

Teacher Competence and Performances of Beginning and Seasoned Teachers: A Comparative-Study

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DOI: <https://doi.org/10.51584/IJRIAS.2024.907053>

Received: 08 June 2024; Accepted: 09 July 2024; Published: 20 August 2024

ABSTRACT

Teacher competence is an intellectual potency that exists in a teachers mind and which is realized in doing his/her job according to professional standards. This study determined the teachers 'competence on the performances of seasoned teachers in the District of Santa Josefa during the School Year 2022-2023. Specifically, this paper sought to determine 'level of competencies on Content Knowledge and Pedagogy; Learning Environment; Diversity of Learners; Curriculum and Planning; and Assessment and Reporting, performance level of beginning and seasoned teachers in the Individual Performance Commitment Review Form. It is a quantitative descriptive research design was used. Data were gathered from 183 teachers; 53 beginning teachers and 130 seasoned teachers to the 17 schools and universal sampling was used. Researcher-made questionnaire patterned from DepEd Order No. 42, s. 2017 on National Adoption and Implementation of the Philippine Professional standards for Teachers was utilized. Data were analyzed using descriptive and inferential statistics like T-test and Pearson Product Moment Correlation. Findings revealed that IPCRF IPCRF rating of beginning and Seasoned Teachers of 4.55 described as Outstanding. Also, teachers 'performances is at p-value of <0.000 which means teachers 'performances was Significant for both beginning and seasoned teachers. While, the competency of both beginning and seasoned teachers were noteworthy at p-value $<.001$, signifying the rejection of the null hypothesis. It is recommended that DepEd officials, through its Schools Division Superintendent, should extend their functions to teachers through encouragement in continuing the performance of proper work in instructional strategies for the improvement of students learning. School heads should adopt the new elements of good instructional techniques in the entire school operations and should discover ways for improving their teachers' performance. Beginning and seasoned teachers should increase their awareness on new instructional strategies needed on their performance, especially in the teaching and learning process. Based on the findings of this study, it can be inferred that teachers 'competence enables them to become successful of their undertakings to maximize students 'learning.

Keywords: Teachers' Competence, Teacher Performances, Beginning and Seasoned Teachers

INTRODUCTION

Teaching is a complex profession that requires a combination of knowledge, skills, and abilities in order to effectively educate and engage students. The competency and performance of teachers, both beginning and seasoned, play a crucial role in shaping the educational experiences and outcomes of students. Beginning teachers, who are relatively new to the profession, often face unique challenges as they navigate their way through the intricacies of teaching.

With years of experience, seasoned educators frequently have a thorough grasp of curriculum design, classroom management, and pedagogy. Over time, they have refined their teaching techniques and built a toolkit of efficient teaching techniques that meet the demands of a wide range of students. Their wealth of seasoned knowledge helps them feel more confident and adaptive when tackling a variety of obstacles in the educational environment. However, even with their newfound information and viewpoints, inexperienced teachers could find it difficult to apply what they have learned to the classroom. They may struggle with managing the classroom, adjusting to different learning styles, and using teaching techniques in practical settings. Nonetheless, their zeal, familiarity with contemporary educational practices, and receptiveness to novel ideas may infuse the learning environment

with a dynamic vitality.

In Davidson College, North Carolina, one aspect that can determine that success of education reform and school effectiveness is teacher organizational commitment because highly committed teachers are willing to give their extra effort to achieve the school's vision and goals. In educational organizations or agencies, a teacher's commitment will affect their performance and competence as a teacher. Apart from individual commitment, there is organizational commitment, where a person's commitment to an organization consists of three components; affective commitment, rational commitment and normative commitment. Of the three components of organizational of organizational commitment, all of them have a positive influence on teacher performance. A strong relationship between teachers and schools will produce behavioral tendencies to support the goal of the school, while one of the goals of the school is to produce graduates who have competence through learning, so when the relationship is well established, the teacher will support these goals by having a good performance (Shukla,2018)

In the City District of Manila (Capital District), seasoned teachers are expected to be competent within the sector to be able to meet the vision of the Department of Education to develop culture of excellence altogether other subjects. To understand the quality teaching level, the seasoned teacher should have the skills and techniques to perform his/her teaching. Significantly, teaching competence is identified as a key that influence on high quality outcomes for diverse students. Teachers 'competence is one of the aspects of larger system in education and learning. It derives from competent teacher who has proper credentials. It is generally viewed as majority of experts would say, competent teaching obtains high expectations; eyes within the rear of their heads, robust teaching repertoires, positive attitudes, communicates clearly, work with students, evidence of students learning and lifelong learner (DepEd Journal 2018).

