

# THE LEVEL OF TEACHING COMPETENCIES OF THE GRADE 4 PUBLIC ELEMENTARY SCHOOL TEACHERS OF DISTRICT III, SCHOOLS DIVISION OF ALAMINOS CITY

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**Abstract :** The effectiveness of secondary English teachers significantly impacts students' language acquisition and academic success. Understanding these educators' pedagogical approaches and competence levels is crucial for developing targeted professional development programs to enhance teaching quality. This study investigates the pedagogical approaches employed by secondary English teachers and assesses their competence across various domains. Findings reveal a diverse demographic profile, proficient pedagogical approaches, and high teacher competence. However, demographic factors show minimal influence on pedagogical approaches or competence levels. Notably, a strong positive correlation exists between pedagogical approaches and teacher competence. Recommendations include tailored professional development programs, innovative pedagogical techniques adoption, fostering collaboration, enhancing technology proficiency, promoting lifelong learning, supporting diversity and inclusion, and continuous program evaluation. These recommendations aim to further enhance teachers' competence and pedagogical practices, ensuring effective teaching methodologies and improved student outcomes.

**In the International setting,** teaching profession is the most demanding and affective job among other jobs. Successful teachers by all means play a major role in shaping and formulating their students' thought, personality, and values. It is a complex process and lifelong learning (Abdahla, 2014).

Learning to teach is a social, contextual practice reflecting values about the professional teacher and ideal citizen (Cocharn-Smith, 2016). The quality of education is a central theme in education systems. The quality of education is increasingly judged by focusing on pupil performance, what pupils actually learn, and how well they learn it. A number of studies have been conducted with the purpose of understanding how quality in education is achieved.

As Capilli (2013) mentioned, education is the key to the building up of skills and capacities in all domains necessary for techno-economic development because one way of improving a country's education is strengthening the skills of its citizens so that their whole potentials may be maximized to benefit the nation. It is also the means to address the most serious problems confronting the societies in this new millennium. Education must be concerned with more than simply transmission of knowledge.

The aim of high quality of education in the era of *Education for All* is not an easy task. In order to give access to education to the whole population the state needs to build and develop many schools, to supply a large numbers of teachers, and to provide the related educational resources; and as Kanu (2015) asserts "apart from the quantitative dimension, the qualitative dimension is also staggering in its proportion." A very high proportion of teachers at primary and secondary school level have no professional teaching qualifications, many of them not being educated beyond secondary school level. Conducting a study in Pakistan, Kanu found that there was no observable difference in quality between trained and untrained primary teachers and, given the very low salaries paid to teachers, there tended to be no immediate desire among unqualified teachers to improve themselves academically or professionally.

For these reasons, realizing the importance of teacher quality in improving the quality of education, countries around the world have prioritized teacher education in their educational reform (Fwu and Wang, 2015). In considering what constitutes teacher quality Fwu and Wang (2015) state that teacher training should develop content knowledge, pedagogical skills, the ability to reflect and to empathize, managerial competency, commitment, moral conduct, the ability to adjust and improvise, the capacity to collaborate with other teachers, the ability to advance the profession of teaching, and to contribute to society at large. In addition, they suggest that the quality of a teacher should ultimately be evaluated in terms of his/her impact on the quality of his/her students.

Pearlman and Tannenbaum (2015) also discuss the issue of evaluation of teacher quality, and they suggest that the evaluation system must take into account teacher education, teacher performance and student achievement. Dimmock (2015) identifies the three major elements that need to be evaluated in assessing the quality of the provision of education: the teacher/educator, the student/learner, and the curriculum and he stresses that curriculum change can enhance quality in education.

According to Igbo (2014), members of the academe focus on the art of teaching. Educators and researchers believe that the success of providing the proper education to the learners requires special attention and proper planning. Moreover, it is required that the Pedagogical practice, environment, instructional materials, and interactions with learners be appropriate for teaching and learning. This is perceived as responding to the learners' interest and needs. However, scholars in the field of education exert that teachers competencies is of important element and factor in the success of educational system of the country. Research provides that there is a significant importance of proper teaching and learning method suitable to the needs of the learners and the society at large. This causes a wakeup call to the stakeholders because some children need special attention and planning for them to be able to meet up to the teachers' expectations. However, some children lack pre-requisite skills and knowledge, which are appropriate for their age.

Many factors contribute to the quality of teaching, such as the professional competence of the teacher, which includes subject matter knowledge, pedagogical content knowledge, knowledge of teaching and learning, curricular knowledge, teaching experience, and certification status (Westera, 2016). Darling-Hammond's (2016) findings indicate a consistent and significant

positive relationship between the proportion of well-qualified teachers and student achievement on the National Assessment of Educational Progress (NAEP) reading and mathematics assessment.

