

National Competency - Based Teacher Standards of Mid-Level Administrators' and its' Effect on their Critical Thinking Skills: Basis for Four Pronged Program

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Abstract: *This study determined the effect of the level of NCBTS learned to the level of Critical Thinking Skills acquired by the 393 Mid-Level Administrators of Public Secondary High School in Fourteen Divisions of Region X namely: 1. Cagayan de Oro City (40 respondents) 2. Misamis Oriental (68 respondents) 3. El Salvador City (3 respondents) 4. Iligan City (32 respondents) 5. Lanao Del Norte (42 respondents) 6. Ozamis City (15 respondents) 7. Misamis Occidental (35 respondents) 8. Bukidnon (72 respondents) 9. Camiguin (15 respondents) 10. Gingoog City (17 respondents) 11. Malaybalay City (18 respondents) 12. Oroquieta City (12 respondents) 13. Tangub City (12 respondents) 14. Valencia City (12 respondents). Prior to the collection of Data the researcher secured permission to conduct the study from the Office of the Regional Director. It also looked into the following specific questions: 1) what is the characteristics of respondents in terms of gender, study habits, teaching experience, attitude towards teaching and leadership Potential 2) What is the respondents' level of NCBTS learned in terms of the following: social regard for learning, the learning environment, the diversity of learners, curriculum, planning, and assessing & reporting, community linkages, personal & professional growth 3) What is the respondents' level of critical thinking skills acquired based.*

Keywords: Mid-level Administrators, National competency based- teachers standard NCBTS, Learned, effect, critical thinking, skills acquired

A. The Problem

1. Introduction

Republic Act 9155 otherwise known as the Basic Education Act of 2001 was promulgated, providing the highest quality of education to the Filipino learners. In answering to the call for quality education, especially Trends in International Mathematics and Science Study (TIMSS) in 2003 in which the Philippines came out third from the last, the Commission on Higher Education (CHED) and the Teacher Education Council (TEC) have come up with programs and projects meant to improve the quality of teacher in the country.

Change in Education is a deep-high mechanism and a constant accomplice for advancement. Every year, there are innovations in the field of teaching that are dynamic and developing since it is an important unit of social reform. Its challenging role of providing optimum learning experience always goes for equality, considering that teachers are tasked to educate young and the future citizens of the country. This is clearly expressed in section one, Article XIV of the 1987 Philippine Constitution mandating that "The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all (De Leon, 2013)".

TEC came up with the National Competency-Based Teacher Standards (NCBTS) specifying seven domains, namely; social regard for learning, the learning environment, the diversity of learners, curriculum, planning and assessing and reporting, community linkages, personal & professional growth.

NCBTS is a paradigm for quality teaching, a common framework for understanding teaching quality that serves to encapsulate the necessary components of teacher education and is "the heart of the various stages of Teacher Education Development Program (TEDP)" (TEC, 2009). This was an answer to the demands of the education sector to have teachers who are "equipped with a wide range of theoretical and methodological skills". This is to enable them to have diverse choices in employing learning environment that will make the best use of students' learning (Juliannes, 2010).

The need to hone the skills of Mid-Level teacher Administrators is imperative, obligatory and essential because whatever they transmit to students and teachers from their care may be brought from one generation to another. The honoring of Leadership skills and transmission of knowledge as implied by the NCBTS involves the use of critical thinking skills as well. This poses an even more challenge on the educators today specifically of those considered as Subject Coordinators, Grade Leaders, and Chairmen in various task who at the same time still has teaching loads to attend to.

As of this writing, it has been more than twelve years that CMO 30 was issued in 2004, and along with it, the development of critical thinking skills was implemented. Has there been an improvement gained by the students and mid-level system administrators? Has the knowledge of NCBTS improved their critical thinking skills which hopefully will cascade to their students and teachers under their care? Inversely, critical thinking seems to be an issue in education until recently. For one, there are only a small number of teachers who can communicate a logical idea of what critical thinking is about (Elder, 2013). This could primarily lead to the question: Do Mid-level system

administrators of today possess the competencies which are also necessary skills to teach with high critical thinking?

As observed, in Region X, the teacher have always been updating themselves both in facilities and instruction in order to foster a fully equipped training ground most especially for the teachers and for the mid-level system administrators who continues to grow professionally. Considering that it has been years since the emphasis on critical thinking skills has been given emphasis with NCBTS in all teachers, there is a need to access the mid-level administrators in terms of NCBTS learned, and eventually, their level of critical thinking skills.

The researcher, being a teacher and at the same time one of the Mid-Level Administrator for the past 10 years, feels that it is her responsibility to also takes part in the continuing development of the educational system. She considers it important to know the factors that can contribute to the realization of the Vision and Mission of the department of Education. Since she believe that having High and low Critical Thinking skills will affect the Mid- Level Administrators Leadership among fellow teachers and students in general.

To put it simply, this paper is therefore dedicated towards knowing how much NCBTS competencies have the Mid-level administrators learned and how they respond to the demands of critical thinking in educational pedagogy.

2. Theoretical and Conceptual Frameworks

This study is anchored on the Cognitive development theory of Jean Piaget. Particularly, this study centers on the formal operational stage where mid-level administrators belong. This formal operational stage is what he calls the hypothetical-deductive reasoning or the ability to think theoretically. As the word implies, this thinking makes use of theories which denote the processes of careful investigation intelligent analysis, and based judgment. A person having this kind of mental thinking is no longer confined to “what he see is what he gets” popular advertisement “Ask for more”. Thus, he looks at things, questions about things, understands things, and decides which one to accept, modify or discard. Qualities that are said to be very important when you are leader such as the Mid-Level Administrators.

According to Piaget, cognition (knowledge of environment) starts from mental structures which he calls schema. This pertains to an organized pattern of thought or action in order to put meaning to this experience. Piaget believes that mental development occurs in two processes, the assimilation and accommodation. These two processes are the powerhouse of mental development and they happen all the time as people never stop thinking; it is as constant as the beating of the heart.

Assimilation refers to the process wherein the person understand new things, new experiences in terms of knowledge that a person already formed in himself. For example, when a child sees the word reading in a sentence “Reading is my favorite pastime”, he would immediately

associate it to be a verb because he has prior knowledge that a word with-ing is a verb.

However, when he has observed that verbs are not often placed at the beginning of a sentence, he would be label it as a “special case of verb “and this is now accommodation. Now as maturity sinks into him, he would develop the mental attitude to search about it by asking questions or even research about it. Through this constant work of assimilation and accommodation, mental activities are developed and eventually reach the formal operation especially when nurtured well.

Bassham (2012) agrees with Piaget’s belief that people are determining to arrange ideas in order to adopt best environment. This is called equilibration. As the term denotes, it refers to the harmony between an existing scheme and something new. Once a disagreement exists between the two, this result to disequilibrium, as a result, the mind finds a way to this incongruity and in the process allows learning to take place. With this constant process of learning, mental process start to develop until it reaches different levels.

Critical thinking is defined by Kosslyn (2011) as the process by which person examines assertions and arguments in order to determine which are valuable and which are not. As implied in this definition, this kind of thinking involves the analysis of belief or an observation in order to choose what is going to best fit a given situation.

In more concrete term, critical thinking is when “a person can actively and skillfully conceptualize, apply, analyze, synthesize or evaluate information gathered from or generated by observation, experience, reflection, reasoning or communication as guide to belief and actions (Elder, 2013). True enough to Nuestra (2015), this critical thinking is cognitive strategy. Since it is a strategy, the mind is directly involved in all actions that mind takes.

As these skills are reflective and cognitive in nature, it is assumed that these skills are being influence by the mid-level administrators’ level of knowledge and mastery of the National Competency-Based Teacher Standards (NCBTS). NCBTS is a set of several theories and concepts aimed at identifying different scope of effective teaching. From its guiding principle, the framework branches out into seven interrogated domains. They include the following: social regard of learning, the learning environment, the diversity of learners, curriculum, planning, assessing & reporting, community and linkages, personal and professional growth.

As regards, there is a relationship between academic learning to critical thinking. The accomplishment of the mid-level administrator’s struggles is often associated with the ability to comprehend the ideas presented in a reading material (Bassham, 2012). Since most of the subjects in secondary levels demand high levels of thinking, academic performance, in particularly, the NCBTS learning would be an indicator of the level of critical thinking skill. The latter would determine the kind of achievement mid-level administrators demonstrate. In this study, the level of the knowledge and skills learned in the workplace will be

reflected by the level of the NCBTS gained in the course of teaching.

The independent variables considered in this study are the teachers' gender, teaching experience, study habits, attitude towards teaching and leadership potential.

In this paper, gender as indicator will be used to identify whether indeed gender has an effect on the critical thinking of students. According to Oreta (2012), male and female are biologically different in so many ways and this leads people to think that one gender is above the other. Also, Research in College Science Teaching: Cognitive Levels and Reasoning journal cited that females at the lowest level of cognitive development scored higher than did males at the same level of development in a test conducted on them (Stanley, 2013). This indicator will be proven in this study.

Another independent variable is Experience in teaching. Perez (2014) found out that an experience leads to a greater performance. Likewise, an old states "Experience is the best teacher". There is more to see from real life scenario than there are in book especially when reading and learning is limited.

Thus, to suffice the competition of a challenging environment, teaching experience would arrive very helpful. "As a rule, people will not develop these abilities on their own. And very few teachers will learn them at elsewhere but mostly in school" (Elder; 2013). As teaching is designing and implementing activity, knowledge about subject matter is very important in the proportion of learning and this can be gained in work environment experience (Burning, 2011) this indicator of success in teaching, which demands the use of critical thinking.

The indicator Study Habits was also considered in this study. In the study of Hockenbury (2013) it was revealed that there

was a positive relationship between teachers' study habits and the academic performance of the students. This signifies that the better the teachers' study habit; the better is the academic performance.

Another indicator included in the study is the teachers' Attitude towards teaching. A person would mostly like succeed when he likes that thing he is doing. In the case of teaching which is considered as a taxing job. Aside from curriculum, "a Mid-level teacher Administrator is the best predictors whether or not students and co-teachers will succeed" (Chaffee, et.al, 2014). Success in the field means the development of critical thinking.

The indicator leadership potential. We have known that, as a leader you need to make good decision and that require critical thinking skills. To develop your own personal leadership potential you need to think critically about what you read and incorporate into your understanding and style.

Afe (2013) said that a well-cultivated leader with high critical thinking raises vital questions and problems, gather and assesses relevant information and can effectively interpret it. Leaders that come to well-reasoned conclusions and solutions, test them against relevant criteria and standards. It has the capacity to communicate effectively in others in figuring out solutions to complex problems.

As a summary, the dependent variables in the study are the level of NCBTS learned and are deemed to affect their level of critical thinking skills acquired. These variables are presumed to be influenced by the independent variables which are gender, study habits, teaching experience, and attitude towards teaching. Figure 1 shows the interrelationship of the variables in the study.

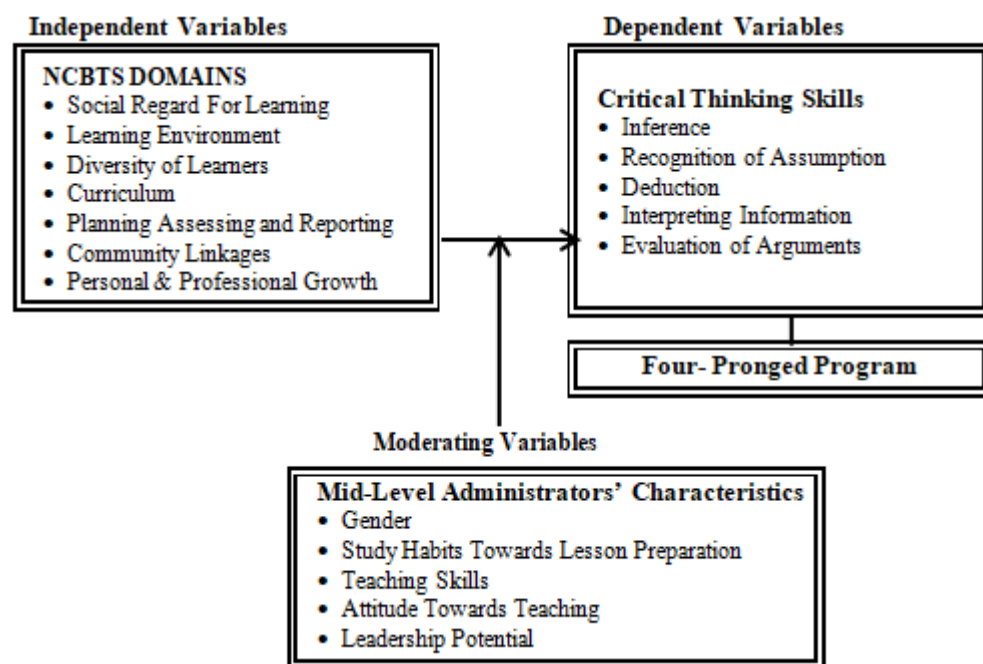


Figure 1: A Schema Showing the Interrelationship of Variables

Statement of the Problem

This study attempted to determine the National Competency-Based Teachers Standards of Mid-Level Administrators and Its effect on their Critical Thinking Skills in Region X during the school year 2016-2017. Specifically, this study answered the following questions:

- 1) What are the characteristics of the Mid-Level Administrators in terms of:
 - 1.1 Gender;
 - 1.2 Study Habit Towards Lesson Preparation;
 - 1.3 Teaching Skills;
 - 1.4 Attitude Towards Teaching; and
 - 1.5 Leadership Potential?
- 2) What is the level of NCBTS Mid-Level Administrators learned in terms of the following:
 - 2.1 Social Regard for Learning;
 - 2.2. The Learning Environment;
 - 2.3. The Diversity of Learners;
 - 2.4. Curriculum;
 - 2.5. Planning Assessing and Reporting;
 - 2.6. Community Linkages; and
 - 2.7. Personal & Professional Growth?
- 3) What is the respondents' level of critical thinking skills acquired based on the following:
 - 3.1 Inferences;
 - 3.2 Recognition of Assumptions;
 - 3.4 Deductions;
 - 3.4 Interpreting Information; and
 - 3.5 Evaluation of Arguments?
- 4) Is there a significant effect of the Mid-level Administrators level of NCBTS learned and the level of critical thinking skills acquired when grouped according to:
 - 4.1 Gender;
 - 4.2 Study Habit towards Lesson Preparation;
 - 4.3 Teaching Skills;
 - 4.4 Attitude towards Teaching; and
 - 4.5 Leadership Potential?
- 5) To what extent does the level of NCBTS learned contribute the critical thinking skills acquired by the respondents?
- 6) What are the results of the in- depth interview conducted to the mid-level administrators in Region X?
- 7) Based on the findings of the study what Four-pronged Program can be designed?

Hypotheses

Problems 1,2,3,6, and 7 are hypotheses-free. However, for problems 4 and 5, the following null hypotheses were tested at 0.05 level of significance.

Ho 1: There is no significant effect in the NCBTS-TSNA learned by mid-level system administrators to their level of critical thinking skills when grouped according to gender, study habit, teaching experience, attitude towards teaching and leadership potential.

Ho 2: There is no significant effect in the NCBTS-TSNA learned to the level of critical thinking skills of mid-level system administrators.

3. Significance of the Study

This study provided valuable information for the Mid-Level Administrators in accordance to the realities presented in this paper that served as an assessment for them to understand themselves better. Through this study also, they were able to evaluate the aspect and skills that they lack. That, such evaluation, were able to prepare themselves for achieving higher outcomes of their students and co-teachers under their care and more importantly, to their future teaching endeavor. For the teachers the result of this study may become a useful tool for them to evaluate the needs of students in their order to become good provider of knowledge. The prompt detection of teachers strengths and weakness in critical thinking as well as some other factor that affect their performance may necessities programs or inventions to help students. They were given concrete indicators of the development of their experience and skills. With the School Heads as managers of the direction of the flow of training for mid-level administrators, will be provided them a glimpse of some realities that are going on between teacher and students, as well as between the mid-level administrators and teachers.

Through the observations presented here, they were aided on the kind of evaluation they will employ. For the Curriculum Makers this study will outline what aspect of educational training is given more weight. From this Four-pronged Program will be done, also the least learn skills may be given emphasis in the curriculum. For the Policy Makers administrators will be directed in formulating policies and standards for the schools, meant to develop future teachers hectically.

For the Future Researchers the endeavor shown in this paper may give interest to them to undergo similar studies on other aspects of school heads and education. They may be able to see some other important elements that might need some more exploration.

4. Scope and Limitation of the Study

This study explored the effect of the level of NBTS learned on the level of critical thinking skills acquired by the Mid-Level Administrators in Region X for the school year 2016-2017. The independent variables are the level of NCBTS learned and the dependent variables are the level of critical thinking skills acquired. The moderating variables includes the profile of the respondent such as the following: gender, study habits, teaching experience, attitude towards teaching and leadership potential. The respondents of the study are the Mid-Level Administrators of the fourteen divisions of Region Xnamely: Bukidnon, Cagayan de Oro City, Camiguin, El Salvador City, Gingoog City, Iligan City, Lanao del Norte, Malaybalay City, Misamis Occidental, Misamis Oriental, Oroquieta City, Ozamis City, Tanguib City, and Valencia City. The Mid- Level Administrators were considered in this study as they were expected to have learned and applied NCBTS in their teaching experience and

facilitated co-teachers now that they are handling them in their cup of leadership.

5. Definition of Terms

In this dissertation some words were used by the proponent that are necessary for the study, however for better understanding of the readers the definitions as used in this study were provided as used operationally:

Academic Experience: This refers to the learning and training acquired by the Mid-Level Administrators during their actual teaching experience.

Arguments: This requires the making of a decision on the weakness and strength of given situations.

Assumptions: This refers to the ability to decide which among the proposed assumption is taken or not by a person.

Attitude towards Teaching: This refers to how the teacher looks at the teaching profession and how he/she considers himself/herself as part of the teaching community

Community Linkages: This domain refers to the ideal that classroom activities are meaningfully linked to the experiences and aspirations of the learners in their homes and communities.

Critical Thinking Skills: This refers to the higher order thinking skills manifested by the Mid-Level System Administrators in their evaluation of different situation, it is collective term that refers to the mental skills involving inference, assumption, deduction, interpretation and evaluation of argument.

Curriculum: This domain refers to all elements of the teaching-learning process work in convergence to help students understand the curricular goals and objectives, and to attain high standards of learning defined in the curriculum.

Deductions: This refers to the ability to evaluate which conclusion necessarily follows the given statements. It test on the determination of what logically follows next to a given situation.

Diversity of Learners: This domain refers to the domain that emphasizes the ideals of the teachers that can facilitate the learning process even with diverse learners, by recognizing and respecting individual differences.

Domains: This refers to the classification or category of the standards of the NCBTS. It is as a distinctive sphere of the teaching-learning process, and is also a well-defined arena for demonstrating positive teacher practices.

Four-Pronged Program: This refer to the program that links NCBTS learning to advance the Critical Thinking Skills of the teachers.

Gender: This refers to the state of being male or female.

Inferences: This refers to the ability to examine the degree of truth or falsity of a given statement based on given facts.

Interpreting Information: This refers to the skill pertains to the ability to identify from a list of traits that are appropriate to the situations given.

Learning Environment: This domain refers to the importance of proving a social, psychological and physical environment.

Mid-Level System Administrators: This refers to the intermediate administrators of the school who are in direct contact with the school head and responsible for at least 5 to 2 teachers. They are persons with chairmanship or coordinator ship whose main duty is to help implement school policy, strategy and innovation programs in the most efficient way.

NCBTS Learned: This refers to the knowledge and skills of the seven domains of the teaching profession.

Personal Growth & Professional Development: This domain emphasizes the ideal that teachers values having high personal regard for the teaching profession, concern for professional development, and continuous improve as teachers.

Planning, Assessing & Reporting: This domain refers to the alignment of assessment and planning activities.

Social Regard for Learning: This domain refers to the ideal of the teachers that serve as positive and powerful role models of the value in the pursuit of different efforts to learn.

Strand: This refers to the sub classification of each domain of the NCBTS. It is defined as a more specific dimension of positive teacher practices under the broad conceptual domains.

Study Habit towards Lesson Preparation: This refers the attitude and practices of Mid-Level Administrators towards learning. In this habit includes study skills, and time management.

Teaching Skills: This refers to the teachers' knowledge on how to impart to the learners, to be able to understand contextual factor that influence teaching and learning, to use professional knowledge to plan for a safe, high quality teaching and learning environment and how to develop positive relationship with learners and the members of learning communities.

6. Review of Related Literature and Studies

This chapter cites related literature and studies from books, periodicals and unpublished studies that will help establish the foundation of this current study. The concepts provided not only present useful knowledge but also valuable insights concerning the implication of NCBTS learned to critical thinking skills.

Related Literature and Studies in Foreign Setting

Critical thinking is the word often associated with the thoroughness or severity of things. For example, when people hear of such word, the initial reaction is dislike, for it seems to sound like an evaluation or criticism. True enough, such immediate judgment contains a grain of truth because those elements are indeed part of the whole process of critical thinking. The word critical comes from Greek word *kritikos* which means to perceive, detect, judge/analyze. Similarly, critical thinkers are people, whose ideas are clearly and persuasively expressed, understood, evaluated, and discussed (Chaffee, et al, 2012). In other words, critical thinking is “self-guided, self-disciplined” mental process that endeavors to give optimum explanation in a non-discriminatory manner (Elder, 2013). Which might not be of preference of one’s self, but which is what is right. Indeed, critical thinking liberates a person from his biases, making a choice “to live rationally, reasonably, and emphatically”.

Bassham (2012), points out critical thinking standards. They are clarity, precision, accuracy, relevance, logical correctness completeness and fairness. He said that critical thinker thinks clearly and expresses ideas in an understandable form. The world indeed has so much confusion. It is the essence of life. There are some questions that need answers and sometimes the answer are too many to choose. With critical thinking, these confusions will be easier to iron out.

As to accuracy, “No one can navigate through life without an accurate map by which to steer, knowledge is the possession of such a map, and truth is what the map is giving us, linking us to reality”, (Bassham, 2012). This means that there should be an exact placement of things, in other words, order. As to consistency, truth is an ultimate goal of man. The reason of man’s study is to know the truth about his existence.

Logical correctness is another standard. Critical thinking involves a judgment that comes from a well-supported conviction. One cannot just easily pass on judgment without having to prove its veracity. Fairness is another standard. Open- mindedness is precisely a vital ingredient in thinking critically. When the mind is broad enough, it will provide more rooms for the consideration of things.

To top it all, there are indeed so many standards to consider in determining a critical thought. Complex as it appears, critical thinking involves different skills. These are Inferences, Assumptions, Deductions, Interpreting Information and Arguments.

First is Inferences. This pertains to the ability to discriminate among degrees of truth or falsity of inferences drawn from a given data. “An inference is a step of the mind, an intellectual act by which one concludes that something is true in light of something else’s being true, or seeming to be true” (Elder, 2013).

Second is Assumptions. It follows that once a person reaches inference, he proceeds to making recognition of assumptions. Assumptions are suppositions taken from personal opinions that are beyond the range facts. They are

unexpressed ideas that influence observation. “Human made hundreds of assumptions without knowing it---without thinking about it” (Elder, 2013).

Third is Deductions. Essentially, this skill requires deductive reasoning. Such reasoning is more specific and involves the testing or confirming hypotheses (Tolar, 2015). It is higher skill since it does not only accept the things that are given; instead it passes through trial and errors as to which one would work best.

