

National Competency Based-Teacher Standard as perceived by the Senior High School Students of State Universities Colleges

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Abstract

Over the years, the issue on teachers' competence has been a relevant topic among scholars delves in the area of education. This current study aimed to assess the level of competency of Physical Education teacher's assessed by students and the self-assessment of the teachers using the National Competency- Based Teacher Standards (NCBTS) domains. Using an adapted survey questionnaire, the researcher surveyed 362 students using Cochran Formula and 29 Physical Education teachers from the State Universities and Colleges (SUCs) in Metro Manila. A cluster sampling technique was used in the study. Teachers' self- assessments revealed Low level of competency in six domains of NCBTS- Social Regards for Learning, Learning Environment, Diversity of Learners, Curriculum, and Personal Growth and Professional Development. Planning, Assessing and Reporting were rated Fair. Teachers found to have Fair level of competence in using ICT and technology in teaching and learning. On the other hand, students' assessments revealed teachers were Low in Social Regards for Learning, Learning Environment, Curriculum, and Personal Growth and Professional Development. Planning, Assessing, Diversity of Learners, and Reporting were similarly rated Fair. Results on the Mann Whitney U Test revealed no significant differences ($p= 0.055$) between students' assessment and teachers' self- assessment on teaching competency and no significant difference when teacher respondents were grouped to their sex, educational attainment, and length of service.

Keywords: Teacher Competency, NCBTS, Physical Education Teachers, State Universities and Colleges (SUCs), Polytechnic University of the Philippines

Introduction

Investment in education is considered as investment in human capital and this increases labour productivity, furthers technological innovation and produces rate of return markedly higher than that of physical capital (Thakur, A. & Shekhawat, M. 2014). Over the past decades, education has been based on teaching students the "3 R's" which are reading, writing and arithmetic as well as some simple subjects in social studies and language. In this traditional approach, a teacher taught the content by repetition, making students say or write the same thing over and over again which made class less interesting (Alisman, H.A. and McGuire, P. 2015). The education aims changing very quickly depending on the demand of the era. Knowledge and skills need to be enhance by the teacher and explore their teaching practices. Teachers' competencies have been broadening with respect to reform studies in education, development of the teachers education, scientific result of education science and other field (Selvi 2017).

With regards with the 21st century learners, Learning is not only limited by four walls classroom which places the teachers as the main sources for the students. Technology helps the teachers to create innovative teaching strategy by providing interesting activities helping the students improve their competence. They are easy to search the materials from the internet and increase their

skills by educational technologies provided on their gadget. It is very common that students have got the material before their teachers explain it in the classroom.

According to Dube (2017) that the generation enrolled in university have changed in current times. They have less appreciation to the old teaching method that is so popular and effective. Learning institution have been adopting and implementing strategies such as electronic learning, blended learning and mobile learning as well. To name such, In a blended learning environment, the information can be introduced in the form of a brief lecture, or reading of journal articles or a section from a book or website. This is followed by clearly defining the outcomes that need to be reached with the inquiry, by which means it needs to be done (define a problem question; gather data from different resources, printed or electronic; compare, organize, and analyze data, making use of electronic programs where applicable; create or support a proposition; or propose a solution), as well as how it needs to be reported (Eagleton, 2017). Moreover, new conditions of learning in modern University and a whole new contingent of students place new demands for the organization of self-study work of students. It is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources including skills and attitudes in a particular context (<http://www.oecd.org>).

Teaching in 21st century encourages teachers to be creative in providing interesting activities for the students. Teaching is not only delivering material and assessing the students' ability but also the process of involving the students to be active on the activities provided (Fatimah and Santiana 2017). It is important to the educational institution to ensure that their policy, curriculum and the teaching and learning process to be updated with the current situation of education (Ahmad, et al 2019).