Presently, the aim of the Ministry of Education and Culture (MEC) in Mozambique is to improve all three aspects: the teachers' performance, the learners' performance, and the curriculum (Passos, 2017). It is hoped that improving the quality of all three of elements will simultaneously improve the quality of education. Research has shown that the nature of teacher training in Mozambique, with its many models and its poor training, has resulted in a dearth of competent teachers, particularly in reading and mathematics, and that this dearth has had negative consequences on the quality of education (Chiau, 2016). "Teachers at all levels are often under qualified for the posts they hold" (MINED, 2016). The MEC thus recognizes that the quality of education and teacher training provided in institutions go hand in hand. The quality of education is normally measured by pupil performance in their tests, and pupil performance is related to teacher competence and teacher performance in the classroom.

Passos (2017) noted that many factors are involved in pupil performance and teacher competence, such as the pupils' background, the condition of the school, the parents' education, and the availability of textbooks to support the learning. However, the most important variable, as shown by some researchers, is the quality of teacher training. For many years improving the quality of education has been an important issue for the Ministry of Education (MINED) in Mozambique, especially in Primary Education, and improving the quality of education remains one of the aims of the MINED strategic plan. Despite these efforts some problems have remained, such as poorly trained teachers, the limited availability of materials, and a weak budget framework that does not comprehensively cover the needs of education in the country. The high incidence of repetition and dropout indicates the low achievement in primary schools, as identified by Reimers (2018).

Improving the quality of basic education seems to be at the forefront of the national education agenda, as evidenced by several actions that have already taken place, such as the transformation of the curriculum for basic education, a new teacher training strategy, improving access, and capacity building (MINED, 2012). Accordingly, numbers of researchers have proposed frameworks for domains of teacher knowledge and competency (Farrel, 2014). A number of authors describe competence as relating to an action, behavior or outcomes that can be demonstrated, observed and assessed. According to Tomlinson (2015) "competence or skill signifies a more or less consistent ability to realize particular sorts of purposes to achieve desired outcomes. Such a person is capable of the actions required to achieve an intended outcome. The concept of competence, as explained by Westera (2016), is strongly associated with the ability to master complex situations, and goes beyond the levels of knowledge and skills to include an explanation of how knowledge and skills are applied in an effective way. In a much broader sense, competence is a highly valued quality that accounts for the effective use of knowledge and skills in specific and concrete contexts. The mastery of relevant knowledge and skills alone is no guarantee of successful performance in complex environments. Individuals should be able to select from their available knowledge and skills in such a way that efficient and effective behavior occurs which requires special "abilities" that take into account the characteristics of a specific context (Westera, 2015).

Teacher effectiveness depends on how well a teacher performs in the classroom, and this is dependent on how competent the teacher is. Scholars (Chapman, 2015) emphasize the importance to the performance of the pupils of the quality of teacher who has well developed subject knowledge, pedagogical content knowledge and curriculum knowledge. In this context, the nature of the learning outcomes depends on the level of teacher competence, and teacher competence depends in turn on the teacher training curriculum, the level of competence of the trainer, and that of the mentor at the school to which the teacher is assigned.

**In the Asian Country**, like any field, education is in need of distinguished teachers who drive the educational process towards the better, especially that education is the base of other disciplines. It might be better to compare the role of teacher in the classroom. Whatever role played by the teacher, it would affect students' performance. A teacher has the power to take decisions that either positively or negatively affects his students' behaviors (Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS), 2014). Teaching competency is described as focused on the role of the teacher in action in the classroom, therefore directly linked with the craft of teaching (Hager, 2016).

The need for improvement in the education quality department is an area which is in the focus of both professional and lay public. The quality of school is influenced by existence or absence of directions and strategies of education, official systematic solutions for educational system in the form of action plans, laws, the application of documents and laws in practice, and the implicit pedagogy of all participants in the educational process (Lisbon, 2016).

It goes without saying that effective teacher create learner due to the fact that both are complete sharers in the responsibility of bringing the desired changes in the community, a change towards the better. As much as human development is concerned, teacher leaders should strive to put human development in their prior concerns since they have the keys for the development gate. Teacher leaders should adapt a humanistic view when dealing with learners. This can be achieved through focusing on their needs, interests, learning styles, individual differences, among other affective factors. It is the essence and the zest for bringing about a desired change. Teachers should be intrinsically motivated and competent enough to deal with the students. They should plant the seeds of competency, motivation, and good values in the learners' wills in order to ensure long-life learning and thus promoting progressive development. If teacher succeed in attaining such goal, the whole members would build the community they are dreaming of.

