

## Teachers' Competence and Learners' Academic Performance



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**ABSTRACT:** Teachers are the nation's development catalysts. They enable the country to generate and nurture learners who could propel it forward and lead to development. This paper aimed to determine the level of teachers' gained information on Philippine Professional Standards for Teachers (PPST) and its relation to their learners' academic performance. The independent variable is on teachers' gained information on PPST Domains through In-Service Training in terms of Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development while the dependent variable is the learners' academic performance. This study was conducted at West City Central School in the Division of Cagayan de Oro City. The researcher used the convenience sampling technique and a descriptive-correlational with content analysis research design and employed an adopted questionnaire given to teachers ( $n=161$ ) while data analysis of learners' ( $n=701$ ) academic performance was gathered. The collected data were analyzed and interpreted using descriptive and inferential statistical tools such as frequency and percentage, mean and standard deviation, and Pearson product moment correlation coefficient. Results revealed that the level of teachers' gained information on PPST domains was at Very High Level of Information while the learners' academic Performance was at Very Satisfactory Level. Moreover, Teachers' gained information on PPST domain was significantly correlated with the learners' academic performance. Thus, it is recommended that schools may provide more trainings and information drive on the PPST Domain Community Linkages and Professional Engagement as it will provide ideas, guidance and assistance for teachers so that they can fully perform well in all of the PPST domains and improve learners' academic performance.

**KEYWORDS:** Academic Performance, PPST Domains, Learners, Teachers.

### I. INTRODUCTION

Today's modern society demands high quality teaching and learning from schools and most importantly from the teachers. It is argued that making the connection between knowledge and practice can be achieved by giving teachers more in-service training opportunities. In order for the knowledge economy to be successful, individuals and communities will constantly need to learn new things, apply their knowledge in new contexts, create new knowledge, where existing ways of doing and thinking are found wanting, and exercise wise judgment about what is important and what is not.

The Department of Education has been advocating the improvement of quality education in schools in the country. In fact, teachers need to update their knowledge and skills on curricula, psychology, and pedagogy of the learners and new research on teaching and learning; hence, they need appropriate in-service training, as well (Ayvaz-Tuncel & Cobanoğlu, 2018). The Department of Education has been practicing the implementation of the regular conduct of the In-Service Trainings (INSET) as a way of enhancing the skills and knowledge of the school teachers and school heads.

In-service trainings (INSET) have been considered as very important in the maintenance and sustainability of the teachers' capacity to provide quality teaching and learning in the classroom. The basic aim of INSET is to improve and expand teachers' knowledge of the subject matter in the diverse learning areas, acquire new teaching strategies and resources for the various subjects, and develop and enhance teachers' skills to the extent necessary to meet the demands of twenty-first-century learning. In-service training is a long-term investment to develop skills and professionalism of teachers. (Janubas, 2022)

In the Philippine educational setting, the INSETs are conducted before the start of the school year usually in the month of August and in the middle of the school which is in the month of February. It is a week-long activity/training for the teachers and

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school heads. The aims of INSETs are to support the employees of the school system's ongoing professional development; to engage in collaborative and participatory learning in the teaching profession; to keep experts current on new information, to encourage creative endeavors and to provide teachers, especially new teachers, with the crucial support they require when they transition into new roles or areas of responsibility (Milenyo, 2022).

Teachers are the nation's development catalysts. They enable the country to generate and nurture learners who could propel it forward and lead to development. Therefore, maintaining high standards for instruction and improving the caliber of teachers should be top priorities for long-term, sustainable nation-building. The Philippine Professional Standards for Teachers (PPST) are used to evaluate the competency of in the country.

DepEd Order No. 42, s.2017 was issued by the Department of Education via the Teacher Education teachers Council (TEC) with the title Philippine Professional Standards for Teachers (PPST), National Adoption and Implementation. Based on the idea of lifelong learning—which refers to the methodical acquisition, upgrading, and attitude of knowledge, skills, and attitude—and encouraging self-directed learning, this acknowledges the significance of professional standards in the ongoing professional development and advancement of teachers.

