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# Competency Level of Private Secondary Science School Teachers of San Carlos City Division

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***Abstract*** *– This study sought to determine the competency level of Private Secondary Science School Teachers of San Carlos City Division during the School Year 2012-2013 to their teaching performance. The descriptive method of research was used in this study, with the questionnaire as the main instrument in gathering the data. This approach is appropriate wherever the object of any class varies among themselves, and one is interested in knowing the extent to which different conditions obtain among these objects. (Good and Scates1982). The descriptive-survey method is the most appropriate technique to employ mainly because it aimed to identify and analyze the level of competency of Private Secondary Science Schools Teachers in San Carlos City Division in Pangasinan. This design will be used by the researcher because it will describe and document aspects of a situation as it naturally occurs (Polit and Beck, 2008). It allows interpretation of what is and reveals the condition and relationship that exists or does not exist. An assortment of information was studied, analyzed, and documented to provide better bases, clarification and analysis of data. A survey questionnaire will be used and distributed to respondents from the Private Secondary Science Schools Teachers in San Carlos City. The goal of this study was to determine the competency level of private secondary science schools' teachers in San Carlos City Division during the School Year 2013-2014. It also determines the different problems being encountered by the abovementioned respondents and also the proposed intervention plan that measures to address the needs identified directed towards enhancing the institutions' level of competency on the private secondary science schools teachers in San Carlos City Division.in order to gather facts, the researcher made use of three-pronged questionnaire. This questionnaire was based on various readings from books and existing evaluation forms for faculty members of Virgen Milagrosa University Foundation. The questionnaire therefore, has adopted and modified some items, particularly that of teaching strategies and instructional materials from the reference books, the VMUF faculty evaluation form and online assessment rubrics. In effect, the present questionnaire is a modification of assessment items based on the above sources and has developed into a self-assessment rubric aimed at assessing one's competence as a teacher.*

**Keyword:** Competency, Private School, Teachers

## INTRODUCTION

It is believed that effective teaching is the heart of good education. The teacher is the molder of the youth and the builder of the nation. The broader his background, the better his ability to view life and better in his ability to guide his students in the learning process. (Duenas 2000)

Today, teaching is the world's biggest profession in terms of the number of teachers teaching at different levels. Unfortunately, the assumption on the part of the society that all can teach has led to many problems in the profession of teaching. Unlike other professions where rigorous training is required to enter the profession, many teachers join the profession without training and also the problems which are already aassociated with the complex process of teaching-learning make teaching difficult for many teachers. All can teach but only feew canteach in an effective way; and to teach in an effective way the teachers must need to be

trained and must also be learners for life. Bayla (2007), stressed attitudes concerning specific aspect such as salary, respective subject area, and teaching load can provide variety of impact in teaching performance.

Teaching requires competence as cited by Aimee Amponin, Ofel Atienza, Bella Magnaye of Lyceum of Batangas, Batangas City. Competent teaching is manifested when an expected change has been met. One educator's competency is vital to the attainment of the teaching-learning process to take place. According to Michael Spector (2002), competence refers to a state of being well qualified to perform an activity, task or job function. When a person is competent to do something, he has achieved a state of performance that is recognizable and verifiable to a particular community of practitioners. According to the International Board of the Standards of Training Performance and Instruction (IBSTPI), competence involves a related set of knowledge, skills and attitudes that enables a person to effectively perform the activities of a given occupation or work setting. Competencies should be considered as the tool for effecting change toward the learner.

Recently, the survey of the performance of colleges and demands for the urgency of revitalizing the teaching-learning approach is to cater the need of globally competent learning for the 21st century. There is a widely shared belief that the quality of colleges and universities is declining. There is a growing skepticism about their adequacy in preparing individuals for the demanding challenges facing the current and future workplace (Haworth et.al.1997), Hence, the development of the quality of education is the central focus of many educational reforms today. The quality of education in the academe depends upon on the extent of teaching effectiveness, abilities and talents of educators in teaching. In other words, the teaching competency of the educator is critical in the success of learners in the academe.

Our country ranked 37th and 38th among the 39 participating nations in the Third International Mathematics and Science Study (TIMMSS). The result point to a dismal performance of our Filipino grade school pupils and high scholl students, respectively, (Umpa, 1998). The dismal picture of our accomplishment has been one of the reasons for restructuring the curriculum, hence the implementation of the Restructured Basic Education Curriculum (RBEC) staring during the school year 2002-2003.

The 2002 BEC has the following features: (1) restructuring of the learning areas to five (Filipino, English, Science, Mathematics and Makabayan); (2) stronger integration of competencies within every learning area; (3) greater emphasis on the learning process and modes of integrated teaching; and (5) increased time for tasks to gain mastery of competencies of the basic tool subjects. The basic tool subjects are Filipino, English, Science and Mathematics.