Educational researchers and educational practitioners have continuously dealt with this characteristic of the quality of education, in order to improve its quality. Teachers need to improve knowledge and skills to enhance, improve and explore their teaching practices. Many of the studies on competencies of teachers focus on the teaching role of teachers in the classroom rather than teachers' competencies (Selvi, 2016). Teachers' competencies have been broadening with respect to reform studies in education, development of teacher education, scientific results of educational science and other fields.

Kress (2017) pointed out that "the previous era had required an education for stability, the coming era requires an education for instability". Kress' ideas can explain why teachers' professional development should be redefined for sustainability. The aims of education change very quickly depending on the demands of the era requiring more capability. These demands directly affect educational system. Teachers are responsible for operating educational system and they need strong and efficient professional competencies.

Many researchers, such as Sander (2018) and Kamali (2017), confirm that teachers should clearly become the vanguard in the effort to improve pupils' performance. The educational reform gave recognition to the importance of teachers in educational reform when it indicated that the quality of learning in schools depends on the quality of teachers with the crucial role of the teacher

in bringing about meaningful educational change being acknowledged in developed and developing countries alike. It is the teacher who is the key to educational quality. Excellent curricula, materials, infrastructure and administration will not improve the quality of education if the quality of teaching is poor.

Teachers' competencies must be reviewed so that teachers' competencies should be redefined depending on the development of the whole life of human and education. Katane (2014) states that competencies are set of knowledge, skills, and experience necessary for future, which manifests in activities. The common understanding related to teachers' competencies is divided into three main areas as field competencies, pedagogical competencies and cultural competencies. Teachers' professional competencies can be composed of different dimensions other than the three main areas (Hansen, 2017). Shannon (2015) emphasize the two components of teacher knowledge when they stress that competence to teach is the possession of two kinds of knowledge, knowledge of subject matter and professional knowledge, and training program are developed to help students become competent in this sense. Consequently, for improved teacher performance in primary education it is essential that such aspects as subject matter or professional knowledge and general pedagogy be considered for inclusion in the teacher training program.

Moreover, personal development of the teachers represents the essence and any profession without which the teacher might be in a rut and stuck to the traditional and out of date knowledge in the field. Consequently, this would affect not only the learners, but also the community around him. The effective teacher should keep refreshing his knowledge in the field and modify his pedagogy based on the continuous changes that have been approved to be successful and empowering. Teachers' personal development should be reflected on the learners he teaches as the teacher-learner relationship is a reciprocal one.

Effective teaching assumes that learners do not arrive at sessions as 'blank slates', but as actively thinking people with a wide variety of skills and conceptions. Research shows that teaching is more effective when it assesses and uses prior learning to adapt to the needs of learners. This prior learning may be uncovered through any activity that offers learners opportunities to express their understanding. These responses may then be used as a starting point for discussion. This is affirmed by Huang (2015) that learning activities cannot simply rely on reception, imitation and memorization. Instead, it should be a process that is animating, lively, autonomous and filled with individual characters. Students should be given ample time and room to engage in mathematical activities. Hands-on practical work, autonomous investigation and cooperative exchange are important modes of mathematics learning.

**In the national scope**, the government has shown serious commitment towards the education of this nation. This is reflected in the various reforms, innovations and enrichments that have taken place in the Philippine education system; all aimed at improving the quality of education in the country. Also, the education budgetary allocation as in the proportion of the nation's Gross Domestic Product (GDP) that is invested in education is a clear indication of how the governments is committed to promote education within the country. Moreover, the Department of Education also calls the school heads and shareholders to employ competent teachers in their school in order to uplift the educational system of the country.

Competent teachers are the most critical piece in improving students' achievement and closing the achievement gap. The single most important influence on student learning is the quality of teaching, yet most schools don't define what good teaching is (Danielson, 2016). This is a problem because if it is not defined, teachers may not be given the opportunities to improve practices in the classroom, which invariably may affect student's achievement negatively.

The school environment has a strong positive relationship with students' ratings of their overall school satisfaction, students' self-esteem, and academic performance. Teacher's competency enhances a teacher's ability to create an environment that is fair, understanding, and accepting of diverse students, ideas, experiences, and backgrounds. Teachers have been found to be the single most important factor influencing student achievement (Cochran-Smith, 2015).

