



21st century competencies of teachers in teacher education institutions: Basis for designing faculty development program

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ABSTRACT

The role of teachers in the teaching-learning process is crucial. Students flourish when instruction and learning are at their finest. Competent teachers are needed to achieve successful teaching and fruitful learning. The main objective of this study is to assess the teachers' competencies in selected public and private Teacher Education Institutions (TEIs). It covered 1,770 respondents: 95 from teachers, 1,658 from students and 17 from superiors. Teacher-respondents were asked to evaluate the level of their teaching competencies. To make the study more consistent, their students, and superiors were also asked to evaluate them. The Teacher-respondents were evaluated using the five-point Likert scale. The statistical tools used in this research were Frequency, Percentage, Weighted Mean and ANOVA. Findings revealed that when the three groups of respondents were asked to evaluate the level of teachers' competency, they evaluated the teachers as 'Very competent' in terms of the competency indicators. Furthermore, based on the findings, there is no significant difference in the level of teachers' teaching competencies as perceived by the three sets of respondents. It is concluded that the three groups of respondents evaluated that teachers manifest high degree of success in performing instructional and other duties in teaching. This is based on the computed figures in the findings, which show that they rated the teachers as very competent in delivering the teaching competency indicators. Although, the respondents evaluated the teachers as very competent in teaching, there are competency-indicators that should be given attention, particularly the indicators which were lowly ranked.

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INTRODUCTION

Globalization is one of the most dominant forces facing education in the 21st century. The global market signalled educational systems of nations to raise further the bar in providing quality education. 21st century skills are required to succeed in this world of new challenges. 21st century skills pertains to a broad range of skills and abilities that are essential for success in the modern world, notably in educational institutions and workplaces (Larson & Miller, 2011). Outdated approaches of restricted scope that rely on linear thinking and fixed knowledge are being supplanted by innovative solutions that require adaptability and versatility to integrate a variety of shifting viewpoints and new technology. The demand for new knowledge and abilities requires students to develop their 21st century skills. Therefore, to study and work in an environment of the 21st century, learners and teachers should embrace the necessary skills to address the need of the millennium.

In general, students need skills throughout their lives in all academic subject areas, as well as in professional and civic situations (Edglossary, 2016). In the 21st century, educators have a crucial part to play in influencing students' lives and careers. Students flourish when instruction and learning are at their finest. Teachers must believe that they are capable of accomplishing the qualities of good teaching in order to achieve successful teaching and fruitful learning. Teachers in the classroom consider balancing important professional development activities with dominant instructional activities. Additionally, they consider the skills to teach, the teaching methods to employ, the enrichment activities to perform, and the educational opportunities to offer. As mentioned by Salandanan (2012), the teacher plays a crucial role in every educational activity. His ability to use a range of teaching approaches is essential and leads to different ranges of valuable teaching approaches. Competent teachers have firm knowledge of the curriculum of their subject and use technology into the curriculum to make teaching effective. In a comprehensive way, the competency in twenty-first century can be said as the ability of a teacher to employ knowledge, information and learning techniques to provide high-quality teaching and training, to create effective opportunities for learning and to enable all learners to achieve to the best of their ability (UNESCO, 2008).

Being a teacher entails more than only directing students' daily activities. A teacher must be well aware of the tasks and responsibilities assigned to them as well as the necessary education, training, and expertise. A teacher's main responsibility is to help pupils achieve their potential. Students must be assisted by teachers in developing their critical and creative thinking skills, as well as their ability to research, analyze, and solve challenging situations. Additionally, teachers need to be capable of running their classrooms efficiently. From employing a variety of instructional techniques to ensure that the transfer of knowledge has occurred, to accepting the tasks of making assessment to monitor pupils' academic progress, teachers are essential in helping students achieve in life. As the main objective of any educational system is to promote the teaching-learning process, the main function of teachers is to facilitate the learning development. Sali-ot (2011) stated that the role of teachers in the teaching-learning process is crucial. Effective teachers are well-versed in the best teaching techniques, including presentation, implementation, and assessment methods for classroom instruction in line with predetermined goals. They possess the morals, attitudes, and dispositions that encourage a climate of respect in the classroom for each student's unique qualities, particularly their needs, interests, and skills. Indeed, teachers' competencies have a significant impact on how well students learn in the classroom.

