

**PERCEPTIONS OF TEACHER COMPETENCIES:
A CORRELATION STUDY IN REGION IV
(SOUTHERN TAGALOG)**

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Doctor of Education**

**by
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Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

Teaching transcends the mere covering, often in apathetic fashion, of the next so many pages in the textbook. The teacher of today is more than a dispenser of knowledge. Actually, he is a facilitator, a motivator, an evaluator, a guidance counsellor, a community teacher, etc. all wrapped in one. Hence, given the best facilities, effective strategies as well as methods of instruction, without the good teacher, everything will go to waste. This implies that teachers should possess the requisite skills and teaching competencies in order to improve on the quality of their educational inputs.

This is a descriptive study on teacher competencies as self-perceived and as perceived by the administrators in representative school divisions in Region IV (Southern Tagalog). These school divisions were selected according to their geographical characteristics such as inland province, a city and an island province. Then, three school districts for each school divisions were chosen: nearest to, in the mid-center of and farther or farthest their district offices. The teachers, district supervisors and school administrators in the school districts selected

were administered the rating scale on teacher competencies. They were 1,220 elementary school teachers and 72 administrators in all.

The rating scale used in this study was adopted from the one constructed by Felity et al for JIPRAL. Teacher competencies is presented in seven components namely : teacher foundation, pre-teaching, actual teaching, group dynamics, evaluation, public and human relations and management of records and reports. Each component is described by five or more indicators. The responses to each indicator and/or component are expressed in the weighted and/or general weighted averages with their equivalent descriptive ratings, to wit :

4.50 - 5.00	very much
3.50 - 4.49	much
2.50 - 3.49	moderate
1.50 - 2.49	very little
1.0 - 1.49	none at all

To find out if the two perceptions on teacher competencies were independent of each other, the differences in the general weighted averages for each of the seven components and for teacher competencies as a whole were treated for significance at the .05 level and served as basis of accepting or rejecting the hypotheses that :

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1. No significant relationship exists among the self-perceived competencies of the teachers in the school divisions of Cavite City, Rizal and Marinduque.

2. The teachers' self-perception of their competencies is not significantly related with their administrators' perception.

3. The teachers' self-perception of their competencies is independent of their administrators' perception of the same competencies in the three school divisions of Region IV, as a whole.

Through the procedure described above, the questions raised in this study are hereby answered:

1. What are the personal indices of the two groups of respondents with respect to :
 - a. sex;
 - b. educational qualification; and
 - c. years of experience in their present position?

Among the 72 administrator respondents, only 21 or 29.17 percent were male. In Cavite City particularly, only one out of 11 administrators was male; in Rizal, 5 out of 23 and in Marinduque, 15 out of 38 were male. On the average, the administrators represented in this study were female.

More than one-third or 37.50 percent of the administrators had completed the academic requirements leading to

the degree of Master of Arts in Education and only 11 or 15.28 percent were BSEED/BSE or any of their equivalents. Of them, one was from Rizal, 10 from Marinduque and none from Cavite City. The Master of Arts either education (MA) or in teaching (MAE) were 11 in all or 15.28 percent six from Rizal, two from Cavite City and three from Marinduque. The others had earned units either in the masteral or doctoral programs or had completed the academic requirements leading to the degree of Doctor of Education (ED.D.)

On the whole, the administrators were BSEED degree holders who had completed the academic requirements in the masteral program.

Based on the basic educational requirement for administrative position which is a masteral degree, 22 or 30.56 percent of the 72 administrators involved were fully qualified for their respective position.

The years of experience in their present position varied. In Rizal and Cavite, it was 10 to 31 or more years or an average of 25.05 and 30.04 years respectively. In Marinduque, years of experience was from less 10 to 31 years and above or an average of 24.05 years. The average years of experience of the 72 administrators was 24.06 years.

Of the 1,220 teachers, only 11 or 9.10 percent were male, and 91 percent more or less were female. They have

different educational qualifications ranging from a BSEED to a Doctor of Education. However, more than one-half of the teachers in each of the school divisions were BSEED/BSE or any of its equivalent. There were 74.94 percent in Rizal, 53.37 percent in Cavite City and 72.75 percent in Marinduque. The others were either Master of Arts in Education or in Teaching, or with masteral or doctoral units. One from Cavite City was a holder of a degree of Doctor in Education.

The teacher respondents were on the average, BSEED degree holders. In other words, their educational qualification as elementary school teachers was basic.

Their teaching experience was from less 10 years to 31 years or more. In Rizal, the average years of experience was 14.79 years, in Cavite City, it was 15.32 years and in Marinduque, 17.82 years, or 15.82 years of teaching experience on the average.

2. What were the teachers' self-perceived competencies with reference to the following :

a. Teacher foundation?

The teachers rated their self-perceived competencies on teacher foundation as much. These covered knowledge and understanding of educational philosophy and psychology of the teaching-learning process and by curri-

culum and curriculum content, their knowledge and understanding of the current trends and thrusts in education and also of other affairs of government that affect education, of the learner particularly of their individual differences and of their knowledge on how to conduct research were also rated much.

b. Pre-teaching?

The teachers self-perceived that they were equipped with the various knowledge and organizational skills requisite to pre-teaching, the preparatory steps to actual teaching. These skills and abilities involved the formulation of instructional objectives and how to achieve these objectives through proper selection and organization of subject matter, the appropriate teaching strategies and techniques as well as the enrichment of subject matter by means of selecting and/or preparing low-cost teaching aids and instructional materials and constructing their evaluative instruments. This knowledge and skills were rated much.

c. Actual teaching?

