



# COMPETENCY AND TRAINING NEEDS OF GRADE 3 TEACHERS: BASIS FOR PROFESSIONAL DEVELOPMENT PLAN

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**Abstract :** This study looked into the Grade 3 teachers' competency and training needs to enhance professional practice in Bayambang II District, Schools Division Office I Pangasinan. The researcher used the questionnaire as the main data-gathering tool. Frequency counts, percentages and weighted mean were used for descriptive analysis. The t-test for paired samples, independent samples t-test and ANOVA were used to analyze the problems on differences while Pearson Product Moment Correlation Coefficient was used to determine the relationships between the between level of competency and training needs of teachers. It used the descriptive method of research. The researcher used the questionnaire as the main data-gathering tool. The researcher found out that Grade 3 teachers are pursuing post graduate studies, hold Teacher III position, with limited teaching experience, and have adequate number of in-service training. They are moderately competent in performing their functions as mediator of learning, disciplinarian, parent substitute, judge of achievement, and confidant to learners. The teachers perceived that they are highly in need of training to sustain their levels of competency along their functions as mediator of learning, disciplinarian, parent substitute, judge of achievement, and confidant to learners. The school head rating on the teachers competency as mediator of learning, disciplinarian, judge of achievement, and confidant of learners is significantly different to the ratings of the teachers themselves along these areas. The level of competency of teachers is related to their training needs as disciplinarian, judge of achievement, parent substitute and confidant of learners. The researcher recommended that the school officials should continuously encourage teachers to pursue higher education and attend seminars and training to keep themselves updated with the demands, trends and changes in teaching elementary learners so that as facilitators of learning, they can effectively assist and guide the learners.

**Keywords:** competency, training needs, professional development

## INTRODUCTION

Education is not just about acquiring knowledge; it is a transformative process that equips individuals with the skills and abilities to navigate the complexities of life. It goes beyond academic learning to encompass character development, shaping one's personality, and fostering rationality, responsiveness, and intelligence. In the fast-paced world of the twenty-first century, marked by rapid industrialization, urbanization, globalization, and shifts in family structures, the concept of education has taken on new dimensions.

This era is characterized by the rise of multiculturalism, where diverse cultures and perspectives intersect and interact. For instance, in a globalized economy, individuals are required to work with people from different cultural backgrounds, necessitating a deep understanding and appreciation of cultural nuances. Moreover, the prevalence of stress and strain in this century underscores the importance of equipping individuals with the necessary coping mechanisms and resilience to thrive in challenging environments.

Education serves as a beacon of hope in a world fraught with uncertainties and complexities. It empowers individuals to think critically, adapt to changing circumstances, and contribute meaningfully to society. As we navigate the complexities of the modern world, the role of education in shaping individuals into well-rounded, empathetic, and socially conscious beings cannot be overstated. It is through education that we pave the way for a brighter and more inclusive future for all.

Training plays an important role in improving the quality of education in schools. The professional quality of the trained teacher depends on the quality of the curriculum to which the teacher was exposed and the ways in which it is implemented. In Mozambique, the teachers in the upper primary or second grade generally have little academic and professional training.

Education is currently under the watchful eye of the public. Declining student test scores are alarming. A large portion of the nation's tax revenue is spent on educational facilities, equipment, materials, and instruction. Not everyone agrees on the reasons for the decline in test scores, but some critics have suggested that it may be the quality of instruction (NCBTS-TSNA).

The Department of Education has the most crucial role among all government agencies since it gives the frontline service-education to the people. And so, teachers face big and diverse challenges that test the creativity and patience. Indeed, a myriad of concerns confront school teachers each day.

The National Competency-Based Teacher standards (NCBTS) Teacher strengths and Needs Assessment (TSNA), a part of BESRA, enables us to shift our paradigm to a proactive and participatory methodology. The NCBTS requires us to take bold steps in self-assessment by reflecting on our own practices, capabilities and skills as teachers.

Teachers need continuous learning to better perform their duties. And this remains a challenge to all of us. But I am confident that with the efforts of DepEd through the individual Plan for Professional Development, we can bridge this gap.

DepEd continues to recognize the valuable role that teachers play in shaping the future of the children and the direction of the nation and of the world. Indeed, NCBTS-TSNA is an endeavour that will help enhance the professionalism of teaching not only as a career but as a commitment to the future generation.

The 1987 Constitution provides students the right to relevant quality education that is conducive to their development as persons with human dignity. Teachers are tasked to provide a conducive learning environment and to facilitate the effective delivery of learning outcomes. The Education Act of 1982 provides that every teacher shall be accountable for the efficient attainment of specified learning objectives in pursuance of national development goals within the limits of available school resources.

What the country needs are teachers who could be effective agents, intelligent, informed, possessing the needed skills and competencies and devoted to the teaching profession. Innovations have been introduced by the Department of Education (DepEd) to secure the system's improvement and adjustment with the end view of raising the over-all quality and efficiency of the educational system.