This study is primarily anchored on the Competency Framework for Southeast Asian Teachers of the 21st Century set by SEAMEO INNOTECH. It is a set of common core teacher competency standards for South East Asian countries. It is a competency framework composed of a list of general and enabling competencies that Southeast Asian teachers would need to master to be effective in the 21st century. SEAMEO INNOTECH, a Regional Center for Educational Innovation and Technology belonging to the network of the Southeast Asia Ministers of Education Organization (SEAMEO), took the lead in the development of a Competency Framework for Southeast Asian Teachers of the 21st Century, in collaboration with the Ministries of Education of the SEAMEO member-countries.

The Competency Framework for Southeast Asian Teachers of the 21st Century includes the following: (1) Facilitating the development of learner's life and career skills; (2) Facilitating Learning; (3) Preparing appropriate lesson plans in line with the school vision and mission; (4) Creating a conducive learning environment; (5) Developing and utilizing teaching and learning resources; (6) Developing Higher Order Thinking Skills (HOTS); (7) Enhancing ethical and moral values; (8) Assessing and evaluating learner performance; (9) Engaging in professional development; (10) Networking with stakeholders especially with parents; and (11) Managing students' welfare and other tasks. The Competency Framework identifies the general competencies and the corresponding specific tasks or sub competencies. These competencies can serve as an ideal, which teachers may aspire to achieve.

Educators play a significant role in shaping the lives and careers of their students. Teachers are responsible for making their own practice as effective as possible. It is then a primary concern among the educational institutions to assess the teaching performance of teachers. Developing the students' 21st Century skills starts with equipping the educators with the necessary knowledge and skills that will help enable them to deliver the new educational framework. This enables the educational institutions to gauge the quality of instruction and facilitate better learning among students.

OBJECTIVES

This study aimed to assess the teaching competencies of the teachers in the Teacher Education Institutions. Specifically, the study sought to answer the following objectives:

1. What is the teachers' level of teaching competencies as perceived by
 - 1.1 teachers
 - 1.2 students
 - 1.3 immediate superiors

2. Is there a significant difference in the level of teachers' teaching competencies as perceived by the three groups respondents in terms of the CFSAT21 indicators:
 - 2.1. Facilitating the development of learner's life and career skills
 - 2.2. Facilitating learning
 - 2.3. Preparing appropriate lesson plans in line with the school vision and mission
 - 2.4. Creating a conducive learning environment
 - 2.5. Developing and utilizing teaching and learning resources
 - 2.6. Developing higher order thinking skills (HOTS)
 - 2.7. Enhancing ethical and moral values
 - 2.8. Assessing and evaluating learner performance
 - 2.9. Engaging in professional development
 - 2.10. Networking with stakeholders especially with parents
 - 2.11. Managing students' welfare and other tasks

Hypothesis

There is no significant difference in the teaching competency of the teacher-respondents as evaluated by the three groups of respondents in terms of the teaching competency indicators.

METHODS

Design

This study utilized the quantitative descriptive method of research. It is the most suitable research design to determine the teachers’ level of competencies in the Teacher Education Institutions. It is used to gather the needed data in order to summarize, analyze, and recommend implications in view of the teaching competencies. In addition, this study used quantitative method wherein the data were gathered through survey-questionnaires.

Respondents

This research made an assessment of the teachers’ teaching competencies in the Teacher Education Institutions (TEIs) in CAMANAVA (Caloocan, Malabon, Navotas, Valenzuela) area. It covered three groups of respondents, namely; teachers, students and superiors. In total, this research recorded 1,770 accomplished survey-questionnaires from 95 teachers, 17 superiors and 1,658 students. Purposive sampling was used, wherein teachers teaching 4th year BSED students in CAMANAVA TEIs were selected to evaluate the level of their teaching competencies. To make the study more consistent, their education students as well as superiors were also asked to evaluate them.