The idea of highly qualified teachers is a good one, but compliance has not been widespread (Viadero, 2017). However, some schools have set low expectations for teacher quality, and sometimes it depends on what school in which a teacher teaches in. Conversely, the unqualified teachers are the ones who are boring and don't connect with them. Students don't care about educational certificates or years of experience. The problem of lack of qualified teachers is eminent in many schools where teachers are neither academically nor professionally qualified or both. Some teachers may have adequate education in the specific field but have not attended a training school to be professionally trained. This problem is encountered in the different schools in the community. In the school field, it appears most teachers taking the course have adequate knowledge in the subject matter but are unable to impart the knowledge into the students.

## RESEARCH METHODOLOGY

This part of the research study deals on the methods and procedures that were used by the researcher in the study. More specifically, it discusses the research design, sources of data, instrument and data gathering, and the statistical treatment used to analyze the level of teaching competencies of the Grade 4 public Elementary School Teachers of District III, Schools Division of Alaminos City in the implementation of the K to 12 Curriculum.

### Research Design

To attain the objectives of the study and to answer specific questions raised, the descriptive research method was used. Descriptive Research according to Calmonin (2017), describes contemporary events which involve collection of data and that the research problems are based on appreciation of the present state of affairs. It focuses on the present condition, with the purpose of finding new truths. It describes the phenomena systematically to reveal patterns and connections that may otherwise go unnoticed.

Thus, the descriptive method of research is appropriate in this study because the researcher collected data through a questionnaire to describe with emphasis the level of teaching competencies of the Grade 4 public Elementary School Teachers of District III, Schools Division of Alaminos City in the implementation of the K to 12 Curriculum.

### Sources of Data

The study was conducted in District III, Schools Division of Alaminos City. The respondents of this study were the complete enumeration of the Grade 4 public Elementary School Teachers in District III, Schools Division of Alaminos City during the SY 2024-2025.

The distribution of respondents is presented in table I on the next page.

**Table I**  
**Distribution of Grade 4 Teachers in District III, Schools Division of Alaminos City**  
**N= 52**

Public Elementary Schools	No. of Grade IV Teachers
1. Baleyadaan ES	3
2. Bued ES	5
3. Cayucay ES	4
4. Lucap ES	3
5. Magsaysay ES	4
6. Mona ES	3
7. Pandan ES	4
8. Pogo ES	3
9. Sabangan ES	3
10. San Jose ES	3
11. Telbang ES	4
12. Victoria ES	4
13. Longos ES	4
14. Pangapisan Integrated School	5
<b>Total</b>	<b>52</b>

**Instrumentation and Data Collection**

The researcher used questionnaire as the main research instrument to determine the level of teaching competencies of the Grade 4 public Elementary School Teachers of District III, Schools Division of Alaminos City in the implementation of the K to 12 Curriculum.

The main instrument is the questionnaire which contains the profile of the respondents such as highest educational attainment, no. of years of teaching experience in the grade, relevant in-service trainings attended, and performance rating for the last three years. It also includes how the Grade 4 teachers perceive their teaching competencies and the problems being met by the Grade 4 teachers affecting adversely their teaching competence.

Moreover, the questionnaire that was used in gathering data was validated by an expert in the field of research to ensure the validity and reliability of the instrument used. Suggestions were integrated and made a final revision of the questionnaire.

After the questionnaire was approved, the researcher secured permission from the principals of the 11 Public Elementary Schools in District III, Schools Division of Alaminos City to allow him to administer the questionnaire and oral interview to the Grade 4 teachers. The information gathered by the researcher was kept confidentially.

In general, it took a month to gather the needed data.

**Tools for Data Analysis**

To derive valid and reliable results and interpretation of the data, the following statistical techniques and methods were employed.

**To answer sub- problem 1** pertaining to the profile of the respondents such as highest educational attainment, no. of years of teaching experience in the grade, relevant in-service trainings attended, and performance rating for the last three years, the researcher used frequency counts, percentages and mean. The formula is as follows:

$$\% = \frac{F}{N} \times 100$$

- Where: % -percentage
- N- number of respondents
- F- frequencies
- 100- constant

**For sub- problem no. 2** pertaining to how the Grade 4 teachers perceive the level of their teaching competence along the following variables: communication skills, knowledge of a variety of teaching strategies, skills in planning and organization, mastery of subject matter, skills in assessing the outcomes of learning, skills in classroom management and attitudes that foster learning, a five point Likert scale was used as shown to interpret the computed average weighted mean.

Point Values	Point Ranges	Descriptive Equivalent
5	4.21 - 5.00	Very Much Competent
4	3.41 - 4.20	Much Competent
3	2.61- 3.40	Competent
2	1.81 - 2.60	Slightly Competent
1	1:00 - 1.80	Not At All

**For sub- problem no. 3** pertaining to the problems being met by the Grade 4 teachers that are perceived by them as affecting adversely their teaching competence, a five point Likert scale was used as shown to interpret the computed average weighted mean.