One of the goals of the RBEC is for the pupils after finishing elementary schooling to be able to demonstrate understanding and skills in computing accurately, estimating, thinking analytically and critically, and solving problems in daily life using the appropriate technology. This goal would not realize without the guidance of the teachers. The teachers have tremendous influence on learning. They should make use of a variety of techniques and strategies to bring out the desired outcomes needed by the students. It is therefore the responsibility of the teachers to teach the students to love science and to develop them in understanding the skills and the knowledge needed in order that the aforecited goal can be achieved which ultimately can prepare the learners for global competitiveness.

Insufficient training and mismatched are some of the common problems being voiced out by the teachers especially those who are neophytes in teaching arena. It's the moment all new teachers dread – standing in front of 40-70 bright-eyed students eager for science lessons, knowing they are only just ahead of the youngster's after spotting up on the textbook the night before. Up to 40% of high school science classes are taught by teachers with no training or insufficient training in the subject and, according to the academics, many of them cannot manipulate simple laboratory procedures without a manual as a guide. With these, who's to blame? The teachers? Students or the Administrators? Due to these never ending problems of the Department of Education, the researcher wants to identify clearly the teaching competencies of the science teachers in the secondary level.

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## OBJECTIVES OF THE STUDY

This study sought to determine the competency level of Private Secondary Science School Teachers of San Carlos City Division during the School Year 2012-2013 to their teaching performance.

Specifically, it aimed to answer the following questions:

1. What is the professional profile of the Private Science Secondary School Teachers of San Carlos City Division during the School Year 2012-2013 in terms of:
   1.1. Highest Educational Attainment;
   1.2. Number of years of Teaching Experience;
   1.3. Major / Field of specialization;
   1.4. Relevant INSETS attended; and
   1.5. Membership-Professional Organization?
2. What is the level of competencies of the Private Secondary School Teachers of San Carlos City division during the School Year 2012-2013 as to:
   2.1. Instructional Competence;
   2.2. School, Home and Community Linkages; and
   2.3. Personal, Social Growth and Professional Characteristics?
3. Is there a significant relationship between the respondents' professional profile and level of competency of the Private Secondary Science School Teachers of San Carlos City Division during the School Year 2012-2013 to their teaching performance?
4. What are the problems being encountered by the private secondary science school teachers of San Carlos City Division that are adversely affecting their competency level and how serious are these?
5. What intervention measure can be proposed to address the needs identified directed towards enhancing the institution's level of competency of the Private Secondary Science School Teachers of San Carlos City Division during the School Year 2012-2013?

## MATERIALS AND METHODS

The descriptive method of research was used in this study, with the questionnaire as the main instrument in gathering the needed data. This approach is appropriate wherever the object of any class varies among themselves and one is interested in knowing the extent to which different conditions obtain among these objects. (Good and slates, 1972)

### *Locale of the Study*

This study will focus on the level of competency of private secondary science schools teachers in San Carlos City Division. The respondents were asked to complete a survey questionnaire relating specifically to Instructional competence: School, Home and Community Linkages; and Personal, Social Growth and Professional Characteristics; and Problems Affecting Teaching Competence of Private Secondary School Teachers.

In San Carlos City Division, there are twenty (20) private schools. Among these, there are only sixteen (16) schools which offer secondary education. Thirty (30) respondents will be randomly chosen from the sixteen (16) schools. This means that the 30 teacher respondents' comprised the population of the study.

### *Instrumentation and Data Collection*

The main data gathering instrument used in this study was the questionnaire prepared by the researcher. The questionnaire was formulated based from the adopted and modified items, particularly that of teaching strategies and instructional materials from the reference books, VMUF faculty evaluation form and online assessment rubrics. In effect, the present questionnaire isa modification of assessment items based on the above sources and has developed into a self-assessment rubric aimed at assessing one's competence as a teacher.

To validate the questionnaire, it was subjected to dry run to some 10 private secondary teachers in San Carlos City Division. It was again subjected to further refinement with the guidance of her adviser and members of the thesis committee during another session. All the suggestions gathered were incorporated in the final form of the questionnaire.

*Tools for Data Analysis*

The main tool that was used in gathering the data was a revised questionnaire. The questionnaire was constructed in a manner that the questions were arranged according to the specific problems raised in the study.