In actual teaching, the teacher has many things to consider in making teaching both interesting and effective. Some of these are the learning environment, the learners and their interests, how to present lesson clearly by means of relating past experiences to the new lesson, by

communicating effectively in their medium of instruction and the skills to guide the learners towards self-learning and self-discovery. These knowledge and organizational skills were rated much.

d. Group dynamics?

There were 12 different skills and abilities included under group dynamics which ranged from the teachers' skill in encouraging critical thinking by providing true-to-life situations to the use of the mastery learning techniques to encourage group interactions or dynamics. The teachers perceived their competencies in group dynamics through these indicators which was rated much. On the whole, teacher competencies in group dynamics was much.

e. Evaluation ?

Their competencies as regards evaluation was self-perceived as much. This involved specific skills as described in 14 different indicators namely; how to construct table of specifications and test items that are congruent with their objectives as well as their table of specifications and utilize the test results for purpose of remediation, reinforcement and/or enrichment of the teaching-learning experience as well as to determine the mastery and learning gains of the pupils among others.

f. Public and human relations?

The knowledge, abilities and skills covered in the public and human relations aspect of teacher competencies were the teachers' character, personality and attitude, decision making, making relationship with his pupils, peers, superiors and community as a whole. These different skills were self-perceived as much. Hence, teacher competencies in public and human relations was much.

g. Management of records and reports ?

This aspect of teacher competencies was addressed to the art as well as skill of record management such as neatness, accuracy keeping ticklers or checklists, analyzing records of pupils and training them as well in the record keeping for their self-evaluation. The five indicators under record management were each rated much which goes to say that the extent of the teachers' competencies in managing records was much.

On the whole, the teachers' competencies which covered teacher foundation, pre-teaching, actual teaching, group dynamics, evaluation, public and human relations and management of records and reports were rated much, for each school division covered and for all the three school divisions as a whole.

3. What were the administrators' perceptions of the teachers' competencies?

Teacher competencies was rated much by the administrators particularly in teacher foundation, pre-teaching, actual teaching, group dynamics, evaluation, public and human relations and management of records and reports. The indicators under each component were similarly rated much, so much so that the teacher competencies as a whole obtained a weighted average equivalent to much also.

4. What relationship existed between the teachers' self-perceived competencies and their competencies as perceived by their administrators?

The Chi Square values of the differences in the responses of the following were less than the required tabular values at 4 df and/or 8 df, .05 level of significance:

a. Teachers' perception and of their administrators in each school division, namely: Rizal, Cavite City and Marikina;

b. The differences in the teachers' perception among the three divisions; and

c. The differences in the teachers' perception and their administrators in the three school divisions as a whole.

Hence, the null hypotheses raised in this study are accepted, to wit:

1. No significant relationship exists in the teachers' perception of their competencies in the school divisions of Cavite City, Rizal and Marinduque;
2. The administrators' perception of their teacher competencies in the three school divisions representing Region IV (Southern Tagalog) are not significantly related; and that
3. The teachers' self-perceived competencies and of the administrators' perceptions of the same competencies are not significantly related.

CONCLUSIONS

In the light of the foregoing findings, the following conclusions are hereby drawn:

1. Teaching is still a woman's profession. The typical administrator (school and district levels) is a woman with 24.36 years of experience in her current position.

She is a BSEED and has completed the academic requirements leading to the degree of Master of Arts in Education.

The average classroom teacher is also a woman and a BSEED graduate. She has an average of 15.82 years of experience in teaching.

2. There is congruency in the teachers' and administrators' perceptions of the former's competencies. Both teachers and administrators rated the different indicators of the seven components of competencies much.

3. The teachers' self-perceived competencies is independent of has not been influenced by their administrators' perception and vis-a-vis.

4. The following null hypotheses raised in this study are accepted;

a. No significant relationships exist between the teachers' self-perceived competencies in the school divisions involved;

b. the administrators' perception of their teachers' competencies are not significantly related,

c. the teachers' and administrators' perceptions of the former's competencies are independent of each other.

RECOMMENDATIONS

Based on the conclusions drawn from the findings of this study, the following recommendations are herein submitted;

1. There are so many changes, trends, innovations and thrusts that are creeping into the whole gamut of our educational system which indicate a demand to improve on our educational inputs. One of these inputs is the teachers' compe-

tencies to reinforce or upgrade their teacher foundations through pre-service education, hence, both teachers and administrators should be encouraged and/or self-motivated to complete their studies on the graduate levels. This is addressed particularly to those who have units or have completed the academic requirements in the masteral program. The teachers, who are on the average bachelor degree holders only, should pursue graduate studies and take advantage of the privileges provided for in the Magna Carta for Public School Teachers.

2. Teachers and administrators indicated their agreement on the level of the former's competencies. There is, however, no assurance that these competencies are actually applied and put into effective use. The administrators should find out why these competencies are not fully utilized.

3. Although the indicators of teacher competencies obtained weighted averages equivalent to much, there are, however, certain indicators with lower/lowest weighted average such as conducting research, constructing evaluative materials, interpreting test results to mention a few. This implies that the teachers may need more assistance in these particular aspects of their competencies. Hence, continuing staff development program should be cooperatively planned based on the needs of the teachers and their effects on learning outcomes.

4. Administrators should likewise re-examine their administrative and supervisory practices to find out of their techniques in guiding and assisting their teachers challenge or impede.

5. In view of the limitation of this study, the following topics or problems are suggested for further research:

- 5.1 A replication of this study using another region as its research environment
- 5.2 Teacher Competencies and their Correlates
- 5.3 Teacher Competencies, Teacher Morale and Job Satisfaction : An Inter-correlation Study
- 5.4 Management Styles and Their Effects on Teachers' Competencies and Job Performance
- 5.5 In-Service Education and Teacher Competencies on Job Performance