teachers

1. Introduction

Teacher's qualities, characters, qualifications and professional competencies are corner stones, on which successful national education ultimately depends. Henceforth, it is imperative to capitalize on developing and improving teachers' competence to better transform and strike change not only in the lives of the learners but as well as, in the society at large.

Several educational research studies endeavor to describe analytically the attributes of an effective and good teacher. However, there are few ones which lack the depth and breadth of the competencies, which should be taken into full consideration. There are three aspects that need to be examined which include cognitive, emotional and practical competencies of teachers. These aspects provide a holistic view of the attributes of teachers.

Cognitive competencies cover the teacher's self-cognition, learners-cognition, and cognition of the teaching learning process. On the other hand, emotional competence are based on the interests, values, and attitudes which helped to improve the personal effectiveness of the teachers. Finally, practical competency refers to teacher's competence in relation to the actual, scholarly and collaborative dealings with students, classrooms, schools and the society.

In the case of the Philippines, the Department of Education through the Teacher Education Council (TEC), is issued DepEd Order no. 42, s. 2017 entitled National Adoption and Implementation of the Philippines Professional Standards for Teachers (PPST). The adoption and implementation of the new Philippine Professional Standards for Teachers recognize the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning which refers to the systematic acquisition, upgrade of knowledge, skills, and attitude, and promotes self-directed learning.

This scenario gave way to the timely existence of the PPST to

help every academic institution gauge and assess the quality of teachers they have in the organization. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement.

With the challenges faced because of the new normal in education, this study is undertaken to assess the competencies of the English teachers in the Pangasinan II Division.

2. Literature Survey

The teacher may be called as a competent teacher if they have a good competence and performance (Brown, 2001). Furthermore, a competent teacher should be able to facilitate learning well and liked by their students too. Frymier and Thomson (2002) argued that an effective teaching must be supported by competence and liked by the students. Paul and Caseau (2004) laid two dimensions (competence and character) in the concept of credibility. The first dimension, competence refers to content knowledge (knowledge of the subject lessons and its organization structure) which owned by a teacher or coach. So, competent teachers are teachers who understand the subject lessons deeply, know how to teach it in front of students and so on.

Clarke et al. (2014) explained it as being able to apply educational philosophy knowledge, theory of moral reasoning, knowledge/attitudes/behavior relationship theory, learning theory, and learning transfer theory to select, develop, practice, and evaluate curricula and teaching methods & materials in order to effectively achieve the objective of environmental education.

The Performance Assessment for California Teachers (PACT) measures beginning teachers' abilities to plan, implement, and assess instruction in actual classrooms while candidates are completing student teaching or an alternative route internship (Pechone & Chung, 2012). It was developed beginning in

2002 by a consortium of 12 universities). The PACT consortium, which has now grown to 31 university and teacher preparation district programs, has been implementing the PACT for a decade. The consortium, coordinated by Stanford University, a participating institution, has supported ongoing refinement of the instrument, reliability and validity studies, training for scorers, audits of scoring reliability, and conferences for participating programs to share their curriculum and instructional strategies and learn from each other how to better support their candidates.

The New Teacher Project (TNTP) released a report titled, "The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness." In this report, TNTP examined teacher evaluation practices in twelve school districts across four states. The report concluded, "A teacher's effectiveness – the most important factor for schools in improving student achievement – is not measured, recorded, or used to inform decision-making in any meaningful way". For example, at the time of the report, many of the school districts used binary evaluation ratings. In those systems, more than 99% of teachers received the "satisfactory" rating. With no meaningful distinction between high and low-performing teachers, the report contended, teaching excellence goes unrecognized and poor performance goes unaddressed. Teachers were being treated as interchangeable parts. The TNTP report recommended districts "adopt a comprehensive performance evaluation and development system that fairly, accurately, and credibly differentiates teachers based on their effectiveness in promoting student achievement. The report advocated for classroom observation as the primary measure of teacher quality. Isolating a teacher's impact on growth in student test scores (also called the value-added model) was mentioned as a promising supplementary data point. The report was widely read and had a major influence on subsequent policy (Di Carlo, 2014).