Effective teaching has been defined clearly with the National Competency-Based Teacher Standards (NCBTS). Designed to set ideals for quality teachers, the NCBTS will translate into quality learning of our students in Philippine public schools nationwide.

Thus, there is an urgent need to infuse new vitality in all our public school classrooms, by placing professional teachers who are imbued with competencies based on national standards. This will ensure the best learning outcomes needed to enhance the knowledge and skills of our youth.

**The Function of Teachers.** Teachers' primary responsibilities involve providing direct instruction to students, which include literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills, all of these are to help students learn specific subject matter while they develop as mature, capable and responsible young adults.

Teachers need to impart knowledge of their subject matter to students. This goes beyond simply stating the knowledge that they have gained through their own education. Instead, teachers must possess an aptitude to teach the material through different methods based on the needs of the students. However, this is just the tip of the iceberg.

Teachers need to be able to meet the needs of students of varying abilities within the same classroom. Even though many teachers would like to be able to teach a class of students with similar background knowledge and motivation, this rarely if ever happens. Therefore, teachers have the responsibility to vary instruction and enable all students an opportunity to learn.

Teachers are responsible for the well being of their students during the school day. This means advising students on academic and social matters, and observing and reporting whether students' basic needs are being met at home, including adequate food, clothing, shelter, physical safety and emotional stability. Teachers are duty bound to meet with the parents or guardians of their students about academic and social progress.

Teachers have the responsibility to be a good role model in and out of the classroom. They must conduct themselves professionally at all times, including manner of speech, writing, dress and personal grooming. Teachers must be respectful when they refer to and address students within the school.

Broadly speaking, the function of teachers is to help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively. But teachers fill a complex set of roles, which vary from one society to another and from one educational level to another. Some of these roles are performed in the school, some in the community.

In those areas in which teaching has not yet become a profession, the teacher may fill fewer of these roles. The primary-school teacher in a simple agricultural society, for example, will fill only the first five of the school roles and the first and possibly the second of the community roles. [www.britannica](http://www.britannica)

In many ways, the primary function of a teacher is to organize education. You bring your students together at a specific time and place with specific materials and subject matter. You set routines and create order. Part of being an organizer is to delegate responsibilities and facilitate discussion, but ultimately it is you who determines your classes goals and activities, and who brings together all the necessary parts to make it happen.

A truly effective teacher does not just stand at the front of the class delivering information. He will spend time talking to his students and getting to know them. This is important to understand their needs, their weaknesses and their strengths. Students tend to respond to teachers they feel comfortable with; in this way, the sharing of information becomes more of reciprocal give-and-take between mentor and protégé, where the protégé feels that he is receiving specialized attention and guidance.

The days when students had limited access to information are gone. Now, there is enormous amounts of information on any topic easily available. The job of teacher, then, is not so much to simply disseminate information from a single source, but to equip students with the ability to assess and sort through information themselves. To do this, students have to be able to apply critical thinking, logical analysis and problem-solving skills. They have to be able to ask pertinent questions, to judge the veracity of a source, and to distinguish the emotional from the factual.

This is one of the fundamental rules of successful teaching. Bored students do not behave well or learn well. The ultimate goal of any teacher should be to inspire her students with the desire to go out and learn on their own. You can do this by involving

them in the choice of subject matter and activities. Education should be participatory, with an emphasis on projects. Allow your students to pursue avenues of study that they find relevant to their lives and which they can get excited about.

### Statement of the Problem

This study sought to assess the competency and training needs of Grade 3 teachers as basis for professional development plan in Bayambang I & II Districts, Schools Division Office I Pangasinan during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the Grade 3 teachers in terms of:
  - 1.1 highest educational attainment;
  - 1.2 number of years in teaching; and
  - 1.3 relevant in-service training attended?
2. What is the level of competency of the Grade 3 teachers as rated by their school heads and by themselves along the following functions:
  - 2.1 mediator of learning;
  - 2.2 motivator;
  - 2.3 parent substitute;
  - 2.4 evaluator of achievement; and
  - 2.5 confidant to students?
3. What is the level of training needs of the Grade 3 teachers to enhance their functions along the following:
  - 3.1 mediator of learning;
  - 3.2 disciplinarian;
  - 3.3 parent substitute;
  - 3.4 judge of achievement; and
  - 3.5 confidant to students?
4. Is there a significant difference on the level of competency of the Grade 3 teachers between the ratings of the school heads and the teachers themselves?
5. Is there a significant relationship between the level of competency and training needs of the Grade 3 teachers?
6. Based on findings, what digitized model to enhance the professional practice of the Grade 3 teachers can be implemented?

## METHODOLOGY

### Research Design

The descriptive design particularly comparative and correlational was employed in this study. As described by Good and Scates (2006), descriptive research includes studies that purport to present facts concerning the nature and the status of anything. It gives meaning to the quality and standing of facts. Good and Scates further described that descriptive research concerned with the analysis of the relationship between non-manipulative variables and the development of generalization extending its conclusion beyond the sample observed.

Correlational research attempts to determine how related two or more variables are. This degree of relation is expressed as a correlation coefficient.