Ethical consideration

The researcher made sure that research protocol and ethical considerations were followed by asking permission from the Academic Heads of the College of Education of the Teacher Education Institutions (TEIs) to conduct the research. Then, the researcher conducted a room-to-room survey and explained the complete process, objectives and implications of the research to the respondents. Questionnaire instructions were explained to the respondents and questions were also entertained. Respondents were asked to voluntarily answer the survey questionnaire and were told that they can freely withdraw anytime. The names of the TEIS, teachers and students were treated with the utmost confidentiality and do not appear in any part of the research paper.

Research instrument

This study used the survey questionnaires, which questioned the respondents’ profiles and evaluated the respondents’ teaching performance. Three sets of survey questionnaires were used: for the teacher-respondents, for the student-respondents and for the superior-respondents. The questionnaire consists of sixty-four (64) 21st Century Teachers’ Teaching Competencies set by the SEAMEO-INNOTECH. For the Teacher-respondents questionnaires, the Teacher-respondents needed to evaluate their teaching competencies by putting a check mark (√) on the level of their teaching competencies using the five- point Likert . For the student-respondents and superior-respondents questionnaires, the student-respondents and superior-respondents needed to evaluate the teacher-respondents’ teaching competencies by putting a check mark (√) on the level of the teacher-respondents’ competencies using the five-point Likert Scale. The following scale was used for verbal interpretation of the Teacher’s Competence:

| Scale | Verbal Interpretation | Remarks |
|-------|-----------------------|--|
| 5 | Highly Competent (HC) | Demonstrates very high degree of success in performing instructional and other duties in teaching. |
| 4 | Very Competent (VC) | Manifests high degree of success in performing instructional and other duties in teaching. |

| | | |
|---|-----------------------|--|
| 3 | Competent (C) | Demonstrates success in performing instructional and other duties in teaching. |
| 2 | Less Competent (LC) | Reveals low degree in performing Instructional and other duties in teaching. |
| 1 | Least Competent (LEC) | Shows very low degree of success in performing Instructional and other duties in teaching. |

Data collection

The data for this research were collected using survey questionnaires. The researcher asked permission from the Academic Heads of College of Education of the TEIs to conduct the research. As soon as the Academic Heads/ Deans approved, the names of all Faculty members teaching 4th year BSED students were requested, together with their subjects schedule/time and room assignments. Following the schedule of the teacher-respondents, the researcher conducted a room-to-room survey explaining to the teacher-respondents the research and how the research works. Upon the approval of the teacher-respondent, the researcher briefly explained to the student-respondents the instructions on how to answer the survey questionnaire. After explaining to the student-respondents, the researcher also explained the teacher-respondents the instructions of the survey questionnaire. As part of the research, the superior of the teacher-respondents were asked to answer the survey questionnaire as well. The names of the TEIS, teachers and students are hidden and do not appear in any part of the research paper. As part of the research, the superior of the teacher-respondents were asked to answer the survey questionnaire as well.

Data analysis

This study used the descriptive statistics in analyzing the data. Descriptive research is a systematic description that is as factual and accurate as possible. It provides a number of times something occurs, or frequency, lends itself to statistical calculations such as determining the average number of occurrence or central tendencies. The researcher used tally sheets, tables, and SPSS to interpret the data gathered. The data were interpreted and analyzed using Frequency, Percentage, Weighted Mean and ANOVA.