As an urgent response to the challenges, teacher education curriculum was revised in school year 2004-2005 pursuant to CHED Memorandum order No. 30, s. 2004 or the Revised Policies and Standards for Undergraduate Teacher Education (CHED Memorandum Order). The commission initiated the introduction of the competency-based standards to teachers which aims to assess the competency level of the teachers- both new and incumbent. It is designed for the purpose of rationalizing the undergraduate teacher education in the country to keep pace with the demands of global competitiveness. Likewise, the Department of Education shall provide cooperating teachers who will serve as mentors for pre-service teachers. This framework is known as The National Competency – Based Teacher Standards (NCBTS). The framework is composed of 7 domains- Social Regard for Learning, Learning Environment, Diversity of Learners, Curriculum, Planning, Assessing, Reporting, Community Linkages and Personal growth and Professionalism Variable.

The gap of this study is that the purpose of this article is to characterize a new generation of students of the 21st century and determine the most optimal forms of organization of self-study work of Millennial students during their University studies (Arzhilovskaya and Chumakova 2019). Thus, this paper aims to know on how the physical educator meet the standard of teaching to clearly identify if they achieve the high level of learning and the requirement being needed by the students to the demand of the 21st century of learning education.

Theoretical Framework

The Department of Education (2010) is presently pursuing a package of policy reforms that seek to improve the quality of basic education. These policy reforms are expected to create the critical changes necessary to further accelerate, broaden, deepen and sustain the improved education effort already started. One key element in the reform is the establishment of the National Competency Based-Teachers Standards (NCBTS).

National Competency Based on Teacher Standards (NCBTS) is being used to test the level of competitiveness of a teacher. NCBTS defines “effective teaching as being able to help all types of students learn the different learning goals in the curriculum, provides a single framework that shall define effective teaching in all aspects of a teacher’s professional life and in all phases of teacher development, it is based on the core values of Filipino teachers and on effective teaching and learning with seven (7) domains namely 1.Social Regard for Learning 2.Learning Environment 3.Diversity of Learners 4.Curriculum 5.Planning, Assessing, reporting 6.Community Linkages 7.Personal growth and Professionalism”.

This framework presents the NCBTS serves as a guide to physical educator teacher teaching ability and skills. It has seven domains that can help all physical Educator teachers to continue to improve their teaching to help them to become an effective teacher.

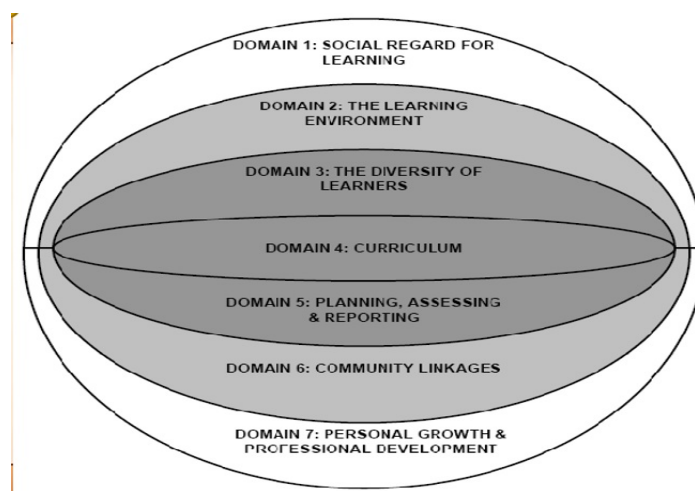


Figure 1. Seven (7) Domains of National Competency Based-Teacher Standard

These are the seven (7) domains of NCBTS with their corresponding meaning. These domains assist the enhancement and development of the effectiveness of teaching of the physical educator teachers. Also, these domains help to assess the readiness of the physical educator teachers when it comes in teaching. Each of them have their own indicators that can identify the strength, weakness and also the teaching performance that should be develop through the use of NCBTS.

Domain 1. Social Regard for Learning. It is focuses on the ideal that teachers serve as positive and powerful models and values in teaching different efforts to learn students. The actions of teachers, statements, and various types of social and student communication. This domain is about teachers with a deep understanding principle to facilitate the learning of students. This domain has an important role for society to increase student knowledge.

Domain 2. Learning Environment. This domain focuses on the importance of providing a social, psychological and physical environment. It focuses on the importance of providing a physical environment to all students, regardless of their individual learning disparity. It helps to increase learning and also increase the standard of study.