Fourth is Interpretations. This is a skill that requires the ability to understand and convey sense or importance of a wide variety of experience, situations, data, events, judgments, conventions, beliefs, rules, procedures or criteria (Forcier, 2013).

After Interpreting Synthesis it is achieved when one builds a structure or pattern from diverse elements. It is putting parts together to form a whole, with emphasis on creating a new meaning or structure.

Sixth is Arguments. This relates to the cognitive skill of reviewing the truthfulness of statements or other representations. Evaluation of Arguments is the end process of the whole mental process which would yield action or behavior as its product.

As people are gregarious individuals, the social aspect of man is enhanced through communication and this is where education plays its important role: to ascertain the goodness of individuals. Since education is a force of society that transforms man’s concept of who he is and how he is to become, education needs to be the forerunner of critical thinking as the schools need society and society needs schools.

Today, education has indeed involved as the world advances. As a matter of fact, teaching has now become more than just asking students to “memorize, repeat, and understand content” (Hernan, 2011). Education of today calls for Mid-level System Administrators to become critical thinkers, because critical thinking should be at “the heart of the curriculum”, (Elder, 2013) if quality teaching is to be expected. It is imperative that Mid-level System Administrators must be equipped with the necessary critical thinking skills in order to pass high in all assigned task with fewer difficulties. “There is a direct relationship between teacher and Mid-level System Administrators practices development of critical thinking” (Elder; 2013).

Higher order thinking skills (HOTS) is the focus in the world of academe now; the active, intelligent evaluation of ideas and information. Therefore critical thinking plays a vital role in the curriculum especially that of the teacher-leaders, our Mid-level System Administrators. Critical thinking can help avoid making foolish personal decisions. Many of today’s societal problems are largely caused by poor critical thinking.

In a study conducted graduate students, entitled “Critical thinking skills: a comparison of doctoral-and master’s-level students”. It was claimed that there was a “significant association between critical thinking skills and academic

performance” (Rasool, 2014). “The ability to think critically is important among the teacher-leader in the school as the content of education at this level requires higher order thinking such as the ability to apply critical evaluation, give evidence for their opinions, and argue the ability of facts they receive from teachers” (Alshraida, 2013). Indeed, “findings have proved that critical thinking is significantly and positively correlated with academic achievement” (Ann, 2015).

This active and well-thought out of mental process involved in critical thinking skills is also exemplified in the higher order thinking skills (HOTS) of Blooms. These include the analysis, synthesis and evaluation renamed and restructured as analyzing, evaluating and creating.

Blooms defined Analysis as the capability to break down material into its component parts so that its organizational structure may be understood. This involves the recognition of parts, identifying the relationship of parts and the identification of concepts that such relationship necessitates. It is a high form thinking because they do not involved the determination of concepts, what are they made of, but also to what group can they be classified and the reason for this classification.

Synthesis refers to the ability to put parts together to form a new whole. This belongs to high order thinking skills. It involves the creation of new ideas or concepts that may not have existed.

Evaluation is the ability to criticize the value of material for a given purpose based on one’s criteria and the standard criteria. The fact that the other components of thinking are involved and a judgment is formulated makes this the highest level of thinking.

These kinds of thinking are components of the scientific study that each Mid-level System Administrators involves. This explains why the level of critical thinking skills is considered a dependent variable in this study.

Since academic activities involve so much thinking, it is closely connected to the achievement of critical thinking skill. If one succeeds, he is expected to have developed good critical thinking skills since these are expected in the coursework of academe.

Teachers can change lives. As Barrack Obama (2015) says. “If you want to change the world, go into teaching”. They can change a person, the society where he or she lives and even the entire world. As teachers are potent instruments to practice and promote critical thinking, the need to have a framework which will set a standard and serve as key principles for the teaching profession came into view. This is the creation of NCBTS.

Related Literature and Studies in Local Setting

NCBTS is DepEd’s articulation of a new paradigm for quality teaching. It is derived from the guiding principle:

Teachers in all Philippines schools are committed, and accountable in providing classroom instruction with result

that is manifested in high performance levels in terms of student learning outcomes. Teachers are dedicated to the well-being of the students and the communities they serve, taking into account their cultural diversity, group aspirations and what is valued in education (TEC, 2012).

From this guiding principle, the framework branches out into seven integrated domains, namely: social regard of learning, the learning environment, the diversity of learners, curriculum, planning, assessing & reporting, community linkages, personal and professional growth (CB-PAST – DepED, 2011).

In this framework, the teacher is a professional who is authorized and obliged to decide and evaluate the educational process of student’s achievement of learning goal (TEC, 2013). To make this easy for teachers, NCBTS identified two general classification under which teaching and the teacher profession be anchored. The first category is subdivided by two categories: the teacher as facilitator of learning and a teacher as a learner. The categories are composed of domains that teachers are expected to develop.

The competencies outlined in this framework are taken from educational theories and empirical research on learning environment and teaching practices that lead to effective learning. Also included are authentic and successful practices and school programs. These competencies are articulated into domains, strands and indicators.

Domain is a distinctive sphere of the teaching learning process. It is also a well-defined arena for demonstrating a positive teacher practices. The specific dimensions of positive teacher practices under the broad conceptual domain are called the strands.

Finally, the concrete, observable, and measurable teacher behaviors, actions, habits, routines and practices known to create, facilitate and support enhanced student learning are called the strands.

Domain 1: Social Regard for Learning (SRL)

This domain focuses on the ideal that teaches serve as positive and powerful role models of the value in the pursuits of different efforts to learn. The teacher’s action, statement, and different types of social interactions with students exemplify this ideal.

Domain 2: Learning Environment (LE)

This domain focuses on importance of providing a social psychological and physical environment within which all students, regardless of their individual differences in learning, can engage in the different learning activities and work towards attaining high standards of learning.

Domain 3: Diversity of Learners (DOL)

The DOL domain emphasizes the ideal that teachers can facilitate the learning process even with diverse learners, by recognizing and respecting individual differences and by using knowledge about their differences to design diverse sets of learning activities to ensure that all learners can attain the desired learning goals.

Domain 4: Curriculum (Curr.)

The curriculum domain refers to all elements of the teaching-learning process that work in convergence to help students understand the curricular goals and objectives, and to attain high standards in learning defined in the curriculum. These elements include the teacher's knowledge of subject matter and the learning process, teaching-learning approaches and activities, instructional materials and learning resources.

Domain 5: Planning, Assessing & Reporting (PAR)

This domain refers to the alignment of assessment and planning activities. In particular, the PAR focuses on the (1) use of assessment data to the plan revise teaching-learning plans; (2) integration of assessment procedures in the plan and implementation of teaching-learning activities, and (3) reporting of the learners' actual achievement and behavior.

Domain 6: Community Linkages (CL)

This LC domain refers to the ideal that classroom activities are meaningfully linked to the experiences and aspirations of the learners in their homes and communities. Thus, this domain focuses on teachers' efforts directed at strengthening the links between school and communities to help in the attainment of the curricular goals.

Domain 7: Personal Growth & Professional Development (PGDP)

The PGDP domain emphasizes the ideal that teachers value having a high personal regard for the teaching profession, concern for professional development and continuous improvement as a teachers.

These seven domains are interconnected to each other in significant ways in such a way that a middle domain 2,3,4,5 and 6 (the shaded areas) represent standards referring to "The Teacher as Facilitator of Learning" whereas the two outer domains 1 and 7 (the unshaded areas) represent standards referring to "The Teacher as Learner". The middle domain can further divided into sub-categories. The innermost domains 3,4 and 5 (the darkest shaded areas) represent the specific teacher practices related to the technical aspects of the teaching-learning process, whereas the other domains 2 and 6 (the lighter shaded areas) represent the specific teacher practices that embed the learning process in appropriate contexts.

As these domains involved learning process and skill, they are aligned to the skills identified in the critical thinking skills especially that to evaluate one's self means challenging one's thinking and attitude in order to accept the concepts in this framework and be able to project this through performance, specifically teaching.

As this framework serve as the guide for teachers in the practice of their profession, it is important that indicators contained in this structure be used in the constant checking of one's conduct and values to be able to live according to such standards. To put simply, NCBS is like a teacher's bible.

This will allow teachers to self-assess their own performance against the Competency Standards in order to

identify areas of strength as well as areas that need to be developed further in order for them to function more effectively as facilitators of learning (TEC, 2013).

Indeed, according to De Leon, Hector 2013, training alone does not constitute education. There has to be also a reflective attitude and a critical mind. Aside from that, the integration of these things to the other aspects of life is important (Oreta, 2012).

Male and Females are biologically designed to be different. This holds true with their mental ability; though this does not mean that one gender above the other. For example, in a study of male and female brains, it was found out that males differ from females. It was found out in a study that "during starvation, neurons from males more readily undergo autophagy and die, whereas neurons from females mobilize fatty acids, accumulate triglycerides from lipid droplets, and survive longer (Kurfiss, 2010).

Perez (2014) also believes that "the left hemisphere of the brain specializes in verbal tasks, whereas the right hemisphere specializes the non-verbal ability ones including the spatial functions that are important in Math". In another story, "males are falling behind their female peers in terms of educational attainment", (Hernan, 2011), one reason attributed to this is the lack of focus on boys in schools nowadays, especially that are teaching profession is being dominated by women.

In the study of De Leon, (2013), they claim that: "males are better than females in many visual-spatial task including tasks such as rotating visual images mentally". This attributed to the presence of male hormones, like testosterone, which is believed to increase spatial abilities.

Testosterone is highly evident in male fetuses (Aquino, 2012). This substance is believed to elicit an excited mood of men, thereby giving them the enthusiasm to do something that is needed. Thus, they are more interested in activities involving actions such as in tinkering or solving configured puzzles. The presence of the hormone gives males strengthen one's ability to think critically. This is because any form of study does involve the use of mental aptitude. For example, when one does an assignment, he uses his mind. When he reads, he develops comprehension.

Attitude towards Teaching. Most psychologists agree that motivation is the fuel that ignites a person to move towards achieving his goals. This motivation can be manifested in his interest on a particular thing. According to Nuestra (2015), "most motivation theorists assume that motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized". Once the interest in a subject is high, the mastery of goals may be achieved. This means that without motivation, there can be no action and without action nothing will happen to in a particular person, including his thoughts.

Afe (2013) claims in his expectancy theory that a person's motivation, as expressed in his self-belief, is what determines his success. If he believes, he can do a thing and then he can do it. In line with critical thinking, a person who

is not motivated to do a thing will not try to think through the thing and these in turn will deficit his thinking ability. Unless a person is motivated, probabilities will not be converted into action or behavior.

This is supported by a study of Horenstein (2011) that discloses that the respondents who possess positive attitude toward teaching have higher level of reasoning. As their attitude increases, creating and evaluating level also increase Fereidouni (2012).

The reviewed literature and studies point out teaching experience has influence over the critical thinking skills as it receives its component from the many factors involved in its attainment. This interests the researcher to undertake a similar study in order to point out confirmations and variations.

7. Research Methodology

This chapter deals with the methods and procedures employed in the study. Discussion of these were presented in the following sections: a) research design, b) research setting c) respondents and sampling procedure, d) research instrument e) categorization and scoring of variables f) data gathering procedure and g) statistical treatment.

Research Design

This study used of the descriptive research. It was concerned with conditions and relationships that exist, opinions held processes that goes on, and effects that will be evident. It will deal with the relationship of the variables that have universal validity. This method was appropriate because the procedure included observation and recording of events, so "it can provide wealth of information about behavior, especially behaviors that would be difficult to study experimentally" (Hockenbury, et al, 2013).

Essentially, it discussed the interplay of the dependent and independent variables in the study. Data was gathered and results was tabulated and interpreted. After the interpretation, the results was explained by the underlying concepts that can relate to each piece of information.

In order to further investigate the results of the gathered data from observation and recording of events, the qualitative data will be gathered by conducting an in-depth interview. It will be conducted to the top and bottom five respondents in Region X. The data gathered will then be analyzed and generalizations then made.

Research Setting

This study was conducted in Selected Public Secondary Schools in the fourteen divisions of Northern Mindanao for the S.Y. 2016-2017 namely: 1) Cagayan de Oro City Division; 2) Misamis Oriental Division; 3) El Salvador Division; 4) Iligan City Division; 5) Lanao Del Norte Division; 6) Ozamis City Division; 7) Misamis Occidental Division; 8) Bukidnon Division; 9) Camiguin Division; 10) Gingoog City; 11) Malaybalay City Division; 12) Oroquieta City Division; 13) Tangub City Division; and 14) Valencia City Division. Region X is commonly known as Northern Mindanao. Moreover, Northern Mindanao is within the grid square of 7°25' to 10°30' North Latitude. It is bounded on the North by Bohol Sea, on the South by Lanao del Sur and North Cotabato; on the West by Zamboanga provinces; and on the East by Agusan Provinces and Davao. Region 10 consists of five provinces: It is composed of the landlocked province of Bukidnon in the South; Misamis Oriental in the North; the paradise island of Camiguin in the Northeast; Lanao del Norte and Misamis Occidental in the West; it comprises 9 cities of Cagayan de Oro, Gingoog, El Salvador, Iligan, Malaybalay, Valencia, Ozamis, Oroquieta, and Tangub; a total of 84 municipalities; 13 Congressional districts, and 2,022 barangays with 238 Secondary schools.

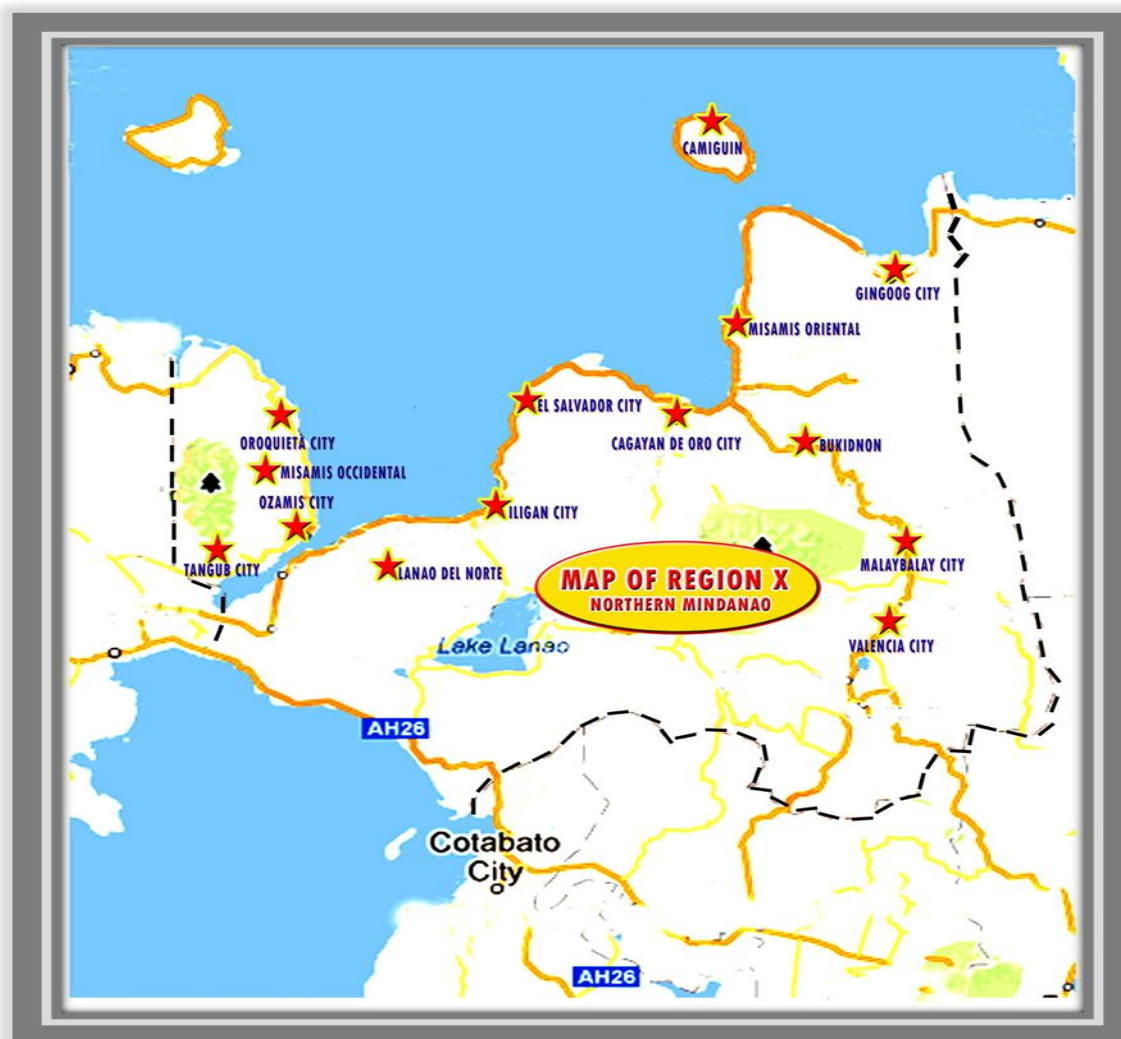


Figure 2: The Map of Region X (Northern Mindanao)

Research Respondents

In this study, the subjects were the 393 Mid-Level System Administrators of Public Secondary High School. These respondents were presumed to have clearer views and opinions on the relations practices of the Mid-Level System administrators in school. This study was conducted in This S.Y. 2016-2017, in Region 10 namely: 1) In Cagayan de Oro Division; Cagayan de Oro National High School (27 respondents), and Bulua National High School (23 respondents) 2) In Misamis Oriental Division; Misamis Oriental General Comprehensive High School (80 respondents) 3) In El Salvador Division; Molugan National High school (10 respondents) 4) In Iligan City Division; Iligan National High School (27 respondents), Mainit Cristina National High School (13 respondents) 5) In Lanao Del Norte Division; Baloi National High School (18 respondents), Lanao del Norte National High School (22 respondents) 6) In Ozamis City Division; Ozamis National High School (20 respondents) 7) In Misamis Occidental Division; Panaon National High School (30 respondents) 8) In Bukidnon Division; Manolo Fortich National High School (28 respondents), Alae National High School (22 respondents), Libona National High School (20 respondents) 9) In Camiguin Division; Mambajao National High School (20 respondents) 10) In Gingoog City; Gingoog National High School (15) 11) In Malaybalay City Division; Bukidnon National High School (20) 12) In Oroquieta City

Division; Misamis Occidental National High School (15 respondents) 13) In Tangub City Division; Tangub National High School (15 respondents) and 14) In Valencia City Division; Valencia National High School (15 respondents).

Table A: Distribution of the Respondents by Division

	Division	Respondents
1	BUKIDNON	72
2	CAGAYAN DE ORO CITY	40
3	CAMIGUIN	15
4	EL SALVADOR CITY	3
5	GINGOOG CITY	17
6	ILIGAN CITY	32
7	LANAO DEL NORTE	42
8	MALAYBALAY CITY	18
9	MISAMIS OCCIDENTAL	35
10	MISAMIS ORIENTAL	68
11	OROQUIETA CITY	12
12	OZAMIS CITY	15
13	TANGUB CITY	12
14	VALENCIA CITY	12
	TOTAL	393

Sampling Procedure

To figure out the sample size of the Mid-Level Administrators-respondents of this study, this employed Multi Stage Sampling. In the first stage of sampling this

employed stratified Random Sampling by grouping the respondents by fourteen strata representing divisions of region X. Then in the second stage it employed simple random sampling to have the representative per division in Region X. The respondents were then given all three questionnaires. However only Top and bottom five respondents were considered for the in-depth interview.

Research Instruments

The researcher used three instruments. Instrument A is researcher-made. Factors involving gender, study habits, teaching experience, attitude towards teaching and leadership potential were evaluated in the questionnaire. Instrument B was adopted from Tolentino (2011). It looked into the level of NCBTS learned of Mid-Level Administrators considering the seven domains, namely: social regard for learning, the learning environment, the diversity of learners, curriculum, planning, assessing & reporting, community linkages, personal & professional growth. The test consists of 35 items, all of which are situational 5 questions were intended per domain. The third instrument C was adopted from Watson-Glaser – (W-GCTA, 2012) the most popular measure of critical thinking ability among professionals. It was seen as a successful tool to predict job success and select good future leaders like the Mid-level System Administrators in terms of 1) Inferences 2) Assumptions 3) Deductions 4) Interpreting Information 5) and Evaluation of Arguments.

Data Gathering Procedure

After the necessary data were gathered endorsement papers was submitted, the researcher proceeded to conduct the tests of critical thinking skills, the NCBTS and the survey questionnaire to the respondents. Mid-level System Administrators was given an hour and thirty minutes to complete all the tests. After that, the data was tabulated and interpreted personally by the researcher. An agreement was consequently made as to the date of the interview. After the consent was given, the top and bottom five respondents which were included in this research for an in-depth interview that was conducted.

Categorization and Scoring of Variables

For the study habits, teaching experience, and attitude towards teaching, the rating, interval and description assigned were used:

a) Gender

Male

Female

Study Habits /Teaching Experience /Attitude towards

Teaching /and Leadership Potential

The ten items used for this part of the survey made use of the categorization and scoring below

Categorization

Rating	Description
4	All the time
3	Most of the time
2	Sometimes
1	Never

Scoring

3.28 – 4.00	Very Good
2.52 – 3.27	Good
1.76 – 2.51	Fair
1.00 – 1.75	Poor

b) NCBTS Test

Scoring: Per-Item Score: Equivalent to 1 point

Score per Domain:

Number of Correct Response	Description
300 – 393	Very Good
200 – 299	Good
100 – 199	Fair
0 – 99	Poor
Mean Percentage of Correct Response	Description
78-100	Very Good
52-77	Good
26-51	Fair
0-25	Poor

c) Critical Thinking

Scoring: Per-Item Score: Equivalent to 1 point

Score per Domain:

Number of Correct Response	Description
300 – 393	Very Good
200 – 299	Good
100 – 199	Fair
0 – 99	Poor
Mean Percentage of Correct Response	Description
78-100	Very Good
52-77	Good
26-51	Fair
0-25	Poor

Statistical Treatment

The quantitative data were analyzed using descriptive statistics and inferential statistics:

Frequency, percentage, mean and standard deviation:

These were employed to analyze and interpret the data that were gathered. These were used to show the characteristics of the respondents in terms of gender, study habits, teaching experience, attitude toward teaching and leadership potential. Also these were used to describe the evaluation of NCBTS and Critical Thinking Test.

F-test and T-test: These were used as the statistical tools that established the significant effects between the respondents' level of NCBTS learned and levels of critical thinking skills acquired when grouped according to their gender, study habits, college experience and attitude towards teaching.

Pearson r Correlation Coefficient: This was used to test the effect of the NCBTS learned and the level of critical thinking skills acquired when grouped according to their personal profile.

Simple Linear Regression: This was used to test and verify the significant effect to the respondents' level of NCBTS learned and levels of critical thinking skills.

8. Presentation, Analysis, and Interpretation of Data

This chapter presents the analysis of data gathered from the Self survey of the Mid- Level Administrators NCBTS learned to their Critical Thinking Skills exhibited. This discusses the data gathered, the analysis and the interpretation were established in order to answer the problems enumerated of the study. The findings are presented based on the sequence of the problems as given in chapter 1.

Problem 1: What are the characteristics of the Mid-Level Administrators in terms of:

- 1.1 Gender
- 1.2 Study Habits towards Lesson Preparation
- 1.3 Teaching Skills
- 1.4 Attitude towards Teaching; and
- 1.5 Leadership Potential?