Point Values	Point Ranges	Descriptive Equivalent
5	4.21 - 5.00	Very Much Serious
4	3.41 - 4.20	Much Serious
3	2.61- 3.40	Serious
2	1.81 - 2.60	Slightly Serious
1	1:00 - 1.80	Not At All

#### IV. RESULTS AND DISCUSSION

This section of the research study presents the data gathered and gives an in-depth analysis and interpretation of the data. The results are presented in accordance to the sub- problems revised in Chapter I.

##### PROFESSIONAL PROFILE OF THE GRADE 4 ELEMENTARY PUBLIC SCHOOL TEACHERS

This part of the study shows the professional profile of the Grade 4 elementary public school teachers in District III, Schools Division of Alaminos City in terms of highest educational attainment, no. of years of teaching experience in the grade, and performance rating for the last three years. Data are presented in Table II.

##### Professional Profile

Table II presents the distribution of the Grade 4 elementary public school teachers in District III, Schools Division of Alaminos City when grouped according to their professional profile.

It is shown in Table II that 18 out of 52 (69.23%) Grade IV teachers are masteral degree holder; while 10 (19.23%) of the respondent-teacher have masteral units. On the other hand, small percentages, 7.70% of the respondent-teachers are Bachelor's degree holder. It is sad to note, that 2 out of 52 (3.85%) Grade IV teachers has possessed doctoral units.

**Table 1**  
**Professional Profile of the Grade 4 Teachers**  
**N= 52**

Professional Profile	Frequency	Percentage
<b>Highest Educational Attainment</b>		
a. BEED/ BSED Graduate	4	7.69
b. MA Academic Units	10	19.23
c. MA Graduate	36	69.23
d. Ph.D/ Ed.D Academic Units	2	3.85
e. Ph.D/ Ed. D. Graduate	0	0.00
<b>No. of Years of Teaching Experience in the Grade</b>		
a. 1 year – below	2	3.85
b. 2- 5 years	8	15.38
c. 6- 10 years	30	57.70
d. 11 years- above	12	23.08
<b>Performance Rating for the Last Three Years</b>		
a. Satisfactory	0	0.00
b. Very Satisfactory	40	76.92
c. Outstanding	12	23.08

The findings imply that majority of the Grade 4 public elementary school teachers of District III, Schools Division of Alaminos City are gearing and enrolling to higher education for professional development and to acquire new skills and knowledge related to the implementation of the K to 12 curriculum.

Based on the data provided, it shows that teachers- respondent value professional growth through continuous education not only to acquire new knowledge, skills, concepts and experiences but also to equip themselves with the challenges of the 21<sup>st</sup> century skills and transcends barriers in the implementation of the K to 12 curriculum.

Furthermore, it can be gleaned that 30 out of 52 (57.70%) have 6-10 years' experience teaching in Grade IV; while 12 or 23.08 have 11 years- above teaching experience in Grade IV. In addition, it can be observed in the same table that there are 8 or 15.38% teachers- respondent who spent 2- 5 years teaching in Grade IV. Whereas, 2 or 3.85% is a newly hired Grade IV teacher in District III, Schools Division of Alaminos City.

The data imply that majority of the respondents have long years of experience in the service and continuously imparting their skills and expertise to the institution and to the students.

As to the performance rating for the last three years, the results as shown in table II that 40 out of 52 (76.92%) have garnered a very satisfactory performance and it is interesting to note that 12 or 23.08% attained an outstanding performance rating for the last three years as a Grade 4 public elementary school teachers.

The findings imply that Grade 4 public elementary school teachers of District III, Schools Division of Alaminos City are competent and efficient teachers with regard to their functions and responsibilities as a member of the academe. Therefore teachers, to be effective in class, need much more than subject expertise and intellect. Good teachers are able to facilitate learning through the use of formative strategies in class and know when to step back, to allow for pupils' reasoning, application and self-discovered,

independent learning to occur. Hence, learners need to be equipped with appropriate skills, which mean they need to know how to learn in order to be fully successful.

These skills are developed through classroom interactions and classroom dialogue by effective teachers whose aim is not just to impart or introduce knowledge, or new material, but to ensure that learning at a deeper level takes place and progress is made by individual students.

**Level of Teaching Competence of the Grade 4 Teachers**

The following discussion deals on how the Grade 4 elementary public school teachers in District III, Schools Division of Alaminos City perceive the level of their teaching competence. Data are presented in Table II.