Teachers have strategic and functional responsibilities in the advancement of education. Additionally, teaching must be promoted as a noble profession. Santa Josefa District, one of the public educational institutions, had a decline in student accomplishment. This issue would result in a negative perception of society. Because poor teaching and learning practices did not precede the decline in the school's results, teacher performance at that institution was insufficient. The management of the school had created a number of techniques to guarantee the caliber of classroom instruction. However, there were still many of issues. It was crucial to conduct the research that would look at additional aspects that enhanced teachers' performance in light of the issues raised by the school administration. Although the school had put in place several methods to raise infrastructure standards and educational quality, the issue could still not be effectively fixed.

REVIEW OF RELATED LITERATURE

This presents the review of related literature and studies which will be found relevant to the present investigation. This related literatures and studies helped in the formulation of the problem and research instrument which strengthened the analysis and interpretation of findings.

Teacher Competence of Seasoned Teachers. Teacher competence is an intellectual potency that exists in a teachers' mind and which is realized in doing his/her job according to professional standards. Teacher competence refers to the ability of a teacher to use professional standards efficiently to help, lead and counsel his/her students so that they can get good achievement (Tope, 2018).

The competencies that are required by teachers include pedagogic, personal, professional and social competence. In an environment where resources are very limited and where many factors contribute to the inadequate performance of pupils, teachers' competence is involved in its result to pupils 'academic status (Ogunkola, et al., 2018). How ever according to Evertson (2018) a better method of teaching is dependent largely on the user (the teacher) and it requires competencies, which may be viewed from pedagogical knowledge, knowledge of learner, knowledge of subject matters, skills and behavior in using play in teaching.

Teachers Performance. As cited by Ballou et.al., (2018), the role of the teacher has a moral dimension since he/she is the link between the school and society. The educators teach and instruct learners, organize educational activities and cooperate with the family in raising children and cultivating morals in them. A teacher who is

morally and scientifically trained will construct a new world through his actions. Teacher performances will help the learners to bring out their skills and teach them good habits/attitudes, helping them to become good citizens of the nation. Teachers occupy an important position in the school, as their responsibility eventually pertains to efficient and effective management.

From a school standpoint, the school head and teacher performances need positive work performance which is important because it instills trust in learners and parents. The positive performance and dedication to a learner's needs or the creation of a product can boost our school's reputation as an institution that deals honestly and fairly. School head performances also contribute to the development of a moral compass within an institution and assist in the prevention of negative attitudes and behaviors of teachers as models that seek to cut corners in the name of making a profit (Battle,2019).

This means that in its constructive school head and teacher performances, an institution cannot allow for moral ambiguity, rationalization, or ego. Otherwise, the strategy may fail. That is not to say that a good performance is not infectious. Employees who embrace each job with the same zeal and determination require their co-workers to do the same or risk being not left behind. A worker who does all this with a smile on his face can help others to enjoy the job a little more, thereby increasing productivity and worker morale (Blank, 2018).

Performance and its Professional Development. Corcoran, et. al., (2019) reiterated that the school head must establish school and community networks to encourage active participation of teachers' organizations, non-academic personnel of public schools, and parent-teachers community associations. He establishes and manages collaborative relations with GO's, NGO's, LGU's and PTCA's.

In recent events in the Philippines, President Benigno Simeon C. Aquino III assured the government's continuing action against corruption to help alleviate the plight of public-school teachers nationwide. Such action is needed so more government funds can be used instead to provide such teachers with the training, benefits, tools, and facilities for further enhancing their performance at work. President Aquino believes that the government must extend as much assistance to public school teachers as possible since their work is vital to nation-building. Aside from their school duties, he said teachers also act as parents who advise students on how to cope with their problems. He acknowledged low pay and lack of logistics support for the teachers at present make their tasks more difficult. President Aquino lauded the teachers for persevering to educate the youth despite such difficulty (Cullen, 2018).