Being a Mid-Level Administrator is balanced between being rewarding and being challenging. It is a difficult job, and like any other job, there are people that are just not cut out to handle it. There are certain characteristics of a highly effective Mid-Level Administrator that some teachers do not possess. Besides the obvious, there are several traits that good Mid-Level Administrators possess allowing them to do their job successfully. Each of these characteristics manifests themselves in the daily duties of a leader. With this concept, there is a need to know further their personal characteristics that matter most beyond their knowledge learned from NCBTS and their Critical Thinking Skills acquired. Kurfiss (2010) supports the belief that Mid-Level Administrators characteristics play a very important role in gaining Knowledge and enhancing Critical Thinking Skills. This could also affect the leadership behavior and often associated with effective leadership so with supervision. Moreover knowing this characteristics could facilitate further the personal view and assessment of their individual capacity. The table that follow illustrate the Mid-Level administrators characteristics as considered in the study.

Table 1: Distribution of Mid- Level Administrators in Terms of Gender

Gender	Frequency	Percentage
Male	131	33.33
Female	262	66.67
Overall	393	100

Table 1 displays the frequency distribution of respondents in terms of gender. The result manifested that majority of the respondents 262 (66.67%) were female. This points out that there are more female Mid- Level Administrators than male in Region X because teaching generally is a female dominated profession. This confirms Majasan's (2012) statement that "men have the tendency to choose teaching as a last resort because of their negative attitude towards teaching".

Rodelas (2011) reported that majority of the respondents in his study of Environmental Condition of the college of Education in De La Salle University-Dasmariñas were female dominated. Majority of the Administrators in Abao's (2012) study were female as well because of high acceptance of various roles and responsibilities. In the Philippines, women seem to be taking over managerial roles in different sector of the economy including educational institutions which is also true in other countries.

According also to the fast facts of NCES (2011-12), that 76 percent of public school teachers were females. The significant proportion of women teachers particularly in leading the organization is a long-standing phenomenon that characterizes the education systems of many countries often referred to as having "feminized" teacher profession denoting that women represent a significant majority of the teaching workforce. An increased number of females in the teaching profession is an increase chances of leading the organization. It is often associated with education systems that have achieved or nearly achieved universal basic education (Women and the Teaching Profession, <http://unesco.org/January2016>).

This implies that teaching is an overwhelming female dominated profession and in fact has become more so overtime. The disparity is most pronounced in middle school that is on secondary education, where more than 80 percent of teachers are women. (<http://www.nytimes.com/2014/09/07/Sunday-review/dont-more-men-go-intoteaching.January2,2017>).

Table 2: Mean Rating Showing the Respondents' Study Habit Towards Lesson Preparation

Indicators	Mean	Standard Deviation	Description
How often do you read your text or reference books?	2.4	0.46	Fair
How much time do you spend for studying in a day?	2.6	0.34	Good
Do you text your friends/family in minutes all day long?	2.5	0.61	Fair
Do you study in a place free from auditory and visual distractions?	2.4	0.48	Fair
Do you take down notes in all important points?	2.56	0.30	Good
Do you study carefully when planning the DLL along with your curriculum guide?	2.63	0.31	Good
Do you often get a good night's sleep prior to scheduled observation?	2.51	0.51	Fair
When reading, do you distinguish readily between unimportant and important points?	2.46	0.47	Fair
Do you relate concepts learned in one subject with other subjects?	2.36	0.39	Fair
Do you share your ideals/opinions in class discussions?	2.3	0.42	Fair
Mean	2.48	0.429	Fair

LEGEND: POOR: 1.00-1.75 FAIR: 1.76-2.51 GOOD: 2.52-3.27 VERY GOOD: 3.28-4.00-

Table 2 reveals that in terms of study habit towards lesson preparation, the respondents got a mean of 2.48 (SD= 0.429) indicates that most of the time they belong to the categorization of “Fair”. The standard deviation of 0.429 reinforces the very narrow spread of distribution which means that the respondents’ scores did not differ much from one to the other.

A closer look at the table reveals that the indicator, “*Do you study carefully when planning the Daily Lesson Log (DLL) along with your curriculum guide?*” got the highest mean rating 2.63. This signifies that on the average, Mid- Level Administrators spend much of their time in studying and carefully planning out the preparation of the Daily Lesson Log side by side with the Curriculum guide. This suggest that Mid- Level Administrators were conscious of their performance so they carefully plan the steps in order to have good rating in their Individual Performance Commitment Review Form (IPCRF). “Careful Planning is one of the best element in having an effective Study Habits” (Malek, 2012).

While on the other hand the Indicator, “*how often do you read your text or reference books?*”, got the lowest rating (mean 2.4) and scored “Fair” reveals that majority of the

respondents reference books were not read. This could indicate that Mid – Level Administrators rely on their notes and previous knowledge when they study. This can be supported by large number of correct response. The mean rating of 2.6 in the indicator, “*how much time do you spend for studying in a day?*” could indicate that Mid-Level administrators spend a considerable amount of time studying.

In the era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked to opportunities for better living.

“The habits Assists a person to attain mastery in areas of specialization and consequent excellent performance, while opposite to it constitute constraints to learning and achieving leading to failure”(Sigel,2014).

“Success as the name implies is wished for by everybody but it is not easily come by on mere platter of gold; one must work hard for it through dynamism and diligence then, it will be the key to attain the success”(Terenzini, 2013).

Table 3: Mean Rating Showing the Respondents’ Teaching Skills

Indicators	Mean	Standard Deviation	Description
Do you identify important aspects of content to Strengthen own knowledge?	3.10	0.45	Good
Do you select content which regard to the learners?	3.03	0.39	Good
How often do you use a range of questioning strategies?	3.04	0.42	Good
Do you apply learning theories for planning & delivery?	2.43	0.69	Fair
How often do you use students name and pronounced it correctly?	2.41	0.67	Fair
How often do you engage students through Digital presentation?	2.23	0.82	Fair
Do you conclude lessons every end of the topic?	3.05	0.49	Good
Do you use assessment information to ensure learning experiences appropriate to learners need?	3.02	0.38	Good
Do you relate well to students of all cultures offerings support and assistance to all?	3.01	0.35	Good
Do you engage in discussion in over teaching decisions, actions and contribute to school performance meaning fully.	3.03	0.44	Good
MEAN	3.05	0.59	Good

LEGEND: POOR: 1.00-1.75 FAIR: 1.76-2.51 GOOD: 2.52-3.27 VERY GOOD: 3.28-4.00-

Table 3 reveals that in terms of teaching skills the respondents got a mean of 3.05 (SD=0.59) this indicates that most of them belong to the categorization of “Good”. The standard deviation of 0.59 reinforces a very narrow spread of distribution which means that the respondents’ scores did not differ much from one to the other.

The indicator, “*do you identify important aspects of content to strengthen own knowledge?*”, got the highest mean rating of 3.10 which means that on the average, the Mid-Level Administrators’ were able to identify the important aspects of content to further strengthen own knowledge. This indicates that the new breed of Mid-Level Administrators have good academic performance and high critical thinking skills.” Strengthening of own knowledge means empowering own skills through mastered ability and competence” (Velasquez, 2013). This can be supported by the indicator, “*Do you select content which regard to the learners?*”, and the indicator, “*Do you engage in discussion in over teaching decisions, actions, and contribute to school performance meaningfully*”, both got a mean of 3.03, indicating that Mid– Level Administrators are “Good” in this aspects.

Another support to this good teaching skills is the indicator, “*do you conclude lessons every end of the topic?*” Which has mean rating of 3.05. Mid – Level Administrators expertise in drawing conclusions are vital to the development of critical thinking (Bassham, 2012). This means that as Mid – Level Administrators who use a wide range of questioning strategy, applying learning theories for planning and delivery, use assessment information to ensure learning experiences appropriate to learners need, and relating to the cultures offering support assistance to all have great chances of developing their thinking skills, especially on proper planning of the content. According to (Pascarella, et.al. 2015) planning even for pleasure, improves a person’s thinking ability and keeps his imagination active. When a person’s mind is active, he can think of so many things, recalls past experience and understand what is to be understood. Thus, keeping, planning and utilizing academic centers for this cause have the tendency to maximize their stay in the world of academe.

It can be observed, however, that the optimum experience for Mid- Level Administrators was not reached. This can be explained by the indicator, “*How often do you engage*

students through Digital Presentation” having a mean result at 2.23 which is describe as “Fair” signifies that majority of the respondents feel that they still lack the challenging demands.

This was pointed out by a few of this who were interviewed claiming that they felt relaxed and were not able to engage

students through Digital Presentations that could add up to a more exciting lesson presentation. (Velasquez, 2013) said that well planned lesson that meets the demands of times can ignite the mind to set a high degree of success because of logical thinking practiced.

Table 4: Mean Rating Showing the Respondents’ Attitude Towards Teaching

Indicators	Mean	Standard Deviation	Description
I feel that learning is a lifetime endeavor	3.2	0.37	Good
I respect personal and cultural differences	3.2	0.36	Good
I actively help identify group goals and help to meet them.	2.4	0.89	Fair
I display honesty and integrity	3.12	0.65	Good
I demonstrate correct/proper verbal and written language skills.	3.0	0	Good
I recognize impact of non-verbal communication	3.1	0.56	Good
I reflect on my own learning and projects to future practice	3.13	0.61	Good
I evaluate my work/teaching beyond the standards	3.0	0	Good
I sustain a positive learning environment by avoiding competitive behaviors	3.0	0	Good
I exhibit good judgment in decisions making	3.0	0	Good
MEAN	3.21	0.56	Good

LEGEND: POOR: 1.00-1.75 FAIR: 1.76-2.51 GOOD: 2.52-3.27 VERY GOOD: 3.28-4.00-

The table4 reveals that in terms of attitude towards teaching the respondents got a mean of 3.21(SD=0.56) indicates that most of the time they belong to the categorization of “Good”. The standard deviation of 0.56further signifies that their beliefs and standard of teaching are not very different from one another. This implies generally that the Mid-Level Administrators in Region X are well motivated and almost totally equipped with attitude desires of becoming outstanding teachers.

Table 4 further shows that the indicator, “*I feel that learning is a lifetime endeavor*” and the indicator, “*I respect personal and cultural differences*” got the highest mean rating of 3.2. This point out that the Mid-Level Administrators have good

perspectives about the teaching profession and also with the learners. However it cannot be undermined that theindicator, “*I actively help Identify group goals and help to meet them*”, got a mean rating of 2.4 which is “Fair”. This implies that there is still a need to continue instilling values on the Mid – Level Administrators to reach the ideal character of what it takes to be the future 21st century skilled Administrators. According to Henson (2013) Teachers have a powerful potential in influencing the youth through their attitude that constitutes their values.They must have the courage to change old ideas and practices so that they can direct their attitudes towards good ends. Attitude is a little thing that makes a big difference Obama (2016).

Table 5: Mean Rating Showing the Respondents’ Leadership Potential

Indicators	Mean	Standard Deviation	Description
I make decisions cautiously and slowly	3.31	0.52	Very Good
I display sense of power and confidence	2.81	0.39	Good
I like to be well prepared	3.46	0.23	Very Good
I relate well to all types of people	2.42	0.49	Fair
I show mental and physical toughness	2.92	0.27	Good
I can express with confidence that goals needs to be achieve	2.49	0.62	Fair
I act quickly with accurate planning	3.1	0.51	Good
I set time table and demand targets	3.41	0.32	Very Good
I listen to what team wants to do	3.33	0.41	Very Good
I do what I say	3.2	1	Good
MEAN	3.06	0.27	Good

LEGEND: POOR: 1.00-1.75 FAIR: 1.76-2.51 GOOD: 2.52-3.27 VERY GOOD: 3.28-4.00-

Table 5 reveals that in terms of leadership potential the respondents got a mean of 3.06(SD=0.27) indicates that most of the time they belong to the categorization of “Good”. The standard deviation of 0.27 reinforces thatvery narrow spread of distribution means that the respondents’ scores did not differ much from one to the other.

Table 5further shows that the indicator “*I like to be well prepared*” got the highest mean rating of 3.46. This implies that the Mid- Level Administrators have good perspectives about responsibility and leadership roles. “Many times when

a leader has no time to think and plan for the future, it is because they are doing a poor job of leading in the present. They have created an organization and systems that rely too much on the leader for input at every stage. Preparation is the key to planning” (Llopis , 2015). A successful leader must have a strong vision for the future and a strong plan in going forward. The standard deviation of 0.27 reinforces the very narrow spread of distribution means that almost all of the respondents affirmed that they like to be prepared in all aspects of their endeavor as Mid-Level administrators. This further solidified by the indicator, “*I make decisions*

cautiously and slowly” which has a mean of 3.31 and the indicator, *I set time table and demand targets* with a mean rating of 3.41. According to Online Education (2006-2011) Leaders such as the administrators should have planned everything to be prepared on the outcomes of the identified targets. This is an indication that the said indicators cited above cohesively help in establishing the leadership potential of the respondents that appear constantly in an organizational competency framework. The other indicators relatively corresponds to planning and acting it right confidently, accurately with strong will and power. Meanwhile the indicator, *“I do what I say”* got a mean of 3.2 but the standard deviation of (SD= 1) tells us that the distribution of the respondents’ scores differ a little from one to the other. This implies that some Mid-Level Administrators Do what they say and some don’t.

Problem 2: What is the level of NCBTS Mid-Level Administrators learned in terms of the following:

- 2.1 Social Regard for Learning
- 2.2 The Learning Environment
- 2.3 The Diversity of Learners
- 2.4 Curriculum
- 2.5 Planning, Assessing and Reporting
- 2.6 Community Linkages; and
- 2.7 Personal and Professional Growth?

In this NCBTS framework, the teacher is a professional who is authorized and obliged to decide and evaluate the educational process of student’s achievement of learning goal (TEC, 2013). To make this easy for teachers, NCBTS identified two general classification under which teaching and the teacher profession be anchored. The first category is subdivided by two categories: the teacher as facilitator of learning and a teacher as a learner. The categories are composed of domains that teachers are expected to develop.

The competencies outlined in this framework are taken from educational theories and empirical research on learning environment and teaching practices that lead to effective learning. Also included are authentic and successful practices and school programs. These competencies are articulated into domains, strands and indicators.

Domain is a distinctive sphere of the teaching learning process. It is also a well-defined arena for demonstrating a positive teacher practices. The specific dimensions of positive teacher practices under the broad conceptual domain are called the strands.

The table that follow illustrate the Mid-Level administrators level of NCBTS Learned per domain as considered in the study.

Table 6: Evaluation of National Competency -Based Teachers Standard (NCBTS) Learned By the Mid-Level Administrators in Terms of Social Regard for Learning

Indicators	Correct Response	Incorrect Response	Percentage of Correct Response	Standard Deviation	Level of NCBTS Learned
Which of the following cites a logical explanation?	340	53	86.54	0.89	Very Good
Suppose you are given this task on Monday afternoon, and will present to the principal on Monday next week, choose the best day to start working	254	139	64.74	0.65	Good
Should she be allowed to teach at the time?	131	262	33.33	0.56	Fair
What makes the teachers actions in appropriate?	217	176	55.13	0.98	Good
Formulate a sound theory on the best time teachers listen to students. Which among the theories would it be?	330	63	83.97	0.64	Very Good
MEAN	254	139	64.74	0.74	Good

LEGEND: FAIR: 0-99 FAIR: 100-199 GOOD: 200-299 VERY GOOD: 300-393

Table 6 shows evaluation of National Competency-Based Teachers Standard (NCBTS) Learned by the Mid-Level Administrators in Terms of Social regard for Learning where five questions were asked to determine this domain. The overall average percentage of correct response is 64.74 percent (SD=0.74) with 393 respondents involved indicate that the overall level of NCBTS learned by the Mid-Level administrators is “Good”. The standard deviation of 0.74 reinforces that very narrow spread of distribution means that the respondents’ scores did not differ much from one to the other.

The result in the table further shows that the indicator, *“Which of the following cites a logical explanation?”* Is about the social policies and standards of the school, got the highest correct response 86.54 percent. This could be explained by the fact that they themselves as teachers at the same time as Mid-Level administrators made it easy to relate this performance since school policies are not new to them and in the case of this item, the wearing of uniform. The wearing of uniform is very common superficial regard which can also be a manifestation of respect for authority. Mid-Level Administrators do not have difficulty in doing

this as they are teachers and at the same time leaders, so they are most likely to obey rules and regulations of schools and the department. Also considering the importance to avoid demerits that would eventually gear down towards low performance in Individual Performance Commitment and Review Form (IPCRF).

The Indicator, *“Should she be allowed to teach at that time?”* got the least percentage of correct response among the indicators having only 33.33 percent of correct response. Most of the Mid-Level Administrators choose the option “Yes, resourcefulness and creativity matter. Surely, her learners will learn better.” Judging from this result, it can be generalized that most of the Mid-Level Administrators have failed to consider one indicator of social regard to learning that is “to maintain appropriate appearance”. Letter “b” No, she is so unbecoming; she has to show some modesty, is the correct answer for this question. In being resourceful, modesty has to be considered because learning is not the only thing that matters in education. Mapano (2012) Embedded in it is the values that goes with the knowledge acquisition. This is what the respondents failed to identify in the option.

Another factor that might have contributed to this incorrect response is the eye catcher of the question “the wash day”. Perhaps the Mid-Level Administrators’ minds are condition that it is a wash day so the teacher’s appearance was acceptable. This indicates that the respondents have failed to analyze the connection of the appearance to values. It can be noted from this results that analysis is not fully developed in them.

The respondents’ confusion between the concept of creativity and propriety may have prevented them from arriving the correct answer because they were able to fully understand the difference between the two. Analysis requires the processing of principles, concepts of broad generalization (Henson, 2013).

In this connection, having the incompetence for such mental thinking led the Mid-Level Administrators to score a little over fair in even higher levels of mental process, the creating and evaluating as exemplified by the indicator,

“Suppose you are given this task on Monday afternoon, and will present to the principal on Monday next week, choose the best day to start working”, and the indicator, “What makes the teachers actions in appropriate”, respectively. On the other hand, 55.13 percent of respondents got the right answer to the said indicator cited, correctly. This means that only over half of the respondents considered punctuality. This further implies that there are still almost half of the Mid-Level Administrators who cannot apply a concept learned; rather, they choose their desired day to start working.

On the other hand, 55.13 percent of the Mid-Level Administrators got the right answer to indicator “What makes the teachers’ actions in appropriate?” This calls for an evaluation level of thinking. The result shows that only a little more than half of the respondents were able to judge the rationale for appropriate actions. This implies that half of them have not fully developed skills on evaluating.

Table 7: Evaluation of National Competency -Based Teachers Standard (NCBTS) Learned By the Mid-Level Administrators in Terms of Learning Environment

Indicators	Correct Response	Incorrect Response	Percentage of Correct Response	Standard Deviation	Level of NCBTS Learned
Is Mrs. Woo Bin’s act right?	320	73	81.41	0.58	Very Good
What would happened if the biology class recited by a competent and creative teacher?	186	207	47.44	0.95	Fair
The above cited teacher’s behavior indicates a non-observance of a competency-based on what teaching domain?	30	363	7.69	0.96	Poor
How would she design her activity in order to make the room conducive for learning without jeopardizing her class time?	234	159	59.62	0.54	Good
How would you change his rules and regulations in order to foster a healthy learning environment?	287	106	73.08	0.23	Good
MEAN	212	181	53.85	0.65	Good

LEGEND: FAIR: 0-99 FAIR: 100-199 GOOD: 200-299 VERY GOOD: 300-393

Table 7 shows, Evaluation of National Competency-Based Teachers Standard (NCBTS) Learned by the Mid-Level Administrators in Terms of Learning Environment where five questions were asked to determine this domain. The overall average percentage of correct response is 53.85 percent (SD=0.65) with 393 respondents involved indicate that the overall level of NCBTS learned in terms of learning environment by the Mid-Level administrators is “Good”. The standard deviation of 0.65 reinforces that very narrow spread of distribution means that the respondents’ scores did not differ much from one to the other.

This further illustrates that most of the questions were answered satisfactorily. Specifically, the indicator, Is Mrs. Woo Bin’s act right? Got the highest percentage of correct response 81.41 percent. This question determined the knowledge on maintaining a learning environment of courtesy and respect for different learners. It is striking to note, however, the indicator, “The above cited teacher’s behavior indicates a non-observance of a competency-based on what teaching domain?” Was least answered as it got only 7.69 percent of correct response. This question identified the indicator on communicating higher learning expectation to each learner. Most of the Mid-level Administrators answered “c” (Diversity of Learners). This implies that the respondents had difficulty judging when it is right to consider the learners’ capabilities. They have

overlooked the need to bring each learner’s level to the full potential while considering how much they can do. In their response, it can be inferred further that the respondents’ only regard is how much the learners can do, ignoring the possibility of higher learning that can take place in an individual.

In one of the conversations with the respondents, one claimed that it was quite tricky because she was diverted to the concept of grouping respondents according to how much they can do. This implies that the need for teachers to bring about the best in a student should not be limited only to the assessment of the current status of an individual. “Education should not only make a person better but best.” (Oreta, 2012)

Still other important observations that contribute to the “Good” performance of the Mid-Level Administrators in this domain are indicators, “what would happened if the biology class recited by a competent and creative teacher?” got 47.44 percent of correct response. The correct answer to this question is letter “a”, students have gained knowledge and skills and seek to enhance them believing there is still more to discover. Among the options, this is the only item that shows that learning does not only provide an avenue of simply acquiring knowledge but also it motivates a person to learn something for himself and to be fueled to

have other things to discover. This belongs to the second strand in learning environment. All the other options are limited only to the mere knowing of things. In equal indicator, “how would she design her activity in order to make the room conducive for learning without jeopardizing her class time?” Only 59.62 percent answered the questions correctly. This means that there are still almost half of the respondents who do not know how to create a learning environment (another strand in Domain 2 of NCBTS). Also this question involves the Creating level of thinking.

As creating is the highest level of thinking in Bloom’s Revised taxonomy of cognitive process, the result implies that only more than half of the Mid-Level Administrators have reached this level of thinking. Most of them answered option “c”, which is to proceed to the lesson and to do the cleaning of the room later. This may signify a behavior that is typical of a teacher who would continue with what he wants to do at that time, disregarding the condition of whether or not students are ready. (Chaffee, et al, 2012) Emphasizes the importance on relationship of Readiness to critical thinking skills of the learners where, immediate

judgment grains truth which is the pivotal point of thinking deep.

The best answer to this question is option “b”, start with a quick game on cleaning the mess students had made, then proceed the discussion, and end with the awarding of the winners. This option manifest a strand in the learning environment domain that teachers do provide a good avenue for learning and that is to consider the mood (Psychological environment) and the surrounding (physical environment) in delivering a task (the lessons) to their clientele.

It was implied in this observation the difficulty of Mid-Level Administrators to process their decision in being truthful to the task of teaching at that time in order to proceed on what was planned or to out- rightly consider the situation that calls for immediate action. This can be likened to “what ought to be and what ought to be done” phenomenon in decision making. According to (Williams, 2013) this is a commonly misconstrued question in making decisions; however, instead of taking other separately, he said that “what ought to be does not tell us what ought to be done”.