**Table 2-A**  
**Level of Teaching Competence of the Grade IV Teachers**  
**N= 52**

**A. Knowledge**

Indicators	VMC (5)	MC (4)	C (3)	SC (2)	NC (1)	MEAN	Descriptive Equivalent
1. Educational	2	40	4	3	3	3.673	Much Competent
1. Qualification	5	10	20	9	8	2.904	Competent
2. Intelligence	10	20	10	6	6	3.423	Competent
3. To develop the subject content (matter)	15	10	10	12	5	3.346	Competent
4. To plan and prepare teaching plan	30	6	6	5	5	3.981	Much Competent
5. To have the art of posing questions	2	15	22	10	5	3.096	Competent
6. To cite appropriate	10	12	10	10	10	3.038	Competent
7. To use various teaching aids and methodologies	2	15	22	10	5	3.096	Competent
8. To design and use various evaluative procedures to assess student learning.	15	10	12	10	5	3.385	Competent
9. To seek feedback and consider it carefully	15	10	10	12	5	3.346	Competent
10. To list out achievable goals	5	5	10	22	10	2.481	Competent
11. To be creative and have original thinking	12	20	10	5	5	3.558	Much Competent
12. To demonstrate interest in and understanding of own and other cultures.	10	10	20	5	7	3.212	Competent
13. To assign formal authority and responsibility for completion of specific activities to students.	15	17	10	5	5	3.615	Much Competent
14. Subject Knowledge	30	10	5	5	2	4.173	Much Competent
15. Quick Thinking	20	10	10	5	7	3.596	Much Competent
<b>Average Weighted Mean</b>					<b>3.54</b>	<b>Much Competent</b>	

**Legend:**

Point Values	Point Ranges	Descriptive Equivalent
5	4.21 - 5.00	Very Much Competent
4	3.41 - 4.20	Much Competent
3	2.61- 3.40	Competent
2	1.81 - 2.60	Slightly Competent
1	1:00 - 1.80	Not At All

The table reveals that the level of teaching competence of the Grade 4 elementary public school teachers in District III, Schools Division of Alaminos City obtained a rating of much competent as seen in the average weighted mean of 3.54.

In particular, “Subject Knowledge (content)” (4.17) and “to plan and prepare teaching plan” (3.98) were rated as very much competent by the Grade 4 teachers. On the other hand, “To be creative and have original thinking” (3.55) and “To assign formal authority and responsibility for completion of specific activities to students.” (3.61) fell under the range of much competent. Lastly, “To design and use various evaluative procedures to assess student learning” (3.38) and “To demonstrate interest in and understanding of own and other cultures” (3.21) were rated as competent.

The findings imply that the Grade 4 public elementary teachers in District III, Schools Division of Alaminos City perceived that they have the skills and knowledge that enable a teacher to be competent and successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 2015).

Moreover, teachers play the critical role in student learning and achievement. According to the research of Evertsons (2015) reveals that how teachers instruct and these interactions with students are the cornerstone around which to build effective schools. Teacher competencies offers practical strategies, practices, and rules to guide teachers in ways to improve instruction that improves student performance and the quality of the work experience. The level of competence of teachers can help organize and simply for teachers what they need to master to maximize their performance: classroom management, instructional delivery, formative assessment, and personal competencies.

**Table 2-B**  
**Level of Teaching Competence of the Grade IV Teachers**  
**N= 52**

**B. Skills**

Indicators	VMS (5)	MS (4)	S (3)	SS (2)	NS (1)	Mean	Descriptive Equivalent
1. Ability to communicate clearly in the language of instruction orally	10	30	5	5	2	3.788	Much Serious
2. Ability to communicate clearly in the language of instruction in writing.	20	10	10	10	2	3.692	Much Serious
3. To teach through diverse modes including new technologies	15	12	10	10	7	3.462	Much Serious
4. To foster students creative and analytical thinking skills	2	5	5	10	30	1.827	Slightly Serious
5. To plan, organize and supervise a class effectively	7	5	25	10	5	2.981	Serious
6. To be attentive and solve problems	15	12	10	10	7	3.462	Much Serious
7. To encourage students to monitor their own progress against goals.	4	10	15	15	8	2.750	Serious
8. To give effective and timely feedback to the students.	2	10	20	15	5	2.788	Serious
9. The ability to deal with multifunctional and cross functional activities.	10	15	10	12	5	3.250	Serious
10. To prioritize work and allocate the time accordingly	2	10	20	15	5	2.788	Serious
11. To handle emotions in workplace.	2	10	20	15	5	2.788	Serious
12. To show enthusiasm towards the work.	5	5	30	10	2	3.019	Serious
13. To have a sense of humour	2	10	20	15	5	2.788	Serious
14. To inspire good qualities in students	10	12	20	5	5	3.327	Serious