### Sources of Data

This study covered the Grade 3 teachers of Bayambang I & II Districts, Schools Division Office I Pangasinan during the school year 2023-2024.

### Instrumentation and Data Collection

Two sets of research instruments were used in gathering the data in this study.

Part I focused on the profile of the Grade 3 teachers which include the highest educational attainment, rank as teacher, number of years in teaching, and in-service training attended.

Part II focused on the competency of the Grade 3 teachers such as mediator of learning, disciplinarian, parent substitute, judge of achievement, and confidant to learners. The training needs of the teachers were also looked into as part III.

For the school head, they were requested to rate the competency of the Grade 3 teachers along the functions of teachers as mediator of learning, motivator, parent substitute, evaluator of achievement, and confidant to learners.

The items on the functions of the Grade 3 teachers were taken from different readings like published materials and then revised by the researcher with the helped of the adviser and were checked some experts in the field of education like the Education Program Supervisors.

Approval and permit to conduct the investigation was obtained by the researcher from the authorities concerned prior to the conduct of the study. After one week, the researcher retrieved the questionnaire from the respondents.

### Tools for Data Analysis

To derive valid and accurate results, appropriate statistical measures were employed.

To answer sub-problem 1 on the profile of the Grade 3 teachers, frequency counts and percentages were used

To answer sub-problems 2 & 3 on the level of competency and the training needs of the Grade 3 teachers, average weighted mean was used using the mean scale below based on their responses on a 5-point Likert type questionnaire.

<u>Mean Range</u>	<u>Interpretation</u>
4.21 - 5.00	Very High
3.41 - 4.20	High
2.61 - 3.40	Moderately High
1.81 - 2.60	Low
1.00 - 1.80	Very low



To answer sub-problem 4, the paired t-test was used to determine the difference between the perceived level of competency of the teachers as rated by the school heads and teachers themselves.

To answer sub-problem 5, the Pearson Product Moment of Coefficient was used to determine the relationship between the competency and training needs of teachers.

## RESULTS AND DISCUSSION

### Profile of Teachers

The profile of the Grade 3 teachers includes highest educational attainment, number of years/months in teaching, and in-service training attended. Results are presented on Tables 1a-1c.

**Table 1a. Highest Educational Attainment**

Highest Educational Attainment	Frequency	Percentage
MAEd/MEd/MS	36	42.35
With M.A/MEd Units	49	57.65
<b>Total</b>	<b>85</b>	<b>100</b>

It is reflected in Table 1a that most of the respondents have masteral units with 49 or 57.65%. There are also 36 or 42.35% who already finished their masteral degree.

It can be observed from the data that there are more teachers who are pursuing graduate studies than those who are not enrolled in the graduate school because of the increase in salary that goes alongside the promotion as teachers.

**Table 1b. Number of Years of Teaching**

No. of Years of Teaching	Frequency	Percentage
0-5 years	16	18.82
6-10 years	41	43.24
11-15 years	28	32.94
<b>Total</b>	<b>85</b>	<b>100</b>

As shown in able 1b, 41 out of 85 respondents have been teaching for 6-10 years, 16 or 18.82% have been teaching for 0-5 years, and 28 or 32.94% have been teaching for 11-15 years. In the study of Setlthomo (2007), teachers were unsure about the adequacy of their assessment training, but indicated that they needed further training in assessment. The results also showed that primary teachers, particularly those with only a certificate needed more skill training in assessment applications, statistical applications, and criterion-referenced testing. The more experienced teachers were, the more they agreed with mastery and performance orientations, and the more they had perceived skill and use of desirable classroom assessment practices.

**Table 1c. Relevant In-Service Training Attended**

Relevant In-Service training in attended	Frequency	Percentage
National	36	42.35
Regional	58	68.24
Division	85	100

\*Multiple Responses

Table shows that all Grade 3 teachers attended division level seminars in different subject areas they are handling. There are also 58 or 68.24% who have attendance in the regional level and the 36 or 42.35% have attended national seminars. As cited by Golla & De Guzman (2008), conclusive evidences from studies have pointed to the teacher as a single causal factor in determining the quality of education in schools. In addition, a study of Soriano (2011) tells that through teacher's training, it can strengthen the skills and values of teachers.

### Level of Competency of Grade 3 Teachers along their Functions as Perceived by the Schools Head and Teachers Themselves

The functions of Grade 3 teachers focused on mediator of learning, disciplinarian, parent substitute, judge of achievement and confidant to learners. The average weighted mean of each item and the overall mean were computed to describe the level of competency of teachers along their functions. The items were rated by the school heads and teachers themselves. The results are seen in Tables 2a-2f.

#### Mediator of Learning

The level of competency of teachers as Mediator of Learning as perceived by the school heads and teachers themselves is shown in Table 2a.