RESULTS AND DISCUSSIONS

This study assessed the teachers’ teaching competencies in the Teacher Education Institutions. Teacher-respondents were asked to evaluate the level of their teaching competencies. Their education students, as well as superiors were also asked to evaluate them to make the study more consistent. A number of relevant points gathered brought significant answers in assessing the teachers teaching competencies. For a vividly comprehension, the results were patterned according to the questions previously stated in the objective of this study. Below are the specific findings:

Table 1. Summary of the teacher-respondents’ level of teaching competency as perceived by the teachers

| Teaching Competency Indicators | Overall Weighted Mean | Verbal Interpretation |
|---|-----------------------|-----------------------|
| 1. Facilitating the development of learners’ life and career skills | 4.26 | <i>Very competent</i> |
| 2. Facilitating Learning | 4.35 | <i>Very competent</i> |
| 3. Preparing appropriate lesson plans in line with the school vision and mission. | 4.14 | <i>Very competent</i> |

| | | |
|---|------|-----------------------|
| 4. Creating a conducive learning environment | 4.32 | <i>Very competent</i> |
| 5. Developing and utilizing teaching and learning resources | 4.09 | <i>Very competent</i> |
| 6. Developing higher order thinking skills (HOTS) | 4.26 | <i>Very competent</i> |
| 7. Enhancing ethical and moral values | 4.27 | <i>Very competent</i> |
| 8. Assessing and evaluating learner performance | 4.00 | <i>Very competent</i> |
| 9. Engaging in professional development. | 4.00 | <i>Very competent</i> |
| 10. Networking with stakeholders especially with parents | 3.78 | <i>Very competent</i> |
| 11. Managing students' welfare and other tasks. | 3.90 | <i>Very competent</i> |

Legend: "WM" = Weighted Mean, "VI" = Verbal Interpretation, Highly Competent (4.51 - 5.00), Very Competent (3.51 - 4.50), Competent (2.51 - 3.50), Less Competent (1.51 - 2.50), Least Competent (1.00 - 1.50)

Table 1 shows the summary of the overall weighted mean of the Teacher-respondents' level of teaching competency as perceived by the teachers. The competency indicator '*Facilitating Learning*,' came out the highest rank among the 11 competency-indicators. It is manifested on its computed over all weighted mean of 4.35, interpreted as 'Very competent.' Next, is the indicator '*Creating a conducive learning environment*,' which garnered the computed over all weighted mean of 4.32, interpreted as 'Very competent,' and came out be the second highest rank. In addition, the competency-indicator '*Enhancing ethical and moral values*' got the third highest rank based on the computed over all weighted mean of 4.27 interpreted as 'Very competent.' In addition, the indicators '*Facilitating the development of learners' life and career skills*' and '*Developing higher order thinking skills (HOTS)*,' both got the over all weighted mean of 4.26. Furthermore, the competency-indicators '*Preparing appropriate lesson plans in line with the school vision and mission*' and '*Developing and utilizing teaching and learning resources*' obtained the overall weighted mean of 4.14 and 4.09, respectively. These are followed by the competency-indicators '*Engaging in professional development*' and '*Assessing and evaluating learner performance*.' The former obtained the overall weighted mean of 4.03, while the latter acquired 4, which are both interpreted as 'Very competent.' More so, the indicator '*Managing students' welfare and other tasks*' acquired the overall weighted mean of 3.90, interpreted as 'Very competent.' It was also noted that this competency-indicator landed the penultimate or the second-to-last spot among the other indicators. Lastly, '*Networking with stakeholders*' has the lowest rating among the 11 competency-indicators, with its overall weighted mean of 3.78, interpreted as 'Very competent.' The summary of the findings shows that among the 11 indicators, '*Facilitating learning*' got the highest overall weighted mean. It is supported by the studies of Laguador and Aguenta (2013) and Anthubasan (2013), which justify that teachers obtained overall teaching performance in terms of facilitating learning as perceived by the teachers. On the other hand, the indicator which got the least overall weighted mean is '*Networking with stakeholders especially with parents*. It is related to the study of Flanigan (2007), which focused on preparing pre-service teachers to partner with parents and communities. It exposed that university teachers consider the importance of the concept of parents and communities as partners. However, Brewer and Gray (2017) research found that faculty perceived little need for linking with communities and invest little to no time in such activities. Their heavy workload leaves them with little time for supplemental activities of any kind, and the work of linking to community is only one of many demands on their time.