The National Competency-Based Teacher Standards (NCBTS), the foundation of PPST, underwent revisions to better meet the needs of 21st-century learners who are critical thinkers, creative thinkers, eager to collaborate and communicate across platforms, astute with information, technology, and media, and adaptable (DepEd Order No. 42, s. 2017). To make sure that teachers are adequately prepared to execute the K–12 Program, the PPST will serve as the foundation for all professional development initiatives. Since it is required that these standards be used to determine teacher selection and advancement, performance evaluations should also be adjusted to be in line with PPST.

The perception of a competent teacher is relevant to the assessment of teachers' competencies based on their values and beliefs. The study discovered that there were disparities in how this concept was understood. The study also concentrated on quality, professionalism, and competence—three interconnected ideas that were essential to the ideas, practices, theories, and beliefs surrounding teachers' competencies. From now on, the enhancement of educators' competencies must be pertinent to their requirements and must pinpoint any discrepancies between the various facets of their assessment. This study provided valuable insights into a comprehensive set of beliefs that will help illuminate the problems that teachers encounter on a daily basis (Gepila Jr., 2019).

An educational evaluation could be successfully implemented through PPST to raise the standard of instruction. Any educational plan's success is informed by this kind of evaluation. This is accurate since the accomplishment and/or enhancement of educational programs in every nation rest on the ability of educators to successfully translate learning objectives into practice through their professional and scientific expertise.

Every INSET is in line with PPST Domains and are designed to bring out the best in each participant so they can realize their potential and their areas of expertise. An individual's aptitude, competency, and potential will undoubtedly increase if they are aware of their strengths and flaws. With additional education and improved training, one can make up for whatever deficiencies they may have. Because of this, in-service training programs are a key strategy for assisting people in becoming more valuable and productive members of society. When it comes to carrying out obligations outside of the job or even inside the workplace as long as they are related to work, both capability and proficiency are taken into consideration.

Programs for INSETs are intended to fill in any gaps or areas of ambiguity that may generate hesitation, worry, or even uncertainty in newcomers. There is a guarantee that every issue pertaining to work will be effectively addressed with the corresponding alignment of training programs with the actual demands of newcomers. Old-timers will be educated on specific topics so they can function more effectively and in accordance with customary practice as well as widely approved alterations and modifications. Every school administrator or manager of an academic institution within the academy should, in fact, pay top importance to the significance of INSET to T PPST Domains teachers in the school system.

Academic performance on the other hand, refers to a pupil's performance throughout a specific academic year. It acts as a gauge for their progress and knowledge at the grade level. It also acts as a barometer for the areas in which the pupil needs to make progress in order to acquire the necessary information and abilities at a given grade level.

The findings of the study of Francisco and Celon (2020) showed that different instructional strategies learned by teachers through PPST have different effects on students' academic achievement of learners. There was a corresponding rise in learners' academic achievement for each unit that the instructional management techniques described are improved.

Consequently, there have been less studies and research emphasizing the role and the influences of the INSET on PPST Domains towards the growth and development of teachers in the field and in the local setting that was why the researcher has come up with this study. The researcher aimed at finding the relationship between in-service trainings on PPST Domains of teachers and learners' academic performance.

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This study made use of Zey's Theory of Teacher Development which explains that the individuals who enter into and remain part of relationships in order to meet certain needs, for as long as the parties continue to benefit. The author extended this model by adding that the organization as a whole (in this case the school) that contains the mentor and mentee also benefits from the interaction. This theory presents that, there is a correlation between the teachers' preparations and inductions on the teachers' practices and learners' achievement and performances at school (Soe, 2018).

The teacher induction in this model refers to the different types of learning activities and opportunities like the teacher's orientation sessions, faculty collaborative periods, meetings with heads and supervisors, workshops, and mentoring and classroom supervision. The second variable is mentoring. Accordingly, Zey (2018) defined the mentoring process wherein it continues through this phase as a mentor teacher maintains a working relationship with a novice teacher and provides support and steps to progress through their teaching career. The final step in the teacher development model is improved student learning. As a novice teacher continues to practice their skills and hone on their strengths, an improvement in achievement from students is a by-product of the development of the novice teacher (Matthews, 2018).