**Table 2a. Level of Competency of Grade 3 Teachers as Mediator of Learning as Rated by School Heads and Teachers Themselves**

Qualifying Statements	School Heads (N=34)		Teachers (N=85)	
	AWM	Descriptive Equivalent	AWM	Descriptive Equivalent
1. Using brief written exercises in class to give learners time to think about what they have learned.	<b>4.48</b>	<b>Very High</b>	<b>3.81</b>	<b>High</b>
2. Giving simpler tasks that gradually get more complex.	4.61	Very High	4.02	High
3. Making the lessons more real.	4.56	Very High	4.27	Very High
4. Encouraging all learners to participate and provide a conclusion to all activities.	4.50	Very High	4.04	High
5. Helping learners to set goals.	4.65	Very High	4.05	High
6. Selecting materials and activities that relate to their everyday life.	4.68	Very High	3.83	High
7. Allowing pupils to organize their thoughts in a way that enhances their understanding.	<b>4.69</b>	<b>Very High</b>	4.32	Very High
8. Using their background of experiences and provides a rich variety of new experiences	4.62	Very High	<b>4.33</b>	<b>Very High</b>
9. Involving pupils in multi-sensory experiences that are natural to them.	4.56	Very High	4.15	High
10. Directing learners into learning activities.	4.56	Very High	4.28	Very High
<b>Average Weighted Mean</b>	<b>4.59</b>	<b>Very High</b>	<b>4.11</b>	<b>High</b>

**Legend:**

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

Overall, the level of competency of teachers on Mediator of Learning as perceived by the school heads is very high with an average weighted mean of 4.59 and the teachers rated themselves high with an average weighted mean of 4.11.

In particular, the highest mean value of 4.69 was given by the school heads on the competency of teachers to allow their pupils to organize their thoughts in a way that enhances their understanding while the teachers rated themselves high on using their background of experiences and provides a rich variety of new experiences as seen in the average weighted mean of 4.33.

The lowest mean rating of 4.48 and 3.81 was given by the school heads and teachers, respectively on the item using brief written exercises in class to give learners time to think about what they have learned, and to reflect on it.

All the ten indicators of mediator of learning as function of the teachers were rated by the school heads very high ranging from 4.48-4.69. On the other hand, the teachers rated themselves very high only on making the lessons more real, using their background of experiences and provides a rich variety of new experiences, directing learners into learning activities and allowing pupils to organize their thoughts in a way that enhances their understanding.. The six statements were rated high with an average weighted mean ranging from 3.81-4.15.

**Motivator**

The level of competency of Grade 3 teachers as Motivator as perceived by the school heads and teachers themselves is shown in Table 3b on the next page.

It could be gleaned on Table 3b that the school heads and teachers themselves gave the highest mean rating on acting calmly in such situations with an average weighted mean with 4.65 and 4.35, respectively.

The lowest mean rating of 3.73 was given by the school heads on the item on maintaining the pupil's self-esteem and dignity.

On the whole, the school heads and teachers rated themselves "high" as revealed in the overall weighted mean of 4.10 and 4.02, respectively.

This shows that elementary teachers control their emotion and act properly even if they are already angry or mad with their learners because they cannot impose punishment otherwise they will be charge of child abuse.

**Table 2b. Level of Competency of Grade 3 Teachers as Motivator as Rated by School Heads and Teachers Themselves**

Qualifying Statements	School Heads (N=34)	Teachers (N=85)
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	AWM	Descriptive Equivalent	AWM	Descriptive Equivalent
1. Acting calmly in different classroom situations.	4.65	Very High	4.35	Very High
2. Stating rules and regulations to provide the pupils with an acceptable level of academic support.	4.53	Very High	3.79	High
3. Practicing "sandwich style" in correcting the behaviour of pupils.	4.00	High	4.07	High
4. Maintaining a learning environment of courtesy and respect for different learners.	3.79	High	3.73	High
5. Knowing how to keep the temper in case pupils are noisy..	4.06	High	3.93	High
6. Maintaining the student's self-esteem and dignity.	3.73	High	4.27	Very High
7. Talking to the pupil after class if he commits sin.	3.90	High	3.93	High
8. Informing the parents about the actions/behaviour of their child.	4.23	Very High	4.17	High
9. Holding a counselling meeting as to when the problem is first identified.	3.96	High	4.22	Very High
10. Bringing the pupils to the guidance counsellor for disciplinary action.	4.17	High	3.77	High
<b>Average Weighted Mean</b>	<b>4.10</b>	<b>High</b>	<b>4.02</b>	<b>High</b>

**Legend:**

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

**Parent Substitute**

The level of competency of teachers as Parent Substitute as perceived by the school heads and teachers themselves is shown in Table 2c.