Domain 3. Diversity of Learners. Teachers emphasize the learning process, to different types of learners, by identifying and respecting individual differences and using knowledge about student differences to design different sets of studies for students to achieve the purpose of study. The student expects to identify, understand and acknowledge the diverse knowledge of the students

and his experiences as a teacher that you know how to organize students and you know what a student needs.

Domain 4. Curriculum. This domain refers to all the elements of the teaching-learning process working in convergence to help students achieve high curricular goals. In the domain to know if the teacher is able to properly teach the subject he holds and if he clearly teaches his subject matter, it will also know how to teach different teachers this domain helps to organize and demonstrate the ability to teach and understand what methods are used in teaching.

Domain 5. Planning Assessing and Reporting. This domain is focused on using the instructional learning planning analysis data, creating an instructional material and ensure that the teaching method is appropriate to the students. They would also become creative and innovative in thinking of alternative teaching approaches, and evaluate the effectiveness of such approaches in improving student learning.

Domain 6. Community Linkages. focuses on ideal school activities related to schools and local community connections between schools and community resources. it is the use of school facilities or sharing facilities of other school resources. It is an educational process to continuously improve teaching knowledge.

Domain 7. Personal Growth and Professional Development it is a perfect value for teachers to have high personal regard, this domain refers to professional development toward teacher improvement and sets out time for personal and professional development through participation in seminars for study workshops, regular reading of study materials and focused on educational research to continuous improvement as teachers.

The study will determine the competency level of the teacher and identify the ability of the teachers as to assessed by the students.

Conceptual Framework

This study aimed at assessing the teachers’ level of competency in two perspectives: Self-assessment and Students’ Assessment on teachers. Figure 2 shows the concept and flow of the study where student and self (teacher) will assess the competency of the teacher based on social regard for learning; learning environment; diversity of learners; curriculum; planning, assessing, reporting, community linkages, personal growth, and professionalism.

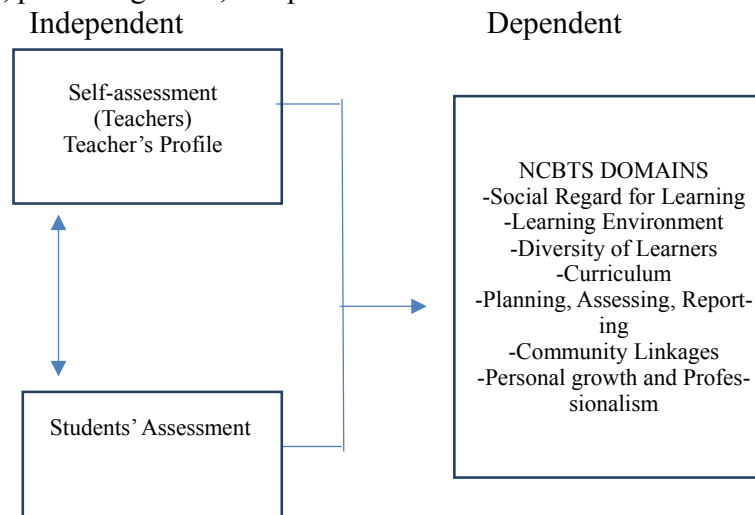


Figure 2. The concept and flow of the study with students’ and self (teacher) assessment of the competency of the teacher.

Statement of the Problem

This study aimed to answer the following questions:

1. How do teachers assess their level of competency terms of:
 - 1.1 Social Regard for Learning;
 - 1.2 Learning Environment;
 - 1.3 Diversity of Learners;
 - 1.4 Curriculum;
 - 1.5 Planning, Assessing, reporting;
 - 1.6 Community Linkages;
 - 1.7 Personal growth and Professionalism?
2. How do students assess the competency level of the teachers in terms of:
 - 2.1 Social Regard for Learning;
 - 2.2 Learning Environment;
 - 2.3 Diversity of Learners;
 - 2.4 Curriculum;
 - 2.5 Planning, Assessing, reporting;
 - 2.6 Community Linkages;
 - 2.7 Personal growth and Professionalism?
3. Is there a significant difference in the competency level of teachers as assessed perceptively by students and the teachers?
4. Is there a significant difference in the teacher's competency level when grouped according to profile variables?