Seasoned Teacher Performances. From the voices of the teachers, it is perhaps important to conclude that this kind of stakeholder involvement and community participation in the school is a sign of collaborative leadership. Such collaborative and participative kind of arrangements by all the stakeholders may only be achieved if there is good leadership that can develop and articulate the vision and envisions all the stakeholders in the school. Another feature of participative leadership in this study was discovered in the planning process. This eventually affected the overall school performance. So, in this study, it was discovered that good leadership is associated with school performance (Jantzi., 2019).

Contributing Factors for a Quality Education. Education is always a demand in the modern world. The ability of educational undertakings to have practical learning opportunities for learners has driven schools to become responsive to 21st-century education requires excellent preparation of learners in basic education to be equipped with essential skills, knowledge, values, and attitudes. If learners in basic education have a strong foundation for learning, they will become more innovative and competitive when they get to higher education, and ultimately, they will become successful contributors to national development. More so, the school must have an internal environment consisting of its physical set-up, management, quality of teachers, effective teaching methods, positive social and learning conditions, and strong home-school links, which constitute everything (Blank, 2018).

School Performance. Correspondingly, to determine the performance, the

Department of Education adopted the implementation of a Results-Based Performance Management System or RPMS which focuses on the measures of performance vis-à-vis a targeted milestone and provides a credible and verifiable basis for assessing the organizational outcomes and the collective performance of the government

employees.

The school heads accomplish the Office Performance Commitment and Review Form or OPCRf to reflect the accomplishment of his or her office. The OPCRf shall be supported by the reports, documents, or any outputs as proof of actual performance (Rockoff, 2018).

Statement of the Problem

The purpose of the study will determine the teachers' competence on the performances of seasoned and beginning teachers in the District of Santa Josefa during the School Year 2022-2023.

Specifically, this paper seeks to answer the following questions:

1. What is the respondents' level of competencies based on:
 - 1.1 Content Knowledge and Pedagogy;
 - 1.2 Learning Environment;
 - 1.3 Diversity of Learners;
 - 1.4 Curriculum and Planning; and
 - 1.5 Assessment and Reporting?
2. What is the performance of beginning and seasoned teachers in terms of:
 - 2.1 Individual Performance Commitment Review Form
3. Is there a significant difference between teachers' competence of the beginning teachers?
4. Is there a significant difference between the performance of the seasoned teachers?

METHODS

This chapter presents to explain the research design and method was used in the study which includes the research design, research local, respondents of the study, sampling procedure, research instruments, validation of instrument, data gathering procedure, and statistical treatment.

Research Design

It is an approach that is very useful when the researcher wants to know regarding the events who were involved, what was involved, and where did things happen (Lambert & Lambert, 2012). Descriptive research is an appropriate choice when the study aims to identify characteristics, frequencies, trends, differences, correlations, and categories (Mc Combes, 2019)

This study was used the descriptive research design. In this design, data will be collected from the sample of the population in order to find out the relative opinion, attitude and status of the population about the phenomenon. This quantitative descriptive research design did not only demand gathering, tabulating, and computation of data but will also involve the analysis and interpretation of the gathered data. In addition, the data collection was used a survey questionnaire to determine the teachers' competence on the performances of the seasoned teachers and beginning teachers which would be the basis in designing an intervention plan.

Research Respondent

The respondents of the study was the 183 teachers from the 17 schools of Sta. Josefa Districts I, II, and III. ; 130 seasoned teachers and 53 beginning teachers during the academic year 2022-2023. The researcher utilized

a universal sampling due to limited sample size.

Table 1: Distribution of Respondents

Name of School Per District	Total No. of Beginning Teachers	Total No. of Seasoned Teachers
Sta. Josefa Central Elementary School with SPED Program	5	33
Angas Central Integrated School	4	12
Dao Elementary School	4	4
Datu Madagnas Elementary School	2	1
San Jose Elementary School	4	7
San Pascual Integrated School	3	10
Sayon Elementary School	4	11
Simeon S. Castor Elementary School	0	7
Aurora Central Elementary School	6	8
Kaangayan Elementary School	2	1
Lilo Elementary School	3	1
Malipayon Elementary School	2	4
Pag-asa Elementary School	3	5
Patrocinio Integrated School	5	9
San Vicente Elementary School	1	3
Sta. Isabel Elementary School	2	6
Tapaz Integrated School	3	8
Total	53	130

Research Instrument

In obtaining the desired data, the following instruments would be used:

The researcher created a survey questionnaire and use a patterned and modified questionnaire from Philippine Professional Standard for Teachers to fit study. Part I would highlight the respondents teaching standards competencies. The instruments would comprise of teachers ‘competence namely: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, personal growth and professional development.