To answer the subproblem 1, on the profile of the respondents and sub-problem 4 on the problems affecting teaching competencies of private secondary science school teachers, the percentage and Mean were used.

$$P = \frac{F}{n}(100)$$

Where:

P = percentage
F = frequency
N = total number of respondents
100 = constant factor

To answer the sub-problem 2, on the level of competencies of the private secondary school teachers, sub-problem 3, on the significant relationship between the respondents' profile and level of competency of the private secondary science school teachers, the Average Weighted Point (AWP) was used.

$$AWP = \frac{fw}{n}$$

Where:

Fw= sum of the products of the frequency multiplied by the assigned scale/point value

N= number of respondents

The criteria observed were:

| Numerical Equivalents | Statistical limits (Range) | Descriptive Equivalents | Symbols |
|---|---|---|---|
| 5 | 4.50-5.0 | Highly Proficient | HP |
| 4 | 3.50-4.49 | Proficient | P |
| 3 | 2.50-3.49 | Basic | B |
| 2 | 1.50-2.49 | Below Basic | BB |
| 1 | 1.00-1.49 | Poor | PR |

**SUMMARY**

The goal of this study was to determine the competency level of private secondary science schools teachers in San Carlos City Division during the School Year 2013-2014. It also determine the different problems being encountered by the abovementioned respondents and also the proposed intervention plan that measures to address the needs identified directed towards enhancing the institutions' level of competency on the private secondary science schools teachers in San Carlos City Division.

The researcher made use of the descriptive method to describe the competency level of private secondary science school teachers in San Calos City division. The questionnaire was formulated based from the adopted and modified items, particularly that of teaching strategies and instructional materials from the reference books, VMUF faculty evaluation form and online assessment rubrics.

With permission from the Schools Division Superintendent and Principals of different Private Secondary Schools in San Carlos city Division, the researcher personally administered the questionnaires to the identified respondents who were given adequate time to answer them. The respondents were informed as to extreme sincerity. This helped the researcher in obtaining accurate responses.

*Findings of the Study*

Based on the analysis on the data gathered, the researcher came up with the following summary of findings:

1.1. Half of the respondents are either having MA diploma o MA units.
1.2. Almost half of the respondents were on the bracket of 1-5 years of teaching experience and maximum of 20 years in service.
1.3. Most of the respondents were General Science majors.
1.4. Only few private secondary science school teachers were given a chance to attend relevant INSETS and membership-professional organizations.
2. Majority of the respondents rated themselves as "proficient" on the level of competence in terms of instructional competence, school, home and

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community linkages and personal, social growth and personal characteristics.

3. Most of the respondents clearly showed based from the interpretation of the data gathered, that there is a significant relationship between the respondents' profile and the level of competency of the private secondary science schools teachers to their teaching performance.
4. Majority of the private secondary science teachers in San Carlos city Division does not have any very serious problems on the things that they encountered meaning it was just a minor issues for them.

## CONCLUSIONS

In view of the findings, the following conclusions were drawn:

1.1. Private Secondary Science School Teachers in San Carlos City division are concerned in their intellectual growth pursuing their Masters' Degree.
1.2. Teachers who stayed in the Private Secondary Schools are the younger ones.
1.3. Teachers teaching Science are graduates of thie field applicable to what they teach.
1.4. Few teachers have attended INSETSs.
2. Majority of the respondents are "proficient" on the level of competence in terms of instructional competence, school, home and community linkages and personal, social growth and personal characteristics.
3. There is a significant relationship between the respondents' profile and the level of competency of the private secondary science school teachers to their performance.
4. Problems encountered by the private secondary science schools teachers are adversely affecting their competency level are not serious at all.

The outcome also exhibits none of the private secondary science school teachers encountered a very serious problem that can affect their competency level, however, a considerable number of teachers need trainings and seminar relevant to what they lacked.

## RECOMMENDATIONS

Based on the finding of this study and the conclusions drawn, the following recommendations are offered for possible course of action:

1. To improve one's intellectual capacity, teachers should be motivated to pursue higher level of learning not just a master's degree but Doctorate Degree as well.
2. To make recommendation no.1 possible, school directors and administrators should impose a ranking of their teachers based from their highest educational attainment.
3. Relevant INSETS must be attended by the concerned teachers for thesewill also be used in improving their personal, social and professional growth.
4. More books such as references and support instructional materials should be provided to the teachers to help them in their teaching field.
5. Available computer-aided instruction in the internet should be taken advantage of, to encourage a better motivation of teachers to their students when they teach.
6. The schools should provide each classroom wit ha television/monitor/projector to have a better way of teaching strategy for teachers especially that we are already in the high-technology era.
7. Inter-schools' competition must be recognized to encourage not only the students but the teachers as well for they are the reflection of the success of the students.
8. There should be an individual evaluation of the teachers in terms of teaching strategies that is rated not only by the principals but also his/her colleagues.
9. Principals should talk to his/her teachers about their assessment results and use the results to create profile of the strengths and needs of the teachers and plan of instruction accordingly.
10. The recommendations of this study should be made available to other educational institutions that may be in the same situation since the output may also be applicable to them.

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