Table 8: Evaluation of National Competency -Based Teachers Standard (NCBTS) Learned By the Mid-Level Administrators in Terms of Diversity of Learners

Indicators	Correct Response	Incorrect Response	Percentage of Correct Response	Standard Deviation	Level of NCBTS Learned
Which will most likely prevent this form of happening in class	189	204	48.08	0.63	Fair
Miss Borromeo wants to encourage her students to learn. Which of the following should be her best consideration?	197	196	50.13	0.82	Fair
What could be done to maximize the time frame and considerably achieve the desired results?	262	131	66.67	0.69	Good
Which of the following conditions best facilitates the holistic development of students?	197	196	50.13	0.54	Fair
is the teachers project of film production for high school students justifiable	28	365	7.05	0.35	Poor
MEAN	182	211	46.41	0.61	Fair

LEGEND: FAIR: 0-99 FAIR: 100-199 GOOD: 200-299 VERY GOOD: 300-393

Table 8 shows Evaluation of National Competency-Based Teachers Standard (NCBTS) Learned by the Mid-Level Administrators in Terms of Diversity of Learners where five questions were asked to determine this domain. The overall average percentage of correct response is 46.41(SD=0.61) percent with 393 respondents involved indicate that the overall level of NCBTS learned in terms of Diversity of learners by the Mid-Level administrators is “Good”. The standard deviation of 0.61 reinforces that very narrow spread of distribution means that the respondents’ scores did not differ much from one to the other.

The table also presents that the students have different understanding of the third domain in NCBTS, Diversity Learners. To consider learners as unique individuals it is very helpful for the success of teaching. It is the teachers’ responsibility to make sure that every learner in class is well-taken care of. Machanda as cited by Teacher Education Council (2013) says “A good teacher recognizes that each pupil has a different talent lying hidden and unexplored. His duty is to unearth it and help it blossom“. To be able to make this happen, it is therefore important that Mid-Level Administrators are equipped with the necessary skills and learning in unleashing learners’ potential. This can be

evaluated by the amount of knowledge they will show in domain 3, diversity of learners.

As shown in the table 8, three questions were fairly answered while majority of the students 66.67 percent have answered correctly the indicator, “what could be done to maximize the time frame and considerably achieve the desired results? This question determines the Mid-Level Administrators’ creating skill. Most of them got the right answer option “d”, (Strengths and weaknesses of learners should be determined). This suggest that they must have understood well the concept of diagnosis. This can be explained by the respondents’ exposure to evaluation forms that asks for strengths and weaknesses. Besides they have undergone their observation in schools and they must have been exposed to this kind of procedure.

On the contrary the indicator, “Is the teachers project of film production for high school students justifiable?” Was “Poorly” answered. The 7.05 percentage of correct response supported that the Mid-Level Administrators have overlooked this domain. This question establish that the indicator “Am I trying to help students learn despite their cultural, socio-economic learning styles?” As uncovered, the respondents answered either “b”, Yes, considering that it

enhances students' learning and builds their self-esteem or "d", No, with the crisis that the country experienced, it is not good to have a costly project.

This question calls for evaluating skill. The respondents indicated that either they put too much weight to learning at all cost or they generalized learners' capacity and status underlining the potentials for the creation for such projects. As this calls for evaluation. Respondents must have manifest a "Poor" decision possibly because of two reasons: one, this domain may not have fully internalize and two, evaluating skill is not yet fully developed in them. "Formal operational thinkers have the ability to judge complicated problems, usually those that need evaluating choices" (Bassham, 2012). Clearly most of the Mid-Level Administrators did not demonstrate this skills. Also being complex beings, the nature of learners cannot be explained plainly. This even more difficult for Mid-Level Administrators to arrive at the right decision.

Other indicators that contribute to the Fair performance of the respondents in this domain is the indicator, "which will most likely prevent this form of happening in class?" Is a question that calls for the indicator that asks, Am I familiar with learners background knowledge and experience? From the table, it can be noted that only 48.08 percent of the respondents got the correct response. This implies that more than half of the respondents are able to imbibe a value of considering a learner's level for the learner himself. This is a

very typical observation among schools and among the comments from learners claiming that some teachers do not know how to go down the level of students in terms of making them understand the lesson.

In the case of this question, the result shows that Mid-Level Administrators are not able to connect the right reason to the occurrence of the situation. The correct option "c", "through knowledge on the students' background, shows that the consideration of learners as holistic individuals. Unfortunately, this was not pointed out by the respondents.

The same is true for the indicator, "which of the following should be the best consideration?" The percentage of correct response is only 50.13 percent. This question also looks into the consideration of learners as holistic beings. The result indicates the still narrow concept of Mid-Level Administrators on the nature of man. Almost a little half of them do not have a full understanding that there are several aspects that are going to be considered in teaching.

Given a limited understanding of learners, it follows that the same percentage 50.13 percent of students did not correctly answer the indicator, "which of the following conditions best facilitates the holistic development of students?" The correct answer, option "c", varied type of activities is the right answer because what is best considered is the learners among other elements of teaching, the teacher and the lesson.

Table 9: Evaluation of National Competency -Based Teachers Standard (NCBTS) Learned By the Mid-Level Administrators in Terms of Curriculum

Indicators	Correct Response	Incorrect Response	Percentage of Correct Response	Standard Deviation	Level of NCBTS Learned
Suppose a student completed Mrs. Silang's sociology class which combinations of the statements of the statements below would most likely comes from her students?	165	228	42.03	0.78	Fair
Combine the tools that would best serves such purpose. Choose the best combination	141	252	35.90	0.65	Fair
Which of the following option or options can be assumed for the given data?	217	174	55.77	0.35	Good
What generalizations can be assumed from the given data?	76	317	19.23	0.85	Poor
How would she test the pupils' knowledge?	88	305	22.44	0.98	Poor
MEAN	138	255	35.07	0.72	Fair

LEGEND: FAIR: 0-99 FAIR: 100-199 GOOD: 200-299 VERY GOOD: 300-393

Table 9 shows Evaluation of National Competency -Based Teachers Standard (NCBTS) Learned by the Mid-Level Administrators in Terms of curriculum where five questions were asked to determine this domain. The overall average percentage of correct response is 35.07 percent (0.72) with 393 respondents involved indicate that the overall level of NCBTS learned in terms of Curriculum by the Mid-Level administrators is "Fair" and nearly a little close to being "Poor" in the level of NCBTS learned. The standard deviation of 0.72 reinforces that very narrow spread of distribution means that the respondents' scores did not differ much from one to the other.

This further shows that the indicator, "which of the following option or options can be assumed for the given data," got the highest percentage 55.77 percent of the correct response. These question asked the indicator that makes good use of allotted instructional time. Having answered the

highest percentage of correct response, the result conveyed that more than half of the respondents have acquired knowledge on the wise utilization of instruction.

Considering that the respondents are already Mid-Level Administrators, it is expected that they have acquired this skill, as the system involves good time management in order to survive (Torres, 2013). However as the observation manifests, only a little more than half of the Mid-Level Administrators were able to reach such understanding. This implies that almost half of the respondents have low decision making and that they are not Risk Takers. "An Effective Leaders are those that take risk for it is where learning begins." (Oreta, 2012). This implies further that every risk is worth taking as it's for a good cause, and contributes to having a good result.

In addition, the satisfactory performance of the Mid-Level Administrators in the Curriculum domain can be explained by other indicators that acquired low percentage of correct response. For one, 42.03 percent of Mid-Level administrators correctly answered the indicator, "Suppose a student completed Mrs. Silang's sociology class which combinations of the statements of the statements below would most likely comes from her students?" This question is short, however, the options are combinations of concepts that would show how well a teacher teaches students. Some respondents shared that this questions can really take up a lot of their time because there are concepts they want to choose but they did not agree with the combination. This contributed largely to their wrong response.

Likewise, this item also involves the Creating level of thinking. This may indicate the respondents' poor development of such thinking. This can be reinforced by some other options, involving a similar skill, which was poorly answered by the respondents.

A similar problem exists in the indicator, "Combine the tools that would best serves such purpose. Choose the best combination", as there are only 35.90 percent of respondents got the correct answer. This shows that majority of the Mid-Level Administrators were not able to achieve the indicator communicate clear learning goals to learners, which is the manifestation of the Curriculum domain of NCBTS.

Respondents are tasked to apply the concepts they have learned in order to point out the right answer. This complicates their task. This could have been an easy thing for the respondents if they had an active level of thinking.

Another question that makes use of a combination of concept is exemplified in the indicator, "how would she test the pupils' knowledge?" This question involves the strand that selects teaching methods, learning activities and instructional materials or resources appropriate to learners, as shown by the result, only 22.44 percent of the Mid-Level Administrators were able to demonstrate such strand. This implies that another questioning that involves creating is very poor among the respondents. The result implied further that Respondents have not fully grasped the concepts in curriculum. This seemingly shows, as a matter of fact, that this is one of their weaknesses in the NCBTS domain.

On the contrary, the indicator "What generalization can be assumed from the given data?" which asked how a teacher aligns objectives to lessons, got the least number of the right answer. Only 19.23 percent of the respondents responded correctly. The question asked in this item made use of the sample of the philosophy syllabus. This might be contributory to their incorrect choice because philosophy is not that related to their course, though they had it as a minor subject. "Perhaps nearly all adults are capable of reasoning at formal level but do so only on problems that hold their interest or problems that have vital importance to them". (Caroll, 2012) This signifies that interest play a vital role in a person's ability to reason and to perform in problem solving activity. In the case of Mid-Level Administrators, the item on philosophy may have not sparked interest in them. Added to that, they might have a consideration of the subject, being a subject that asks one to reason.

Moreover a traced from the responses, it was found out that most of the students answered d, the object should be modified to fit to the requirements. This option caught most of the respondents, undermining that the curriculum starts from the objective and so the requirements must be based on it and not the other way around. This might typify a teachers behavior of altering things, especially that of the customs. Being a custom to this, they have built the idea that the curriculum is an inverse to the activities, so the former may be modified to fit the latter.

This generally, nearly poor performance signify the respondents in ability to fully grasp the alignment of objective to activities. Aside from that, three of the five questions belong to the highest level of thinking, the creating, while the two questions are classified as an evaluating questions. These two highly intellectual types of thinking demand thorough understanding. Thus, a superficial crossing of ideas will not yield the right decision. As some of them narrated they almost had a "stiff neck "because most of the items demanded thorough reading.

This has some relevance to the poor rating they got in the fourth domain, the curriculum. It follows that if they have difficulty aligning objectives of a syllabus, they would naturally have problems in planning and assessment.

Table 10: Evaluation of National Competency -Based Teachers Standard (NCBTS) Learned By the Mid-Level Administrators in Terms of Planning, Assessing and Reporting

Indicators	Correct Response	Incorrect Response	Percentage of Correct Response	Standard Deviation	Level of NCBTS Learned
Which of the following is most significant?	164	229	41.67	0.63	Fair
Teachers can employ Oral Recitation when ____	247	146	62.82	0.22	Good
What is signified by such incident	63	330	16.03	0.94	Poor
What could be combined to enable learners to track their own knowledge about the subject matter?	108	285	27.56	0.75	Fair
Which of the following teachers exhibit a good grasp of Domain 5	96	297	24.42	0.69	Poor
MEAN	136	257	34.50	0.65	Fair

LEGEND: FAIR: 0-99 FAIR: 100-199 GOOD: 200-299 VERY GOOD: 300-393

Table 10 shows, Evaluation of National Competency-Based Teachers Standard (NCBTS) Learned By the Mid-Level Administrators in Terms of Planning, Assessing, and Reporting where five questions were asked to determine this

domain. The overall average percentage of correct response is 34.50 percent (SD=0.65) with 393 respondents involved indicates that the overall level of NCBTS learned in terms of Planning, Assessing and Reporting by the Mid-Level

administrators is “Fair” and is nearly “Poor”. The standard deviation of 0.65 reinforces that the very narrow spread of distribution means that the respondents’ scores did not differ much from one to the other.

The Indicator, “*Teachers can employ oral and recitation when____*,” is a question on how diverse a Mid-Level Administrators can have as regard to her strategies, got the highest percentage of correct response 62.82 percent. This indicates that most of the respondents have gained some techniques and strategies in teaching.

However, the indicator, “*what is signified by such incident?*” Got the lowest number of correct response. As reflected, only 16.03 percent of the students correctly answered the question. It is a question that asked about monitoring and providing feedback to learners’ understanding of content.

The level used was evaluating. Thus, it again called for identifying the right reason for action made. The previous result in the teaching experience may explain this result. Since most of them have not demonstrated correct/proper verbal and written language skills, their evaluating skill was not developed as this work can develop one’s critical thinking (Richart, 2015).

Considering the low performance in analysis, it is not surprising that the respondents would get low in this level. Knowledge comes in hierarchy. Thus, if the difficulty will not be resolve in the lower level, more difficulty will be experienced as one goes up the ladder (Hockenbury, 2013).

The other indicators also support the Poor performance of respondents in this domain. For example, in the indicator, “*which of the following is most significant?*” Less than half of the students arrived at the right answer. This question involves the first strand of the domain Planning, Assessing, and Reporting that design teachers to communicate promptly and clearly to learners, parents, and superiors about the programs of learners. The level of thinking expected is analysis. Given the previous result that shows difficulty in analysis. It can be explained that the difficulty is carried by the students in even complex tasks and concepts like this fifth domain.

In fact, this can be supported by the students’ performance in the remaining indicators, “*what could be combined to enable learners to track their own knowledge about the subject matter?*” There were only 27.56 percent of respondents who got the correct answer. This clearly implies that majority of the Mid-level Administrators have not exemplified the strand “monitors and provides feedback to learners understanding and content”.

A close resemblance is shown by the result of the indicator, “*which of the following teachers exhibit a good grasp of Domain 5.*” As reflected in the table, 25.64 percent of the respondents correctly answered this question. This further illustrates that the educational planning is “The application of rational, systematic analysis to the process of educational development” (Burning, et.al, 2011), it can be interfered that this domain requires the teacher to be knowledgeable and have an analytical mind. This makes the task of answering the item complex in nature.

Table 11: Evaluation of National Competency -Based Teachers Standard (NCBTS) Learned By the Mid-Level Administrators in Terms of Community Linkages

Indicators	Correct Response	Incorrect Response	Percentage of Correct Response	Standard Deviation	Level of NCBTS Learned
What science investigatory project is the least appropriate to suggest to students who live in this place?	161	232	41.03	0.58	Fair
What should she require for her students if she desires more variety in the pupils’ work?	93	300	23.72	0.63	Poor
The course you will suggest is most likely _____	91	302	23.08	0.87	Poor
English week falls in line with the fiesta celebration of the town. What would be the best thing to do?	242	151	61.54	0.37	Good
Suppose you could spare some time and effort, what would you do?	134	259	33.97	0.45	Fair
MEAN	144	249	36.67	0.58	Fair

LEGEND: FAIR: 0-99 FAIR: 100-199 GOOD: 200-299 VERY GOOD: 300-393

Table 11 shows, Evaluation of National Competency -Based Teachers Standard (NCBTS) Learned by the Mid-Level Administrators in Terms of Community Linkages where five questions were asked to determine this domain. The overall average percentage of correct response is 36.67 percent (SD=0.58) with 393 respondents involved indicates that the overall level of NCBTS learned in terms of Diversity of learners by the Mid-Level administrators is “Fair” and is nearly “Poor”. The standard deviation of 0.58 reinforces that the very narrow spread of distribution means that the respondents’ scores did not differ much from one to the other.

This shows that among the five indicators. The indicator, “*do I draw from resources, ideas and actions from my students’ communities in my teaching learning activities?*” got 61.54 percent of correct response, the highest among the five indicators. Option “b” states that “as the mayor if it is possible to have an oratorical contest for the town fiesta celebration”. Several factors could have influence this response. One may be the aggressiveness during fiesta celebration. Second could be their good resourcefulness and linkage with other people. Indeed in the previous question that asked for celebration and cooperation, the respondents manifest a good attitude in connecting with people.

Furthermore, it turned out that the least answered among the indicators was the respondents to see how the goals and activities in schools related to the values and aspiration in their homes and communities. As revealed only in 23.72 percent of respondents answered this correctly. This means that they have not been developed the connection. Another reason that can be attributed to this result is how the question is phrased. The question asked for the least appropriate project. They may have overlooked that the question is negative so they hastily answered those things that they can have read from the given information.

Still other indicator shows that the respondents did not perform well in this domain, *“what science investigatory project is the least appropriate to suggest to students who live in this place?”* has only 41.03 percent of correct response. This question which calls for an analysis level of thinking, is an evaluation of the strand Can my students see how the goals and the activities in school related to the values and aspirations in their homes and communities?

More Mid-Level Administrators answer in this particular item option *“b” Rafflesia Concoction as Mosquito Repellant, because as they claimed, most of them saw but*

overlooked the word “least” in the question. This phenomenon is a sample of the clash between the eye movement and the mental process.

In a study of (Herrera, 2015), he found out that the mind doesn't necessarily follow the movement of the eyes. The mind can wander at times. This explains why respondents' eyes when reading the questions, perhaps their eyes were fixated on the text given, especially when the information about the place mentioned in the item. One question could be possibly traced to the first time they have read about the wonder of the place that were blocked by the unfamiliar scientific name of the flower which was mentioned in the brief passage.

Another indicator, *“suppose you could spare some time and effort, what would you do?”* also showered a poor evaluation. As illustrated in the table, only 33.97 percent answered the question correctly. This question asked the students to demonstrate the strand that involves members in the community to support the learning goals of a class. As confirmed of the result, respondents have failed to identify the community's involvement. This may signify that there is still a need for them to work on their community outreach.

Table 12: Evaluation of National Competency -Based Teachers Standard (NCBTS) Learned By the Mid-Level Administrators in Terms of Personal and Professional Growth

Indicators	Correct Response	Incorrect Response	Percentage of Correct Response	Standard Deviation	Level of NCBTS Learned
Examine which of the following definitions of the teaching profession is the most appropriate.	144	249	36.54	0.56	Fair
Teachers are indeed gifted because	159	234	40.38	0.96	Fair
Is it possible for the third year students to develop their learning in geometry?	257	136	65.38	0.24	Good
Which of the following organizations are you most interested to join?	217	176	55.13	0.36	Good
Which of the following exemplifies an epitome of a teacher?	43	350	10.90	0.99	Poor
MEAN	164	229	41.67	0.62	Fair

LEGEND: FAIR: 0-99 FAIR: 100-199 GOOD: 200-299 VERY GOOD: 300-393

Table 12 shows, Evaluation of National Competency -Based Teachers Standard (NCBTS) Learned By the Mid-Level Administrators in Terms Of Personal and Professional Growth where five questions were asked to determine the level learned of this domain. The overall average percentage of correct response is 41.67 percent (SD=0.62) with 393 respondents involved indicates that the overall level of NCBTS learned in terms of Personal and Professional Growth by the Mid-Level administrators is “Fair” and is nearly “Good”. The standard deviation of 0.62 reinforces that very narrow spread of distribution means that the respondents' scores did not differ much from one to the other.

The table further shows that majority of the respondents is in a situation that identifies the response to the indicator “Do I engage other teachers to the school discussions to improve teaching practices?” 65.38 percent of the correct response to this signified that more than half of the respondents have exemplified “Good” linkages with others in the teaching field. Perhaps, this is the result of Learning Action Cell (LAC) Session and off-school exposure like trainings and

workshops that the respondents have gained and experienced.

Inversely, the indicator “which of the following exemplifies an epitome of a teacher?” got the lowest percentage of correct response. To be exact, only 10.90 percent of the respondents got the correct response. This is the last question in the test. The desired goal of this item is to reflect the extent of the attainment of learning goals. Most of the respondents answered “a”, I am glad I have covered the objectives for my class. Though this option is seemingly correct, the teacher- centered goal is exemplified by this response. Hence, choice “d” I wonder how many students would recite in the review tomorrow, makes it the best answer because it does not center only on the achievement of the teachers goal but to the students' goal and their teachers' efficacy in carrying a learning task. Again, this question belongs to evaluating which is trending to be the option wrongly answered by the Mid-Level Administrators.

Also, the result implies that the respondents still possesses in them self-centeredness as they are still having the heart of

a teacher and not of a real administrators that needs to be selfless at all times. Thus, the focus of one's self is still predominant while the regard of others comes only secondary. This is also an indication of a low sense of efficacy because the teacher is not looking into whether his teaching is successful or not; rather he looks into whether he is done with his task or not. (Amba, 2011) as cited by (Tolar, 2015) it revealed that there are many teacher who have low self-efficacy level. Duffield (2015) has this revelation. Perez (2014) found out that at the beginning teachers are concerned with class control, their own content knowledge, and how their teaching may be perceived by others. All of these factors are what Dewey would have termed superficial, not breaking through to the deeper understandings of teaching and learning. Teachers tend to be concerned with survival, and until that need is met, they will not able to move on to the how and why of teaching.

This suggests that there is a need for the teachers at the same time Mid-Level Administrators to go out form this childish behavior of ego centrism in order to know exactly what it means to be a selfless teachers and leaders. Also, the utilization of the NCBTS as guide for reflection will help the Mid-Level Administrators transcend from their survival state to a more meaningful teaching profession that somehow would lead them to become effective school Head someday because they were able to absorb the NCBTS paradigm that is to become transformational, Experiential and Contextual. Thinking deeply and scrutinizing wisely which is to make critical thinking a vital component in educative community and leading other teachers more importantly.

Table 13: Summary Distribution of Mid-Level Administrators' NCBTS Result per Domain

Indicators	Mean Percentage of Correct Response	Standard Deviation	Description
Social Regard for Learning	64.74	0.74	Good
Learning Environment	53.85	0.65	Good
Diversity of Learners	46.41	0.61	Fair
Curriculum	35.07	0.72	Fair
Planning, Assessing and Reporting	34.50	0.65	Fair
Community Linkages	36.67	0.58	Fair
Personal and Professional Growth	41.67	0.62	Fair
OVERALL	44.70	0.65	Fair

LEGEND: POOR: 0-25 FAIR: 26-51 GOOD: 52-77 VERY GOOD: 78-100

Table 13 shows the summary distribution of Mid-Level Administrators' NCBTS results per domain with an overall mean of 44.70 (SD= 0.65). The indicators revealed that the Mid-Level Administrators over-all result was "Fair" in the level of NCBTS learned. The Standard Deviation of 0.65 reinforces a very narrow spread distribution which means that the respondents' scores did not differ much from one to the other regarding their domains learned from NCBTS. As Mid-Level Administrators they may have made some observations in their experience on the importance of learning. The table further shows that students are "Good" in Social Regard for Learning and Learning Environment. This

implies that the Mid- Level Administrators establishes and maintains consistent standards of learners behavior in accordance to the set policies of the school. In the other aspect the table also clearly conveys that the NCBTS has not been fully internalized by the Mid-Level Administrators. Some of them divulged that while they were answering the test, they were also trying to recall the domains because they have already forgotten them.

This indicates that they take NCBTS as merely a lesson to memorize and not as a character that should be built. NCBTS "is an integrated theoretical framework that defines the different dimensions of effective teaching". (TEC, 2012), as a framework, it is the basis for evaluating teachers' weakness to be addressed and the strengths to be enhanced in order to form them into the ideal teacher, one who is imbibe by the seven domains that affect the learner, the learning process, and the learning itself.

Being integrated with theories and concepts of this framework caries seven domains. There are concepts and theories that are to be internalized and felt so that they can be put to practice in order to create a personality, lived and is expected to influence others.

As it appears, the process of learning NCBTS is not a plain rote memorization activity that can be taught and evaluated after a lecture. It is something that will affect the person's thought, action and eventually develops in him an attitude. They need to still be in the process of internalizing the NCBTS and so they have manifested only up to the level of acquaintance. Besides, the subject included in their undergraduate education curriculum may not be all focused and integrated to the seven domains. This can also be explained by the kind of questions the test was made of. As the questions were categorized into higher order thinking skills (HOTS) namely, analysis, evaluating, and creating, it can be assumed that the respondents may not have mastered these levels yet.