Methods of Data Acquisition

Seeking permission to conduct the study, the researcher passed the letter of endorsement given by the Assumption College of Nabunturan last September 27,2023. It was addressed to the Schools Division Superintendent through the HR department handed it by the researcher last October 10,2023. The researcher received the signed endorsement on October 16 through the School Administrative Officer II. Upon the approval

of the Schools Division Superintendent, the researcher handed another letter to the PSDS of Sta. Josefa District last October 18,2023 and to the principal or school head of every school.

The researcher went to every school on October 19,2023 to approach the adviser and ask teacher’s permission as the respondents of the study. Once the questionnaires would be retrieved, all responses would be recorded, tabulated, analyzed, and treated with utmost confidentiality.

The instrument was administered to 30 selected try-out respondents in the other school of Sta. Josefa District who had similar characteristics to those of final respondents but did not participate in the actual study. This will be validated by five (5) experts to ensure that the material used is valid and applicable to the teacher’s interest. Also, this is to determine the applicability of the study and to ensure that data to be collected are valid. In addition, through this pretest the researcher will be able to obtain recommendations and suggestions for the enrichment of the instrument. After the try- out, revisions will be made before the actual investigation.

Statistical Treatment of Data

The statistical tools that would be used in this study would be the following:

Descriptive statistics used for the summary and analysis of the data including frequencies, percentage, means and standard deviations. Also, frequency and percentage used to answer the first problem, which is to assess the teachers. Mean and Standard deviation would be used for the second and third problem which to assess the level of teachers ‘competence and performance of the seasoned and beginning teachers.

T-test was used to determine if there is a significant difference between the means of two groups and how they are related. T-tests was used since the data sets follow a normal distribution and have unknown variances, like the data set recorded from flipping a coin 100 times.

The independent t test, also called unpaired t test, is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated groups in this study given to my statistician.

RESULTS

This chapter presents the results of the data gathered from the public elementary school teachers and school heads in the District of Santa Josefa during School Year 2022-2023. The results are presented in sequence according to the problems posed in

Chapter 1. Data are presented in tables to facilitate understanding of the results.

Respondents Level of Competencies on Content Knowledge and Pedagogy

The table 2 shows the level of competencies based on Content Knowledge and Pedagogy of Beginning and Seasoned Teachers

Table 2 Distribution on the level of Competencies based on Content Knowledge and Pedagogy

	Mean Rating	Description
Beginning	3.36	Very High
Seasoned	3.78	Very High
Overall	3.77	Very High

Respondents Level of Competence on Learning Environment

The table 3 shows the level of competence based on Learning Environment of both beginning and seasoned

teachers.

Table 3 Distribution on the level of Competence based on Learning Environment

	Mean Rating	Description
Beginning	3.45	Very High
Seasoned	3.67	Very High
Overall	3.56	Very High

Respondents Level of Competence on Diversity of Learners

The table 4 shows the level of competence based on Diversity of Learners of both beginning and seasoned teachers.

Table 4 Distribution on the level of Competence based on Diversity of Learners

	Mean Rating	Description
Beginning	3.6	Very High
Seasoned	3.7	Very High
Overall	3.65	Very High

Respondents Level of Competence on Curriculum and Planning

The table 5 shows the level of competence based on Learning Curriculum and Planning of both beginning and seasoned teachers.

Table 5 Distribution on the level of Competence based on Curriculum and Planning

	Mean Rating	Description
Beginning	3.58	Very High
Seasoned	3.77	Very High
Overall	3.675	Very High

Respondents Level of Competence on Assessment and Reporting

The table 6 shows the level of competence based on Assessment and Reporting of both beginning and seasoned teachers.

