

TEACHING COMPETENCIES AND STUDENTS' LEARNING SKILLS

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ABSTRACT:

This study was conducted to determine the teaching competencies, Individual Performance Commitment and Review Form (IPCRF) performance of teachers and students' learning skills.

Specifically, it described the teaching competencies in terms of facilitating skills, classroom management, evaluation skills, mastery of the subject matter, and communication skills; performance rating of teachers and students' learning skills in terms of preparedness for class, completing homework, class participation and application skills.

Further, it determined the significant influence of teaching competencies on students' learning skills and relationship between the performance rating of teachers and the students' learning skills, and the teaching competencies and teachers' IPCRF from the six (6) selected Secondary Schools in President Roxas, North Cotabato.

Stratified sampling method with equal allocation was employed to obtain two hundred forty (240) students and twenty four (24) teachers as respondents. The survey questionnaires were adopted, modified and validated with Cronbach's reliability test and gained an alpha value of 0.786. The test was conducted with 20 respondents or 8.33% of the total samples of the study.

Moreover, descriptive method of research was utilized with mean and weighted mean to determine the level of teaching competencies and students' learning skills; regression analysis was used to determine the influence of the teachers' teaching competencies on students' learning skills and Pearson r analysis was used to determine the relationship between the performance rating of teachers and students' learning skills, and the teaching competencies and teachers' IPCRF.

Findings revealed that the teachers' teaching competencies particularly facilitating skills is the only predictor that significantly influenced the learning skills of the students such as preparedness for class, completing homework, class participation and application skills.

On the basis of the result, it could be derived that competent teachers play an important role in enhancing the students' learning skills to the extent that the students

develop self – learning skills as they practice their gained knowledge from their teachers.

Keywords: Teachers' competencies, performance and students' learning skills

I. INTRODUCTION

International studies point out that teachers were seen as classroom managers that influence students' engagement to activities in class. They need to be more competent and strategic in delivering the learning of subject in the class. It is perceived that greater confidence and enthusiasm of teachers would encourage the students to become receptive and quick engagement to class activities.

Competency – based means that the standards or criteria for characterizing good teaching are defined in terms of what the teacher is competent to do. Hence, instead of defining good teaching practice in terms of the teacher's credentials, Licensure Examination for Teachers (LET) scores, grades in graduate school, degrees, personality traits, and so on, look into what the teacher can do competently as it is defined in the National Competency-Based Teacher Standards (NCBTS), that good teaching is helping students learn better (DepEd, 2006).

Relatively, in the study of Chang & Rieple (2013), they concluded that the development of entrepreneurial skills can be improved by providing a learning environment in which students interact with real business people in live projects. They also indicated that entrepreneurship education programs may be improved by scheduling skills training in a more structured and timely manner than these typically occur now. Students' perceptions of their skills declined substantially over the course of the projects, with some variations, suggesting that educators need to provide different and timelier learning interventions to cater for the specific needs of students working in live projects. Students are not maximizing their potentials to develop their skills in class. Thus, the researcher believed that teachers that are deemed to be fostering students' skill initiatives in order to develop it both in and out of the class.

Arnot and Reay (2007) argued that the students can only articulate the language that has been created for

them by teachers' competencies and, as such, may well be merely a manipulation of teachers' teaching competencies in the teaching and learning undertakings.

Finally, given all the situational experiences and observation, the researcher considered the importance of conducting this study in order to give attention due for this issue of the students which is certain to influence their learning skills.

STATEMENT OF THE PROBLEM

This study was conducted to find out the teachers' teaching competencies and students' learning skills in six (6) secondary schools of President Roxas, North Cotabato.

Specifically, it seeks to answer the following questions.

1. What is the level of teaching competencies of teachers in terms of facilitating skills, classroom management, evaluation skills, mastery of the subject matter and communication skills?
2. What is the Individual Performance Commitment and Review Form (IPCRF) performance rating of teachers in S.Y. 2015 - 2016?
3. What is the level of students' learning skills in terms of preparedness for class, completing homework, class participation and application skills?
4. What are the teaching competencies that significantly influence on students' learning skills?
5. Is there significant relationship between the teachers' performance rating and students' learning skills?
6. Is there significant relationship between the teaching competencies and the teachers' IPCRF?

II. METHODOLOGY

This chapter presents the research design, locale of the study, respondents in this study, sampling procedure, research instrument, data gathering procedure and statistical analysis of data.