Problem 3: What is the respondents' level of critical thinking skills acquired based on the following:

3.1 Inferences;

3.2 Recognition of Assumptions;

3.3 Deductions;

3.4 Interpreting Information;

3.5 Evaluation of Arguments?

Critical thinking is the word often associated with the thoroughness or severity of things. For example, when people hear of such word, the initial reaction is dislike, for it seems to sound like an evaluation or criticism. True enough, such immediate judgment contains a grain of truth because those elements are indeed part of the whole process of critical thinking. The word critical comes from Greek word *kritikos* which means to perceive, detect, judge/analyze. Similarly, critical thinkers are people, whose ideas are clearly and persuasively expressed, understood, evaluated, and discussed (Chaffee, et al, 2012). In other words, critical thinking is "self-guided, self-disciplined" mental process that endeavors to give optimum explanation in a non-discriminatory manner (Elder, 2013).

With this, Critical Thinking Skills that will be acquired by the Mid-Level Administrators will be much beneficial to ensure that each individual teachers within the school system

had been performing their duties and responsibilities at its' maximum for the reason of having high Critical Thinking Skills.

Table 14: Evaluation of Mid –Level Administrators' Critical Thinking Skills Acquired in terms of Inferences

Indicators	Correct Responses	Incorrect Responses	Percentage of Correct Responses	Standard Deviation	Level of Critical Thinking Acquired
The Official figures published by the Chinese Government in relation to their military spending are thought to be misleading.	184	209	46.79	0.63	Good
It is known that the Chinese government leaves areas such as research and development from their official figures, however, this would also suggest that other areas of spending are also omitted from the official figure.	149	244	37.82	0.96	Fair
The Chinese government omits several key areas from its official spending figures in areas such as military spending, agriculture, human rights and law.	181	212	46.15	0.68	Fair
If there are any anomalies between the published figures on military spending and the actual figures spent, this is merely a clerical error.	181	212	46.15	0.75	Fair
In 2010 the United States of America spent less on, military defenses than the Chinese government.	98	295	25.00	0.56	Poor
There are concerns that Turkey's development is at risk of faltering in the year after 2011.	76	317	19.23	0.65	Poor
As Turkish banks are part-owned by those in the Euro zone, they may suffer in the European banks.	106	287	26.92	0.89	Fair
The Turkish banks are part-owned by European banks as this provides greater variation to the market and extra finance to the company.	146	247	37.18	0.69	Fair
Turkish banks are part-owned by European banks as this provides greater economic links with the Euro zone, helping their ascension onto European Union	36	355	9.62	0.57	Poor
The Turkish economy was surprisingly stagnant in 2011.	178	217	44.87	0.87	Fair
MEAN	134	259	33.97	0.73	Fair

LEGEND: FAIR: 0-99 FAIR: 100-199 GOOD: 200-299 VERY GOOD: 300-393

Table 14 shows the overall average percentage of correct response is 33.97 percent (SD=0.73) with 393 respondents involved indicate that the level of Critical Thinking acquired by the Mid-Level administrators is "Fair". The Standard Deviation of 0.73 reinforces a very narrow spread distribution which means that the respondents' scores did not differ much from one to the other.

Table 14 presents that majority of the items of the test were not answered correctly by the respondents. The item that got the highest percentage of correct response is the first indicator "*The Official figures published by the Chinese Government in relation to their military spending are thought to be misleading*" with only 46.79 percent of correct responses. This implied that majority of the Mid-Level Administrators were not able to answer correctly this indicator. Significantly, Indicator "*Turkish banks are part-owned by European banks as this provides greater economic links with the Euro zone, helping their ascension onto European Union*", got the lowest percentage of correct response of 9.62 percent. One contributing factor to the wrong response of this item is perhaps the establishment of the economic link of European Banks to that of the Turkish Bank. As seen from the responses, many answered *true* because they might have assumed that the practical notion is the Greater Economic Link is within European Zone.

However, inference does not stop only up to evaluating the text using experience and knowledge; it also involves the judgment based on the direct evidence from the text (Kurfiss, 2010).

In the case of Mid-Level Administrators, they have failed to check on the given statement. They have probably made assumptions rather than reasons recording to what is the given statements in the test paper provided. What the respondents exhibited can be a common phenomenon of understanding without the use of reasoning (Kurfiss, 2010).

According to Prashning (2014), this is just an intuition. He further states that such activity is just a starting point of the thinking process and not its end and that "the only conclusion without drawing is one based on a thorough observation of the problem and issues and its possible solutions or resolution". Therefore, to arrive at the correct inference, the Mid-Level Administrators could have used their prior knowledge (as they read through in the given passage and understood it). They are supposed to disregard personal biases.

Personal biases are evident in the evaluation of Learning Environment and Diversity of Learners domains of NCBTS. The results revealed that the respondents have "Good" to "Fair" performance in both domains. For example, in the evaluation of diversity learners; it was specifically noted that the lowest percentage of correct response is an indicator which asked respondents to tell whether the high school project is justifiable or not. The respondents were not able to judge this well as their answer exemplify their own preference or insight.

In the Learning Environment domain, which calls for the ability of Mid-Level Administrators to promote “Good” environment for learning, it can be observed that the respondents’ limited understanding is apparent. To cite, an indicator which was the least answered denotes that respondents had difficulty telling whether it was Diversity of Learners or learning environment. Its limitation is being carried in their evaluation of inference. Hence, in the evaluation of inference skill. They consequently scored low as well. “The very essence of critical thinking skills is understanding. To be able to do this, one needs to go deeper than what his senses have experienced. Inference is an “act

of reasoning from factual knowledge or evidence”, Elder (2013)

(American Heritage Dictionary, 2010). As it implies, knowledge or experience are important consideration in order to develop this skill. Mid-Level Administrators are therefore expected to manifest that they are able to make likeness and contrast from what they see, hear, feel or touch and eventually makes conclusions from these observations especially that the mere observation of each student in a class can matter a lot in teaching.

Table 15: Evaluation of Mid –Level Administrators’ Critical Thinking Skills Acquired in terms of Recognition of Assumptions

Indicators	Correct Responses	Incorrect Responses	Percentage of Correct Responses	Standard Deviation	Level of Critical Thinking Acquired
The Governments of monarchic nations are responsible for setting tax rates on their citizens	353	40	89.74	0.63	Very Good
Republican nations do not have a royal family.	254	139	64.74	0.88	Good
The only types of nation are monarchic and republican.	93	300	23.72	0.54	Poor
A monarchic nation cannot be republican nation.	287	106	73.08	0.25	Good
Unemployment is an indicator of economic depression.	338	55	85.90	0.32	Very Good
The number of USA citizens out of work ought to be less than 12 million.	270	123	68.59	0.65	Good
Presidents should stick to their promises.	305	88	77.56	0.54	Very Good
Some universities outside Chile are free.	267	126	67.97	0.31	Good
Staging protest will influence the cost of Chilean university education.	214	179	54.49	0.56	Good
Chilean students cannot afford to pay fees for universities education.	239	154	60.90	0.56	Good
MEAN	262	131	66.67	0.52	Good

LEGEND: FAIR: 0-99 FAIR: 100-199 GOOD: 200-299 VERY GOOD: 300-393

Table 15 shows the distribution of the respondents’ level of critical thinking skills acquired considering Recognition of Assumptions. The result shows that the Mid-Level Administrators’ level of Recognition of Assumptions is having an average percentage of 66.67 percent (SD=0.52), about 262 from the total respondents got most of the correct responses. The standard deviation of 0.52 reinforces a very narrow spread of distribution which means that the respondents’ scores did not differ much from one to the other.

Among the ten indicators that evaluate this level of thinking, it is indicator “*The Governments of monarchic nations are responsible for setting tax rates on their citizens*” turned out to be the indicator that got the highest percentage of correct response at 89.74percent. This could probably be explained by the familiarity of the statement. For their hasty, generalization, they concluded that it was an assumption, thus making them choose the correct answer. This is reinforce by number an indicator “*The only types of nation are monarchic and republican*” which got the least percentage of correct response at 23.72 percent. This result is consistent with their answer to number the first indicator and possibly, they have not analyzed carefully the items; instead they use their common knowledge about Monarchic Nation that has a great difference to the Republican Nation.

The recognition of assumption happens only after a person investigates his own usual manner of thinking and acting. Then he becomes aware of other possible alternatives that

are called in the particular context (Duffied, 2015). The fact that they struggled in inference made them difficult to process their thinking. As explained by Paul and Elder (2013); as respondents become aware of the inferences they make and the assumption that underlie those inferences, they begin to gain command over their thinking. Because all human thinking is inferential in nature, command of thinking depends on the command of inferences embedded in it and of the assumptions that underlie it. As Mid-Level Administrators develop their critical intuitions, they increasingly notice what they and others are taking for granted. The increasing notice on how their point of view shapes their experiences.

As this study presents, most of the respondents were not able to separate themselves (their beliefs, thoughts and actions) from the assumptions presented in the test. This made them reason out according to how they perceived the situation can be. They have failed to ask this questions; what is their belief about? What are the bases of such belief? What makes this text different from my own?

These three questions above are questions that necessitate a good development of skills that are contained in the Curriculum domain. The indicators of this domain involve Recognition of Assumption so that appropriate approach or strategies are employed. For example in an indicator that integrates scholarly works and ideas and align objectives to teaching method, learning activities appropriate to learners are exemplified in indicator “What generalizations can be

assumed from the given data?” This is a concrete illustration of the Recognition of Assumption. Since the students manifest a “Poor” performance in this domain, they are also likely to exhibit the same weakness in the Recognition of Assumption. Besides, it has to be considered the basic level of thinking which pertain to Inference is also “Fair”.

The result of this study reaffirms the claim of Abao (2012) in her study not all teachers are knowledgeable enough in preparing syllabi, and lesson plans. As teacher are to transmit knowledge and skills, their poor quality of thought can pose influence on the students.

There were only two options; respondents had to choose between AM (assumption made) or ANM (assumption not made). This could have probably influenced their performance because the choices are only two. Another reason to explain this result is the fact that the assumptions are often taken as a kind of reasoning. Every day, Mid-Level Administrators make assumptions without even being aware of it. Since “the managerial position are having critical advances in which choices are considered most of the time such that part of their Extra task tail-Ends Inferences and recognizing assumptions all the time”, Herrera (2015).

Table 16: Evaluation of Mid –Level Administrators’ Critical Thinking Skills Acquired in terms of Deductions

Indicators	Correct Responses	In Correct Responses	Percentage of Correct Responses	Standard Deviation	Level of Critical Thinking Acquired
Outstanding functions to Business process will cut expenses.	272	121	69.23	0.36	Good
The aim of this company’s outsourcing was to make the organization more profitable.	249	144	63.26	0.52	Good
The outsourced IT function has saved the organism 1/5 th on their IT function expenditure compared to the In-house IT function.	191	202	48.72	0.87	Good
Sarah’s company will fall	252	141	64.10	0.65	Good
Sarah’s company is more likely to fall than a well-established company.	322	71	82.05	0.21	Very Good
Well- established companies are more likely to succeed than new companies	123	270	31.41	0.66	Fair
French and Belgian products are more expensive	249	144	63.46	0.55	Good
French and Belgian bake goods must taste better	320	73	81.41	0.24	Very Good
It rained more than expected in May 2012	282	111	71.79	0.26	Good
The rainfall in May 2012 was greater than in May 2011.	202	191	51.28	0.25	Good
MEAN	246	147	62.67	0.46	Good

LEGEND: FAIR: 0-99 FAIR: 100-199 GOOD: 200-299 VERY GOOD: 300-393

Table 16 shows the distribution of the respondents’ level of critical thinking skills acquired considering deductions. The result shows that the Mid-Level Administrators’ level of deduction has high average percentage of 62.67 percent (SD=0.46), about 246 from the total respondents got most of the correct responses. The standard deviation of 0.52 reinforces a very narrow spread of distribution which means that the respondents’ scores did not differ much from one to the other.

This result affirms that respondents’ have Good teaching. Such low performance would also mean a fair deduction skill. As matter of fact this is reinforced by the result in Planning Assessing and Reporting showing that respondents are poor in this domain. Specifically, three questions in this domain, belongs to Analyzing. As recalled, only less than half of the respondents answered the three questions correctly. Deduction is a thinking skill that involves analysis. There is a need to consider the given ideas to be able to come up with a generalization (Terenzini, 2013).

Table 16, further shows that in an indicator “Sarah’s company is more likely to fall than a well-established company”, got the highest percentage of correct response 82.05 percent of the correct responses which means that it follows from the given statements.

The respondents’ answer shows that they use their common sense that in reality some people are indeed not superstitious. This can be supported by an equally high indicator “French and Belgian bake goods must taste better” got 81.41 percent of correct response of which states that the conclusion does not necessarily follow from the given statements. Common experience would suggest this to be an exact opposite of occurrence.

Seemingly, another support to this is the indicator “Well-established companies are more likely to succeed than new companies”, which got the lowest percentage of correct response 31.41 percent. The correct answer to this question is Conclusion Does Not Follow (CDNF), which states that such conclusion does not necessarily spring from the given statements. The notion that perhaps come to the Mid-Level Administrators’ mind is that a person who believes in fortune tellers is superstitious. The finding indicates that the respondents have difficulty in processing the given statements and the tests because they rely so much on what they have believe to be true. This is what is called for in the part of the test. “Deductive reasoning is narrower in nature and is concerned with testing or confirming hypothesis”, (Nuestra, 2015).

The high and low percentage of correct response in the indicators further signifies that the statements assumed by the respondents as the right answer are common concepts.

Table 17: Evaluation of Mid –Level Administrators’ Critical Thinking Skills Acquired in terms of Interpreting Information

Indicators	Correct Responses	Incorrect Responses	Percentage of Correct Responses	Standard Deviation	Level of Critical Thinking Acquired
The Coconut Express is the second most popular drink sold by the Tapoloa Club.	169	224	42.95	0.99	Fair
All themed clubs in London sell unusual drinks.	305	88	77.56	0.21	Very Good
The Coconut Express is contained a pineapple and the Pineapple-Up is contained in a coconut.	277	116	70.51	0.36	Good
There might be larger collection of books in the United Kingdom.	159	234	40.38	0.87	Fair
There might be a larger collection of publicity-owned books in the United Kingdom.	305	88	77.56	0.24	Very Good
The British National Library is in the United Kingdom.	265	128	67.31	0.21	Good
If a Person obtains MBA, their income will increase.	345	48	87.82	0.12	Very Good
If a person obtains an MBA from a top business school, their income will be higher than the average MBA graduate.	151	242	38.46	0.79	Fair
Hannah cannot be promoted because she doesn't have enough experience.	259	134	66.03	0.25	Good
We cannot know whether Hannah can be promoted or not.	307	86	78.21	0.69	Very Good
MEAN	254	139	64.69	0.47	Good

LEGEND: FAIR: 0-99 FAIR: 100-199 GOOD: 200-299 VERY GOOD: 300-393

As depicted in table 17 the distribution of the respondents' level of critical thinking skills acquired considering Interpreting Information. The result shows that the Mid-Level Administrators' level of Interpreting Information is having an average percentage of 64.69 percent (SD=0.47), about 254 of the total respondents got most of the correct responses. The standard deviation of 0.47 reinforces a very narrow spread of distribution which means that the respondents' scores did not differ much from one to the other.

The indicator "*if a person obtains MBA, their income will increase*", got the highest percentage 87.82 percent of correct response. The correct answer to this question is Conclusion Does Not Follow (CDNF) beyond reasonable doubt. This could mean that most of the Mid-Level Administrators were able to interpret this item correctly because they probably have the notion that if a person attains a higher education their income will increase. Furthermore, majority of the respondents are female so they could have concluded their own point of view to justify the situation since majority of the professionals are women (Herrera, 2015).

However, it is also important to note that in the indicator, "*if a person obtains an MBA from a top business school, their income will be higher than the average MBA graduate*" got the lowest percentage of correct response 38.46 percent among 393 respondents while 242 respondents got incorrect response. Majority of them answered that it follows beyond reasonable doubt, another way of saying that it's true. Again, a typical easy utilization of common sense can be sensed by the result. It denotes that respondents use their common sense in the situation rather than investigating into the given facts. This indicates that they have the tendency to use their common observation and interpretation interchangeably.

If Mid-Level Administrators have difficulty in deduction, how can they proceed to the next level which is interpretation? This skill "requires a combination of inference and inductive reasoning skills", (Rasool, et al, 2014). The skill in interpretation will be evaluated as how

Mid-Level Administrators interpret actions, concepts, and data which are essential in the teaching-learning process.

Rasool, et al., (2014) Further, explained that observation and interpretation can happen in the same time because the words and symbols from the reading material may contain an instantaneous significance on the reader. This causes the reader to shift from evaluating the certainly of the concept to how the concept appeals to him. In fact, this is a form of destruction in the process of understanding.

This can be a similar situation to that of indicator "What Science Investigatory project is the least appropriate to suggest to students who live in this place" in NCBTS depicting the evaluation of Community Linkages Domain. As noted, respondents missed to look the question. Embedded in this domain is the ability to interpret an observation in order to know what is going to be done. The indicator cites: "use varied and available community resources (human materials) to support learning".

As it appears, this task involves one's interpretation of his observation. For example, when a teacher sees a stone, how would he understand its relevance to his subject? This is not simply a matter of classifying the stone but on the possible use other than the common use. A common daily encounter as it seems, the interpretation of such situation involves deeper recognition and understanding if one has to be skilled in the Community Linkages Domain.

For instance, the question, "How the stone would be utilized in an English class? Can be asked. Then, a research assignment can be given to students to know how many stones of its kind are present in the community and how can they provide a livelihood for the community. The kind of interpretation in this case is what Rasool (2013) considers as needing the spotting opportunities attitude or the acknowledgement and affirmation of the things around.

However, because the respondents are teachers at the same time Mid-Level Administrators, they are expected to have formed a lot of mental representations and this prevents them from acknowledging the right interpretation.

According to Williams (2013), oftentimes, people may be inclined to stick to the idea that is similar to their own. And this hinders the achievement of a correct interpretation. It follows that Mid-Level Administrators presumed it to be logical conclusions because of the fact that they have experienced this reality. The respondents' response seems to show a pattern on taking propositions as true when it is something that they can relate and false when it is otherwise.

This signifies that since they have difficulty testing their hypothesis and separating their biases from the given situation (as these are involved in deduction), it naturally follows that they have a problem in arriving at the right interpretation. This suggests that the interconnectedness of the different skills comprising the critical thinking skills and also, the contribution of the development of competencies in NCBS as an indication of the level of thinking manifested

Table 18: Evaluation of Mid –Level Administrators' Critical Thinking Skills Acquired in terms of Evaluation of Arguments

Indicators	Correct Responses	Incorrect Responses	Percentage of Correct Responses	Standard Deviation	Level of Critical Thinking Acquired
Yes, downsizing will protect the company from bankruptcy in hard economic times.	338	55	85.90	0.38	Very Good
Yes, companies have no obligation to employ more people that it can handle.	134	259	33.97	0.82	Fair
No, downsizing leads to demoralization of the workforce and causes a drop in employee productivity.	275	118	69.87	0.67	Good
Yes, companies which have control over the size of their workforce will highly vulnerable to economic climates and market changes.	285	108	72.44	0.75	Good
No, too much education can lead to over-qualification, and therefore unemployment.	219	174	55.77	0.61	Good
Yes, having a highly qualified workforce ensures high levels of employee productivity in organizations.	209	184	53.21	0.66	Good
No, research has shown that students that are not required to pay tuition fees; tend to slack off more and learn less during their degree.	348	45	88.46	0.55	Very Good
Yes, giving staff greater flexibility will improve their work-life, balance and therefore their productivity.	252	141	64.10	0.84	Good
Yes, organizations that value their staff are on average more productive and show lower staff turnover.	209	184	53.21	0.26	Good
No, flexi time leads to employees fewer hours will decrease an employee's exposure to the workplace, making career progression harder and leading to a less experience workplace.	222	171	56.41	0.25	Good
MEAN	249	144	63.33	0.58	GOOD

LEGEND: FAIR: 0-99 FAIR: 100-199 GOOD: 200-299 VERY GOOD: 300-393

Table 18 the distribution of the respondents' level of critical thinking skills acquired considering Evaluation of Arguments. The result shows that the Mid-Level Administrators' level of Evaluation of Arguments is having an average percentage of 63.33 percent (SD=0.58), about 249 of the total respondents got most of the correct responses. The standard deviation of 0.58 reinforces a very narrow spread of distribution which means that the respondents' scores did not differ much from one to the other.

As reflected in the table, most of the respondents correctly answered the indicator *"No, research has shown that students that are not required to pay tuition fees; tend to slack off more and learn less during their degree"*, with 88.46 percent. Arguments shows that majority of the respondents believed that this was a strong argument. An Indicator, with the argument of *"Yes, downsizing will protect the company from bankruptcy in hard economic times"* got the lowest percentage of correct response with 40.38 percent. The Mid-Level Administrators have failed to judge that the presence of the word downsizing makes the argument a strong one because it provides a basis for judgment.

Likewise, the indicator *"No, too much education can lead to over-qualification, and therefore unemployment"*, is fairly answered as it acquired 71.79 percent of correct response. This may indicate that most of them could not detach themselves from their own biases. They may have difficulty in coming with the right judgment of a given situation. This is reinforced by an indicator *"Yes, having a highly qualified workforce ensures high levels of employee productivity in organizations"*, which most respondents regarded as a weak argument. The fact that 51.28 percent is a little more than just half of the respondents responded correctly. This would also mean that there is a great number of respondents who responded incorrectly and rely on their common observation, which are not founded, analyzed, and processed the decision.

Another point to consider is the fact that Evaluation of Argument relates to Personal and Professional Growth. Right Judgment comes from the right attitude (Scriven, 2013). This attitude can be developed as one develops his personality and goes beyond it, to his profession or career. It is revealed that Mid-Level Administrators are "Good" in this domain.

To be good at evaluating arguments and ideas, one often has to be very creative and imaginative about other possibilities,

alternative considerations and different options (Jullianes, 2010).

Teachers are described as the person who possess dignity and reputation with moral values as well as technical and professional competence (Code of Ethics, 1997). Professional competence alone would be difficult to achieve without the right evaluation. According to (Chafee et. Al.,

2012) "As teachers browse on reference from books, internet, and other sources of information, they are careful in selection and judgment of what are best to be transmitted to learners because they cannot just give everything that they find nor can give concepts without passing through mental process, especially evaluating the idea presented in a text." This entails the use of Evaluation of Argument.

Table 19: Summary of Distribution of the Mid-Level Administrators' Over-All Level of Critical Thinking Skills Acquired

Indicators	Mean Percentage of Correct Response	Standard Deviation	Description
Inferences	33.97	0.73	Fair
Recognition of Assumptions	66.67	0.52	Good
Deductions	62.67	0.46	Good
Interpreting Information	64.69	0.47	Good
Evaluation of Arguments	63.33	0.58	Good
OVERALL	58.27	0.55	Good

LEGEND: POOR: 0-25 FAIR: 26-51 GOOD: 52-77 VERY GOOD: 78-100

Table 19 shows the summary distribution of Mid-Level Administrators' NCBTS results per domain with an overall mean of 58.27 (SD= 0.55). The indicators revealed that the Mid-Level Administrators over-all result was "Fair" in the level of NCBTS learned. The Standard Deviation of 0.55 reinforces a very narrow spread distribution which means that the respondents' scores did not differ much from one to the other. Exhibits the summary of distribution of the respondents' over-all level of critical thinking skills. The table shows that the Mid-Level Administrators have "Fair to Good" critical thinking skills. The overall level of Critical Thinking Acquired by the Mid-Level Administrator have is "Good". The table further illustrates that among the indicators, Recognition got the highest Percentage of correct responses. That's why it signifies that the respondents are "Good" in Recognition level of thinking. This can be explained by the Mid-Level Administrators' exposure to reading materials and other special task that needs a lot of reading which brought them to enhance more their capacity to recognize words automatically that is important to decode and develop gradually critical thinking.