Competence can be defined as knowledge, skills and abilities that are controlled by someone who has been a part of himself so that he can perform cognitive, effective and psychomotor behaviors as well as possible. According to Usman (2004), the competence is "the one thing that describes a person's qualifications or ability both qualitatively and quantitatively". This notion implies that the competence can be used in two contexts, namely: firstly, as an indicator of ability that shows the acts observed; secondly, as a concept that includes aspects of cognitive, effective and acts as well as the stages of implementation as a whole. In the other hand, competence is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation. Underlying characteristics means the competency is a fairly deep and enduring part of a persons' personality and can predict behavior in a wide variety of situations and tasks. Causally related means that a competency causes or predict behavior and performance. Criterion referenced means that the competency actually predicts who does something well or poorly, as measured on a specific criterion or standard.

3. Problem Definition

This study aims to determine the competencies of English teachers based on the Philippine Professional Standards for

Teachers (PPST) in the Pangasinan II Division.

4. Methodology

The present study utilized quantitative descriptive method of research. According to Calmorin (2010), descriptive method is used when the study focuses on the present situation. The purpose is to find new truth. It is valuable in providing facts in which scientific judgment may be based; in providing essential knowledge about the nature of objects and persons; for closer observation into the practices, behavior, methods and procedures; in playing a large part in the development of instruments for the measurement of many things; and in formulating of policies in the local, national, or international level.

Creswell (2012), described that quantitative approach is used when the researcher wants to identify a research problem based on a trend in the field or on the need to explain why something occurs. Creswell further says that describing a trend means that the research problem can be answered best by a study in which the researcher sought to establish the overall tendency varies among people.

There were total of 204 high school English teachers that will be assessed by 10 high school principals and 10 head teachers from the schools mentioned in the 6th district of Pangasinan II division.

The study made use of a questionnaire as its main tool in gathering the data needed. Due to safety threat in gathering data at present due to the COVID 19 pandemic, the questionnaire was converted into a Google Form for faster and safer way of reaching out and distributions to the respondents. A five-point scale was used to quantify the degree of extent on the responses of the respondents, it is adopted from the study the PPST indicators.

5. Results and Discussion

In this study, the researcher determined the teaching competencies of the English teachers.

The competency areas focused on the content knowledge and pedagogy, learning environment, diversity of learners, curriculum, planning, assessing, and reporting, community linkages, and personal growth and professional development. The average weighted mean of each item and the overall mean were computed to describe the level of competency of teachers.

a) Domain 1: Content Knowledge and Pedagogy

Table 1 presents the teachers level of competency on Content Knowledge and Pedagogy as perceived by their school heads and themselves.

Tabler 1: Level of Competency of English Teachers in Terms of Content Knowledge and Pedagogy

Indicators	School Heads		Teachers	
	WM	DE	WM	DE
Apply knowledge of content within and across curriculum teaching areas.	3.99	VS	3.61	VS
Use research-based knowledge and principles of teaching and learning to enhance professional practice.	3.92	VS	3.61	VS
Ensure the positive use of ICT to facilitate the teaching and learning process.	3.97	VS	3.75	VS
Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	3.90	VS	3.51	VS
Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	3.90	VS	3.49	VS
Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	3.95	VS	3.66	VS
Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	3.96	VS	3.67	VS
AWM	3.94	VS	3.61	VS

In sum, the level of competency of English teachers as perceived by the school heads and teachers themselves is very satisfactory as revealed in the average weighted mean of 3.94 and 3.61, respectively.

The respondents considered themselves as very satisfactory in terms of Domain 1. However, most of the teachers are still unconcerned with research involvement and the development of HOTS. Hence, there is a prior need for teachers to boost their research engagement so that new ideas and innovations, including HOTS, in teaching and learning, could be explored and applied in the classroom.

Manggiang (2001) said that in the past teaching as a profession entails a lot of deep concerned, patience, kindness, understanding, creativity, artistry and commitment. This is because teaching focuses on human development. It is concern with character building, valuing, mental development, social and cultural values, emotional and psychological stability and spirituality.

b) Learning Environment

Table 2 presents the teachers level of competency on Learning Environment as perceived by their school heads and themselves.