**Table 2c. Level of Competency of Grade 3 Teachers as Parent Substitute as Rated by School Heads and Teachers Themselves**

Qualifying Statements	School Heads (N=34)		Teachers (N=85)	
	AWM	Descriptive Equivalent	AWM	Descriptive Equivalent
1. Supporting pupils' adjustment to school.	4.19	High	3.67	High
2. Fostering pupils' resiliency in academic performance.	3.78	High	3.82	High
3. Showing irritability or aggravation toward pupils.	3.67	High	3.81	High
4. Guiding learners to the development of appropriate moral, social, and learning behaviour.	3.84	High	3.79	High
5. Contributing to learners social skills.	3.83	High	4.07	High
6. Showing their pleasure and enjoyment to pupils.	3.90	High	3.73	High
7. Interacting in a responsive and respectful manner.	3.97	High	3.93	High
8. Offering learners help in achieving academic and social objectives.	4.18	High	4.27	Very High
9. Helping learners reflect on their thinking and learning skills.	4.02	High	3.93	High
10. Demonstrating knowledge about learners' backgrounds, interests, emotional strengths and academic levels.	4.07	High	4.17	High
<b>Average Weighted Mean</b>	<b>3.94</b>	<b>High</b>	<b>3.92</b>	<b>High</b>

**Legend:**

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

Table 2c shows that the overall level of competency of Grade 3 teachers as perceived by the school heads and teachers themselves is high as revealed in the weighted mean of 3.94 and 3.92 respectively.

The highest mean ratings of 4.27 was given by the schools heads to supporting pupils' adjustment to school while the teachers gave themselves highest rating of 4.27 on offering learners help in achieving academic and social objectives.

The lowest mean rating of 3.67 was given by school head on showing irritability or aggravation toward pupils and supporting learners' adjustment to school on the part of the teachers.

Data suggest that teachers are doing their best to mold and help their pupils achieve their academic success. This further shows that teachers as second parents treat their learners as their own children.

**Evaluator of Achievement**

**Table 2d. Level of Competency of Teachers as Evaluator of Achievement as Rated by School Heads and Teachers Themselves**

Qualifying Statements	School Heads (N=34)		Teachers (N=85)	
	AWM	Descriptive Equivalent	AWM	Descriptive Equivalent
1. Adopting a fair attitude when it comes to making any form of evaluations.	3.84	High	4.21	Very High
2. Not accepting favors or gifts from learner's work on merit and quality of academic performance.	4.31	Very High	3.77	High
3. Using tools for assessing authentic learning.	4.36	Very High	<b>3.67</b>	<b>High</b>
4. Assessing learners on their performance, instead of personal rapports and liking.	4.19	High	3.82	High
5. Manifesting fairness in the interpretation of test results.	4.29	Very High	3.81	High
6. Developing valid learner grading procedures which use pupil assessments.	<b>4.37</b>	<b>Very High</b>	3.78	High
7. Communicating assessment results to students, parents, other lay audiences, and other educators.	3.79	High	4.05	High
8. Recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.	4.09	High	3.81	High
9. Using guides for scoring essay questions and projects, stencils for scoring response-choice questions, and scales for rating performance assessments.	<b>3.72</b>	<b>High</b>	3.91	High
10. Following appropriate principles for developing and using assessment methods in their teaching, avoiding common pitfalls in student assessment.	3.90	High	<b>4.23</b>	<b>Very High</b>
<b>Average Weighted Mean</b>	<b>4.09</b>	<b>High</b>	<b>3.90</b>	<b>High</b>

**Legend:**

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

The functions of teachers as Evaluator of Achievement as perceived by the school heads and teachers themselves are shown in Table 2d.

The table shows that both school heads and teachers rated the statements high.

The school heads gave the highest mean rating of 4.37 on developing valid learner grading procedures which use learner assessments while the teachers rated themselves very high on allowing appropriate principles for developing and using assessment methods in their teaching, avoiding common pitfalls in learner assessment with 4.23 mean.

The lowest mean rating of 3.72 was given by the school heads on the item using guides for scoring essay questions and projects, stencils for scoring response-choice questions, and scales for rating performance assessments while the lowest rating was given by the teachers on using tools for assessing authentic learning with 3.67 mean.



### Confidant of Learners

The level of competency of Grade 3 teachers as Confidant of Learners as perceived by the school heads and teachers themselves is shown in Table 3e.

**Table 2e. Level of Competency of Grade 3 Teachers as Confidant of Students as Rated by School Heads and Teachers Themselves**

Qualifying Statements	School Heads (N=34)		Teachers (N=85)	
	AWM	Descriptive Equivalent	AWM	Descriptive Equivalent
1. Treating learners as younger brothers and sisters.	<b>4.24</b>	<b>Very High</b>	3.94	High
2. Serving as best friend of learners.	3.96	High	4.11	High
3. Keeping the secrets of learners.	4.15	High	<b>4.22</b>	<b>High</b>
4. Maintaining cordial relations with learners and conduct myself to merit their confidence and respect.	4.19	High	3.82	High
5. Hearing their problems with sympathy and understanding.	3.77	High	3.70	High
6. Showing an interest in your learners' personal lives.	<b>3.73</b>	<b>High</b>	3.82	High
7. Sincerely listening to learners.	3.89	High	4.04	High
8. Showing interest in learners' personal lives.	3.90	High	3.79	High
9. Speaking to the accomplishments of learners.	4.12	High	<b>3.78</b>	<b>High</b>
10. Positively reinforcing learners verbally.	4.04	High	4.05	High
<b>Average Weighted Mean</b>	<b>4.00</b>	<b>High</b>	<b>3.93</b>	<b>High</b>

**Legend:**

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

Overall, the level of competency of teachers on their functions as confidant of learners as rated by the school heads and teachers themselves is high as revealed in the overall weighted mean of 4.00 and 3.93, respectively.