On the contrary, inference got the lowest Percentage of Correct Response among all the indicators. This denotes that respondents are "Fair" in Inference and almost near to "Poor" Inference. Inference is a thinking skill that involves the creation of ideas with reference to what one experiences; it may be "an explanation or an observation" that usually becomes a conclusion (Ann, 2015). In this case respondents fails to acquire this, they will have difficulty in other thinking process that involve more than observation and explanation.

This explains why the total performance of the test is "Good" but very close to "Fair" level description of critical thinking acquired. Kurfis (2010) contends "Leaders must be provided with a rich environment of sensory experiences, to which they will respond in a problem-solving passion in order to build understanding". With good teaching experience, thinking skills are enhanced. In a study of Carroll (2014), he found out that Attitude towards teaching which builds significant experience is significantly related to Mid-Level Administrators' critical thinking skills.

Another reason ascribed to this nearly "Poor" performance is the comprehension skill. "Respondents with poor thinking skills have poor reading comprehension skills" (Kurfis, 2010). The result of this study supports the claims of some researchers that Mid-Level Administrators are still falling behind in their critical thinking skills. In a recent study of Perez (2014), whose respondents are high school students have low critical thinking skills. These are just few of the many studies that point to the fact that although critical thinking has long been an issue, it is a demand that persists to be addressed.

This can be supported by the study of Burning, et al. (2011). In their study, they have found out consistent evidence that the principles of Good practices have positive impact on the cognitive development, learning orientations, and educational aspiration of the students.

Problem 4: Is there a significant effect of the Mid-Level Administrators' level of NCBTS learned and the level of critical thinking skills acquired when grouped according to:

4.1 Gender;

4.2 Study Habit Towards Lesson Preparation;

4.3 Teaching Skills;

4.4 Attitude towards Teaching and ;

4.5 Leadership Potential?

NCBTS is a paradigm for quality teaching, a common framework for understanding teaching quality that serves to encapsulate the necessary components of teacher education and is "the heart of the various stages of Teacher Education Development Program (TEDP)" (TEC, 2009). This was an answer to the demands of the education sector to have teachers who are "equipped with a wide range of theoretical and methodological skills". This is to enable them to have diverse choices in employing learning environment that will make the best use of students' learning (Juliannes, 2010).

Critical thinking is defined by Kosslyn (2011) as the process by which person examines assertions and arguments in order to determine which are valuable and which are not. As implied in this definition, this kind of thinking involves the

analysis of belief or an observation in order to choose what is going to best fit in a given situation.

It is a big consideration and importance to know the factors that can contribute to the realization of the Vision and Mission of the department of Education. Hence the personal characteristics are tested if this has a significant effect to the NCBTS Learned or to the Critical Thinking Acquired.

The following tables display the effect on the Mid-Level Administrators Level of NCBTS Learned and Critical Thinking Skills Acquired when group according to the respondents' characteristics.

Table 20: Correlation Matrix between the NCBTS Learned and the Mid-Level Administrators Profile

Mid-Level Administrators Profile	NCBTS Learned		
	r-value	P-value	Interpretation
Gender	0.083	0.503	<i>Not Significant</i>
Study Habits Towards Lesson Preparation	0.123	0.945	<i>Not Significant</i>
Teaching Skills	0.356	0.596	<i>Not Significant</i>
Attitude towards teaching	0.176	0.658	<i>Not Significant</i>
Leadership Potential	1.075	0.378	<i>Not Significant</i>

Table 20 presents the correlation matrix between the tests on significance effect of Mid-Level Administrators NCBTS Learned to their personal profile.

Table 20 discloses that the respondents Gender ($r = 0.083, p = 0.503$), Study Habits ($r = 0.123, p = 0.945$), Teaching Experience ($r = 0.356, p = 0.596$), Attitude towards teaching ($r = 0.176, p = 0.658$), and Leadership Potential ($r = 1.075, p = 0.503$), were found to have no significant effect with NCBTS learned.

From this results, it can concluded that the aforementioned variables proved to have no connection to the NCBTS Learned of the Mid-Level Administrators. It could probably be explained that between males and females there was no significant effect to the NCBTS Learned. This implies that both male and female have equal chance of gaining knowledge. In some cases, individual studies purporting to show gender differences in certain task are involving intelligence are misappropriated. Both Corpus Callosum of the male and female are connecting well to the two brain hemispheres for better result of learning outcomes. Differences between men and women's brain are hard wired and are irreversible but this are accounted to the functional change in response to the experience, upbringing and socialization. (Constandi, 2016) Study habits towards Lesson Preparation, Teaching Skills, Attitude towards Teaching and Leadership Potential are needed for the mental outlook or attitude of the Mid-Level Administrators. There was no significant effect on the mentioned variables towards the NCBTS Learned.

This implies that attitude of the Mid-Level Administrators matter most than the characteristics of the respondents' personal profile. "Ability is what you're capable of doing. Motivation determines what you do, but attitude determines how well you do it" (Haultz, 2015). Haults stresses that it is your attitude that makes a difference in achieving higher attitude such as the mean rating of study habits towards

lesson preparation, teaching skills, attitude towards teaching and leadership potentials.

This suggest that respondents Gender, Study Habits, Teaching Experience, Attitude towards Teaching and Leadership Potential did not influence the NCBTS learned. This means that the null hypothesis was accepted because the obtained probability values were greater than the level set at 0.05.

Table 21: Correlation Matrix between the Critical Thinking skills Acquired and Mid-Level Administrators' Profile

Mid-Level Administrators Profile	Level of Critical Thinking Skills Acquired		
	r-value	P-value	Interpretation
Gender	0.075	0.596	<i>Not Significant</i>
Study Habits Towards Lesson Preparation	0.987	0.123	<i>Not Significant</i>
Teaching Skills	3.171	0.687	<i>Not Significant</i>
Attitude towards teaching	2.171	0.041	<i>*Significant</i>
Leadership Potential	1.075	0.378	<i>NotSignificant</i>

Table 21 displays the correlation matrix between the Mid-Level Administrators Critical Thinking Skills Acquired to their Personal Profile.

Table 21 discloses that the respondents Gender ($F = 0.075, p = 0.596$), Study Habits ($F = 0.987, p = 0.123$), Teaching Experience ($F = 3.171, p = 0.687$), and Leadership Potentials ($F = 1.075, p = 0.378$) were found to have no significant effect with the level of Critical Thinking Skills Acquired by the Mid-Level Administrators.

While the result in Attitude Towards Teaching ($F = 2.171, p = 0.041$) was found to be statistically significant to the Level of Critical Thinking Acquired by the Mid-Level Administrators thus, the null hypothesis was rejected since the value of $p = 0.041$ indicated was less than the level set at 0.05.

The table also shows that even though the rest did not show any significance the Mid-Level Administrators overall performance in Critical Thinking was "Fair". Critical Thinking is the skill that "requires an individual to look at parts and relationship and then to put these together in a new and original way" (Forcier, 2013).

In other words observation, interpretation and analysis of a given experience are activities involving this level. Since Perception is dependent upon a person's knowledge and experience, this may already affect one's observation. Added to that, as one proceeds to interpret and analyze such experience, one's attitude will dictate the person on whether to accept or criticize.

According to Carroll (2014), one of the greatest hindrances to Critical Thinking critically is a "person's outlook of himself and the world around him. He further explains that to be able to do this one must get rid of his biases and admit to himself that he might be wrong". This is not often easy because a person's ego can block negating himself.

Thus, a good attitude is needed in order to make this possible. This explains why a Good Attitude towards teaching can develop a person's critical thinking skill. In this case, it is like saying that to have positive outlook in

teaching is like to view the world positively. It is also emphasizes by (Carroll, 2014) that “Good attitude creates an avenue to think logically thus, possessing sunny disposition and perfect focus in which all leaders have to become effective and efficient”. Great leaders usually start with a willing heart, a positive attitude and the desire to make a difference. (Anderson, 2015).

Problem 5: To what extent does the level of NCBTS learned contribute the critical thinking skills acquired by the respondents?

According to (Majason, 2012) “The only way to seek reliable knowledge is to have good critical thinking skills”. Critical thinking is needed to have a good metacognitive development and vice versa. The use of these cognitive skills increases the probability of a desirable outcome since it involves purposeful reasons. The kind of thinking involved in solving problems that creates an avenue of formulating inferences and making decisions when the thinker is using skills, since critical thinking is called ‘directed thinking’ directly related to the knowledge learned” (Halpern, 2016).

This problem will solidify the notion if the Level of NCBTS Learned has a direct relationship of the acquired Critical Thinking Skills.

The following table display the extent on the level of Mid-Level Administrators NCBTS Learned to the Critical Thinking Skills acquired.

Table 22: Results of Simple Linear Regression Analysis between the Students’ Evaluation of NCBTS and Their Level of Critical Thinking Skills

Independent Variable	Regression Coefficient	T-Value	Probability	Interpretation
Evaluation of NCBTS	0.78	8.21	8.15×10^{-14}	Significant

Constant : 23.81 F- value : 67.46**

R : 0.55 Significance Level : 8.15×10^{-14}

R² : 0.30

Regression analysis was used to find out the extent of effect of influence of an independent variable to a dependents variable. Table 5, exhibits the result of simple linear regression analysis taking Mid-Level Administrators’ evaluation of NCBTS as an independent variable to show the degree of the influence one affects the other.

The result that the two variables have a highly significant positive effect ($r=0.55$) on each other. This denotes that the higher the level of NCBTS respondents have, the higher is the level of their critical thinking skills. The coefficient of determination (r^2) =0.30 denotes that only 30 percent of the difference on the level of critical thinking skills is being

explained by the level of NCBTS learned and 70 percent can be explained by other factors.

The regression model $\hat{y}=23.81 + 0.78x$ indicates that the coefficient of “a” or the y intercept is 23.81. This means that when the level of NCBTS learned is 0, the level of critical thinking skills acquired is 23.81. The coefficient of “b” is 0.78, means that for every change in NCBTS learned, the level of critical thinking skills changes by 0.78 point. Higher Order thinking skills includes critical, logical, reflective, metacognitive and creative thinking. These are activated when individuals encounter unfamiliar problems uncertainties, questions or dilemmas. Successful applications of the skills result in explanations, decisions, performances and products that are valid within the context of available knowledge, experience and other intellectual skills. The “Fair to Good” level of NCBTS Learned is partnered by “Good” result in the level of critical thinking skills acquired. This implies that the high logical approach of Mid-Level Administrators can be equated to high critical thinking skills. According to (Majason, 2012) “The only way to seek reliable knowledge is to have good critical thinking skills”. Critical thinking is needed to have a good metacognitive development and vice versa. The use of these cognitive skills increases the probability of a desirable outcome since it involves purposeful reasons. The kind of thinking involved in solving problems that creates an avenue of formulating inferences and making decisions when the thinker is using skills, since critical thinking is called ‘directed thinking’ directly related to the knowledge learned” (Halpern, 2016). The null hypothesis is rejected because the test of significance shows a highly positive linear relationship between the level of NCBTS learned and the level of critical thinking skills acquired direct proportionality of result indicates that the higher the level of NCBTS learning, the greater is the level of critical thinking skills.

Problem 6: What are the results of the in-depth interview conducted to some Mid-Level Administrators?

The ten Mid-level Administrators who were considered in the In-Depth-Interview were those in the top 5 and bottom 5 performance of NCBTS learned and Critical Thinking Acquired because the researcher would like to know if there was a significant difference between the top performers in terms of Self Rating, NCBTS Outlook, Teaching Experience, and their perception towards teaching. They were also chosen because the researcher would like to seek out for the relationship of their response in terms of their Critical Thinking Skills.

The Table that follow present the results of In-depth interview conducted with regard to the perceptions of the Mid-Level Administrators towards NCBTS Outlook, and Teaching Experience in general.

Table 23: Summary of the Results of the In-depth interview with the Top Five and Bottom Five Performing Students

Key Words from the Guide Questions	Top 5 Respondents	Bottom 5 Respondents
Self-rating For Teaching Experience	Majority of the top performers rated their Teaching experience as 4 because it has provided them with a lot of lessons and varied experience. The imperfection of this experience claimed by the majority was attributed to the presence of temptations and distractions such as leisure activities	Majority of the low performers gave 4 as their rating for teaching experience. Most of the reasons given for this almost perfect rate is that although they have learned and experienced they feel that there are things they lack to have and failed to do.

	involving technology and peer groups.	
Relevant Lessons or Indicators in NCBTS	Planning, Assessing and Reporting in the NCBTS Domain provided them theories and concepts, techniques and strategies in handling students and in evaluating their performance through tests. Understanding the Social Regard for Learning also come as one of the important domain among them since they believe that Teachers need to serve as Positive and Powerful Role Models of the Value in the Pursuit of different efforts to learn	Learning Environment comes on top of their domain that focuses in the importance of proving a social, psychological and physical environment regardless of their individual differences in learning. It is also in this, that they facilitated their learning on the different principles, techniques, and strategies in classroom management, or in Planning, Assessing and Reporting, such that assessment provided them an avenue to practice making tests and compute grades.
Common Problems in School	Problems on finances, Parental Involvement, Students Attitude and Behaviors came out the most difficult problem among the majority of the top performing respondents.	All of them claimed that financial problem is the most difficult problem. Students have difficulty in surviving and beating the deadlines because they lack resources.
Teacher Development Activities	All of the top performers shared that observations has provided them with many useful things that equip them to become teachers. These include knowledge, application of skills, and reflections about the reflections about the reality of teaching among schools. A few mentioned about educational tours and seminars as good enhancement for their knowledge and skills.	A number of them mentioned that Observation is very helpful because they have learned to build confidence and compassion in teaching. There were also those who mentioned lesson planning and composition writing as helpful tools
Suggestions	Suggestions point out to the improvement of teachers' behavior in class, facilities, trainings and the emphasis of educating and supervising teachers.	Focus on teachers' evaluation of behavior is the common suggestion raised among the low performers. They also claimed that discipline and pressure should be imposed upon students in order to learn better.
Choice Of the Teaching Profession	Three of the top performers shared that Education is either the choice of their parents or demanded by circumstances. Two answered YES because they said they want to make some changes and they love to share their ideas with the others	Four low performers answered NO because most of them became education students by chance or Lack. They used to think education as involving hard work. One answered Yes, She chose education because she enjoyed sharing their ideas in class.

Table 23 exhibits the summary of responses of the in-depth interview conducted to the top five and bottom five respondents covered in the study, there are six areas that were included in the evaluation of the respondents' performance. First, is the rate they give to their teaching experience; second, is the extent of their exposure to NCBTS Domains and lessons learned in the span of their Teaching years; third, is the Common problems encountered in schools; fourth is the Activities related to their work; fifth, is their suggestions on the being ideal teacher and leader; and sixth is their personal preference of the education course.

On teaching experience, both the top and bottom performers rated their college study as 4, claiming that they are satisfied with the knowledge they have gained and the skills they have developed in Teaching. Their lessons and activities are diverse and are relevant to their teaching based on their experiences. However, both groups felt that they still lack something. For the top performers, this felt imperfection of the teaching experience is attributed to the temptations around and outside the school campus. On the other hand, the bottom performers generally believed it to be caused by some activities or experience that life has failed to provide them.

This suggest that the top performers' view is more on their inability to focus on the things while the low performers view it as something that their environment has not given them to become ideal teacher. Regarding to the understanding on NCBTS Domains hat are relevant to their teacher training, majority of the top and low performers maintain that Assessment Planning and Reporting is the most important domain that have helped them a lot to become good teachers coupled with Social Regard for Learning and the Learning Environment. Assessment has

given them with concepts on making tests and computing grades.

Not surprisingly, financial problem was the answer of the respondents when asked about the common problems in school, which are considered the most difficult to overcome. With the crisis experienced by the world today, these students are no exemption to the hardships of society.

On the activities that are relevant to teacher training, majority of the top performers shared that their exposure to schools has provided them knowledge on the students' behavior. Through their observation, they were able to reflect on what strategies are best applicable in some situations. The rest cited seminars and educational tours as important to their development because these activities have presented them different concepts and skills. The low performers on the contrary gave various reasons. Some declared that observation has provided them confidence and realities in teaching. There were also others who said that lesson planning and composition writing have become helpful tools for them in their future teaching.

Regarding the respondents suggestions on the enhancement of teaching, both top and bottom prefers suggested that the teachers' behavior is an important consideration for improvement. Additionally, the top performers said that facilities, trainings, and teacher supervision by Mid-Level Administrators or the School Head will be helpful in the future as their problems and need will be directly identified and address.

On the choice of education course, Majority among the top performers shared that education is their personal choice. While Majority of the Low Performer shared that Education as a course was not their personal Choice. The rest of the top

performers shared they love to change the world and transmit knowledge to people. The rest of the low performers answered that they love to teach and they enjoy sharing ideas with people even if this was not their preference at first.

Problem 7. Based on the Findings of the Study what Four-pronged Program can be designed?

This Four-Pronged Program will keeps Mid-Level Administrators, Teachers aligned to the strategic goals of the Department of Education and helps the School Head see a clearer line of sight between organizational goals, the competencies that Mid-Level Administrators and teachers needs to demonstrates and what the Administrations do in order to persuade and support the attainment and demonstrations of these behavior. Having a thorough designed of program for Mid-Level Administrators and teachers development helps attract the needed Higher Thinking Skills and help them be motivated in pursuing performance excellence (Ebreo, 2013).

The Proposed Four-Pronged Program below will display the Rationale, Objectives, Program Matrix and the Framework.

Proposed Four - Pronged Program

Rationale

Teacher's knowledge is essentially complex and has problematic applicability that comes across all learners and context. The teacher's activities in the classroom will be best enhanced as they upgrade their knowledge that answers the demand of time. Teachers start on their own classrooms and take responsibility of examining their own practices. Practices that are bound to produce a positive outcome due to the applications of National Competency Based Teachers Standard.

The NCBTS conceptual framework ends at a holistic profile of the teacher equipped with the acumen of effectively facilitating quality instructions regardless of ethnic, racial, religious and multi-lingual economic literacy diversity. After all the global teacher is always the helm of creating the classroom into miniature community of learners where everyone is treated fairly not delegating any single learner to suffer the cudgel of literacy. The EFA 2015 goal punctuates this educational reality.

Through the use of NCBTS framework the teacher's gets academic direction to the maximum advantage of the students in the activation in their capabilities in order to cope with learning engagements at hand that will turn up with their specific learning outcomes. Through the knowledge learned from NCBTS the teacher's critical thinking plays a vital and imperative role in the world of academe. Critical Thinking is very influential and significant contribution for the success among educators today (Abao, 2012).

This Four-Pronged Program keeps Mid-Level Administrators, Teachers aligned to the strategic goals of the Department of Education and helps the School Head see a clearer line of sight between organizational goals, the competencies that Mid-Level Administrators and teachers needs to demonstrates and what the Administrations do in order to persuade and support the attainment and demonstrations of these behavior. Having a thorough designed of sustainability program for Mid-Level Administrators and teachers development helps attract the needed Higher Thinking Skills and help them be motivated in pursuing performance excellence (Ebreo, 2013).

Objectives

This Four-Pronged Program is committed to achieve the following developmental Objectives:

- 1) Apply the needed trainings/programs to help the Mid-Level Administrators and Teachers in general to align their performance with the department of education's vision and mission.
- 2) Apply needed training /workshop/program to close existing competency gaps on every domains of National Competency-Based Teacher Standard among Mid-Level Administrators and Teachers in general.
- 3) Present the sustainability program to enrich the relations and Practices of the School Heads and support the new learning as well as encourage demonstrations of new behavior at work.
- 4) Present set of actions to facilitate building a strong leaders of the department of education enforcing to anchor in a solid bedrock foundation of NCBTS which clearly stated the strategic and indispensable role of teacher in the learning process of the students.

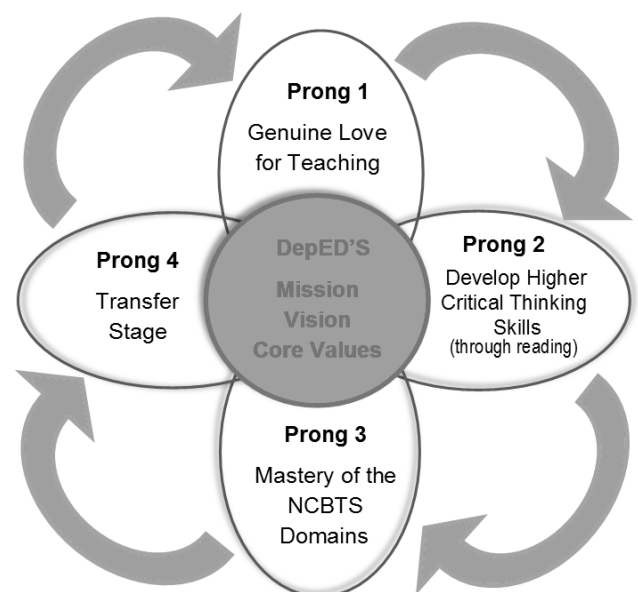


Figure 3: Framework of Four - Pronged Program

Table 24: Four - Pronged Program Table Matrix

Level of Sustainability Program	Program	Activities	Resources Needed	Time Plan and Estimated Cost	Expected Result
1st Prong	Establish genuine love for teaching	1.1 Find a mentor 1.2 Focus on Classroom Management 1.3 Foresee the misbehaviors and excuses and be prepared for them 1.4 Control your response 1.5 Take lesson planning seriously	Logistics for Resources/ facilitators	• First Quarter (January to March) • Estimated Cost 600 per/ pax for 5 days	Highly motivated aggressive effective and competitive Mid-Level Administrators & Teachers
2nd Prong	Development Higher Order Thinking Skills	2.1 Develop the art of questioning 2.2 Learn to question basic assumptions 2.3 Be aware of your mental processes on cognitive biases 2.4 Try to reverse things 2.5 Evaluate the evidence 2.6 Remember to think for yourself 2.7 Understand that no one thinks critically 100% of the time	Logistics for Resource Speaker/ Facilitators	• Second Quarter (April to June)	Responsible leaders with high critical thinking skills
3rd Prong	Mastery on NCBTS Domain	3.1 Mastery of the curriculum and its academic structure	Logistics for Resource Speakers/ Facilitators	• Third Quarter (July to September)	More effective Mid-Level Administrators and Teachers
4th Prong	Transfer of Learning	4.1 Doing it on their own style 4.2 Love and share 4.3 Practice the implementation of the domains of NCBTS 4.4 Fuller approach is used have the monitoring of NCBTS learned	Logistics for Resource Speakers/ Facilitators	• Fourth Quarter (October to December)	Performing and Committed Leaders

9. Summary, Findings, Conclusions and Recommendations

This chapter presents the summary of the study which includes significant findings, conclusions and recommendations based on the result of the study.