15. To gain classroom attention	2	10	5	25	5	2.308	Slightly Serious
16. To gain students participation in the class	10	20	5	12	5	3.346	Serious
<b>Weighted Average Mean</b>	<b>3.65</b>				<b>Much Serious</b>		

**Legend:**

Point Values	Point Ranges	Descriptive Equivalent
5	4.21 - 5.00	Very Much Serious
4	3.41 - 4.20	Much Serious
3	2.61- 3.40	Serious
2	1.81 - 2.60	Slightly Serious
1	1:00 - 1.80	Not At All

The table 2-B reveals that the level of teaching competence of the Grade 4 elementary public school teachers in District III, Schools Division of Alaminos City obtained a rating of much serious as seen in the average weighted mean of 3.65.

In particular, “Ability to communicate clearly in the language of instruction orally” (3.79) and “Ability to communicate clearly in the language of instruction in writing” (3.69) were rated as very much serious by the Grade 4 teachers. On the other hand, “To teach through diverse modes including new technologies” (3.46) and “To be attentive and solve problems.” (3.46) fell under the range of much serious. Lastly, “To encourage students to monitor their own progress against goals” (2.75) and “To handle emotions in workplace” (2.79) were rated as serious.

**C. Attitude**

**Table 2-C**  
**Level of Teaching Competence of the Grade IV Teachers**  
**N= 52**

Indicators	VMC	MC	C	SC	NC	Mean	Descriptive Equivalent
1. To avoid any form of discrimination towards students, parents or colleagues	10	10	20	7	5	3.250	Competent
2. To cooperate with institution staff in the, parents and students	5	20	15	6	6	3.231	Competent
3. To be friendly and understanding	15	15	6	6	10	3.365	Competent
4. To respond to students request promptly and to treat all students with respect.	30	10	5	5	2	4.173	Much Competent
5. To co-operate for meeting team goals even at expense of personal preferences	40	3	3	3	3	4.423	Very Much Competent
6. To be achievement oriented	20	10	15	5	2	3.788	Much Competent
7. To show consistency in the work allotted	5	25	10	5	7	3.308	Competent
8. To have willingness for professional and personal growth	20	10	15	5	2	3.788	Much Competent
9. To feel as a contributor towards the students growth	40	3	3	3	3	4.423	Very Much Competent
10. To have a feeling of responsibility towards the students	10	25	5	6	6	3.519	Much Competent
11. To have sympathetic attitude towards students	20	10	15	5	2	3.788	Much Competent
12. To be sincere towards teaching	5	6	25	10	12	3.000	Competent
13. To be punctual in all the activities	10	25	5	6	6	3.519	Much Competent
14. To be relaxed and composed	10	25	5	7	5	3.538	Much Competent
15. To be relaxed and composed	10	25	5	7	5	3.538	Much Competent
<b>Weighted Average Mean</b>	<b>3.31</b>				<b>Competent</b>		

**Legend:**

Point Values	Point Ranges	Descriptive Equivalent
5	4.21 - 5.00	Very Much Competent
4	3.41 - 4.20	Much Competent
3	2.61- 3.40	Competent
2	1.81 - 2.60	Slightly Competent
1	1:00 - 1.80	Not At All

The table 2-C reveals that the level of teaching competence of the Grade 4 elementary public school teachers in District III, Schools Division of Alaminos City obtained a rating of much serious as seen in the average weighted mean of 3.31.

In particular, “To co-operate for meeting team goals even at expense of personal preferences” (4.42) and “To feel as a contributor towards the students growth” (4.42) were rated as very much competent by the Grade 4 teachers. On the other hand, “To respond to students request promptly and to treat all students with respect” (4.17) and “To be achievement oriented.” (3.79) fell under the range of much competent. Lastly, “To avoid any form of discrimination towards students, parents or colleagues” (3.25) and “To cooperate with institution staff in the, parents and students” (3.23) were rated as competent.

**Problems being met by the Grade IV teachers**

This portion of the study presents the problems being met by the Grade IV teachers that are perceived by them as affecting adversely their teaching competence. Data are presented in Table IV.