Methodology

Quantitative- descriptive research was used in this study. In descriptive research, the researcher is simply studying the phenomenon of interest as it exists naturally, no attempts made to manipulate the individuals, conditions, or events. Descriptive research is defined as 'a research method that describes the characteristics of the population or phenomenon that is being studied'. This methodology focuses more on the "what" of the research subject rather than the "why" of the research subject (Nassaji, 2015).

There were 29 Physical Education teachers and 362 Senior High School Students from three (3) selected State Universities and Colleges (SUC) namely: Polytechnic University of the Philippines (PUP), Rizal Technological University (RTU) and Marikina Polytechnic College (MPC) Academic Year 2019-2020. The Cochran formula allows you to calculate an ideal sample size given a desired level of precision, desired confidence level, and the estimated proportion of the attribute present in the population.

The researcher used the cluster sampling technique. It is defined as a sampling method where multiple clusters of people are created from a population where they are indicative of homogeneous characteristics and have an equal chance of being a part of the sample. In this sampling method, a simple random sample is created from the different clusters in the population (Bhat, 2019).

The prepared modified questionnaire for teachers and the students were administered based on the National Competency Base-Teachers Standard. The questionnaire has 7 sections as its is stated on the National Competency Based Teacher Standards which are the following: (1) Social Regard for Learning (2) Learning Environment (3) Diversity of Learners (4) Curriculum (5) Planning, Assessing, reporting (6) Community Linkages (7) Personal growth and Professionalism according to their own perspectives.

Result and Discussion

Teachers' assessment of their level of competency of NCBTS

Table 1. Teachers' Self- assessment on the Competency Level of Physical Education Teachers in the National Competency-Based Teacher Standard (NCBTS)

Domains	Self- assessment	
	Median	Verbal Interpretation
1. Social Regards for Learning	1	Low
2. Learning Environment	1	Low
3. Diversity of Learners	1	Low
4. Curriculum	1	Low
5. Planning, Assessing and Reporting	2	Fair
6. Community Linkages	2	Fair
Personal Growth and Professional Development	1	Low
Overall Median	1	Low

Legend: "Low (1.0-1.5)", "Fair 11(1.51-2.50)", "Satisfactory (2.51-3.50)", "High (3.51-4.0)"

Table 1 summarized the overall means of the seven domains of the NCBTS. Teachers were have a Fair level of competence in Planning, Assessing and Reporting and Community Linkages ($\bar{X} = 2$). Other domains were rated Low level of competence. Teachers need an urgent development in these domains to improve their knowledge, skills and attitudes towards teaching.

It can be gleaned in the summary that teachers have weaknesses in skills indicated in the NCTS standards. On the contrary, a study of Vecaldo, et al. (2017) on pre- service teachers, the results of the study revealed that pre- service teachers were high in terms of Social Regards of Learning which he noted that teachers abide in teaching policies particularly on attendance and participation to activities. He also noted that teachers, even pre- service are very competent in this domain.

The result on Learning Environment was also contradictory to the findings of Vecaldo, et al (2017) and Gregory (2013). Thus, this study suggests that teachers were problematic in terms of classroom management particularly in providing conducive learning environment. Gregory (2013) noted that teachers and students are ineffective in negative environments. Such negative environments are threats to students' learning and teaching effectiveness.

The result of the finding in Curriculum domain was also contrary to the findings of Somblingo (2014) which posits that teachers, even pre- service exhibits high competence level in this domain. Teachers must be exposed to an improved and focused curriculum to facilitate and enrich their understanding of the learning content as well as the art of teaching in order for them to rightfully share their knowledge to the students. Curriculum shall be well- crafted to ensure right track of teaching and learning. Teachers shall be skillful in managing the physical setting, social setting, instructional planning and classroom behavior of their classes.

In terms of Community Linkages, the result of this study was also contrary to that of Roxas, Viuya and Vallejo (2018) where teachers were found to be active in social community activities. Active participation of teachers in the community activities are the best means of promoting community and local development which proceeds national development. The role of the teacher in school-community relationship is important since teachers are the backbone of the educational system (Nebor, 2011). Schools should be community directed and passionate to promote the welfare of the community thru extension and outreach services.