Table 6 Distribution on the level of Competence based on Assessment and Reporting

	Mean Rating	Description
Beginning	3.43	Very High
Seasoned	3.69	Very High
Overall	3.56	Very High

Individual Performance Commitment Review Form of Beginning and Seasoned Teachers

The table 7 shows the level of competence based on Individual Performance Commitment Review Form of both beginning and seasoned teachers.

Table 7: IPCRF of Beginning and Seasoned Teachers

	Numerical Rating	Description
Beginning	4.4	Very Satisfactory
Seasoned	4.7	Outstanding
Overall	4.55	Outstanding

Table 8: Teacher Competence of Beginning and Seasoned Teachers

	T-value	df	P-value
Competency	-27.632	181	< .001 ^a

Independent Samples T-Test

Teacher Performance of Beginning and Seasoned Teachers

The table 9 shows the level of competence on Teacher Performance of both beginning and seasoned teachers.

Table 9 Teacher Performance of Beginning and Seasoned Teachers Independent Samples T-Test

	t	df	p
Performance	-7.555	181	< .001 ^a

Table 9 depicts the results on the significant difference between beginning and seasoned teachers' performances. Results reveal that teachers' performances is at *pvalue* of <0.000 which means teachers' performances was *Significant* to the performances of beginning and seasoned teachers. This indicates that teachers' expertise in teaching the subject affects learners' academic achievement. As observed, teachers made the subject understandable through their strategies used and vivid discussion of the concepts.

DISCUSSIONS AND CONCLUSIONS

This chapter presents a summary of the findings based on the data collected. It provides answers to hypotheses and draws conclusions and conclusions.

Respondents Level of Competencies

It is indispensable to note the teachers' level of competencies contain of Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, and Assessment and Reporting, since these variables defines their commitment and competence towards the teaching profession. Thus, the need to sustain teachers' competence to improve teachers' performance is a vital factor of academic excellence.

Level of Competencies based on Content Knowledge and Pedagogy.

Table 2 illustrates the teachers' level of competencies based on Content Knowledge and Pedagogy. Results reveal

and overall mean rating of 3.77 described as *Very High*. This calls for a constant optimism regarding the pedagogy and content knowledge delivery. This suggests that you have paid close attention to the material because learning success and knowledge acquisition depend heavily on it. This suggests that they have taken the initiative to offer concepts in an efficient manner. Teachers were seen to be confident and competent in their delivery of the concept information.

As supported by Toom (2018), teachers' competence and their learning during teacher education and in the profession has long puzzled researchers working on teacher education, teachers, and also educational policy-makers. As pointed out by various researches, teacher competence on concepts and knowledge on the content and pedagogy strive to find common ground beyond different cultural traditions, defining key knowledge, skills and attitudes that can be required and undertake by teachers. The role of professional standards and basic characteristics of teacher expertise plays vitally in the pursuit of appropriate content knowledge and pedagogy.

In particular, seasoned obtained the highest mean rating of 3.78 described as *Very High*. This implies that you should always approach the delivery of content knowledge and teaching with positivity. This suggests that you have concentrated on the material because it is crucial to your ability to learn and gain knowledge. This suggests that they have approached the successful delivery of concepts in a favorable way. Teachers presented the notion knowledge with competence and optimism, as was evident.

According to Sword (2020), communication is a key in the classroom. Successful teaching is generally considered to require only 50% knowledge to 50% communication skills. As a result, a teacher should be skilled in all four forms of communication: listening, speaking, reading, and writing, as well as how to apply this knowledge in the classroom. It has been shown that being able to do so has an effect on students' academic performance as well as the teacher's own career success.

However, beginning teachers obtained the lowest mean rating of 3.36 described as *Very High*. This indicates that new teachers have frequently taught the concepts using information based on research. This suggests that a portion of the educators may not be using this indication. This suggests that in order to achieve the greatest standards for teaching and learning, educators should consistently apply research based insights. Teachers were specific about the subjects they needed to promote and spread, as was evident.

Schmoker (2019) states that teachers 'should implement instructional approaches those are applicable across disciplines and those that are discipline specific based on research. More so, school principals provided a foundation for improved student outcomes in all learning areas as part of researched-based disciplines. They also need to support teacher leaders to facilitate opportunities for professional learning with their teams, and to share effective practice.