Table 2. Summary of the teacher-respondents' level of teaching competency as perceived by the students

| Teaching Competency Indicators | Overall Weighted Mean | Verbal Interpretation |
|---|-----------------------|-----------------------|
| 1. Facilitating the development of learners' life and career skills | 4.37 | <i>Very competent</i> |
| 2. Facilitating Learning | 4.34 | <i>Very competent</i> |
| 3. Preparing appropriate lesson plans in line with the school vision and mission. | 4.28 | <i>Very competent</i> |
| 4. Creating a conducive learning environment | 4.35 | <i>Very competent</i> |

| | | |
|---|------|-----------------------|
| 5. Developing and utilizing teaching and learning resources | 4.25 | <i>Very competent</i> |
| 6. Developing higher order thinking skills (HOTS) | 4.30 | <i>Very competent</i> |
| 7. Enhancing ethical and moral values | 4.46 | <i>Very competent</i> |
| 8. Assessing and evaluating learner performance | 4.19 | <i>Very competent</i> |
| 9. Engaging in professional development. | 4.35 | <i>Very competent</i> |
| 10. Networking with stakeholders especially with parents | 4.24 | <i>Very competent</i> |
| 11. Managing students' welfare and other tasks. | 4.20 | <i>Very competent</i> |

Legend: "WM" = Weighted Mean, "VI" = Verbal Interpretation, Highly Competent (4.51 - 5.00), Very Competent (3.51 - 4.50), Competent (2.51 - 3.50), Less Competent (1.51 - 2.50), Least Competent (1.00 - 1.50)

Table 2 shows the summary of the overall weighted mean of the Teacher-respondents' level of teaching competency as perceived by the students. The competency indicator *'Enhancing ethical and moral values,'* came out the highest rank among the 11 competency-indicators. It is manifested on its computed over all weighted mean of 4.46, interpreted as 'Very competent.' Next, is the indicator *'Facilitating the development of learners' life and career skills.'* It garnered the computed over all weighted mean of 4.37, interpreted as 'Very competent,' and came out be the second highest rank. In addition, the competency-indicators *'Creating a conducive learning environment'* and *'Engaging in professional development'* both acquired the computed over all weighted mean of 4.35 interpreted as 'Very competent,' and made them both placed on the third highest rank. These are followed by *'Facilitating Learning'* and *'Developing higher order thinking skills (HOTS).'* The former obtained the over all weighted mean of 4.34, while the latter gained the over all weighted mean of 4.30. Also, the indicators *'Preparing appropriate lesson plans in line with the school vision and mission'* got the over all weighted mean of 4.28 while *'Developing and utilizing teaching and learning resources'* acquired 4.25. Both are interpreted as 'Very competent.' The competency-indicator, which is *'Networking with stakeholders especially with parents,'* got the third lowest rank, with the overall weighted mean of 4.24, interpreted as 'Very competent.' More so, the competency-indicator *'Managing students' welfare and other tasks,'* acquired the overall weighted mean of 4.20, interpreted as *'Very Competent.'* It was also noted that this competency-indicator landed the penultimate or the second-to-last spot among the indicators. Noticeably, the competency-indicator *'Assessing and evaluating learner performance'* has the lowest rating among the 11 competency-indicators, with its overall weighted mean of 4.19. The result of the findings shows that among the 11 indicators, the competency *'Enhancing ethical and moral values'* got the highest over all weighted mean. An agreement to the findings is further made by the research of Moralista and Delariarte (2014), wherein it exposed that education college students have a highly observable perception of the teachers' role in promoting values and moral education. Similar finding was reported by Causing (2013), wherein a questionnaire was used in the study on teaching competence of instructors on the basis of personality traits. Its results showed an outstanding rating based on students' assessment. Moreover, the competency *'Assessing and evaluating learner performance'* obtained the lowest overall weighted mean as perceived by the students. In relation to the cross-sectional survey design of Daguplo (2013), he studied the teaching competence of the teachers. It is found that students marked their professors as just competent in the area of *Evaluation Skills.* Alderite et al. (2008) also discovered that students on their research saw that the teachers are quite low in some instructional competencies specifically in the area of assessment.