Tabler 2: Level of Competency of English Teachers in Terms of Learning Environment

Indicators	School Heads		Teachers	
	WM	DE	WM	DE
Maintains a learning environment that promotes courtesy and respect for all learners regardless of their culture, family background and gender.	3.79	VS	3.69	VS
Provides gender-fair learning opportunities	3.82	VS	3.67	VS
Provides learning activities that allow	3.81	VS	3.57	VS

learners to reach their full potential.				
Maintains a safe, clean and orderly classroom free from distractions.	3.96	VS	3.68	VS
Conducts challenging learning activities despite difficult physical environment	3.80	VS	3.57	VS
Balances the use of individual and cooperative learning activities	3.91	VS	3.54	VS
Provides opportunities for learners to ask and answer questions.	3.93	VS	3.53	VS
Engages learners with variety of experiences that enhance learning.	3.87	VS	3.55	VS
Shows interest and diligence in making enrichment materials.	3.86	VS	3.56	VS
Gets involved in advocacy activities that contribute to a stress-free learning environment.	3.56	VS	3.54	VS
AWM	3.83	VS	3.60	VS

Table 2 focuses on the aspect of NCBTS in terms of learning environment. Based on the results above, most of the teachers are very satisfactory in maintaining a safe, clean and orderly classroom free from distractions that has received the highest weighted mean of 3.96. Although most of the teachers are very satisfactory in terms of Domain 2 as evident in the weighted mean, teachers still need to emphasize the need for purposive learning so that students could develop independent and free thinking.

On the whole, however, teachers rated themselves and by their school heads “satisfactory” as revealed in the average weighted mean of 3.60 and 3.83, respectively on learning environment competency. From the results, it is evident that teachers provide social, psychological, and physical environment to all students, regardless of their individual differences in learning. They also engaged their students in the different learning activities and work towards attaining high standards of learning.

A teacher, according to the Code of Ethics of Professional Teachers is a facilitator of learning and in the development of the youth; he shall, render the best services by providing an environment conducive to such learning and growth. Every teacher shall uphold the highest possible standards of quality education and shall make the best preparation for the career teaching and shall be in the best at all times in the practice of the profession (Article IV).

c) Diversity of Learners

Table 3 presents the English teachers’ level of competency on diversity of learners as perceived by their school heads and the teacher themselves.

Tabler 3: Level of Competency of English Teachers in Terms of Diversity of Learners

Indicators	School Heads		Teachers	
	WM	DE	WM	DE
Utilizes varied designs of activities for the different types of learners.	3.76	VS	3.61	VS
Identifies learning styles and multiple intelligences of learners.	3.52	VS	3.38	S
Uses varied activities to meet expected learning goals of learners.	3.77	VS	3.43	VS
Moves from one part of the lesson to the next according to learners’ needs and difficulties.	3.97	VS	3.51	VS

Provides appropriate intervention activities for learners-at-risk.	3.71	VS	3.35	S
Uses appropriate teaching-learning strategies for learners with special needs.	3.61	VS	3.42	VS
Shows fairness and consideration to all learners regardless of their socio-economic status.	3.97	VS	3.60	VS
Uses techniques to motivate learners of the lower socio-economic status.	3.87	VS	3.70	VS
Assists learners in setting learning goals appropriate for themselves.	3.57	VS	3.37	S
Appreciates the need to consider individual differences in experiences and capabilities of learners in setting learning goals.	3.62	VS	3.47	VS
AWM	3.74	VS	3.48	VS

Table 3 presents the overall results as regards to the level of competency of teachers in terms of managing the diversity of learners.

In the fast-moving society, schools face the ever-changing demands of the curriculum that is responsive and relevant to the needs of the learners who are diversified by the culture cultures they are living in today. The Philippines, for an instance, besides its rich and indigenous cultural heritage, is open for western and free acculturation due to the advent of globalization. This presupposes the idea for the development of sensitivity between and among faculty in handling indigenous group and learners influenced by the globalized society. The same is true in handling learners with disabilities so that no learner would be left behind.

The school heads gave the highest mean rating of 3.97 to the teachers in terms of their competence in moving from one part of the lesson to the next according to learners’ needs and difficulties and in showing fairness and consideration to all learners regardless of their socio-economic status. School heads believed that teachers can facilitate the learning process even with diverse learners by recognizing and respecting individual differences.