Level of Competence based on Learning Environment

Table 3 demonstrates the distribution of teachers' level of competencies based on Learning Environment. Results reveal an overall mean rating of 3.56 described as *Very High*. This indicates that both inexperienced and seasoned educators are seen as positively competent in the classroom. Kullmhan (2018) specifies that teachers are more critical in a personalized learning environment where relationship-building and trust form the foundation for everything that happens in the classroom. The teacher supports their students to take risks and try new things without fear of failure. They were supported in turn by district leaders who foster a collaborative school culture.

Specifically, seasoned teachers obtained the highest mean rating of 3.67 described as *Very High*. This indicates that experienced educators have created a secure learning environment to improve learning consistency. As noticed, teachers lead the classroom management, they should make sure that in leading, desirable relationship at it Dusenburry (2020) states that creating a classroom that is organized and is characterized by mutual respect makes it a lot easier to teach effectively. One of the most important things teachers can do to promote learning is to create classroom environments where students feel safe. In using interactive approaches such as small groups and cooperative learning, it is especially important to create a classroom where students feel safe asking questions and contributing to discussions.

However, beginning teachers obtained the lowest mean rating of 3.45 described as *Very High*. This means that beginning teachers highly practice classroom activities utilizing the classroom environment. Becton (2021) pointed out that positive and productive learning environments are keys to students' academic, emotional and social success in school. Teachers should foster a learning environment in which students feel safe, relaxed, and willing to take risks, especially for learners who may have had negative experiences in traditional classroom environments. Students often describe supportive learning environments as expanding their sense of family and enhancing their self-esteem, which, when combined with increased literacy skills, help students take more chances in pursuing their goals.

Level of Competence based on Diversity of Learners

Table 4 determines the distribution of teachers' level of competencies based on Diversity of Learners. Results reveal an overall mean rating of 3.65 described as *Very High*. This indicates that both new and experienced teachers at have a good grasp of the variety of learners. Research of Goodwin (2021) has demonstrated the relationship between teacher preparation and competence, and that quality teachers achieve better academic outcomes for learners. Moreover, the issue of quality teachers has become even more salient in the 21st century as forces of globalization blur boundaries, heightening both competition and cooperation among nations. The meaningful learning that honors diverse students' culture and communities, high academic standards supported by excellent teachers, and multiple access points into the curriculum. The solution to inequitable education requires that all teachers instruct and advocate for every student as if she or he mattered, that all students receive the same care and attention as the richest, most advantaged.

In connection, seasoned teachers obtained the highest mean rating of 3.70 described as *Very High*. This indicates that experienced educators have presented material that is pertinent to students' needs. The result is attested by Simmons (2020) that academic learning time is essential in pacing lessons, the allocated time wherein the amount of time teachers plans to devote to instructional activities in a lesson, the instructional time wherein the amount of allocated time dedicated to a specific instructional activity that a teacher (or students) actually spend on that activity, and the engaged time wherein the amount of time during which students are authentically engaged in the instructional activities. Teachers want to optimize engaged time, in which students are not only attending to direct instruction or participating in scheduled events, but are substantively engaged when doing so. To put it another way, students exert cognitive effort, actively engage in the task, and commit to it.

On the other hand, beginning teachers obtained the lower mean rating of 3.60 described as *Very High*. This means that beginning teachers adapted strategies in catering the needs of challenged learners. According to Parish (2019), teachers are often asked to modify instruction to accommodate special needs students. Teachers may use strategies that suit the needs of the challenged-learners like teaching the content in many ways. In a traditional classroom, planning for the lesson is done with the —typical student in mind. Often, there is one way for all students to learn the material, such as a lecture or a slide presentation. Provide accommodations for all students. Instead of providing accommodations only to students with special needs, think about accommodations that such students frequently need and make them available to all students. Provide choices to sustain student engagement: allow students to choose an activity.

Level of Competence based on Curriculum and Planning

Table 5 displays the distribution of teachers' level of competencies based on Curriculum and Planning. Results reveal an overall mean rating of 3.675 described as *Very High*. This indicates that curriculum and planning have been the teachers' primary concerns, both new and experienced. As stated by Kim (2018) that competencies are neither curricula nor learning objectives. Teachers must envision what to prepare and what to do in a day. They have planned lessons based on performance outcomes around which a curriculum is developed and delivered and against which performance can be measured. Competency-based curriculum is organized around competencies required for practice. It is also grounded in the empirically validated principle that students, when given appropriate instruction, can all master the prescribed performance outcomes based on the teachers' planned lessons.