*Students' assessment of their level of competency of NCBTS***Table 2. Students Assessment on the Competency Level of Physical Education Teachers on the National Competency-Based Teacher Standard (NCBTS)**

Domains	Median	Verbal Interpretation
1. Social Regards for Learning	1	Low
2. Learning Environment	1	Low
3. Diversity of Learners	2	Fair
4. Curriculum	1	Low
5. Planning, Assessing and Reporting	2	Fair
6. Community Linkages	2	Fair
7. Personal Growth and Professional Development	1	Low
Grand Median	1	Low

Legend: "Low (1.0-1.5)", "Fair 11(1.51-2.50)", "Satisfactory (2.51-3.50)", "High (3.51-4.0)"

Table 2 summarized the assessments of students in the seven domains of NCBTS. It showed that teachers have Low level of competency as assessed by students based on the teachers' standards using the NCBTS. Results further revealed that teachers were Low in Domains 1, 2, 4 and 7 respectively and Fair in Domains 3, 5 and 6. Comparing the assessments of both respondents, perceptions on differ on Domain 3 which teachers assessed their selves Low in this domain (see Table 12) while Fair for students.

The results on the assessments of students on teachers' competency level are contrary to findings of the Leyaley (2016). Findings revealed teachers, though pre- service (field students) exhibit high level of competence in all domains of the NCBTS standards. These merely imply serious understanding and application of teachers to provide and reinforce learning to students. There is a need to strengthen in gaining skills in lesson planning and assessing learning outcomes as basis for instructional materials.

One of the predominantly manifested competencies is providing the students with adequate learning environment. Teachers valuing for learning need development. Though teachers desired in educating the students, students had perceived low level of competence. The result on students' assessment on learning environment is contrary to the findings of Vecaldo et al (2017) and Gregory (2013) where teachers are highly competent in this domain. It is always the desire of the teachers to provide better environment conducive to their learning. It can also be gleaned that teachers devoted so much efforts in shaping the students, which signifies pride and high regard of their profession. Professional development is another area that teachers shall strengthen to enhance them and make them competitive in all aspects of teaching subjects. It is probable that strengths of teachers are interrelated to having a single goal of providing healthy learning environment for students.

This conforms to the principle that teachers shall be competent in managing the learning environment of students providing conduciveness for learning. The result in this competency state that the students need the full attention of the teacher to increase the standard of the study regardless of their disparity.

In the era where technology governs human activities, education also revolves on the use of ICT in teaching and learning process. Educators shall have the ability to integrate technology in teaching, hence it is necessary to design curriculum integrating ICT. The major concern and weakness in this area is that teachers found lack of interest in using technology due to age constraints.

Older educators have less interest and knowledge in using and integrating technology in pedagogy (Zabala and Adelante, 2018).

Behavior as part of the areas where teachers' ability to manage is required, necessitates interaction between teacher and the students as it has impact to costal and academic growth (Ratcliff et al, 2010). Thorough understanding of students' behavior background helps in planning for reinforcing misbehavior of students inside the class. Merely, only strong teachers interacted more to students with regards to instructions, thus, students focused themselves to learning.

To observe and implement gender equality in education, the UNESCO (2011) has recommended presetting gender equality in publications, curricula, textbooks, legislations and policies, learning materials and in the use of images in educational materials.

The significant difference of the student and the teacher assessment

Table 3. Mann Whitney U – Test: Difference between the Students and Teachers Assessment on the Competency Level of Physical Education Teachers on the National Competency-Based Teacher Standard (NCBTS)

Domain		Mean Rank	U-statistic	p-value	Decision	Remarks
Social Regards for Learning	Students	192.44	3959.00	.009	Reject Ho	Significant
	Teachers	240.48				
Learning Environment	Students	192.06	3821.50	.005	Reject Ho	Significant
	Teachers	245.22				
Diversity of Learners	Students	193.27	4260.50	.068	Failed to Reject Ho	Not Significant
	Teachers	230.09				
Curriculum	Students	192.94	4143.00	.029	Reject Ho	Significant
	Teachers	234.14				
Planning, Assessing & Reporting	Students	195.62	5113.00	.804	Failed to Reject Ho	Not Significant
	Teachers	200.69				
Community Linkages	Students	195.32	5002.00	.661	Failed to Reject Ho	Not Significant
	Teachers	204.52				
Personal Growth and Professional Development	Students	192.80	4089.00	.029	Reject Ho	Significant
	Teachers	236.00				
Overall	Students	193.30	4270.00	0.055	Failed to Reject Ho	Not Significant
	Teachers	229.76				

Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

Results revealed that among the seven domains, *Social Regards for Learning* ($p=.009$), *Learning Environment* ($p=.005$), *Curriculum* ($p=.029$) and *Personal Growth and Professional Development* ($p=.029$) have significant differences. These imply that the assessments of students and self- assessments of teachers in these domains were varied. It also signifies different perspectives and perceptions on the perceived level of competency of senior high school teachers. On the other hand, *Diversity of Learners* ($p=.068$) and *Planning, Assessing & Reporting* ($p=.661$) were found to have insignificant differences. Generally, students' assessment and teachers' self- assessment revealed insignificant difference ($p=.055$). Hence, results validate and accepted the null hypothesis of the study. The results conformed the statement and findings of Lopez (2013) that the perceptions

and expectations of the mentors and the mentees were not the same. He added that the good rating and assessment of teachers in NCBTS does not guarantee similar good rating when it comes to students' perceptions.

The differences found in Table 3 between the two assessments imply that that both teacher and students perceived the same of level of competency. With its low values, the researcher has looked to possibility of involving students in the institutional planning concerning the seven domains of NCBTS. It is believed that when a teacher was able to transfer the knowledge and skills to the students and students perceived it the same, it speaks proficiency in knowledge and attitude of teacher towards teaching.

To further substantiate and to answer the remaining problem, the researcher determined significant differences of the Teachers' self- assessment when they are grouped according to their demographic profile (sex, educational attainment and length of service) using the Mann- Whitney U Test

The significant difference of the respondents when group according to profile

Table 4. Mann Whitney U – Test: Difference between the Assessments on the Competency Level of Physical Education Teachers on the National Competency-Based Teacher Standard (NCBTS) when they group according to Gender

Domain		Mean Rank	U-statistic	p-value	Decision	Remarks
Social Regards for Learning	Male	17.00	63.00	0.007	Reject Ho	Significant
	Female	11.73				
Learning Environment	Male	16.69	68.50	0.036	Reject Ho	Significant
	Female	12.23				
Diversity of Learners	Male	16.08	79.50	0.308	Failed to Reject Ho	Not Significant
	Female	13.23				
Curriculum	Male	16.89	65.00	0.039	Reject Ho	Significant
	Female	11.91				
Planning, Assessing & Reporting	Male	16.28	76.00	0.261	Failed to Reject Ho	Not Significant
	Female	12.91				
Community Linkages	Male	17.33	57.00	0.048	Reject Ho	Significant
	Female	11.18				
Personal Growth and Professional Development	Male	15.89	83.00	0.359	Failed to Reject Ho	Not Significant
	Female	13.55				
Overall	Male	16.28	76.00	0.197	Failed to Reject Ho	Not Significant
	Female	12.91				

Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

Data results revealed insignificant differences between sex and Diversity of Learners ($p=.308$), Planning, Assessing & Reporting ($p=.261$), and Personal Growth and Professional Development ($p=.359$). Learning Environment ($p=.007$), Social Regards for Learning ($p=.036$), Curriculum ($p=.039$) and Community Linkages ($p=.048$). The results of the study were similar to the study of Jayaram (2010) wherein findings revealed sex has no significant difference and do not influence teaching proficiency.

Teachers are comparable in some aspects such as management of students, management of material, managing classroom and administering assessment. Studies have noted that there are more female teachers employed in academe than male. It is due to their ability, skills and devotion of the profession. It is normal and ordinary that female teachers handle students better than male because of their motherly nature. However, in some aspects female teachers are deemed strict than male ones which give the impression that male teachers are approachable. The ability to construct and design curriculum are areas where female teachers are strong because of their creativity and knowledge. male teachers, on the other hand are strong at providing activities that will reinforce practical skills of students.