Teachers rated themselves lower compared to head teachers. The lowest rating of 3.52 was given by the school heads on the item “identifying learning styles and multiples intelligences of learners”. For the teachers, they gave themselves the lowest mean rating of 3.35 in terms of their competence in providing appropriate intervention activities for learners-at-risk in their classes. The rating was given maybe because teachers perform multi-roles over and above their teaching functions, so they don’t have much time to provide intervention activities for learners-at-risk.

As Cacayan (2006) puts in her article, “Commitment and Dedication Towards Quality Education” on the different P’s and F’s in one’s life, he stressed that fairness to pupils is important for the teachers to possess for the betterment of their lives for the reason that teacher may either build or break their future.

d) Curriculum and Planning

Table 4 presents the English teachers’ level of competency on curriculum and planning as perceived by their school heads and the teacher themselves.

Table 4: Level of Competency of English Teachers in Terms of Curriculum and Planning

Indicators	School Heads		Teachers	
	WM	DE	WM	DE
Applies the updated content and appropriate strategies in my teaching.	3.91	VS	2.60	U
Uses multi-disciplinary integrative modes and techniques of teaching my subject area.	3.62	VS	3.47	VS
Explains clearly and accurately the learning goals, concept and process to my learners.	3.76	VS	3.61	VS
Links the present subject matter content with past and future lessons.	3.97	VS	3.70	VS
Engages learners in activities that develop higher order thinking skills.	3.81	VS	3.55	VS
Integrates scholarly works and ideas to enrich the lesson.	3.77	VS	3.50	VS
Integrates contents of my subject area with other disciplines.	3.77	VS	3.57	VS
Uses relevant activities and materials suited to the learning styles, goals, and culture of the learners.	3.83	VS	3.55	VS
Uses assessment results in setting learning objectives for specific learning activities.	3.62	VS	3.49	VS
Demonstrates proficient in the use of computers to support teaching and learning.	3.61	VS	3.40	S
AWM	3.77	VS	3.09	VS

The school heads and teachers have the highest mean rating of 3.97 to the competency in linking the present subject matter content with past and future lessons. This means that teachers provide all the elements of the teaching-learning process that work in convergence to help students understand the curricular.

The table 4 provides the results relative to the effective management of curriculum and planning of instruction. Based on the results above, most teachers considered themselves as very satisfactory in planning and management of instruction with 3.77 rating from the school heads and 3.09 from themselves.

The lowest mean rating of 3.61 was given by the school heads and teachers on the item on demonstrating proficiency in the use of computers to support teaching and learning maybe because some teachers are not proficient in manipulating or operating computers despite advantages and importance of computers in making their teaching effective.

Holloway (2006) stressed that teacher’s account for personal and professional development. They are not content on where their syllabi end rather, they keep on upgrading and updating them.

While Camba (2006) stressed that the teachers need to grow professionally. To be a good teacher and effective one, he must be interested to grow professionally and keep with the current trends of education. This is by attending trainings, seminars and other activities of the school and community.

e) Assessment and Reporting

Table 5 presents the English teachers’ level of competency on

assessment and reporting as perceived by their school heads and the teacher themselves.

Table 5: Level of Competency of English Teachers in Terms of Assessment and Reporting

Indicators	School Heads		Teachers	
	WM	DE	WM	DE
Arranges sequentially the learning units with reasonable time allotment.	3.93	VS	3.57	VS
Identifies appropriate learning objectives, strategies, and accompanying materials in the plan.	3.97	VS	3.51	VS
Identifies appropriate and varied assessment procedures.	3.97	VS	3.43	VS
Adjusts the instructional plan to insure the attainment of objectives.	3.90	VS	3.53	VS
Copes with varied situations and conditions in teaching.	3.93	VS	3.54	VS
Constructs valid and reliable formative and summative tests.	3.88	VS	3.48	VS
Uses appropriate non-traditional assessment techniques.	3.93	VS	3.44	VS
Interprets and use test results to improve teaching and learning.	3.62	VS	3.52	VS
Identifies teaching-learning difficulties and possible causes.	3.63	VS	3.46	VS
Develops and use enthusiastically tools for assessing authentic learning.	3.52	VS	3.45	VS
Uses strategies for giving feedback/reporting progress of individual learner.	3.76	VS	3.53	VS
Maintains accurate and updated learners' records	3.78	VS	3.60	VS
Holds regular meetings to report learners' progress to students and parents.	3.76	VS	2.56	U
Involves parents to participate in school activities that promote their children's learning progress.	3.78	VS	3.56	VS
Establishes rapport and a cooperative working relationship with parents to support learning.	3.78	VS	3.58	VS
Knows the importance of communicating learner's progress to students, parents, and other stakeholders.	3.93	VS	3.60	VS
Understands the role and responsibilities of parents in supporting school programs to enhance children's learning progress.	3.97	VS	3.64	VS
Manifests willingness and patience in conducting remediation activities.	3.58	VS	3.55	VS
Utilizes appropriate tools for assessing authentic learning.	3.66	VS	3.46	VS
Knows the different teaching-learning situations that could affect the implementation of the instructional plans.	3.93	VS	3.43	VS
AWM	3.81	VS	3.47	VS