Also, the seasoned teachers obtained the highest mean rating of 3.77 described as *Very High*. This indicates that

seasoned educators have devotedly matched resources and class objectives to the requirements of their students. Kurt (2020) cited that assessments should reveal how well students have learned what a teacher wants them to learn while instruction ensures that they learn it. It is important for a teacher to align learning objectives with instructional strategies and assessments to ensure that everyone involved is aware of the expectations. Both instructors and students should have a consistent understanding of what is going to be taught and how it will be evaluated. Consistent expectations and clear outlines are imperative in order to build trust and motivate the students to learn.

However, the beginning teachers obtained the lowest mean rating of 3.58 described as *Very High*. This means that beginning teachers have engaged learners in an engaging and meaningful learning experience. According to the National Council of Teachers of English (2018) students who do not find representations of their own cultures in texts are likely to lose interest in schoolbased literacies, therefore, choose culturally relevant materials so they will be engaged in learning. Teachers used specific everyday examples. An easy way to help students feel personally connected to what they are being taught is to talk about how they can apply the material in real life. Teachers linked routines to learning. Teachers can also promote learning through classroom routines.

Level of Competence based on Assessment and Reporting

Table 6 depicts the distribution of teachers 'level of competencies based on Assessment and Reporting. Results reveal an overall mean rating of 3.56 described as *Very High*. This indicates that both inexperienced and seasoned educators have produced pertinent reporting and assessment. As observed, teachers have measured students 'capabilities or Rhamawati & Barlianna (2021) emphasized the importance of students' education process, assessment, and reporting. Assessment plays a key role in the "Students-centered" education because it can provide useful feedback to both teachers and students and help them adjust their teaching and studying. Assessment give students the opportunity to learn and inform themselves of their progress, achievements, weaknesses and then take the necessary actions to improve their performance It is consistent with the "Students-centered" philosophy of education in that puts the students in the center of learning. Assessment and visible learning strategies improve student achievement, help them become independent, and ensure equitable access to learning.

Specifically, the seasoned teachers obtained the highest mean rating of 3.69 described as *Very High*. This indicates that knowledgeable educators have accurately documented the students' performance. As posited by Konen (2018) that the varied methods of recording information are as numerous as there are schools. Whether teachers chose to use technology to track quantitative data or even a data based technology warehouse, it can make life easier for a classroom teacher. The transition of work from the instructor to the student is a primary indicator of a master teacher's outstanding record-keeping method. Students take another step toward ownership of their learning when they participate in the management of knowledge, especially their own work assignments.

Moreover, the beginning teachers obtained the lowest mean rating of 3.43 described as *Very High*. This indicates that written and performance-based assessments have been used by new teachers. As cited by Talampos (2018) that the traditional assessment can enhance learning when the question on the test are carefully crafted to express the learner's understanding and misunderstanding while the non-traditional assessment on the other hand can enhance learning by requiring the student to communicate the interconnection of coherent among concepts and procedures. It encourages the integration of a variety of written and performance metrics. To reflect target abilities, it uses proxy measures of student learning. It promotes the memorization of right answers as well as divergent thought in the generation of potential solutions.

IPCRF of Beginning and Seasoned Teachers

Table 7 reveals the distribution of IPCRF rating of beginning and Seasoned Teachers. Results reveal an overall mean rating of 4.55 described as *Outstanding*. This suggests that they have developed personally and have assisted educators in honing their craft. Senol (2019) mentioned the need for professional development of educational leaders to fulfill their roles increased. Since educational leaders have such a large effect on school culture, school growth, student learning, and achievement, their professional development is crucial to their

continued success as leaders. Educational leaders who engaged in professional development activities boost their job performance by applying new knowledge and skills to incorporate the best educational practices in their classrooms. Hence, new and experienced school leaders have different needs to fulfill their responsibilities because they have different levels of management, communication, technological skills, and understanding of curriculum.