A. Research Design

The research design used in this study was descriptive correlative. In particular, the researcher used the descriptive design in presenting the results on the teaching competencies indicated by facilitating skills, classroom management, evaluation skills, mastery of the subject matter and communication skills; and the students' learning skills indicated by preparedness for class, completing homework, class participation and application skills.

In determining the significant association of the variables presented in the conceptual framework, the researcher used regression and correlation research design.

B. Locale of the Study

This study was conducted in six (6) selected secondary schools in the municipality of President Roxas, North Cotabato. These secondary schools were New Cebu High School, Don Antonio Jayme High School, Greenhill High School, Idaoman High School, Kamasi High School and President Roxas High School.

C. Respondents of the Study

The respondents of this study were 240 students and 24 teachers from six (6) selected secondary schools in President Roxas Cotabato. The student and teacher - respondents were chosen using stratified sampling method with equal allocation of samples.

D. Research Instrument

The research instrument used in this study was adopted and modified questionnaire. On teachers' teaching competence; the indicating statements was taken and modified from the study on Evaluating Teacher Effectiveness: How Teacher Performance Assessments Can Measure and Improve Teaching by Darling-Hammond (2010) and was taken and modified from the internet particularly on Australian Survey (2009) on Student for students learning skills.

The questionnaire was validated with Cronbach's reliability test and gained an alpha value of 0.786. This test was conducted with 20 respondents or 8.33% of the total sample of the study. The questionnaire was composed of three parts:

PART I. Inputs on teachers' teaching competence indicated by facilitating skills, classroom management, evaluation skills, mastery of the subject matter and communication skills.

PART II. Individual Performance Commitment and Review Form (IPCRF) performance rating of teachers.

PART III. Inputs of students' learning skills indicated by preparedness for class, completing homework, class participation and application skills.

The indicators for all responses were measured with the use of 4-Point Likert Scale as follows:

Scale	Description
4	Very high
3	High
2	Moderate
1	Low

E. Data Gathering Procedure

Upon the approval of the master's thesis outline by the research panel, the researcher asked the approval of the Schools Division Superintendent of Cotabato Division for the conduct of the study. The approved communication letter was then sent to the school head of the respondents' schools asking permission to conduct the study. After the approval of the request, the survey questionnaires were

distributed and observation followed. The data was collected, tallied, tabulated and analyzed using statistical tools.

F. Statistical Analysis of Data

This study employed descriptive method to determine and interpret the data gathered. Mean and weighted mean were used to determine the results on the level of teaching competencies which indicated by facilitating skills, classroom management, evaluation skills, mastery of the subject matter and communication skills gathered in the instrument; and the level of the students' learning skills indicated by preparedness for class, completing homework, class participation and application skills.

Further, Regression analysis was used to determine the influence of the teachers' teaching competencies on students' learning skills and Pearson r analysis was used to determine the relationship between the performance rating of teachers and students' learning skills, and the teaching competencies and the teachers' IPCRF.

III. RESULTS AND DISCUSSION

The result on teaching competencies in terms of facilitating skills. The result revealed that the teachers highly consider the needs, interests and concerns of each individual learner; design teaching strategies according to teaching objectives and students' abilities, and provide opportunities for students to solve problems or analyse and evaluate idea.

The result on teaching competencies of teachers in terms of classroom management. The result showed that the teachers highly implement good classroom organization; provide accommodations for learners with disabilities and students with specific needs, and provide a balance of grouping strategies for the class.

The result on the teaching competencies of teachers in terms of evaluation skills. The result revealed that the teachers highly monitor progress for students in the required knowledge, skills and understanding; provide a clear indication of what has been done and what improvement is needed by students and record daily reflections about what has been taught and adapt plans accordingly.

The result on the teaching competencies of teachers in terms of mastery of the subject. The result showed that the teachers highly communicate to students clearly the expectations from them; reflect daily on the lesson and plans for the next day and define instructional goal clearly.

The result on the teaching competencies of teachers in terms of communication skills. The result revealed that the teachers highly communicate concerns to students in a calm tone of voice and the use of body language; explain things clearly during class discussions and can transform the boring topics into interesting and productive topics.

The data indicate that majority or twenty one (21) of the teacher-respondents are rated as Very Satisfactory belonging to the core range of 3.500-4.499 while only three (3) of them are Satisfactory in rating their performances.