Table 3. Summary of the teacher-respondents' level of teaching competency as perceived by the superiors

| Teaching Competency Indicators | Overall Weighted Mean | Verbal Interpretation |
|--|-----------------------|-----------------------|
| 1. Facilitating the development of learners' life and career skills | 4.40 | <i>Very competent</i> |
| 2. Facilitating Learning | 4.35 | <i>Very competent</i> |
| 3. Preparing appropriate lesson plans in line with the school vision | 4.30 | <i>Very competent</i> |

| | | |
|---|------|----------------|
| and mission. | | |
| 4. Creating a conducive learning environment | 4.35 | Very competent |
| 5. Developing and utilizing teaching and learning resources | 4.28 | Very competent |
| 6. Developing higher order thinking skills (HOTS) | 4.21 | Very competent |
| 7. Enhancing ethical and moral values | 4.36 | Very competent |
| 8. Assessing and evaluating learner performance | 4.16 | Very competent |
| 9. Engaging in professional development. | 4.07 | Very competent |
| 10. Networking with stakeholders especially with parents | 4.01 | Very competent |
| 11. Managing students' welfare and other tasks. | 3.98 | Very competent |

Legend: "WM" = Weighted Mean, "VI" = Verbal Interpretation, Highly Competent (4.51 - 5.00), Very Competent (3.51 - 4.50), Competent (2.51 - 3.50), Less Competent (1.51 - 2.50), Least Competent (1.00 - 1.50)

Table 3 shows the summary of the overall weighted mean of the Teacher-respondents' level of teaching competency as perceived by the students. Statistics revealed that the 1st competency-indicator '*Facilitating the development of learners' life and career skills,*' got the highest position among the 11 indicators, with its computed overall weighted mean of 4.40, interpreted as 'Very competent'. The second on the rank is the indicator '*Enhancing ethical and moral values,*' which obtained the computed over all weighted mean of 4.36, interpreted as 'Very competent. There are two indicators which got even and obtained the third highest rank based on their overall weighted mean of 4.35, interpreted as 'Very competent'. These are the '*Facilitating Learning*' and '*Creating a conducive learning environment.*' These are followed by the indicators '*Preparing appropriate lesson plans in line with the school vision and mission*' and '*Developing and utilizing teaching and learning resources.*' The former acquired the overall weighted mean of 4.30, while the latter got 4.28, both are interpreted as 'Very competent.' Furthermore, the competency indicators '*Developing higher order thinking skills (HOTS)*' and '*Assessing and evaluating learner performance*' acquired the overall weighted mean of 4.21 and 4.16, respectively. Both are interpreted as 'Very competent.' Strikingly, the competency-indicator "*Engaging in professional development*" garnered the overall weighted mean of 4.07, which made it to the third lowest spot among the 11 indicators. Moreover, the competency-indicator "*Networking with stakeholders especially with parents*" landed the penultimate rank, with the computed overall weighted mean of 4.01, interpreted as 'Very competent.' Lastly, when the superiors were asked to evaluate the level of the Teacher-respondents' teaching competency under the 11th competency-indicator "*Managing students' welfare and other tasks,*" figures revealed that it acquired the lowest computed overall weighted mean of 3.98, interpreted as 'Very competent.' The summary of the result of the findings displays that among the 11 indicators, the competency '*Facilitating the development of learners' life and career skills*' acquired the highest overall weighted mean. As Scott (2015) emphasized, ensuring that all students are equipped to flourish and achieve in a competitive environment, a world with numerous possibilities for highly talented individuals, is essential to reforming education for the twenty-first century. In a world that is changing quickly, students must be able to continually adapt while also learning and developing new skills (OECD, 2013). The result of the findings is related to the research of Baliton (2012), which concluded that the Southeast Asian school managers are very satisfied of teachers' pedagogical and content knowledge in terms of students and resources. In addition, immediate superiors rated teachers' instructional skills, personal and social as very satisfactory and surpass expectations (Batisla-Ong, 2022). On the other hand, the indicator '*Managing students' welfare and other tasks*' obtained the lowest overall weighted mean as ranked by the superiors. Salana (2017) mentioned that the role of a teacher in the twenty-first century extends beyond the classroom. It requires diverse roles of the teacher including knowledge of the multiple contexts of teaching, and the multiple roles in the academe. It also entails continued professional learning through further coursework, involvement in professional development programs, and participation in school-based learning communities for professionals.