Table 5 reveals the level of competency of the English teachers relative to proper assessment and reporting of learning performance. In general, teachers are only proficient in managing skills and activities relative to Domain 5. The Philippine curriculum follows the Outcomes-Based Education principles in planning and assessing the learning performance of the students. Corollary to this, it is evident that there is an existing gap between assessment and enhancement of

teaching and learning through OBE. Henceforth, this impinges a demand for re-orientation as regard to this gap.

Overall, the level of competency of teachers as perceived by the school heads and teachers and themselves is satisfactory as revealed in the overall weighted mean of 3.81 and 3.47 respectively, equivalent to "very satisfactory".

f) Community Linkages and Professional Engagement

The teachers' level of competency on Community Linkages and Professional Linkages as perceived by their school heads and teachers themselves is presented in Table 6.

Table 6: Level of Competency of English Teachers in Terms of Community Linkages and Professional Engagement

Indicators	School Heads		Teachers	
	WM	DE	WM	DE
Involves the community in the programs, projects, and thrusts of the school.	3.58	VS	3.43	VS
Promotes shared accountability on the learners' achievement.	3.76	VS	3.47	VS
Uses available community resources to support learning.	3.72	VS	3.36	VS
Recognizes community resources to support learning.	3.73	VS	3.46	VS
Makes use of the community as a laboratory for learning.	3.56	VS	3.30	S
Gets involve in community work.	3.93	VS	3.40	S
Uses community network to communicate school events and achievements.	3.62	VS	3.38	S
Takes interest to share information on school events and achievements with the community	3.62	VS	3.40	S
Provides activities that ensure application of learning to homes and communities.	3.78	VS	3.46	S
Shows concern about the needs of communities by encouraging application of learning.	3.78	VS	3.46	VS
AWM	3.71	VS	3.41	VS

Based on the data above, teachers are very satisfactory in complying with school policies and procedures. On the other hand, they find it difficult to become highly proficient when it comes to engaging with parents in a wider school community. Overall, teachers considered themselves as very satisfactory in establishing community linkages and promoting professional ethics.

This domain promotes collaboration between the community and schools that is evident through projects and programs which foster the development of a strong partnership between and among stakeholders both internally and externally. This collaboration is required so that schools could respond to the needs of the society and vice versa. Teachers are expected to become an effective and efficient collaborator and community-builder.

Ajos (2000) commented that to be a good teacher at any level in school and community, a person must enjoy working with other people. A teacher must be able to establish good public and human relations. In relation to Ajos' study, the school, home and community are working hand in hand, so there must be a sound relationship among them, and also in order to attain

the highest performance level they want to have.

g) Personal Growth and Professional Development

The teachers’ level of competency on Personal Growth and Professional Development as perceived by their school heads and teachers themselves.