9.1 Summary

This study determined the effect of the level of NCBTS learned to the level of Critical Thinking Skills acquired by the 393 Mid-Level Administrators of Public Secondary High School in Fourteen Divisions of Region X namely: 1. Cagayan de Oro City (40 respondents) 2. Misamis Oriental (68 respondents) 3. El Salvador City (3 respondents) 4. Iligan City (32 respondents) 5. Lanao Del Norte (42 respondents) 6. Ozamis City (15 respondents) 7. Misamis Occidental (35 respondents) 8. Bukidnon (72 respondents) 9. Camiguin (15 respondents) 10. Gingoog City (17 respondents) 11. Malaybalay City (18 respondents) 12. Oroquieta City (12 respondents) 13. Tangub City (12 respondents) 14. Valencia City (12 respondents).

Prior to the collection of Data the researcher secured permission to conduct the study from the Office of the Regional Director. It also looked into the following specific questions: 1) what is the characteristics of respondents in terms of gender, study habits, teaching experience, attitude towards teaching and leadership Potential? 2) What is the respondents' level of NCBTS learned in terms of the following: social regard for learning, the learning environment, the diversity of learners, curriculum, planning, and assessing & reporting, community linkages, personal & professional growth? 3) What is the respondents' level of critical thinking skills acquired based on the following;

Inferences, assumptions, Deductions, Interpreting Information and Evaluation of Arguments 4) Is there a significant effect between students' level of NCBTS Learned and their level of Critical Thinking Skills acquired when grouped according to the following variables: gender, study habits, teaching experience, attitude towards teaching and leadership potential? 5) To what extent does the level of NCBTS learned explained the critical thinking skills acquired by the respondents? 6) What are the results of the in-depth interview conducted to the top five and bottom five performers of the NCBTS test 7) Based on the Findings of the Study What Four-pronged Program can be designed?

The descriptive method research was used in this study. This will employ Multi Stage Sampling. The analytical analysis involve the following: 1) statistical procedure such as frequency, mean, standard deviation, percentage, T-value, F-Test, p-Value, r-Value (Pearson r Correlation), simple Linear Regression Analysis, and in-depth interview conducted to top five performers and bottom five performing Mid-Level Administrators.

9.2 Findings

- 1) Majority of the students are female, have "Fair to Good" study habits towards lesson preparation. "Fair" teachingskills, "Good" attitude towards teaching but "Fair" Leadership Potential.
- 2) Mid-Level Administrators' collective rating of NCBTS is "Fair". As to their level of the seven domains: Social Regard for Learning is "Good"; Learning Environment is "Good"; Diversity of Learners is "Fair"; Curriculum is "Fair"; Planning, Assessing and Reporting is "Fair"; Community Linkages is "Fair" and Personal and Professional Growth, "Fair". If it is noted that they were "Good" in Social Regard for Learning and Learning

Environment which can be attributed to their status as Mid-Level Administrators', while they are relatively "Fair" in their Curriculum, Planning, Assessing and Reporting and Community Linkages.

- 3) The Mid-Level Administrators' level of Critical Thinking Skills is "Good" which can be accounted for their "Good" in Recognition of Assumption, Interpretation, Deduction skills and Evaluation of Arguments, thus a closer observation into the specific skills reveals that the Mid-level Administrator are "Fair" in inference.
- 4) The significant difference of the Respondents' level of NCBTS learning and their level of Critical Thinking Skills acquired when grouped according to the following variables, gender, study habits, teaching experience, attitude towards teaching and leadership potential are revealed as follows: Respondents Gender, Study Habits, Teaching Experience, Attitude towards Teaching and Leadership Potential did not influence the NCBTS learned. This means that the null hypothesis was accepted because the p-values were greater than the level set at 0.05. While on Critical Thinking It discloses that the respondents Gender, Study Habits, Teaching Experience, and Leadership Potentials have no significant effect with the level of Critical Thinking Skills Acquired by the Mid-Level Administrators such that the null hypothesis was accepted because p-values were greater than the set value at 0.05. but, the result in Attitude towards Teaching was found to be statistically significant to the Level of Critical Thinking Acquired by the Mid-Level Administrators thus the null hypothesis was rejected because the value of $p = 0.041$ indicated was less than the level set at 0.05.
- 5) For the extent of the Mid-Level Administrators' over-all evaluation of the level of NCBTS learned and their level of Critical Thinking Skills acquired, the null hypothesis on no significant effect on Mid-Level Administrators' over-all level of NCBTS learned to the level of Critical Thinking Skills acquired is rejected ($F=67.46^{**}$) as the study reveals a highly significant correlation between the two variables. The result illustrates that the higher the NCBTS learning of Mid-Level Administrators', the greater is their level of critical thinking skills.
- 6) The result of the in-depth interview of the top and bottom five performing respondents disclosed almost similar views and ideas regarding their teaching experience. There are more top performing respondents who feel that they have received more satisfaction in their profession than the low performers. Planning, Assessment and Reporting were among the common Domains mentioned by the respondents to have helped them a lot in the field of teaching. When asked about the most difficult problem that they have encountered, most of them pointed to financial problem. It is almost equally felt by both groups. It was also noted that during their actual teaching experience where their reflections and acquisition of knowledge, skills, strategies, and principles that were established and formed. While it is true that most of them did not choose to take education course but the majority shared that they have learned to like the course.

9.3 Conclusion

Based on the findings of the study, the following conclusions and implications are presented:

NCBTS learning is vital to the holistic formation of Mid-Level Administrators' and even other teachers. It facilitates various forms of thinking and strategies which they can use in order to develop their cognitive abilities. Through the Mid-Level Administrators' exposure to the different domains in NCBTS and practiced through observations, they gradually assimilate new knowledge and accommodate them in order to carry out their daily experience. There is a significant relation of NCBTS to critical thinking and that the mental activities entailed by the domains of the NCBTS appears to have influence on the critical thinking skills of Mid-Level Administrators'. The skills and knowledge acquired from the understanding and practice of these domains contribute to the development of thinking process which precedes from simple to complex. Once they are habitually used, they form into higher order thinking skills until they reach the formal operational stage the highest form of thinking a man can reach, according to Piaget. The good attitude towards teaching did not guarantee their achievement of good learning in NCBTS. This can be the influence by their study habits that range from "Fair to Good". It Implied in this idea that the generalization to a certain degree, study habits and a good exposure to various activities would improve one's learning, and consequently, critical thinking.

With "Fair" study habits and teaching experience, Mid-Level Administrators' resulted to have "Fair" NCBTS learning and "Fair" critical thinking skills. In addition, the poor level of critical thinking skills is caused by their "Fair" inference level. This level of reasoning is basic to the achievement of good critical thinking skills. It can be deducted that a poor study habits as evaluated by the competencies involve in NCBTS, will have a great significance to the development of critical thinking skills of teachers. Therefore, there is a need for respondents to improve their NCBTS learning in order to develop their critical thinking skills. The higher learning of NCBTS the higher acquisition of critical thinking.

9.4 Recommendations

Based on the findings of the study, the following are strongly recommended:

1) For the School Head

To reinforce the importance of Critical Thinking, especially that The Higher the Critical Thinking the Higher is the retentive Percentage of NCBTS learning. There is also a need to consider the inclusion of NCBTS in every In-Service Training; and that this should be carried on until their full understanding on this matter is clearly manifested in order to develop habits among teachers. A yearly One-on-One evaluation of teachers NCBTS competencies and use it as a basis for deliberation together with their Individual Performance Commitment Review Form (IPCRF), occasional visitations of teacher and students during classes to personally determine the observance of standards. To

encourage teachers to undergo higher education, and to attend seminars in critical thinking skills to remind them to be advocates of resourcefulness in their giving of projects in order to make them affordable to students.

2) To the Mid-Level Administrators

To be aware of their level of NCBTS learning and critical thinking skills and use such evaluation to identify the strengths they need to intensify and the weakness they need to strengthen. To foster the habit of reading in order to improve their inferential comprehension skill and to engage in daily reflection using NCBTS in order to acquire it as a habit and not just a concept learned. To model the standards and competencies in NCBTS to their students in order to provide a concrete example to the students as well as to employ different strategies in applying and teaching critical thinking skills in the classroom in order to develop students holistically. To enhance themselves further by engaging in activities involving critical thinking.

3) For the Future Researchers

To use the result of this study as their reference and to replicate the study too larger number of respondents and consider other variables such as family background, school type, birth order, family income and reading habits.

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Unpublished Materials

Appendix A



Dr. ALLAN FARNAZO, CESO IV
Regional Director
Region X

DepEd-AR
Cagayan de Oro City
18 Jun 2016
RECEIVED

Madame:

I have the honor to request permission from your good office to conduct a research study on **"NATIONAL COMPETENCY BASED TEACHER STANDARDS MID. LEVEL ADMINISTRATION AND IT'S EFFECT ON THEIR CRITICAL THINKING SKILLS: BASIS FOR FOUR PRONGED ENRICHMENT PROGRAM"**.

This study, which will use the modified questionnaires, will be in partial fulfillment of the requirements for the course of Doctor of Philosophy in Educational Administration & Supervision at PHINMA Cagayan de Oro College.

Anticipating your preferential attention and favorable action on this regard.

Respectfully yours,

MS. CELY B. LABADAN
Researcher

Noted by:

DR. ALMA T. GURREA
Director, Institute of Professional
and Graduate Studies

Max Suniel St., Carmen, Cagayan de Oro City, 9000 Misamis Oriental Philippines
Tel.: (63) (088) 858-5867 • Fax: (63) (088) 858-3880
www.coc.phinma.edu.ph

February 12, 2016

ELENA M. BORCILLO, CESO V
SCHOOLS DIVISION SUPERINTENDENT
DIVISION OF CAGAYAN DE ORO CITY

Madam:

I have the honor to request permission from your good office to conduct a research study on **"NATIONAL COMPETENCY- BASED TEACHER STANDARDS OF MID-LEVEL ADMINISTRATORS' AND ITS' EFFECT ON THEIR CRITICAL THINKING SKILLS: BASIS FOR FOUR PRONGED PROGRAM"**

This study will use Adopted Tool for NCBTS learned and Critical Thinking Test while the Survey Questionnaire will be researcher made based on the standard indicators of the given independent variables. This study is a requirement for the degree leading to Doctor of Philosophy in Educational Administration and Supervision. The Mid-level System Administrators are identified as the respondents of this study.

Rest assured that Informed Consent from the respondents will be observed strictly and the sample copy of Consent Form will pass the approval from SGOD Planning and Research Section prior to the conduct of the study. The researcher and the

respondents of the aforesaid study will adhere the “NO DISRUPTION OF CLASSES POLICY” as stipulated in DepEd Order No. 9,s.2005 which stresses the agreement of Time on Task (TOT) and as well as ensuring compliance therewith.

Anticipating for your preferential attention and favorable action in this regard.

Very Truly Yours,

CELY BAGABUYO-LABADAN
RESEARCHER

NOTED:

ALMA T. GURREA, Ph.D.
DEAN, GRADUATE SCHOOL

APPENDIX B
INFORMED CONSENT FORM

PART 1 : INFORMATION SHEET

RESEARCH TITLE: “NATIONAL COMPETENCY- BASED TEACHER STANDARDS OF MID-LEVEL ADMINISTRATORS’ AND ITS’ EFFECT ON THEIR CRITICAL THINKING SKILLS: BASIS FOR FOUR PRONGED PROGRAM”

Name of Author : **CELY B. LABADAN**

DESIGNATION : Assistant to the Principal

ADDRESS : 016 GOMEZ, BURGOS ST. CDOC

INTRODUCTION:

The researcher who is an assistant to the principal of Carmen National High School would like you to participate in this research.

This study aims to determine the effect of the levels of NCBTS learned to its critical thinking skills.

You are chosen to be part of this study, for the researcher believed that you could be of great help to the success of this research. Rest assured that all your answers will be kept with **HIGH CONFIDENTIALITY** and that you are free to withdraw at any time without prejudice.

II CERTIFICATE OF CONSENT:

Please put your initials inside the box.

1. I confirm that I have fully understand the information given
To me by the researcher for the above study and I have had
The opportunity to ask questions to the researcher.

2. I understand that my participation in this study is voluntary
And that I am free to withdraw at any time without prejudice.

3. I agree to the part in the above study.

4. I understand that while into something gained during the
study may be published, I will not be identified and my personal
results will remain confidential.

Name of Respondents Date Signature

CELY BAGABUYO-LABADAN

Researcher Date Signature

APPENDIX C

A. Survey Questionnaire

I. Personal Background

Gender: _____ Male _____ FEMALE

II. On study habits towards lesson preparation

This part of the survey asks of the practices and beliefs you have as regards to how you study. *Please encircle the appropriate number that will best rate your agreement on each of the following statements:*

Your answer choices are the following:

4 At all times

3 Most of the time

2 Sometimes

1 Never

1. How often do you read your text or reference books?	4	3	2	1
2. How much time do you spend for studying in a day?	4	3	2	1
3. Do you text your friends/family in minutes all day long?	4	3	2	1
4. Do you study in a place free from auditory and visual distraction?	4	3	2	1
5. Do you take down notes in all important points?	4	3	2	1
6. Do you follow directions carefully when planning along with your curriculum guide?	4	3	2	1
7. Do you often get a good night's sleep prior to the scheduled observation?	4	3	2	1
8. When reading, can you distinguish readily between important and not important points?	4	3	2	1
9. Do you relate concepts learned in one topic with the other topic?	4	3	2	1
10. Do you share your ideas/ your opinions in school discussion?	4	3	2	1

III. On Teaching Skills

This part inquires about skills, practice, activities and encounter you have in the actual battlefield of teaching. The following questions formed are based from the competent standards for teaching experience such as (1) Know what to teach, (2) Know about the learners and how they learn, (3) Understand how contextual factors influence teaching and learning, (4) Use professional knowledge to plan for a safe, high quality teaching and learning environment, (5) Use evidence to promote learning, (6) Develop positive relationships with learners and the members of learning communities, and (7) Committed members of the profession. Please encircle your response to the correct answer for you.

Your answer choices are the following:

4 At all times

3 Most of the time

2 Sometimes

1 Never

	4	3	2	1
1. Do you identify important aspects of content to Strengthen own knowledge?				
2. Do you identify important aspects of content to Strengthen own knowledge?				
3. Do you select content which regard to the Learners?				
4. How often do you use a range of questioning strategies?				
5. Do you apply learning theories for planning & Delivery?				
6. How often do you use students name and pronounced it correctly?				
7. How often do you engage students through Digital presentation?				
8. Do you conclude lessons every end of the topic?				
9. Do you use assessment information to ensure learning experiences appropriate to learners need?				
10. Do you relate well to students of all cultures offerings support and assistance to all?				
11. Do you engage in discussion in over teaching decisions, actions and contribute to school performance meaning fully.				

IV. Attitude toward Teaching

This part inquires about the practice and encounter you have in the actual battlefield of teaching. The following questions formed are based from the professional attitude scale for teacher. Please encircle the appropriate number that will describe your level of awareness on each of the following statements:

Your answer choices are the following:

4 At all times

3 Most of the time

2 Sometimes

1 Never

1. I feel that learning is a lifetime endeavor.	4	3	2	1
2. I respect personal and cultural differences	4	3	2	1
3. I actively help identify group and help to meet them.	4	3	2	1
4. I display honesty and integrity.	4	3	2	1
5. I demonstrate correct/proper verbal and written language skills.	4	3	2	1
6. I recognize impact of non-verbal communication.	4	3	2	1
7. I reflect on my own learning and projects to future practice.	4	3	2	1
8. I evaluate my work/teaching beyond the standards.	4	3	2	1
9. I sustain a positive learning environment by avoiding competitive behaviors.	4	3	2	1
10. I exhibit good judgment in decision making.	4	3	2	1

V. Leadership Potential

This part of the survey provides information about the person's leadership level and skills. This is anchored on a five factor concept model of leadership, and corners competencies that appear frequently in an organizations competency frame work. Please encircle the appropriate number that will best rate your agreement on each of the following statements.

Your answer choices are the following:

4 At all times

3 Most of the time

2 Sometimes

1 Never

1. Do you make decisions cautiously and slowly?	4	3	2	1
2. Do you display sense of power and confidence?	4	3	2	1
3. Do you like to be well prepared?	4	3	2	1
4. Can you relate well to all types of people?	4	3	2	1
5. Do you show mental and physical toughness?	4	3	2	1
6. Can you express with confidence that goals needs to be achieve?	4	3	2	1
7. Do you act quickly with accurate planning?	4	3	2	1
8. Do you set time table and demand targets?	4	3	2	1
9. Do you listen to what team wants to do?	4	3	2	1
10. Do you do what you say?	4	3	2	1

End of Survey

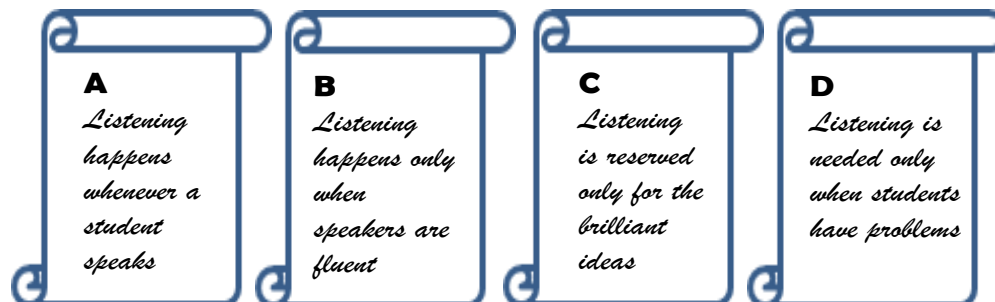
APPENDIX D
NCBTS Questionnaire

Directions: Please read the situations carefully and choose the option that best answers each of the questions. Encircle the letter of your choice.

- It is Monday. Pedro a fourth year high school student enters the class in civilian attire. The School's "wash day" is Friday. Expectedly, the school adviser will call the student's attention. Which of the following cites a logical explanation?
 - Monday is the first day of the week. It is just appropriate to have all students wear their uniforms in order to jumpstart the week right.
 - It is the student's responsibility to wear uniform as a regard for the school standards and policies; hence, the student must explain his conduct.
 - The student must be celebrating his birthday so the teacher has to confirm this in order to give due consideration on that special day.
 - The teacher is afraid that Pedro being in fourth year must set a good example to his younger schoolmates who look up to them as role models in school.
- The teachers are asked by the principal to submit a report on the Reading progress of Grade 7 students. This report will be used by the principal during his monthly meeting with the English supervisor. This Reading Progress evaluation would

take three days to finish. Suppose you are given this task on a Monday afternoon, and will present to the principal on Monday of the next week, choose the best day to start working.

- a) Tuesday
 - b) Wednesday
 - c) Friday
 - d) Saturday
3. Teacher Sheila is a newly hired teacher at San Sebastian Elementary School. She is assigned to teach English to the Grade 10 class. One Friday (the wash day of the school), her lesson was about appreciating modern kinds of poetry. So, she decided to dress in black leather tight fitting jeans, stiletto-heeled boots, and body hugging shirt that shows a little portion of her navel in order to use as a springboard of her lesson. Should she be allowed to teach at that time?
- a) Yes, because she is a very resourceful and creative; surely her pupils will be motivated.
 - b) No she is unbecoming of a teacher; she has to show some modesty.
 - c) Yes, she has the style of the modern world; teachers have freedom anyway.
 - d) No, she does not fit in the teaching world; she too stylish to be a teacher.
4. In a Philosophy of Love class.
- Miss Gomburza (Teacher): Guys, have you seen the movie Eclipse? Wow, you should see it! My gosh! I'm so thrilled about the love triangle of Edward, Bella, and Jacob... as in...it's one of a kind! Oh, I can really relate...(places two hands of her face and shows an excited face)... Bella was so eww... Oh my gosh! .. You will miss one half of your life if you don't watch....My, God, I'm telling you, if you don't like it then you're not humans....What makes the teacher's action inappropriate?
- a) Her actions might be mistaken as that of a teen-agers, which is awkward for her age.
 - b) Her sentences demonstrate elitence, making her unapproachable to students.
 - c) A person in love must not show such display of emotion to students.
 - d) A teacher must be conscious of the result of her actions to students.
5. Formulate a sound theory on the best time teachers listen to students. Which among the theory would it be?

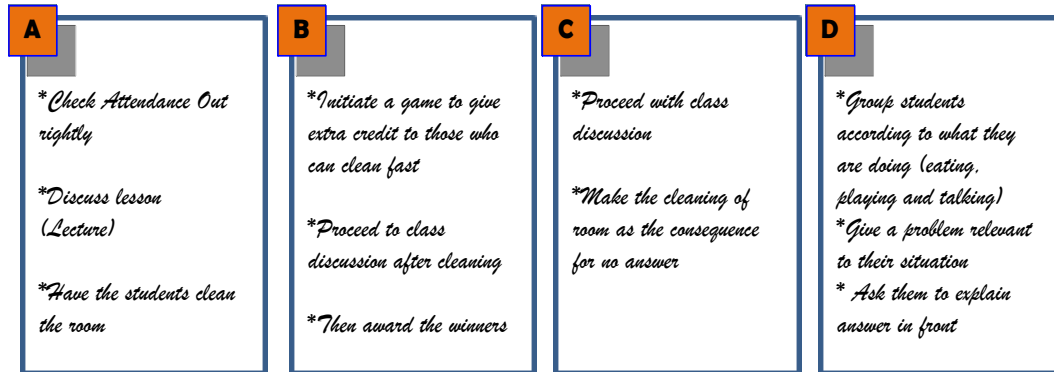


- a) Yes
 - b) No
 - c) It depends
 - d) Cannot Say
6. Mrs. Woo Bin planned to have a drama presentation in her English class to hone the student's skill in acting. Since her English class consists of 8 males and 25 females, she decided to have a drama with all female character thinking that there are few boys anyway. Besides, most of the boys were not expressive and good in English. So, they can just take charge of the props. Is Mrs. Woo Bin's act right?
- a) Yes
 - b) No
 - c) It depends
 - d) Cannot Say
7. What would happen if a Biology class is recited by a competent and creative teacher?
- a) Students have gained knowledge and skills and seeks to enhance them believing there is still something more to discover
 - b) Students are well-satisfied; felt the lessons were thoroughly explained that there is nothing more to ask because everything was provided completely.
 - c) Students believed they have fully grasped the concepts that are expected to be learned and wanted to apply all them in the laboratory class.
 - d) Students maximize their knowledge from the lectures and apply concepts through laboratory activities.
8. Teacher Susan was giving a group assignment in a Grade 8 class. She grouped the class in such a way that pupils of the same intellectual ability are grouped together. Then she gave the following instructions: Group 1 (referring to the high group), you will solve all the five problems. Group 2 (the low group), you will work on problems 1 and 2 only because

they only demand addition and subtraction. The above cited teacher's behavior indicates a non-observance of a competency based on what teaching domains?

- Social Regard for learning.
- Diversity of learners
- Learning environment
- Curriculum

9. Teacher Ling, a math teacher, arrived in the classroom 2 minutes before the time. She noticed that some of the students were eating; others were playing; while others were talking as it was break time. She also saw that the room was untidy. However, she was aware that cleaning time was immediately after her class. How would she design her activity in order to make the room conducive for learning without jeopardizing her class time?



10. At the start of class, Mr. Corpus, a Math teacher laid out his policies, These are his statements:

- Absences should be minimized.
- Unnecessary talking is strictly prohibited
- Come to class only when prepared and with assignments; otherwise, don't.
- If you hate numbers, this is no place for you.

11. How would you change his rules and regulations in order to foster a healthy learning environment?

- Apply C and present specific explanation for A.
- Delete B and change D to a more inviting policy
- Follow A or D and delete B
- Implement A and modify C and D

12. In Social Studies class, the teacher presented the relevance of mothers in society. All of a sudden, one student was crying hysterically claiming she missed her mom. Which will most likely prevent this from happening in class?