Table 5. Kruskal Wallis Chi-Square – Test: Difference between the Assessment on the Competency Level of Physical Education Teachers on the National Competency-Based Teacher Standard (NCBTS) when they group according to Educational Attainment

Domain		Mean Rank	Chi Squa-restatis-tic	p-value	Decision	Remarks
Social Regards for Learning	College Degree	14.00	1.15	.562	Failed to Reject Ho	Not Significant
	Master's Degree	15.00				
	No Response	17.00				
Learning Environment	College Degree	14.60	1.22	.542	Failed to Reject Ho	Not Significant
	Master's Degree	14.39				
	No Response	17.50				
Diversity of Learners	College Degree	12.00	2.72	.257	Failed to Reject Ho	Not Significant
	Master's Degree	16.18				
	No Response	17.70				
Curriculum	College Degree	12.70	2.09	.352	Failed to Reject Ho	Not Significant
	Master's Degree	16.43				
	No Response	15.60				
Planning, Assessing & Reporting	College Degree	15.70	1.75	.418	Failed to Reject Ho	Not Significant
	Master's Degree	16.00				
	No Response	10.80				
Community Linkages	College Degree	18.70	3.41	.182	Failed to Reject Ho	Not Significant
	Master's Degree	12.50				
	No Response	14.60				
Personal Growth and Professional Development	College Degree	16.20	0.81	.669	Failed to Reject Ho	Not Significant
	Master's Degree	13.86				
	No Response	15.80				
Overall	College Degree	13.70	1.13	.569	Failed to Reject Ho	Not Significant
	Master's Degree	16.39				
	No Response	13.70				

Note: “If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho.”

Kruskal Wallis Chi Square – Test was used to determine significant differences of assessments in terms of educational attainment of the teacher respondents (see Table 6). Note that there

were 5 respondents who did not respond on this item, hence affect the results.

Results on the tests revealed no significant differences of teachers' level of competency in the seven domains of NCBTS when they are grouped according to their educational attainment. No significant difference also was found in general results. Hence, results implied that there was no difference in teacher's ability and the level of teaching competency regardless of their educational attainment. This further suggests that senior high school teachers have worked- out, complied and manifested the seven domains whatever the attainment may be. Supardi (2017) found no significant difference in the teacher competency based on the levels of education and along pedagogic, personality, social and of professional. Nair (2017) noted that level of education is a factor which affects teaching competencies along with the Level of acceptance of responsibility, Gender and Amount of Workload of teachers.

Table 6. Kruskal Wallis Chi Square– Test: Difference between the Assessment on the Competency Level of Physical Education Teachers on the National Competency Based Teacher Standard (NCBTS) when they group according to Length of Service

Domain		Mean Rank	Chi Squa- re-statis- tic	p- value	Decision	Remarks
Social Regards for Learning	1-3 years	14.85	.03	.986	Failed to Reject Ho	Not Signifi- cant
	4-7 years	15.22				
	at least 8 years	15.00				
Learning Environ- ment	1-3 years	15.27	.87	.648	Failed to Reject Ho	Not Signifi- cant
	4-7 years	15.89				
	at least 8 years	13.36				
Diversity of Learn- ers	1-3 years	15.46	.45	.800	Failed to Reject Ho	Not Signifi- cant
	4-7 years	13.67				
	at least 8 years	15.86				
Curriculum	1-3 years	14.04	.68	.713	Failed to Reject Ho	Not Signifi- cant
	4-7 years	15.28				
	at least 8 years	16.43				
Planning, Assessing & Reporting	1-3 years	17.08	2.14	.343	Failed to Reject Ho	Not Signifi- cant
	4-7 years	12.11				
	at least 8 years	14.86				
Community Lin- kages	1-3 years	18.54	5.11	.078	Failed to Reject Ho	Not Signifi- cant
	4-7 years	13.56				
	at least 8 years	10.29				
Personal Growth and Professional Development	1-3 years	15.62	.20	.904	Failed to Reject Ho	Not Signifi- cant
	4-7 years	14.56				
	at least 8 years	14.43				
Overall	1-3 years	15.04	.04	.980	Failed to Reject Ho	Not Signifi- cant
	4-7 years	14.67				
	at least 8 years	15.36				

Note: "If p value is less than or equal to the level of significance (0.01) reject Ho, otherwise failed to reject Ho."