Also, the seasoned teachers obtained the highest mean rating of 4.70 described as *Outstanding*. This indicates that experienced educators have taken a leading role in professional reflections aimed at enhancing their instruction. According to Spalding (2020), teacher's ability to reflect on what, why and how they do things, and to adapt and develop their excellence in teaching is the one quality above all that makes them good. Reflective practice is learning through and from experience towards gaining new insights of self and practice. Professional reflection is important because it is a process that helps teachers to collect, record, and analyses everything that happened in the lesson. School heads allow seasoned teachers to have their reflections to inculcate that they need to move not just from experiencing but also understanding. If teachers do not question themselves about what their experiences mean and think actively about them, research has shown that they will not make any changes and therefore improve.

However, the beginning teachers obtained the lowest mean rating of 4.40 described as *Very Satisfactory*. This indicates that the majority of the time, the school leaders' degree of competency in overseeing professional programs was obvious. This is supported by Allan's (2017) study which revealed that school heads and teachers play a crucial role in nation building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress. Evidences show unequivocally that good teachers are vital to raising student achievement, quality learning is contingent upon quality teaching.

Teacher Competence of Beginning and Seasoned Teachers

It is interesting to know the significant difference between the beginning and seasoned teachers competence. The outcomes of their differences offered precise information to support the study's findings. Furthermore, as long as they were fulfilling their obligations on a given work, both novice and experienced teachers could evaluate each other's competency. They also played a crucial role in making this study possible. Consequently, the proficiency of both novice and experienced educators was noteworthy at $p\text{-value} < .001$, signifying the rejection of the null hypothesis.

As posited by Goten et al (2018) that teacher's performance for the last three years was outstanding. The level of instructional competence of the beginning and seasoned fell on the competent category. In professional competency, the school heads evaluated their teachers very competently. The school heads showed the competence in motivating their teachers. The management behavior of the school heads was highly effective. In the areas key processes and core components, the school heads were highly effective. The instructional competencies of the school heads did not relate or affect their management behavior.

Teacher Performance of Beginning and Seasoned Teachers

Table 9 depicts the results on the significant difference between beginning and seasoned teachers performances. Results reveal that teachers' performances is at $p\text{value}$ of < 0.000 which means teachers' performances was *Significant* to the performances of beginning and seasoned teachers. This implies that performance was affected by teachers' competence and performance. This suggests that students' academic success is influenced by teachers' subject-matter competence. Teachers were able to make the subject clear by using methods and having lively discussions about the issues.

As posited by Naz (2016), teacher's professional competence includes knowledge and understanding of children and their learning, subject knowledge, curriculum, the education system and the teacher's role. There is significant relationship between teachers professional competence scores and students achievement. It indicated that achievement of students was associated with professional competence of teachers.

CONCLUSION

Based on the findings of this study, it can be inferred that teachers 'competence enables them to become successful of their undertakings to maximize students 'learning. They were expert in a wide-ranging array of competencies especially in a complex school environment where numerous critical decisions are required each day. They have developed their competencies as they consistently, passionately, and positively serve the diverse 21st Century learners. Teachers 'personal growth and professional development, pedagogical culture and innovations with 21st century instructional skills and competencies improve students 'skills and academic performance. School heads motivate their teachers to achieve their full potentials as front line of academics. Their resilient leadership maximizes a welcoming learning and working environment. They have served with passion, commitment, and optimism as they strive for sustained academic excellence and exceptional teaching competence.

RECOMMENDATIONS

Based on the findings and the significance of the study, the following recommendations are formulated: The DepEd officials, through its Schools Division Superintendent, should extend their functions to teachers through encouragement in continuing the performance of proper work in instructional strategies for the improvement of students learning; school heads should adopt the new elements of good instructional techniques in the entire school operations and should discover ways for improving their teachers performance; beginning and seasoned teachers should increase their awareness on new instructional strategies needed on their performance, especially in the teaching and learning process. They should strengthen their creativity and have ample time in improving their work from good to better, and should maintain being professional, diligent; and caring about their work and to their students; parents should closely look at the importance of the instructional techniques of teachers that affects the study habits of their children when they enter the place of learning and be supportive to attain a quality education and learning; further research on the same topic should be conducted in some other divisions or districts for deeper analysis of the results that could serve as basis to compare relationship.

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