Professional development enables teachers to update their knowledge, sharpen their skills, and acquire new teaching techniques, with the intent of enhancing the quality of teaching and learning (Rotermund et al., 2017). With regards to the theory of Zey about teacher development, the development is defined to which it enables teachers to update their knowledge, sharpen their skills, and acquire new teaching techniques, with the intent of enhancing the quality of teaching and learning (Melinyo, 2022). Therefore, it could be really justified that teacher-related trainings and activities plays a coherent role in the professional and holistic development of the teachers like in their self-efficacy and performance.

The Individual Performance Commitment and Review Form (IPCRF), a tool used by the Philippine Department of Education (DepEd) to assess teacher performance, served as the foundation for this study. The DepEd Order No. 2 series of 2015 offers instructions for creating and implementing the IPCRF. DepEd Order No. 2 states that the four domains of the DepEd Result-Base Performance Management System (RPMS) should serve as the foundation for the IPCRF.

There are particular indicators for each of these domains that can be used to evaluate DepEd employees' performance. Employees and this supervisor should work together to develop the IPCRF, which should have quantifiable and precise goals for every indicator. The employee's performance review and development plan should also be based on the IPCRF and should be in line with the DepEd's annual performance targets. All things considered, the best idea for the IPCRF is to make sure that it is in line with the DepEd's overarching goals and objectives and that it offers a thorough and transparent framework for evaluating and enhancing employee performance.

Learners' Academic Performance is the quality and quantity of the accomplishment of tasks, either achieved by individuals, groups, or schools. Performance is used to highlight the manifestations of knowledge, understanding, and development of ideas, concepts, and skills that can be observed (Dardiri & Kuncuro, 2017). Performance of teachers on the other side is very important in both the learning process and efficiency of teachers to achieve the organization's goal. That is why, various trainings have been offered and conducted to achieve these results perceive by the department as well as PPST was created to have clear and uniform basis of rating the teachers' performance.

Also, in a study conducted here in the Philippines, the researchers have concluded that teachers' perspective towards trainings initiated by their organization has improved their skills. It has been noted that continuous training is given to faculty and staff through seminars and capacity buildings or conferences have helped them enhance their skills especially on their skills in digital literacy (Alda & Boholano, 2020)

## II. METHODOLOGY

The study used the descriptive-correlational with content analysis research design where descriptive research summarizes the data using descriptive statistics; while the correlational research designs measure two or more relevant variables and assess the relationship between them.

Descriptive correlational research according to Watts (2022) are methods that aim to create descriptions, meaning images, paintings of systematically, factually, and accurately about the data, properties and relationships of the phenomena studied. In addition, descriptive design is the simplest and it allows the researcher to study and describe the distribution of one or more variables, without regard to any causal or other hypothesis. Moreover, descriptive design as an inquiry used an in – depth analysis of the problem which data collection methods include, but not limited to the survey questionnaire and was utilized to quantify the problem by way of generating numerical data. While content analysis according to (Drisko et al., 2018) it provides a complete review of the variety within content analysis, as well as extensive explanations of three methodologies available in the current literature.

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The respondents of the study were the one hundred sixty-one (161) teachers of West City Central School, Division of Cagayan de Oro City. Convenience sampling procedure was used by the researcher which means that the total number of teachers in West City Central School was utilized as the actual respondents of the study.

The data gathered through questionnaires from the respondents' gained information on PPST domain through In-Service Training towards the level of academic performance of learners was statistically analyzed using descriptive and inferential statistics. For Problem 1, Mean and Standard Deviation were used. Problem 2 utilized Frequency, Percentage and for Problem 3. Pearson Product Moment Correlation Coefficient (Pearson  $r$ ) was used.

### III. RESULTS AND DISCUSSION

**Problem 1.** What is the level of teachers' gained information on PPST Domains through In-Service Training in terms of:

- 1.1 Content Knowledge and Pedagogy;
- 1.2 Learning Environment;
- 1.3 Diversity of Learners;
- 1.4 Curriculum and Planning;
- 1.5 Assessment and Reporting;
- 1.6 Community Linkages and Professional Engagement: and
- 1.7 Personal Growth and Professional Development?