Table 4. Significant difference in the level of teachers' teaching competencies

| Teaching Competency | Type of Respondent | Weighted Mean | Computed F-value | p-value | Decision | Remarks |
|--|--------------------|---------------|------------------|---------|-------------------|-----------------|
| 1. Facilitating the development of learners' life and career skills | Teacher | 4.26 | 2.014 | 0.135 | Fail to reject Ho | Not Significant |
| | Student | 4.37 | | | | |
| | Superior | 4.40 | | | | |
| 2. Facilitating Learning | Teacher | 4.35 | 0.007 | 0.993 | Fail to reject Ho | Not Significant |
| | Student | 4.34 | | | | |
| | Superior | 4.35 | | | | |
| 3. Preparing appropriate lesson plans in line with the school vision and mission | Teacher | 4.14 | 2.634 | 0.074 | Fail to reject Ho | Not Significant |
| | Student | 4.28 | | | | |
| | Superior | 4.30 | | | | |
| 4. Creating a conducive learning environment | Teacher | 4.32 | 0.085 | 0.918 | Fail to reject Ho | Not Significant |
| | Student | 4.35 | | | | |
| | Superior | 4.35 | | | | |
| 5. Developing and utilizing teaching and learning resources | Teacher | 4.09 | 3.553 | 0.030 | Reject Ho | Significant |
| | Student | 4.25 | | | | |
| | Superior | 4.28 | | | | |
| 6. Developing higher order thinking skills (HOTS) | Teacher | 4.26 | 0.709 | 0.493 | Fail to reject Ho | Not Significant |
| | Student | 4.30 | | | | |
| | Superior | 4.21 | | | | |
| 7. Enhancing ethical and moral values | Teacher | 4.27 | 3.250 | 0.040 | Reject Ho | Significant |
| | Student | 4.46 | | | | |
| | Superior | 4.36 | | | | |
| 8. Assessing and evaluating learner performance | Teacher | 4.00 | 2.763 | 0.065 | Fail to reject Ho | Not Significant |
| | Student | 4.19 | | | | |
| | Superior | 4.16 | | | | |
| 9. Engaging in professional development | Teacher | 4.03 | 9.591 | 0.000 | Reject Ho | Significant |
| | Student | 4.35 | | | | |
| | Superior | 4.07 | | | | |
| 10. Networking with stakeholders especially with parents | Teacher | 3.78 | 13.929 | 0.000 | Reject Ho | Significant |
| | Student | 4.24 | | | | |
| | Superior | 4.01 | | | | |
| 11. Managing students' welfare and other tasks | Teacher | 3.90 | 4.541 | 0.012 | Reject Ho | Significant |
| | Student | 4.20 | | | | |
| | Superior | 3.98 | | | | |

Legend: "WM" = Weighted Mean, "VI" = Verbal Interpretation, Highly Competent (4.51 - 5.00), Very Competent (3.51 - 4.50), Competent (2.51 - 3.50), Less Competent (1.51 - 2.50), Least Competent (1.00 - 1.50)