In particular, both the school heads and teachers rated each statement high.

The lowest mean rating of 3.73 was given by the school heads on the item showing an interest in your learners' personal lives while the teachers gave the lowest mean rating of 3.78 on speaking to the accomplishments of learners.

The highest mean rating was by given by the school heads on treating learners as younger brothers and sisters with 4.24 mean with very high descriptive equivalent while the teachers gave the highest rating of 4.22 on keeping the secrets of learners.

The result shows that teachers should act like big brothers and sisters of the learners where love, understanding and security are being felt.

### Summary of Functions of Grade 3 Teachers as Rated by School Heads and Teachers themselves

Table 2f presents the summary of functions of teachers as rated by school heads and teachers themselves.

**Table 2f. Summary of Level of Competency of Grade 3 Teachers as Rated by School Heads and Teachers Themselves**

Functions of Teachers	School Heads (N=34)		Teachers (N=85)	
	AWM	Descriptive Equivalent	AWM	Descriptive Equivalent
1. Mediator of Learning	<b>4.59</b>	<b>Very High</b>	<b>4.11</b>	<b>High</b>
2. Disciplinarian	4.10	High	4.02	High
3. Parent Substitute	<b>3.94</b>	<b>High</b>	3.92	High
4. Judge of Achievement	4.09	High	3.90	High
5. Confidant of Students	4.00	High	<b>3.93</b>	<b>High</b>
<b>Average Weighted Mean</b>	<b>4.14</b>	<b>High</b>	<b>3.98</b>	<b>High</b>



**Legend:**

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

In summary, the level of competency of Grade 3 teachers received high mean ratings from the school heads while the teachers rated them all high. Only one function was rated very high by the school heads which is the mediator of learning with 4.59 mean which is very high though this is also the highest on the part of the teachers.

Elementary teachers gave themselves high rating on mediator of learning because their primary role is to teach. They are spending six hours in teaching.

The lowest mean rating of 3.94 was given by the school head on parent substitute while the teachers gave their lowest rating on confidant of learners.

The overall average weighted mean of 4.14 and 3.98 shows high level of professional competency of teachers along their functions. It indicates that teachers performed their functions well not only in delivering lessons or giving knowledge but also as disciplinarian, confidant of learners, judge of achievement and parent substitute. They have dual roles in school.

**Perceived Level of Training Needs of Grade 3 Teachers  
To Enhance their Functions**

The training needs of Grade 3 teachers are focused on their functions as mediator of learning, disciplinarian, parent substitute, judge of achievement and confidant of learners. The average weighted mean of each item and the overall mean were computed to describe the training needs of teachers. The items were rated by themselves using 5-point Likert scale. The results are seen in Tables 4a-4f.

**Grade 3 Teachers' Training Needs to Enhance  
their Function as Mediator of Learning**

The Grade 3 teachers' training needs to enhance their function as Mediator of Learning is shown in Table 3a on the next page.

**Table 3a. Perceived Level of Training Needs of Grade 3 Teachers to Enhance  
their Functions as Mediator of Learning**

Training	Teachers (N=85)	
	AWM	Descriptive Equivalent
1. Conduct of Research	4.26	Very High
2. Engaging learners in activities that develop higher order thinking skills (HOTS)	4.14	High
3. The initiation on work-oriented activities for children.	3.95	High
4. The theory-guided introspection.	3.91	High
5. The updates and developments in education.	3.76	High
<b>Average Weighted Mean</b>	<b>4.00</b>	<b>High</b>

**Legend:**

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

It can be gleaned from the table that the training needs of Grade 3 teachers as Mediator of Learning received high mean rating as indicated in the over-all average weighted mean of 4.00. Teachers rated themselves high on undertaking educational research which is one of the criteria in evaluating their performance and they can use this in promotion. However, only few had conducted researches because of the time constraint. Most teachers are married so they need to attend first to their family needs before anything else. They are also given other works aside from teaching that is why they don't have sufficient time to undertake educational research which is very helpful to teaching-learning condition.

### Grade 3 Teachers' Training Needs to Enhance their Function as Motivator

**Table 3b. Perceived Level of Training Needs of Grade 3 Teachers to Enhance their Functions as Motivator**

Training	Teachers (N=85)	
	AWM	Descriptive Equivalent
1. Child protection.	<b>4.22</b>	<b>Very High</b>
2. Managing behaviour problems among learners.	3.82	High
3. Children's rights.	3.81	High
4. Classroom management techniques.	3.79	High
5. Teaching-learning strategies that encourage development in social interaction.	3.65	High
<b>Average Weighted Mean</b>	<b>3.86</b>	<b>High</b>

**Legend:**

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

The perceived teachers training needs to enhance their function as Motivator is shown in Table 3b.