The result on students' learning skills in terms of preparedness for class. The result revealed that the students highly make all resources available for learning and studying; work hard to master difficult content of the subject, use library resources from campus or online and come to class with completed readings or assignments.

The results on students' learning skills in terms of completing homework. The result revealed that the students highly put together ideas from different subjects when making assignments and during class discussions; work with other students outside class to prepare assignments and make an essay or assignment that require ideas or information from various sources in the subject.

The result on students' learning skills in terms of class participation. The result revealed that the students highly work with other students on projects during the class; ask questions or contribute to discussions in class and internalize well the basic elements of an idea and how to make use of it as a learner.

The result on students' learning skills in terms of application skills. The result showed that the students highly develop the essence of collaboration, sharing and exploration; discuss comprehensively every lesson presented, active and ready for class participations and apply the instructions taught by the teacher.

The data on the significant influence of teaching competencies on the students' learning skills in terms of preparedness for class.

Among the teaching competencies, it was found out that only facilitating skills significantly influenced learning skills in terms of preparedness for class ($t=2.325$; $sig.=0.032$). The coefficient of determination ($R^2 = 0.396$) indicated that teaching competencies affects the preparedness for class at about 39.6%. Other factor (60.4%) is due to sources not included in the analysis.

The result on the significant influence of teaching competence on the students' learning skills in terms of completing homework.

Of all the teaching competencies measured, it was found out that only teaching skills has significant influence on learning skills particularly completing homework ($t=3.023$; $sig.=0.007$). The coefficient of determination ($R^2 = 0.175$) indicated that teaching competencies affects the completion of homework at about 17.5%. Most (92.5%) is due to other factors not included in the study.

The result on the significant influence of teaching competence on the students' learning skills in terms of class participation.

Teaching competencies in terms of facilitating skills significantly influence class participation ($t=2.571$; $sig.=0.019$). The coefficient of determination ($R^2 = 0.310$) explained that teaching competencies affects class participation at about 31%. Most (69%) is due to other factors not included in the analysis.

Table 15 shows result on the significant influence of teaching competence on the students' learning skills in terms of application skills.

Facilitating skills significantly influence application skills ($t=2.993$; $sig.=0.008$). The coefficient of determination ($R^2 = 0.412$) explained that the effect of teaching competencies on application skills accounts only at about 41.2%. Most factors (59.8%) factors affecting the dependent variable application skills is not included in the analysis.

Table 16 reveals result on the relationship of between the teachers' performance rating and students' learning skills. There was no significant relationship found between teachers' performance rating and students learning skills.

IV. CONCLUSION

Teachers are looking after the needs of their students and their other concerns. They have good organizing skills in term of managing the set – up of their respective classrooms as they facilitate the considerations on the learner's physical and mental ability. They make sure that the class is a venue for learning to them.

Further, teachers are assessing their student's progress in learning as they guide them with regards to the needed competencies in learning things in the class. They are also practicing direct communication with their students and express thoughts about students' learning attainment based on their expectations form them. The teachers are using their facilitative skills to their students as they talk with them and convey some thoughts with the students. Teachers are well – performing in their respective functions and they meet more than the standards of their target performance indicators.

On the same manner, students are maximizing their references for learning. They really find time to study their lessons further guided by their learning materials. They are tedious with their completion of homework and

know how to integrate their learning from their various subjects in class when making class assignments.

Moreover, students are engaging to group works as they share their ideas when making projects. They easily deal with their co-learners as they finish their respective class requirements and participate to group discussion in completing their tasks as well.

Finally, teachers' performance has nothing to do with the ability of the students to learn and vice versa. It indicates that how competent the students in their class were not associated to the teaching performance of the teacher. The same is true to teaching competencies and students' learning skills.

V. RECOMMENDATIONS

Based on the results of the study, the following recommendations were drawn.

1. Teachers must give attention on the preparation of lessons, making sure that it will accommodate the different learning ability of the students.
2. The teachers must consider making specific class procedures for the students to familiarize with in their process of learning and identify the learning needs of the students.
3. Teachers must recognize the outcome of students' academic capability and spend enough time in making students understand the complicated ideas.
4. Students must be prompt in attending class. They must spend enough time to review their homework before submitting it.
5. The students must make use of their full ability in studying in order to meet their teachers' expectations.
6. The students must develop the essence of collaboration, sharing and exploration. They should be cooperative in every group work and share the knowledge they have gained to their classmates.

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