**Table 1: Overall Teachers' gained information on PPST Domains**

Variables	Mean	SD	Description	Interpretation
Content Knowledge and Pedagogy	4.34	0.93	Very Informed	Very High Level of Information
Learning Environment	4.36	0.94	Very Informed	Very High Level of Information
Diversity of Learners	4.36	0.93	Very Informed	Very High Level of Information
Curriculum and Planning	4.29	0.90	Very Informed	Very High Level of Information
Assessment and Reporting	4.38	0.93	Very Informed	Very High Level of Information
Community Linkages and Professional Engagement	4.18	0.86	Well Informed	High Level of Information
Personal Growth and Professional Development	4.31	0.91	Very Informed	Very High Level of Information
<b>Overall Mean</b>	<b>4.32</b>	<b>0.91</b>	<b>Very Informed</b>	<b>Very High Level of Information</b>
<b>Note:</b>	4.20-5.00 Very High Level of Information	3.40-4.19 High Level of Information		
	2.60-3.39 Moderate Level of Information	1.80-2.59 Low Level of Information		1.00-1.79 Very Low Level of Information

Table 1 presents the Overall teachers' level of gained information on PPST Domains. It registered an overall Mean of 4.32 and SD=0.91 with the description of Very Informed and interpreted as Very High Level of Information. Moreover, majority of the variables were rated at Very High Level. This data implies that the teachers were able to acquire more than enough knowledge and skills in terms of the various domains on Philippine Professional Standards for Teachers or PPST. This is important as this forms the vital part of determining the teachers' level of performance. Thus, inclusion of topics on this domain is essential.

In the same table, the highest rated variable is *Assessment and Reporting* with Mean of 4.38 and SD=0.93 described as Very Informed and interpreted as Very High Level of Information. This implies that the teachers were able to achieve the highest level of knowledge and information as to making assessment and reporting. This allows them to properly communicate with learners, parents and even stakeholders on the performance and needs of the learners that need to be addressed with.

Getting, evaluating, and applying data about the processes and outcomes of learning are all part of assessment. It comes in a variety of forms and can be applied in a variety of ways. It can be used to identify a learner's areas of strength or difficulty, track and report on accomplishments, and determine the best course of action for learners to take through a differentiated curriculum. While formative, summative, and diagnostic assessments can be conducted in a variety of ways, the primary objective of assessment and reporting is to improve student learning. To do this, it must faithfully convey the curriculum's objective (Masters, 2022).

Meanwhile, the lowest rated indicator is *Community Linkages and Professional Engagement*, with the Mean of 4.18 and SD= 0.86, described of Informed and interpreted as High Level of Information. This means that the teachers need more knowledge and skills in making connections with various stakeholders of the school. This will allow them to have someone to ask for help and assistance in carrying out activities that cannot be financially aided by the school as they are listed on the programs and activities

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that are considered priority for implementation. Thus, teachers must be given full assistance to explore and exploit its opportunities and advantages.

Through initiatives and programs that support the growth of a solid internal and external partnership between stakeholders, this domain fosters collaboration between the community and schools. In order for schools to respond to the needs of society and vice versa, this collaboration is necessary. It is expected of teachers to develop into productive team players and community facilitators (Gepila Jr., 2019).

**Problem 2.** What is the learners' level of academic performance for school year: 2022-2023

**Table 2: Overall Pupils' Academic Performance**

Grade Range	Frequency	Percentage	Mean	SD	Description
90%-100%	224	31.95			
85%-89%	302	43.08	87.36	2.11	Very Satisfactory
80%-84%	170	24.25			
75%-79%	5	0.72			
74% and below	0	0.00			
<b>Total</b>	<b>701</b>	<b>100.00</b>			
<b>Note:</b> 90%-100% Outstanding					
75%-79% Fairly Satisfactory		85%-89% Very Satisfactory		80%-84% Satisfactory	
		74% and Below Did not meet Expectations			