This shows that Grade 3 teachers need to attend more seminars about child protection like Gender Awareness and Development because in this seminar, students discipline is also incorporated as one of the topics during seminars. And nowadays you cannot inflict corporal punishment to learners. In order for the teachers also to be protected of their rights, they should also be aware of the rules and procedures in disciplining learners.

### Teachers Training Needs to Enhance their Function as Parent Substitute

The perceived training needs of teachers to enhance their function as Parent Substitute is shown in Table 3c.

**Table 3c. Perceived Level of Training Needs of Grade 3 Teachers to Enhance their Functions as Parent Substitute**

Training	Teachers (N=85)	
	AWM	Descriptive Equivalent
1. Teacher-learner relationship	<b>4.17</b>	<b>High</b>
2. The accountability and responsibilities toward learners' learning performance.	4.10	High
3. The examination of one self vis-a vis my accountability for the learners and to the teaching profession.	3.90	High
4. Establishing rapport and a good working relationship with learners.	3.79	High
5. Accepting personal responsibility to the learners	3.74	High
<b>Average Weighted Mean</b>	<b>3.94</b>	<b>High</b>

**Legend:**

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

The table shows that teachers are strengthening their relationship with learners as revealed in the average weighted mean of 4.17 which is high. This shows that teachers act as second parents to their pupils.

The lowest mean rating on this table was given by the teachers on accepting personal responsibility to the learners with 3.74 mean but it is still high. Teachers gave the lowest rating on this item maybe because it takes a lot of patience and understanding the learners once they accept full responsibility to the learners.

The overall average weighted mean of 3.94 which is high revealed that teachers are really acting as parent substitute.

### Grade 3 Teachers Training Needs to Enhance their Function as Evaluator of Achievement

The perceived training needs of Grade 3 teachers to enhance their functions as Evaluator of Achievement is shown in Table 3d.

**Table 3d. Perceived Level of Training Needs of Grade 3 Teachers to Enhance their Functions as Evaluator of Achievement**

Training	Teachers (N=94)	
	AWM	Descriptive Equivalent
1. The current guidelines about the grading system.	4.27	Very High
2. The development of appropriate assessment strategies to monitor and evaluate learning.	4.22	Very High
3. The importance of communicating learners' progress to learners, parents and other stakeholders.	4.17	High
4. The principles of giving and receiving feedback on learners' progress.	3.94	High
5. The employment of non-traditional assessment techniques like portfolio, journals, rubrics, etc.	3.78	High
<b>Average Weighted Mean</b>	<b>4.07</b>	<b>High</b>

**Legend:**

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

Table 3d shows that the training needs of teachers to enhance their function as evaluator of achievement is high as indicated by the overall average weighted mean of 4.07.

The Grade 3 teachers gave the highest mean rating of 4.27 on the current guidelines about the grading system. This is because K to 12 Curriculum is now being implemented should know more about this curriculum like the new grading system where it is no longer numerical but letters only will appear to the cards of pupils.

### Grade 3 Teachers Training Needs to Enhance their Function as Confidant of Learners

The perceived training needs of Grade 3 teachers to Enhance their function as Confidant to learners is shown in Table 4e.

**Table 3e. Perceived Level of Training Needs of Teachers to Enhance their Function as Confidant to Learners**

Training	Teachers (N=94)	
	AWM	Descriptive Equivalent
1. showing respect and concern for individual differences in experiences and capabilities of learners in setting learning goals	4.17	High
2. assisting learners in setting learning goals appropriate for themselves.	4.15	High
3. upholding gender sensitivity in daily dealings with learners.	3.84	High
4. recognizing that every learner has strengths.	3.83	High
5. maintaining a learning environment of courtesy and respect for different learners like ability, culture, gender.	3.69	High
<b>Average Weighted Mean</b>	<b>3.94</b>	<b>High</b>

**Legend:**

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

Grade 3 teachers rated themselves high on showing respect and concern for individual differences in experiences and capabilities of learners in setting learning goals with 4.17 mean.

The lowest rating was given on the other hand on the item maintaining a learning environment of courtesy and respect for different learners like ability, culture, gender with 3.69 mean.

The overall average weighted mean of 3.94 which is high indicates that teachers are confident to students; they can be their brothers, sisters, friends, best friends and keepers of secrets. They can be trusted by their pupils.

Nowadays, teachers should not only act as facilitator of learning but also as confident of students. If the two have a good rapport with one another teaching and learning is very easy. Moreover, pupils can tell their problems and feelings to their teachers who are their second parents.

### Summary of Teachers Training Needs along their Functions

The summary of training needs of teachers is shown in Table 4f.