Table 7: Level of Competency of English Teachers in Terms of Personal Growth and Professional Development

Indicators	School Heads		Teachers	
	WM	DE	WM	DE
Abides by and practice the Code of Ethics for Professional Teachers.	3.97	VS	3.81	VS
Prepares and implements my Individual Plan for Professional Development	3.93	VS	3.58	VS
Manifests enthusiasm in undertaking educational research.	3.66	VS	3.45	VS
Engages in self-assessment to develop my personal qualities.	3.77	VS	3.61	VS
Translates my philosophy of teaching into action.	3.78	VS	3.65	VS
Applies updated knowledge to enrich my teaching practice.	3.93	VS	3.63	VS
Links with other institutions and organizations that are helpful to the teaching profession.	3.71	VS	3.50	VS
Gets involved in professional organizations and other agencies that improve teaching practices.	3.71	VS	3.53	VS
Actively seeks feedbacks from a range of people to improve my teaching performance.	3.54	VS	3.51	VS
Accepts my personal accountability to the learners.	3.88	VS	3.60	VS
AWM	3.79	VS	3.59	VS

The table shows that school heads and teachers themselves rated the statement “very satisfactory” to each indicator of Personal Growth and Professional Development.

The lowest mean rating of 3.54 was given by the school heads on the item “seeking feedbacks from a range of people to improve their teaching performance”. This was given preferably because teachers firmly believed that they are already competent and capable on their own. Teachers are also expected to assist other teachers by giving some feedbacks in order to improve their competencies, but due to limited time, some teachers have not been fully performed this task.

It also shows that teachers are in need of trainings in terms of personal growth and professional development as shown by the average weighted mean of 3.79. these are trainings which teachers need to undergo continuously. The table further shows that the school heads and teachers gave the highest mean rating of 3.97 on the “competence on abiding and practicing the Code of Ethics for Professional Teachers.

In sum, the level of competency of teachers as perceived by the school heads and themselves is satisfactory with 3.79 and 3.59 mean, respectively.

Holloway (2006) stressed that an effective teacher maintains her academic growth because no matter how effective he is, if he becomes complacent or self-satisfied, he is professionally

dead. Teachers account for professional development.

The present study is similar to the study of Camba (2007) which stressed that the teachers need to grow professionally. To be a good teacher and effective one, he must be interested to grow professionally and keep with the current trends of education. This is by attending trainings, seminars, and other activities of the school and community.

The table 8 presents the summary of English teachers’ level of competency as perceived by their school heads and teachers themselves by area.

Table 8: Summary of Level of Competency of English Teachers in the National Competency-Based Teacher Standards

National Competency-Based Teacher Standards	School Heads		Teachers	
	WM	DE	WM	DE
A. Content Knowledge and Pedagogy	3.94	VS	3.61	VS
B. Learning Environment	3.83	VS	3.60	VS
C. Diversity of Learners	3.74	VS	3.48	VS
D. Curriculum	3.77	VS	3.09	VS
E. Planning, Assessing and Reporting	3.81	VS	3.47	VS
F. Community Linkages	3.71	VS	3.41	VS
G. Personal Growth and Professional Development	3.79	VS	3.59	VS
AWM	3.80	VS	3.58	VS

Based on the table, all the competencies were rated satisfactory by the school heads while teachers rated themselves satisfactory in terms of Content Knowledge and Pedagogy, Learning Environment, Planning, Assessing, and Reporting, and Personal Growth and Professional Development while they rated themselves fair in terms of Diversity of Learners, Curriculum and Community Linkages. The average weighted mean of 3.80 and 3,58 revealed that teachers are slightly competent in performing their duties and responsibilities.

6. Conclusion

Based from the findings of the study, the following conclusions are drawn. The teachers possessed the required competencies on content knowledge and pedagogy, diversity of learners, learning environment, curriculum, planning, assessing and reporting, community linkages and personal growth and professional development.

The school principals rated the teachers higher than the teachers themselves along teaching-learning process and community involvement while teachers rated themselves higher than their school heads’ rating on pupils’ outcomes and personal growth and professional development.

7. Future Scope

On the basis of the forgoing findings and conclusions, the following policy statements are recommended to improve the performance of teachers.

The school officials should continuously encourage teachers to pursue higher education and attend seminars and trainings

to keep themselves updated with demands, trends and charges so that as facilitator of learning, they can effectively assist and guide the students and respond to its clientele in school, home and community.

Considering the very satisfactory competency and very satisfactory performance of the teacher-respondents as rated by their school heads and themselves, they have to continuously strive to maintain the high competency along the seven areas of concern and performance rating on the three areas of concern.

School administrators should maintain good organizational environment and continuously motivate teachers to do their best in teaching to sustain and enhance high level of satisfaction in the workplace. The school administrator should assist and guide teachers in the performance of their tasks to fully attain quality education.

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