Table 4 displays answer to the question if there is a significant difference in the level of teachers' teaching competencies as perceived by the three set of respondents in terms of the CFSAT21 indicators. Based on the findings, there is no significant difference in the level of teachers' teaching competencies as perceived by the three sets of respondents in terms of the competency-indicators 'Facilitating the development of learners' life and career skills,' 'Facilitating Learning,' 'Preparing appropriate lesson plans in line with the school vision and mission,'

'Creating a conducive learning environment,' 'Developing higher order thinking skills (HOTS),' and 'Assessing and evaluating learner performance.' On the other hand, the data also revealed that the hypothesis was rejected and found that there are statistically significant differences among self-, student- and superior-assessment scores in terms of the competency-indicators *'Developing and utilizing teaching and learning resources,' 'Enhancing ethical and moral values,' 'Engaging in professional development,' 'Networking with stakeholders,' and 'Managing students' welfare and other tasks.'*

CONCLUSIONS

It is concluded that teachers manifest high degree of success in performing instructional and other duties in teaching. However, teachers, students and superiors have different perspectives in terms of teachers' teaching competencies. Teachers perceived that they manifest high degree of success in performing instructional and other duties in teaching, but there are competency-indicators that should be given attention, particularly the indicator which was lowly ranked, specifically networking with stakeholders, involving parents. Taking this into account, teachers in the Teacher Education Institutions consider the importance of the concept of parents and communities as partners. However, due to the demands in the classroom tasks, they are weak in reference to the domain of community linkages. It can be taken into consideration that the teachers perceived little need for linking with communities and invest little to no time in such activities. Their heavy workload leaves them with little time for supplemental activities of any kind, and the work of linking to community is only one of many demands on their time.

On the other hand, students rated their teachers with high degree of success in performing instructional and other duties in teaching. However, the area of evaluating learner performance should be recalibrated. Assessing students' learning using different and appropriate assessment tools should be given consideration, aside from the traditional paper and pencil exam. Though some students prefer the conventional written examinations, there are still some who would like to be tested on their performance skills. Lastly, from the teacher superiors' point of view, there are some competencies that were not given importance or neglected by the teachers and competencies which were not observed by the students in the four corners of the classroom, specifically managing students' welfare and other tasks, which includes performing administrative work, attending to learners' emergency cases and organizing social and extracurricular activities. Identifying the level of the teaching competencies by the teachers, students and superiors is significant, since competencies were verified, strengths were assessed, and standards of excellence were acknowledged in their point of views. With the appropriate framework for support and feedback from the superiors and administrators, teachers will be able to make continual improvements in their practice and continue to ensure that every student has access to a great education.

RECOMMENDATIONS

Based on the computed figures in the findings, teachers manifest high degree of success in performing instructional and other duties in teaching. However, there are statistically significant differences among teacher-, student- and superior-assessment scores in terms of some competency-indicators. After a thorough examination of the findings and conclusions of the study, the researcher emphatically offers the following recommendations:

- (1) CHED must set a teaching competency standard specifically designed for the teachers in Teacher Education Institutions.
- (2) Teacher Education Institutions must develop professional development programs that address the needs of the 21st century teachers and 21st century students.
- (3) Teacher Education Institutions must develop school programs and activities that boost teachers' interest in networking with the stakeholders such as enhancing their public relation skills, developing partnership with parents and others stakeholders, sharing the responsibility of education students with the community and participating actively in socio-civic events of the community.

- (4) Teacher Education Institutions must develop faculty development programs such as seminars and workshops that enhance teachers' knowledge in assessing and evaluating learners' performance.
- (5) Teacher Education Institutions must conduct study visits and benchmarking missions related to National Teacher Competency Standards.
- (6) The academic heads must discuss with their faculty members that aside from classroom responsibilities, there are some important tasks that teachers need to perform, such as providing guidance and counselling support, developing counselling and disciplinary skills, organizing and advocating social and extracurricular activities, and performing administrative works.
- (7) This study was restricted to a specific geographic location and population. Other studies should be done on a larger scope to compare this study with what is happening across the nation.
- (8) The use of the proposed Faculty Development Program as seen in this research is recommended to the Teacher Education Institutions.

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