- Careful mention of the mothers role in society
- Emotional preparation of students for the lesson
- Thorough knowledge on students' background
- Awareness of teachers' role in comforting students

13. Miss Barredo wants to encourage her students to learn. Which of the following should be her best consideration?

- She assesses students' interests and aptitude
- She makes sure that her activities are highly intellectual
- She gives activities that she finds interesting
- She tries to develop the dominant abilities of students

14. In a heterogeneous class, the teacher's target is to have students reach the critical level of comprehension in a span of one month. What could be done to maximize the time frame and considerably achieve the desired result?

- Classes should not be disrupted by all means.
- There should be more fast learners than slow learners in class.
- All students must cooperate and participate in class.
- Teachers must first know the strengths and weakness of students.

15. Which of the following conditions best facilitates the holistic development of students?

- Updated and realistic lessons.
- Appealing and kind teachers
- Varied types of activities
- A quiet and peaceful room

16. Is the teacher's project of film production for high school students justifiable?

- a) Yes, knowing the fact that all his/her students can afford such project.
- b) Yes, considering that it enhances student's learning and build their self- esteem.
- c) No, projects like that are reserved only to college student taking journalism.
- d) No, with the crisis that the country experiences, it's not good to have a costly project.

17. Suppose a student has completed Mrs. Silang's sociology class, which among the statements would most likely come from her students?

- I. Now, I can tell some causes of population explosion; my teacher has taught me everything I know.
- II. Societal problems are mainly caused by the subversives who are ruining the government; that's how I understood it.
- III. I have realized that understanding the family is a good way to understand the situation of our community and the society in general.
- IV. Strict implementation of laws can totally rule out problems in the society.
- V. Who are supposed to take care of the basic unit of the society?
- VI. What if people create their own project plan and implement it, will society be better?

- a) I,II, VI
- b) II,V, IV
- c) IV,VI
- d) III, V

18. In order to help students attain high and standard understanding, teachers need to communicate their goals at the beginning of class. Combine the tools that would best serve such purpose. Choose the best combination.

Daily Lesson Log curriculum guide Instructional materials

Seat plan diagnostic exam Attendance sheet

- a) Daily Lesson Log and seat plan
- b) Curriculum guide and diagnostic exam
- c) Instructional materials and attendance sheet
- d) Daily Lesson Log and instructional material

19. A teacher handles a pronunciation class in a school from a remote barangay. There are 25 students in the class. He is given only one hour for his class. Which of the following option/s exemplify/ies the best utilization of time allotment?

- I. While one is called to articulate, the rest works on the transcription.
- II. He will listen to three students simultaneously in order to save time.
- III. He will ask others to listen to corrections so that they won't make the same mistake.
- IV. He will save half of the class for the next day so that each will be given more time.

- a) I and III only
- b) either of I and IV
- c) II and IV only
- d) All of the above

For item # 19

Course Syllabus : Philosophy of Man

Learning Goal: At the end of the course, students are expected to manifest the willingness to be objective, and open to discuss their thoughts, ask questions, and listen and learn from their classmates and others.

Course Requirements:

- 1) Written report on assigned topics.
- 2) 2 reflection papers of on any issues regarding humanity.
- 3) 2 reaction papers of a news article.

20. What generations can be assumed from the given data?

- a) Something is lacking in the course requirements.
- b) The requirements are relevant to the learning goal.
- c) There are too many requirements to accomplish.
- d) The objective should be modified to fit to the requirements.

21. Mrs. Celia, a teacher in kinder 2, will discuss about the different colors. How would she test the pupils' knowledge?

- a) Check if they can identify the color in the color chart
- b) Ask them to play the color wheel by group
- c) Have them color the rainbow with crayons
- d) Allow them to scribble on the board using colored chalk

22. Mr. Marx wants to have the best possible monitoring of his students' performance. Which of the following is the most significant?

- a) Inform the parents of the students who have low performance in the class.
- b) Assess students' achievement in class by simply remembering how they perform in class.
- c) Collaborate with parents, academic heads, and learners themselves.
- d) Use a standardized test to know students' level of learning.

23. Teachers can employ Oral Recitation when _____.

- a) They like to do so.
- b) They have already used this type of assessment.
- c) They have utilized many kinds of evaluation before.
- d) The written test is not enough to assess learning.

24. Upon deliberation of honors for the second grading, it was found out that Mark did not qualify for the honor since his Physics grade has lowered decreased to 79 from 86. The teacher in Physics was himself surprised upon the sight of the grade because he promptly recorded students' scores. What is signified by such incident?

- a) The results of previous performance were not out rightly utilized for evaluation.
- b) That the Physics teacher might have made a mistake in his/her computation.
- c) That it would be better to give a removal activity for Mark.
- d) That becoming an honor student needs hard work and dedication

25. What could be combined to enable learners to track their own knowledge about the subject matter?

1. Administer tests every Friday to evaluate students' learning.
 2. Give oral recitation once in a while to check on who are not studying their lesson
 3. Provide the copy of students' progress when parents come to school to complain.
 4. Report students' progress to supervisors when things go wrong.
 5. Send a regular report to parents for students' performance.
 6. Promptly ask the school head's advice for underperforming students.
- a) 1,2,3
 - b) 1,5,6
 - c) 2,3,4
 - d) 2,4,6

26. Which of the following teachers exhibit a good grasp of Domain 5.

- a) Provides occasional but appropriate feedback to help all students monitor their own learning progress.
- b) Help students attain all the curricular goals within the time provided by the school.
- c) Keep accurate records of each of students' progress and level of learning.
- d) Make students appreciate and model the value of learning.

Study the information about Baungon:

ECONOMY: The town's economy is primarily agricultural. The main agricultural products of Baungon are corn, cassava, banana, camote, fruits and vegetables, bamboo crafts, and abaca products. Mill products consist of the following: corn grits, rice, and cassava starch.

Flora: Baungon is home to two of the World's rarest flowers: Rafflesia and Amorphophallus Paeoniifolius. These flowers are beautiful to behold. The flower Amorphophallus Paeoniifolius grows well also in our soil. Near the airport, one can find Kabula River, the site for favorite water rafting. The forests are old which should be declared protected zone so that these rare trees and flowers, like Rafflesia and Amorphophallus Paeoniifolius, will continue to flourish until the generations to come (Source: Wikipedia)

27. What science investigatory project is the least appropriate to suggest to students who live in this place?

28. You noticed that some pupils incurred many absences in class. When you probed into the matter during your home visitation, you discovered two dominant reasons: unavailability of food and fare, as these pupils live far from school and their families rarely gets a centavo to even sustain their needs. These pupils are falling behind the class. As a matter of fact most of them have low comprehension level yet. Suppose you could spare some time and effort, what would you do?

- a. Ask donations from other pupils in class, who have more resources.

- b. Refer them to DSWD, School head and other NGOs in order to ask for the needed support.
- c. Visit the house of the pupils and teach them there.
- d. Spend your own money in order to save the pupils.

29. Examine which of the following definitions of the teaching profession is most appropriate.

- a) Teaching is a profession for the poor.
- b) Teaching is a means to gain stable employment.
- c) Teaching is a potent weapon for societal change.
- d) Teaching is a demanding and tedious job for a woman.

30. Teachers are indeed gifted individuals because

- a) Without them, the world will never learn at all.
- b) Discussing lessons in class takes much time and demands so much effort.
- c) They can make an individual do as they wish.
- d) Transforming individuals and to equip them in a challenging quest.

31. Teacher Ursula saw that the prevalent problem among the third year students is Geometry. Much as she wanted to devote her time to give enrichment classes to students, her time would not permit it because among the math teachers, she has the greatest load. Is it possible for the third year students to develop their learning in geometry?

- a) Yes, if she tells the head of the Math department to de-load her.
- b) No, it is the students' problem to look for tutors outside school.
- c) No, if they didn't learn from their classes, they'll never learn at all.
- d) Yes, if she consults other math teachers to look into the matter.

32. Which of the following organizations are you most interested to join?

- a) Toastmasters International
- b) National Organization for Professional Teachers
- c) Association of Social Innovators Network, Incorporation
- d) International Youth Organization

33. Which of the following sentences exemplifies an epitome of a teacher?

- a) I am glad I have covered all the objectives for my class today.
- b) It's so nice to be home from school. Yes!
- c) Have I recorded the scores in the quiz I gave today?
- d) I wonder how many students will recite in the review tomorrow.

End of the Test

APPENDIX E

Critical Thinking Test Questionnaire

Critical Thinking Test

Test I: Instructions:

An inference is and conclusion of an observed or supposed facts. For example, if someone presses a light switch but the light does not turn on, they might infer that the filament has burn out. However, interferences may or may not be correct. For example, in this case, the bulb could be missing, or a fuse could be blown

The questions in this section of this test will begin with the statement of facts that must be regarded as true. After each statement you will be presented possible interferences which might be drawn from facts in the statement. Analyze each inference separately and decide on its degree of truth and falsity.

For each inference you will be provided with 5 possible answers:

True	T	<i>if you believed the interference is directly true, i.e. it correctly follows beyond a reasonable doubt.</i>
Probably True	PT	<i>if, based in the facts at hand, that is it more likely to be true than false, but not TRUE beyond a reasonable doubt</i>
More Information Required	MIR	<i>if you decide that there is not enough data to make a decision based on the provided facts (or lack of facts).</i>
Probably False	PF	<i>if, based on the facts presented, it is more likely to be false than true, but there is not enough evidence to suggest that it is definitely false.</i>
False	F	<i>if, you think the interference is definitely FALSE. It must be incorrect because it misrepresents the facts provided or contradicts the facts provided in the statement.</i>

Statement 1: Although it is agreed that China is rapidly modernizing its army, there is some doubt surrounding the exact amount its spending. The research institute 'PIPPi', submits that the annual Chinese defence spending has risen from almost

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\$31 billion in 2000 to over \$120 billion in 2010. This figure is almost double the official figure published by the Chinese government, in the official figure year. In 2010, the United States government spent around \$400 billion on military defense. Based on the current level of military growth, statistics suggest that China's defense spending could overtake America's by 2030. In addition to military spending, China's army continues to enjoy the largest number of people within the ranks of its army than any other country.

1. The official figures published by the Chinese government in relation to their military spending are thought to be misleading.	T	PT	MIR	PF	F
2. It is known that the Chinese government leave areas such as 'research' and 'development' from their official figures, however, this would also suggest that other areas of spending are also omitted from the official figure.	T	PT	MIR	PF	F
3. The Chinese government omits several key areas from its official spending figures, in areas such as military spending, agriculture, human rights and law.	T	PT	MIR	PF	F
4. If there are any anomalies between the published figures on military spending and the actual figure spent, this is merely a clerical error.	T	PT	MIR	PF	F
5. In 2010 the United States of America spent less on, military defenses than the Chinese government.	T	PT	MIR	PF	F

Statement 2:

Turkey is a surprising addition to the list of rapidly developing economies; with a GDP increase of 8.5% in the year 2011 alone. However, such a rapidly developing leave worries regarding possible side-effects. For instance, in 2011 Turkey's rate of inflation was well above that of its peers. Secondly, there is increasing concern regarding Turkey's growing dependency on foreign capital. A large portion on a Turkish banking system is part owned by banks within the Euro zone. As a single currency falters, such as dependency raises questions about the stability of Turkish growth.

1. There are concerns that Turkey's development is at risk of faltering in the year after 2011.	T	PT	MIR	PF	F
2. As Turkish banks are part-owned by those in the Euro zone, they may suffer in the European banks.	T	PT	MIR	PF	F
3. The Turkish banks are part-owned by European banks as this provides greater variation to the market and extra finance to the company.	T	PT	MIR	PF	F
4. Turkish banks are part-owned by European banks as this provides greater economic links with the Euro zone, helping their ascension onto European Union.	T	PT	MIR	PF	F
5. The Turkish economy was surprisingly stagnant in 2011.	T	PT	MIR	PF	F

Test 2: Assumptions

Instructions

An assumption is something which is presupposed or taken for granted. When a person says "I will see you tomorrow", it is taken for granted that they will be around tomorrow, and that they will not have last-minute plans which prevent them from seeing you tomorrow

In this section you will be provided with a number of statements will be followed by a series of proposed assumptions. You must decide which assumptions are logically justified based on the evidence in the statement. If you think that the assumption is taken for granted in the statement, and is therefore logically justified, select "Assumption Made". If you think that the assumption is not taken for granted in the statement, and is not therefore logically justified, select "Assumption Not Made". Remember to judge each question individually and base your responses on the statements provided.

For each assumption you will be provided with 2 possible answers:

AM	Assumption Made
ANM	Assumption Not Made

Statement 1: Monarchic nations, i.e. those royal families, differ from republican nations in several ways. An example of this difference is that citizens of monarchic nations pay more tax than citizens of republican nations.

1. The governments of monarchic nations are responsible for setting tax rates on their citizens.	AM	ANM
2. Republican nations do not have a royal family.	AM	ANM
3. The only types of nation are monarchic and republican.	AM	ANM
4. A monarchic nation cannot be a republican nation.	AM	ANM

Statement 2: In 2008, the President of USA promised to prevent the country entering economic depression, but he failed because at the beginning of 2012, over 12 million USA citizens were unemployed.

1. Unemployment is an indicator of economic depression	AM	ANM
2. The number of USA citizens out of work ought to be less than 12 million	AM	ANM
3. Presidents should stick to their promises.	AM	ANM

Statement 3: Chilean students were right in 2012 to stage protest demanding that the university education in Chile should be made free.

1. Some universities outside of Chile are free.	AM	ANM
2. Staging protest will influence the cost of Chilean university education.	AM	ANM
3. Chilean students cannot afford to pay fees for universities education.	AM	ANM

Section 3: Deductions**Instructions:**

In this section, a statement will be provided followed by a series of suggested conclusions. Here, you must take the statement to be true. After reading each conclusion underneath the statement, you must decide whether you think it follows at the statement provide. If you agree that the conclusions to follow then choose, **CONCLUSION FOLLOWS**. However, if you do not consider the conclusion that follow, then choose **CONCLUSION DOES NOT FOLLOW**. You must select your answer based only the information presented; not using general knowledge. Similarly you are advised not to let your own opinions or prejudice; influence your decision; stick to the statements and base your judgments solely on the facts presented.

For each deduction you will be provided with 2 possible answers:

CF	Conclusion Follows
CDNF	Conclusion Does Not Follow

Statement 1: In an attempt to cut expenses, an organization disbanded its IT department and outsourced its IT function to a business process outsourcing company. In doing so the company has manage to save 20% on its IT function expenditure.

1. Outsourcing functions to business process will cut expenses.	CF	CDNF
2. The aim of this company's outsourcing was to make the organization more profitable.	CF	CDNF
3. The outsourced IT function has saved the organism 1/5 th on their IT function expenditure compared to the in-house IT function.	CF	CDNF

Statement 2: Sarah owns a new company. New companies are more likely to fail than well-established companies. Therefore:

1. Sarah's company will fail.	CF	CDNF
2. Sarah's company is more likely to fail than a well-established company.	CF	CDNF
3. Well-established companies are more likely to succeed than new companies.	CF	CDNF

Statement 3: Statistics have shown that companies selling baked goods, such as cakes and pastries, are more likely to be successful if they are advertised as French or Belgian. Therefore:

1. French and Belgian products are more expensive.	CF	CDNF
2. French and Belgian bake goods must taste better.	CF	CDNF

Statement 4: May 2012 had the highest level of rainfall on record for the preceding fifty years. Predictions of rainfall are rarely accurate. Therefore:

1. It rained more than expected in May 2012.	CF	CDNF
2. The rainfall in May 2012 was greater than in May 2011	CF	CDNF

Section 4: Interpreting Information**Instructions:**

The following questions will consist of passages of information, followed by a series of conclusions. You are instructed to assume all information in the passage is true. The task is to judge whether or not each of the proposed conclusions logically flows beyond a reasonable doubt from the information given in the paragraph.

If you think that a conclusion follows beyond a reasonable doubt (but perhaps not absolutely), select "**Conclusion Follows**". Do not use general knowledge when answering, only use the information provided in the passage. Remember to judge each conclusion individually.

For each synthesis you will be provided with 2 possible answers:

CF	Conclusion Follows
CDNF	Conclusion Does Not Follow

Statement 1: The Tapoloa Club is a Hawaiian-themed night club I central London. Its most popular drink is the Volcano, which emits sparks and flames. The Tapoloa Club also offers a range of cocktails in perverse containers such as pineapples and coconuts, such as the 'Coconut Express' and the 'Pineapple-Up' respectively. Therefore:

1. The 'Coconut Express' is the second most popular drink sold by the Tapoloa Club.	CF	CDNF
2. All themed clubs in London sell unusual drinks.	CF	CDNF
3. The 'Coconut Express' is contained a pineapple and the 'Pineapple-Up' is contained in a coconut.	CF	CDNF

Statement 2: The British National Library has the largest collection of publicity-owned books in the United Kingdom. Therefore:

1. There might be a larger collection of books in the United Kingdom.	CF	CDNF
2. There might be a larger collection of publicly-owned books in the United Kingdom.	CF	CDNF
3. The British National Library is in the United Kingdom.	CF	CDNF

Statement 3: People with master's degree in business administration (MBA) earn an income on average 70% higher than people with just an undergraduate degree. MBA students from top business schools earn an income on average 50% higher than the average income of people with MBAs

1. If a person obtains an MBA, their income will increase.	CF	CDNF
2. If a person obtains an MBA from a top business school, their income will be higher than that of the average MBA graduate.	CF	CDNF

Statement 4: Hannah has been a solicitor for three years. She works for a law firm in central London and has hopes of being promoted. To be promoted in Hannah's firm, employees must have at least four years' experience practicing as a solicitor. Therefore:

1. Hannah cannot be promoted because she doesn't have enough experience.	CF	CDNF
2. We cannot know whether Hannah can be promoted or not.	CF	CDNF

Section 5: Analyzing Arguments

Introductions:

When making important decisions, it is useful to be able to distinguish between a strong argument and weak argument. A strong argument is both important and directly related to the questions. A weak argument is not directly related to the question, or is of minor importance. A weak argument may also be related to a trivial aspect of the question, or confuses correlation with causation (incorrectly assuming that because two things are related, they cause each other to happen).

In this series of questions, each question is followed by a series of arguments. For this section you must regard each argument as true, regardless of whether it is weak or strong.

If you consider an argument to be strong, select "**Strong Argument**", or if you consider an argument to be weak, select "**Weak Argument**". Judge each question and argument individually. Try not to take into account individual opinion or general knowledge since each argument is considered to be true.

For each analysis you will be provided with 2 possible answers:

WA	Weak Argument
SA	Strong Argument

Statement 1: Should companies downsize their workforces to decrease expenses and maximize profits?

1. Yes, downsizing will protect the company from bankruptcy in hard economic times.	WA	SA
2. Yes, companies have no obligation to employ more people that it can handle.	WA	SA
3. No, downsizing leads to demoralization of the workforce and causes a drop in employee productivity.	WA	SA
4. Yes, companies which have control over the size of their workforce will highly vulnerable to economic climates and market changes	WA	SA

Statement 2: Should university-level education be free to all students?

1. No, too much education can lead to over-qualification, and therefore unemployment.	WA	SA
2. Yes, having a highly qualified workforce ensures high levels of employee productivity in organizations.	WA	SA
3. No, research has shown that students that are not required to pay tuition fees; tend to slack off more and learn less during their degree	WA	SA

Statement 3: Should employers allow all staff the option of flexi-time working hours?

1. Yes, giving staff greater flexibility will improve their work-life, balance, and therefore their productivity.	WA	SA
2. Yes, organizations that value their staff are on average more productive and show lower staff turnover.	WA	SA
3. No, flexi time leads to employees fewer hours will decrease an employee's exposure to the workplace, making carrier progression harder and leading to a less experience workplace.	WA	SA

Appendix F

DETAILED OUTLINE GUIDE AND DOCUMENTATION OF FOCUS GROUP DISCUSSION BY Mid-Level System Administrators

Research Title :“National Competency- Based Teacher Standards of Mid-Level Administrators and its Effect on their Critical Thinking Skills: Basis for four Pronged Program”

Target Audience : Mid-Level Administrators (Subject Coordinators, Grade Leaders and Other Teachers with Special Assignments)

Method: In-Depth Interview

Topic: NCBTS learned

Total Participants: 10 Mid-Level Administrator

Time Required: 3 Hours

Focus Group Discussion Guide

Overall Questions to Answer in Focus Group Discussion

The purpose of this study is to conduct descriptive research to identify from Mid-Level Administrators what are their Level of NCBTS Learned and its factors that they have encountered with their children’s academic performance and how did they cope with it.

Introduction

Good afternoon dear teachers praised be Jesus and Mary! Thank you so much for sharing your time for coming to our Focus Group Discussion today. Before we start let us begin our session with a prayer.

Once again good afternoon, I am Mrs. Cely B. Labadan; I am the researcher of this study, Mr. Bismark E. Labadan my husband will be supporting my research study entitled **“NATIONAL COMPETENCY- BASED TEACHER STANDARDS OF MID-LEVEL ADMINISTRATORS’ AND ITS’ EFFECT ON THEIR CRITICALTHINKING SKILLS: BASIS FOR FOUR PRONGED PROGRAM”**

The objectives of this study is

- 1) To gather information on what are some factors that influence the NCBTS Learned to its critical thinking skills, and
- 2) To identify what are the problems of the Mid-level system administrators that they have encountered with the level of NCBTS Learned and how they cope to enhance their critical thinking skills.

I am here to facilitate the In-Depth-Interview. Basically My role here is to guide the discussion this afternoon which will run for about 1 hour or more than an hour depending on the flow of our discussion. We’ll take working break half-way through. I’d like the discussion to be informal, so there’s no need to wait for me to call on you to respond. I am not here to share information, or to give you my opinions. Your perceptions are what matter. There is no right or wrong or desirable or undesirable answers. You can disagree with each other, and you can freely change your mind. I would like you to feel comfortable to say and express what you really think and how you really feel.

I hope you’ll feel free to speak openly and honestly, as everything that is heard in this room will be held completely confidential. Your comments will NOT be linked to your name or identity, and NOTHING that you say will affect you or your children. No one will know who said what. I want this to be a group discussion, so feel free to respond to me. However when you talk please state first your code name and please hold near to you the digital voice recorder as you answer the given questions. Questions will be given to you in hard copy for clarity.

Mr. Labadan here will be doing the very important role of this In-Depth Interview, which he will be taking down notes during the discussion. But because we don’t want to miss out anything that you say, we provide the digital voice recorder to record the session. No one except me, Mr. Labadan and with 1 people on the research team will listen to this digital recorder.

Do you have any question? If none, Shall we start the discussion and get ready to record our session?

(Turn on the digital voice recorder)

Warm-up (10min)

Researcher: Okay, let's begin by getting to know each other a little. When you enter this room you are given a name tag and that is your code name. Remember to state first your code name before you say something and hold near to you the dvr Now let's begin first with participant 1, tell us what your position is and how many teacher are under your administration.

Focus Group Discussion Guide Questions

Part 1

- Q1.From scale 1-4 how do you rate yourself? 4 as the highest rating
- Q2.What are the relevant lessons or indicators in NCBTS that were significant to you?
- Q3.What are some common problems you encounter in school?
- Q4. What are some important development-activities you think teachers need?
- Q5.What can you suggest for teachers improvement?
- Q6.Was education your chosen profession?

Warm-up

Facilitator: Is there anything that we haven't discussed that you think is relevant?

Thank you very much for coming today. Your time is very much appreciated and your sharing has been very helpful. Now let's close our session with a closing prayer.