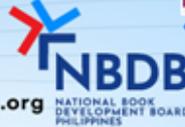




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## Competency Enhancement Plan for Elementary School Teachers

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### Abstract

**Aim:** This study this study aimed to develop and validate a Competency Enhancement Plan for Elementary School Teachers. Specifically, it sought to find out the level of competence of respondents as reflected in their Individual Performance Commitment and Review Form (IPCRF), the competency needs of respondents based on the Results-based Performance Management System (RPMS) indicators and the relationship between the level of competence of respondents and their perceived competency needs

**Methodology:** This study used e descriptive design following the Research and Development (R&D) methodology. This study involved 252 elementary school teachers in the Schools Division of Ilocos Norte particularly East Zone.

**Results:** Results showed that the elementary school teachers are very satisfactory in their level of competence through document analysis of their IPCRF rating. On the other hand, as to their competency needs they rated highly needed in the different Results-based Performance Management System (RPMS) indicators. Findings also revealed that there is no significant relationship between the respondents' level of competency and competency needs, thus, a Competency Enhancement Plan for Elementary School Teachers was proposed and validated.

**Conclusion:** The overall strong agreement of the panel experts who validated the competency plan indicates that it is very highly valid which makes it acceptable for implementation. Based on the findings, it is advised that school heads encourage their teachers to enroll in graduate studies, offer technical assistance through coaching and mentoring, and create a support structure for teachers to improve their competencies. Adoption of the Competency Enhancement Plan in the division, and specifically in the different schools, is strongly recommended.

**Keywords:** competency enhancement plan, competency needs, RPMS indicators

### INTRODUCTION

Teachers' qualities, character, qualifications, and professional competencies are the foundations upon which a successful national education is ultimately built (Alferez, et al., 2023; Amihan & Sanchez, 2023; Salendab, 2021; Salendab & Cogo, 2022; Sanchez, 2023a). It is now more important than ever to invest in teacher development and improvement in order to better transform and effect change not only in the lives of students, but also in the lives of society as whole (Dizon & Sanchez, 2020; Salendab & Dapitan, 2020; Salendab & Dapitan, 2021a).

According to Chapter 1, Section 7, Letter E, paragraph 3 of Republic Act No. 9155, an act establishing a context of supremacy for basic education, creating authority and accountability, renaming the Department of Education, Culture, and Sports as the Department of Education, and for other purposes, the school heads abide by the national educational policies, plans, and standards. As a result, the school's success or failure is determined by the school principal. It simply indicates that school principals' leadership is fraught with difficulties. There have been issues with instruction delivery, learning interventions, teaching tactics, and approaches. What matters most, though, is how issues are handled. Hence, school leadership in the context of School Based Management (SBM) under RA 9155, entails a revisit and requires a paradigm shift, from the traditional way of management. According to Abulencia (2012), the decentralization of 70's trend of School-Based Management (SBM) has been adopted by many countries as a national education policy. Many education managers and experts are drawn to School-based Management (SBM) because it produces numerous positive outcomes such as improved academic performance of students, increased



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participation of parents and the community in the education of the students/children, and, most importantly, empowerment of local school heads, among others. Change, collegiality, teamwork, and even efficiency and effectiveness are all required (Carvajal & Sanchez, 2023; Muñoz & Sanchez, 2023; Salendab, 2023; Salendab & Akmad, 2023). DepEd Order No. 42, s. 2017, the Philippine Professional Standards for Teachers (PPST) complements the reform initiatives on teacher quality from pre-service education to in-service training. It defines teacher quality in the K–12 Reform by using well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. These standards specify what teachers should know, be able to do, and value in order to achieve competence, improved student learning outcomes, and, ultimately, quality education. It is based on philosophies such as learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others (Salendab & Dapitan, 2021b; Sanchez, 2020a; Sanchez, 2023b). As a result, the professional standards become a public statement of professional accountability that can assist teachers in reflecting on and assessing their own practices as they strive for personal and professional development. Moreover, it defines the quality of teachers in the Philippines. The standards describe the increasing levels of knowledge, practice, and professional engagement expected of teachers. Simultaneously, the standards allow for teachers' growing understanding, which can then be applied with increasing sophistication across a broader and more complex range of teaching and learning situations. Gepila (2020) assessed teachers' competence using the Philippine Professional Standards for Teachers (PPST), and the investigation revealed that the majority of them rated themselves as highly proficient in managing the learning environment and proficient only in dealing with the diversity of learners. As a result, a gap in the needs of teachers to improve learners' diversity management has been identified. In sum, they considered themselves proficient only in the PPST domains. As a school administrator and a rater of teachers' performance, it was observed that the majority, if not all, of the teachers were only rated as very satisfactory, which is one step below becoming outstanding in their performance in providing quality education to their learners. Meanwhile, the crucial challenge still rests with our teachers. They should keep up with time as the quality of education is changing constantly (Salendab & Laguda, 2023; Salendab & Sanchez, 2023; Sanchez, 2022; Sanchez, 2020b; Sanchez & Sarmiento, 2020). Reskilling and upskilling help them to develop their proficiencies and competencies. In this regard, the researcher is challenged to conduct the study to assist teachers in crafting and accomplishing their Individual Performance Commitment and Review Form anchored with the domains of the Philippine Professional Standards for Teachers. It is now high time to capacitate our teachers and give them the best for an effective pedagogical refinement in education.