In terms of length of service, results revealed no significant difference at any domains of the NCBTS and in general. This means that the self- assessments of the teacher respondents were no difference regardless of how long they were teaching.

On the study of Supardi (2017) showed significant difference in the teacher competence based on the length of devotion. A significant difference is shown among the teachers with the length of devotion of 1-5 years, 6-10 years, of 11-15 years toward with the lengths of devotion of 16-20 years and of 21 years or more.

Nair (2017), on the other hand, found out significant differences along age brackets. Respondents of the experience group of 6-10 years feel that Teaching experience, Amount of work load; Interpersonal relationships and Salary & Wages are important factors affecting teaching competencies. Respondents of age group 16-20 years feel that Satisfaction from teaching job; the career choice of teaching as a Profession; Distance of the institution & living place; Knowledge, Skill & Attitude and Infrastructure facilities and resources are important factors affecting teaching competencies. The respondents above the experience of more than 20 years feel that Gender and Feedback of students are important factors affecting teaching competencies.

In summary, there were no significant differences in the level of competency based on the self- assessments of teachers regardless of their sex, educational attainment and length of service.

Conclusion and Recommendation

Based on the results and findings of the study, the researcher has arrived to several conclusions:

1. Senior high school PE teachers have low competency level in the NCBTS standards based on self- assessments of teachers. Specifically, teachers have low competency level in domains Social Regard for Learning, Learning Environment, Diversity of Learners, Curriculum and Personal Growth and Professional Development, however, Fair in terms of Planning, Assessing and Reporting and Community Linkages.
2. Senior high school PE teachers have low competency level in domains Social Regard for Learning, Learning Environment, Curriculum and Personal Growth and Professional Development based on the assessments of students. However, Fair in domains Diversity of Learners, Planning, Assessing and Reporting and Community Linkages.
3. Students and teachers, in general, have similar perceptions and evaluations on high school PE teachers' teaching competency based on the NCBTS areas of student and classroom management, knowledge and teaching pedagogy; and regards on professional and career development.
4. High school PE teachers have no variance or differences in the level of competency regardless of their demographic profile. Hence, teachers' sex, level of education and length of teaching experience are not factors that affect their teaching competencies.

From the findings of the study, the following recommendations are suggested.

1. Senior High School principals should revisit the profile of their teachers both professional and personal in order to address the low level of competency of the teachers. School administrator must provide a clear policy on teacher admission and retention; punctuality and absences; preparation of instructional materials and training program; attitude towards students; and attitude towards work. In this manner, teacher will be aware of his/her contributions as well as his/her role and status in the academe. Teachers need to recognize and value each potential of every student to boost and engage them more in the subject. Teachers/institutions must provide stress free environment to be more conducive to the students to learn on the subject-matter. Educational institution

shall also timely conduct seminars both for teachers and students on the importance of the gender equality and fairness. The existence of Gender and Development together with the existing laws shall be considered and observed by teachers.

2. There is also a need to revisit and re-examine the curriculum in order to identify which area has to be revised or re-developed to meet the objectives of the course and institution in general. This is important in the Outcomes-based Education era where performance is much more important than theories. Teachers need to enhance their knowledge by integrating technology. This can be done by attending seminars focusing on materials development using ICT to ensure the quality of teaching based on the need of this era in education.

3. Educational institutions shall also revise, develop or redevelop their assessment system for teachers. It is also recommended that the teachers must be given assessment on both teachers' pedagogy and content to further determine the level of competencies.

4. Community linkages should also be enhanced and strengthened to cater education outside of the classroom. Finally, there is a need to improve the facilities and learning environment of the institutions to provide conducive learning for the students.

5. The Department of Education should review and re-examine the gaps of the National Competency- Based Standards to further widen the scope of the assessments. A further study using TPACK or other framework is recommended in application to Physical Education field. NCBTS can be used as a tool of assessing the level of competency of teachers in different institutions and in different subjects since NCBTS is still in transition until 2022.

6. Widen the scope of this study which may include studies on competency in private schools using same or different frameworks. Further research may also include other demographic variables for comparison purposes.

7. Future researchers may conduct for a follow up or separate research related to his to further suffice lacking.

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