Table 2 exhibits the Overall Pupils' Academic Performance. It registered an overall Mean of 87.36 and SD= 2.11 interpreted as Very Satisfactory. Three hundred-two (302) or 43.08% of the pupils have Very Satisfactory Level of performance, two hundred twenty-four (224) or 31% of the pupils achieve Outstanding Level of Performance, one hundred-seventy (170) or 24.25% of the learners got Satisfactory Level of performance and five (5) or 0.72% of the learners got the Fairly Satisfactory Level of Performance. This implies that the learners were able to achieve the second highest level of performance. Although majority of the learners' academic performance were at high level like Very Satisfactory and Outstanding level there is still a need for teachers to provide assistance to learners that are performing low. The learners' academic performance is their ticket to advancing to a higher curriculum level. It also presents their academic achievement or struggles. Thus, it is important that when they are struggling, they must be given appropriate extra activities as well as ample time to improve themselves.

Moreover, parents or guardians at home must monitor their learners' activity as less time spent for studies that in doing online games and browsing social media sites can definitely harm their academic performance. Lessons tackled and learned at school is necessarily needed to be re-enforce by review and practice at home. In this way the pupils can relearn and fully remember the lessons they learned at school.

According to Bugwak's (2023) research, the academic performance of primary teacher education learners is not significantly impacted by factors such as personal condition, study habits, home-related factors, and lecturer factor. Conversely, primary teacher education learners' academic performance is only slightly impacted by school-related issues. In light of this, authorities and schools should consider giving learners a comfortable learning atmosphere.

**Problem 3.** Is there a significant relationship between the teachers' gained information on PPST Domains through in-service trainings and the learners' academic performance?

**Table 3: Test Correlation on Teachers' Gained Information and Learners Performance**

Variables	r-value	p-value	Description	Interpretation
Content Knowledge and Pedagogy	0.675	0.001	Reject Ho	Significant
Learning Environment	0.654	0.001	Reject Ho	Significant
Diversity of Learners	0.497	0.004	Reject Ho	Significant
Curriculum and Planning	0.592	0.004	Reject Ho	Significant
Assessment and Reporting	0.598	0.002	Reject Ho	Significant
Community Linkages and Professional Engagement	0.428	0.006	Reject Ho	Significant
Personal Growth and Professional Development	0.476	0.002	Reject Ho	Significant

**Note:** Significant if computed p-value is lower that the critical value of 0.05 level of significance.

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Table 3 displays the Test Correlation on Teachers' Gained Information on PPST Domain and Learners' Academic Performance. The independent variable is on teachers' gained information of PPST Domains through In-Service Training in terms of Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development while the dependent variable is the learners' academic performance.

For Content Knowledge and Pedagogy, it registered a computed r-value of 0.675 with computed p-value of 0.001. The computed p-value is lower than the critical p-value of 0.05 level of significance. This data implies that teachers' gained information on Content Knowledge and Pedagogy is significantly correlated with their performance. Thus, the null hypothesis is rejected. According to Peters-George's study from 2021, there is a statistically significant correlation between teachers' performance in terms of learners' achievement and their overall pedagogical content knowledge. Administrators, legislators, and educators could utilize the findings to enhance the pedagogies of Math teachers through professional development, which would ultimately improve student performance and bringing about social change.

For Learning Environment, it registered a computed r-value of 0.654 with computed p-value of 0.001. The computed p-value is lower than the critical p-value of 0.05 level of significance. This data implies that teachers' gained information on Learning Environment is significantly correlated with their performance. Thus, the null hypothesis is rejected. According to Llego (2017) learning environment is a key factor to the teachers and learners' performance as it is the place where the teacher can practice its teaching strategies, techniques and management skills. These aspects are part of the evaluation of the teachers' performance.

For Diversity of Learners, it registered a computed r-value of 0.497 with computed p-value of 0.004. The computed p-value is lower than the critical p-value of 0.05 level of significance. This data implies that teachers' gained information on Diversity of Learners is significantly correlated with their performance. Thus, the null hypothesis is rejected. Tolentino (2022) stated that concepts of diversity of learners must be given emphasis as it can affect both the teachers and learners' performance. The teachers will be tested as to its skills on making activities that caters learners' needs and capacities while the learners need to be given proper activities, assistance and guidance in order for them to learn and acquire knowledge and skills they need for their development and future endeavors.