**Table 3f. Summary of Training Needs of Grade 3 Teachers to Enhance Their Functions**

Functions of Teachers	Teachers (N=25)	
	AWM	Descriptive Equivalent
1. Judge of Achievement	4.07	High
2. Mediator of Learning	4.00	High
3. Parent Substitute	3.94	High
4. Confidant to Learners	3.94	High
5. Disciplinarian	3.86	High
<b>Average Weighted Mean</b>	<b>3.96</b>	<b>High</b>

#### Legend:

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

The table shows that teachers training needs on judging the achievement of pupils got the highest mean of 4.7, followed by mediator of learning with 4.00, parent substitute ranked third with 3.94, next is the confidant to learners. It shows that disciplinarian received the lowest mean rating of 3.86 though it has still high mean.

The average weighted mean of 3.96 shows that Grade 3 teachers have a high percentage of training regarding the above said functions.

The result tells that teachers should have more training on how to evaluate the performance of their pupils in order to become fair and just.

### Significant Difference on the Level of Competency of Grade 3 Teachers on their Functions as Rated by School Heads and Themselves

The t-test for paired samples was used in determining the significance of the difference between the rating of the school heads and teachers on the level of competency of teachers along mediator of learning, motivator, parent substitute, evaluator of achievement, and confidant to learners. Results are presented in Table 4.

**Table 4. Significant Difference on the Level of Competency of Grade 3 Teachers on their Functions as Rated by School Heads and Themselves**

Profile Variable	Compared Group	Mean	Mean Difference	t-value	Significance
Mediator of Learning	School Heads	4.591			
	Teachers	4.11	.4819**	13.937	.000
Motivator	School Heads	4.103			
	Teachers	4.02	.0809**	5.788	.000
Parent Substitute	School Heads	3.941			
	Teachers	3.941	.0234**	1.257	.212



	Teachers	3.918			
Evaluator of Achievement	School Heads	4.086			
			.1840**	6.455	.000
	Teachers	3.902			
Confidant to Learners	School Heads	4.000			
			.0734*	2.512	.014
	Teachers	3.93			

### Mediator of Learning

The data in Table 4 shows that the school heads rated the functions of teachers along mediator of learning higher than the teachers themselves as shown in the means of 4.591 and 4.11, respectively.

### Motivator

Further scrutiny of the data reveals that “motivator” as one of the functions of teachers has no significant difference in the ratings of the school heads and teachers with means of 4.103 and 4.02, respectively.

### Parent Substitute

From the table, a significant difference between the ratings of the school heads and with 3.941 and teachers with 3.918 on the level of professional competency on the functions of teachers as parent substitute as noted to have a .0234 mean difference. The computed t-value implies that school heads perceived the level of competencies along parent substitute higher than the perception of the teachers insofar as the mentioned function is concerned.

### Evaluator of Achievement

Likewise, the level of professional competency on the function along evaluator of achievement was rated not significant by two groups of raters. The school heads gave a mean rating of 4.086 while the teachers gave 3.902 mean rating with a difference of .01840 with a significant value of .000 which is lower than the set .01 level.

### Confidant to Learners

It could also be seen from the data that level of professional competency of teachers on confidant to students obtained a difference of .0734 with a t-value of 2.512 and a significant value of .014 is significant at .05 level between the ratings of the school heads which is 4.000 and the teachers with 3.93.

### Significant Relationship Between Level of Competency and Training Needs of Grade 3 Teachers

Table 5 shows the results of the test on significant relationship between the level of competency and training needs of Grade 3 teachers.

**Table 5. Significant Relationship Between Level of Competency and Training Needs of Grade 3 Teachers**

Competency along the Teachers Function	Level of Training Needs Along their Functions									
	Mediator of Learning		Disciplinarian		Parent Substitute		Judge of Achievement		Confidant to Students	
	r-value	sig	r-value	sig	r-value	Sig	r-value	Sig	r-value	sig
Mediator of Learning	.162	.119								
Motivator			.388*	.000						
Parent Substitute					-.443*	.000				
Evaluator of Achievement							.374*	.000		
Confidant to Learners									.498**	.000

The relationship between the level of competency of teachers and their level of training needs along their functions as mediator of learning is not significant as revealed in the r-value of .119 which is greater than the set .05 level of significance. Hence, the null hypothesis is accepted.

Some reasons for the significant relationship between the professional competency except mediator of learning and training needs is that the teachers might perceived that their competency may enhance more if they will be given more training along their function considering that most of them are within the teachers rank and have been in the teaching profession for an average of fourteen years.

### Recommendations

1. The school officials should continuously encourage teachers to pursue higher education and attend seminars and training to keep themselves updated with the demands, trends and changes in teaching elementary pupils so that as facilitators of learning, they can effectively assist and guide the pupils.
2. The conduct of educational researches should be taken seriously by the teachers, since it is included as a criterion in determining their performance.
3. Considering the high competency of the teacher-respondents as rated by the school heads and themselves, they have to continuously strive to maintain the high competency along the five areas of functions of teachers through continuous attendance to training related to their functions.
4. The school administrators should collaborate and link with other agencies that could provide funding or financial assistance to be used in the purchase of tools and equipment needed in teaching.
5. Seminars on child protection policy like Gender Awareness and Development should be continuously organized so that teachers will know the scope of their responsibilities in disciplining learners.

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