**Table 3**  
**Problems being met by the Grade IV teachers**  
**N= 52**

Indicators	VMS	MS	S	SS	NS	Mean	Descriptive Equivalent
1. Lack of in-service training to teachers and development activities.	7	20	10	10	10	3.365	Serious
2. Insufficient teaching and learning resources, facilities, and equipment	25	10	15	5	2	4.269	Much Serious
3. Students Readiness to accept Learner-centered Approach	3	40	3	3	3	3.712	Much Serious
4. Classroom Management	10	10	30	6	6	3.808	Much Serious
5. Low ability of pupils	5	30	10	5	2	3.596	Much Serious
6. Difficulty of achieving the basic competence and learning objectives	25	10	15	5	2	4.269	Much Serious
7. Formative assessment	10	10	30	6	6	3.808	Much Serious
<b>Weighted Average Mean</b>	<b>2.41</b>			<b>Slightly Serious</b>			

**Legend:**

Point Values	Point Ranges	Descriptive Equivalent
5	4.21 - 5.00	Very Much Serious
4	3.41 - 4.20	Much Serious
3	2.61- 3.40	Serious
2	1.81 - 2.60	Slightly Serious
1	1:00 - 1.80	Not At All

Data from Table 3 reveal that the problems being met by the Grade IV teachers that are perceived by them as affecting adversely their teaching competence were generally evaluated as slightly serious as indicated by the average weighted mean of 2.41.

A closer examination on the table would reveal that “Insufficient teaching and learning resources, facilities, and equipment” (4.27) was interpreted as very much serious with a mean of 4.27; while “Lack of in-service training to teachers and development activities” got the lowest mean of 3.37 which is interpreted serious.

**Table IV**  
**Acceptability of the Proposed Training Program to enhance the teaching competence of the Grade 4 teachers in District III**

Indicators	VMA	MA	A	SA	NA	Mean	Descriptive Equivalent
1. The training program is specific	10	17	10	10	5	3.327	Acceptable

2. Each of the term is sufficiently comprehensive.	20	10	10	10	2	3.692	Much Acceptable
3. The matrix layout is clear and spontaneous.	5	25	10	7	5	3.346	Acceptable
4. The training program is aligned with K to 12 standards	10	17	10	10	5	3.327	Acceptable
5. The objectives are precise and exact	40	3	3	3	3	4.423	Very Much Acceptable
6. The training program is organized	30	10	5	5	2	4.173	Much Acceptable
7. The training program is sensible.	10	17	10	10	5	3.327	Acceptable
8. The activities of program are motivating.	25	15	10	1	1	4.192	Much Acceptable
9. The training program can be attained.	30	10	5	5	2	4.173	Much Acceptable
10. The training program is relevant to the needs of the teachers.	30	10	5	5	2	4.173	Much Acceptable
<b>Weighted Average Mean</b>	<b>3.55</b>			<b>Much Acceptable</b>			

**Legend:**

Point Values	Point Ranges	Descriptive Equivalent
5	4.21 - 5.00	Very Much Acceptable
4	3.41 - 4.20	Much Acceptable
3	2.61- 3.40	Acceptable
2	1.81 - 2.60	Slightly Acceptable
1	1:00 - 1.80	Not Acceptable

Table 4 reveal that the problems being met by the Grade IV teachers that are perceived by them as affecting adversely their teaching competence were generally evaluated as much acceptable as indicated by the average weighted mean of 3.55.

In particular on the table would reveal that “The objectives are precise and exact” (4.42) was interpreted as very much acceptable with a mean of 4.42; while “The training program is aligned with K to 12 standards” got the lowest mean of 3.33 which is interpreted acceptable.

The data reveal that teaching and learning resources, facilities and equipment adversely affect teachers’ competence. This confirmed the study of Adeogun (2011) that a very strong positive significant relationship between instructional resources and academic performance. According to Adeogun, schools endowed with more resources performed better than schools that are less endowed.

The importance of learning resources, facilities and equipment or educational resources is to improve students’ knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing. It also clarifies important concepts to arouse and sustain student’s interests, give all students in a class the opportunity to share experiences necessary for new learning, help make learning more permanent.

Furthermore, the research of Hattie (2009) indicates that instructional materials, classroom management, formative assessment, in-service trainings and personal competencies can be used to organize the numerous specific skills and knowledge available for building effective teaching development.

In addition, the use of sufficient instructional materials and employing appropriate strategies and practices are proven to lead to increased mastery of lessons. Better learning happens in a dynamic setting in which teachers offer explicit active instruction than in situations in which teachers do not actively guide instruction and instead turn control over content and pace of instruction to students (<https://www.winginstitute.org/quality-teachers-compentencies>).

These educational resources serve as an aid for instruction. Through this, the teacher will be able to make his/her strategies in teaching more effective and meaningful. It is much easier also for students to learn and understand their lesson as well as acquire the skills necessary in the field. Further, the adequacies of instructional materials that will support the student’s effective learning also have its own demand in the educational system. Thus, the Department of Education must ensure to provide sufficient materials to facilitate effective teaching and better quality of learning by students.

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