For Curriculum and Planning, it registered a computed r-value of 0.592 with computed p-value of 0.004. The computed p-value is lower than the critical p-value of 0.05 level of significance. This data implies that teachers' gained information on Curriculum and Planning is significantly correlated with their performance. Thus, the null hypothesis is rejected. Gepila Jr. (2019) stated that curriculum planning is essential and connected to the teachers' performance as the teacher need to prepare its strategies and techniques and even set of activities to be employed in the teaching and learning process for the best interest and performance of the learners. Moreover, it is also applicable in making set of activities for remediations for those struggling learners.

For Assessment and Reporting, it registered a computed r-value of 0.598 with computed p-value of 0.002. The computed p-value is lower than the critical p-value of 0.05 level of significance. This data implies that teachers' gained information on Assessment and Reporting is significantly correlated with their performance. Thus, the null hypothesis is rejected. In the field of education, assessment comprises gathering, examining, and applying data about the processes and outcomes of learning. It comes in a variety of forms and can be applied in a variety of ways. It can be used to identify a learner's areas of strength or difficulty, track and report on accomplishments, and determine the best course of action for students to take through a differentiated curriculum. While formative, summative, and diagnostic assessments can be conducted in a variety of ways, the primary objective of assessment and reporting is to improve student learning. To do this, it must faithfully convey the curriculum's objective (Llego, 2019 and Masters, 2022).

For Community Linkages and Professional Engagement, it registered a computed r-value of 0.428 with computed p-value of 0.006. The computed p-value is lower than the critical p-value of 0.05 level of significance. This data implies that teachers' gained information on Community Linkages and Professional Engagement is significantly correlated with their performance. Thus, the null hypothesis is rejected. According to Llego (2017 and 2019), school administrators are now encouraging teachers to engage in professional development activities and build connections with the community in order to allow them to share their knowledge and skills with the community. Additionally, teachers can use this as an opportunity to network and later mobilize support for the programs they intend to develop and implement. In order for the teachers' plans and actions to come to pass and be successfully carried out, this will further assist them in growing their networks and support systems.

For Personal Growth and Professional Development, it registered a computed r-value of 0.476 with computed p-value of 0.002. The computed p-value is lower than the critical p-value of 0.05 level of significance. This data implies that teachers' gained information on Personal Growth and Professional Development is significantly correlated with their performance. Thus, the null hypothesis is rejected. It's important to always value professional and personal development. The goal of professional

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development is to equip yourself with the knowledge and abilities that will enable you to work more productively. Personal development focuses on enhancing social and communication abilities as well as emotional health. Teachers need to know this domain because it gives them the tools to grow personally and professionally, including the knowledge and abilities that may be required for a potential promotion. Above all, the domain equips teachers with the skills they need to meet the demands of their jobs (Llego, 2019).

### IV. CONCLUSIONS

In the light of the above-cited findings, the following conclusions were drawn from the study:

1. Teachers were able to gain highest level of information on PPST domains which was at very high level. They were able to have better guidance in performing their functions.
2. Intervention or remediations are effective in West City Central School because majority of the learners got the Very Satisfactory level.
3. If teachers' gained information or competencies on PPST domains seriously, it is expected that teachers would apply what they gained.

### V. RECOMMENDATIONS

Based on the above findings and conclusions, the following recommendations are presented:

1. In order to help teachers fully function well in all of the PPST domains, schools may conduct more trainings and information drives on the PPST Domain Community Linkages and Professional Engagement.
2. Teachers can or may ask their direct supervisors or school heads of the schools for technical support on how to raise their own performance standards and that of their pupils.
3. Learners' performance is connected with the knowledge the teachers have gained from the trainings. Thus, more trainings are recommended for the teachers for them to be always refreshed of their roles to the learners.
4. The findings of this study could serve as a base or launching pad for future research with a larger participant and additional variables.

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