### Research Questions

The study was conducted to develop Competency Enhancement Plan for Elementary School Teachers in the Schools Division of Ilocos Norte (SDOIN). Specifically, it sought answers to the following questions:

1. What is the level of competence of respondents as reflected in their Individual Performance and Commitment Review Form?
2. What are the competency needs of the respondents based on the Results-based Performance System indicators?
3. Is there a significant relationship between the level of competence of respondents and their perceived competency needs?
4. What competency enhancement plan could be developed for the Elementary School Teachers?
5. What is the content validity of competency enhancement plan?

### METHODS

#### Research Design

The study utilized the descriptive design employing the Research and Development (R&D) methodology consisting of three stages: 1) planning stage; 2) development stage; and 3) evaluation stage.

The planning stage involved document analysis on the level of competence of respondents as reflected in their Individual Performance and Commitment Review Form (IPCRF) and survey on the competency needs of respondents based on the Results-based Performance Management System (RPMS) indicators.

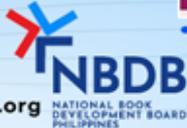
In the development stage, it analyzed the results of the document analysis on the level of competence of respondents as reflected in their Individual Performance and Commitment Review Form (IPCRF) and the competency



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needs of respondents based on the Results-based Performance Management System (RPMS) indicators. The results served as a basis in crafting the competency enhancement plan for elementary school teachers.

**Population and Sampling**

This study involved 252 out of 723 elementary school teachers of East unit of the Schools Division of Ilocos Norte. These were Teachers I to III with 3 years in service. Raosoft calculator was used to determine the number of teacher-respondents. The table below presented the distribution of respondents in the study.

Moreover, the validators of the proposed Competency Enhancement Plan for elementary school teachers were purposively selected based on their expertise, educational qualification, and field of interest. Criteria of inclusions included three to five years of experience in their present position. These were the senior education program specialist in-charge of planning and research, public schools district supervisor, chief education program supervisor and school principal/school head.

**Instrument**

There were three data gathering instruments utilized in this study. The first research instrument was necessary to determine the level of competence of respondents as reflected in their Individual Performance and Commitment Review Form (IPCRF). In this instrument, a document analysis was conducted on the ratings of Elementary School Teachers in their Individual Performance Commitment Form (IPCRF) with the prescribed adjectival rating equivalences. However, in this study, one of the key results areas, the Learning Environment, was excluded because of the absence of face-to-face classes.

The indicators of the Results-based Performance Management System (RPMS) were used to determine the level of competency needs of respondents. This survey was adopted from the Results-based Performance Management System (RPMS) tools for Teachers. Likewise, the domain in Learning Environment was omitted for purposes of consistency. Moreover, some modifications were made in the DepEd developed Individual Performance Commitment and Review Form (IPCRF) survey instrument to suit the purpose of the present study.

**Data Collection**

The researcher requested a permission from proper authorities prior to the conduct of the study as well as on the data gathering for the study.

Upon approval, a letter was sent to the respondents along with survey questionnaire. All respondents and panel of validators were given detailed instructions on how to complete the survey questionnaires and in the validation of the competency enhancement plan respectively.

In the survey on the competency needs, the researcher asked permission from the Schools Division Office of Ilocos Norte to post the online survey questionnaire in SDOIN Facebook Infoboard for faster consolidation of results and data gathering. For convenience and efficiency, the researcher used the Google Forms to collect the respondents' responses. Data were tabulated, analyzed and interpreted.

In the validation of the proposed plan, the competency enhancement plan and content validation tool was sent to the validators' panel through their email addresses. The senior education program specialist in-charge of planning and research, public schools district supervisor, chief education program supervisor and school principal/school head served as validators. Their comments and suggestions were used as bases for the refinement and final revision of the enhancement plan.

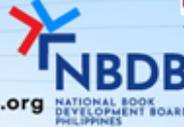
**Treatment of Data**

Mean rating was used to interpret the level of competence of teachers using their IPCRF rating. The IPCRF rating was identified through document analysis. Ranges of rating together with their corresponding descriptive interpretation were used as follows:

Ranges of Rating	Descriptive Interpretation
4.500-5.000	Outstanding (O)
3.500-4.499	Very Satisfactory (VS)
2.500-3.499	Satisfactory (S)
1.500-2.499	Unsatisfactory (U)
1.000-1.499	Poor (P)



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Furthermore, the competency needs of respondents based on the Results-based Performance Management System (RPMS) indicators were interpreted using mean. The ranges of mean values specified were used:

Range of Means	Descriptive Interpretation
4.50 – 5.00	Very Highly Needed (VHN)
3.50 - 4.49	Highly Needed (HN)
2.50 - 3.49	Moderately Needed (MN)
1.50 - 2.49	Slightly Needed (SN)
1.00 - 1.49	Not Needed (NN)

Lastly, mean was also used to describe the validity of the competency enhancement plan for elementary school teachers. The ranges of mean values specified were used:

Range of Means	Descriptive Interpretation
3.51-4.00	Very Highly Valid (VHV)
2.51-3.50	Highly Valid (HV)
1.51-2.50	Moderately Valid (MV)
1.00-1.50	Not Valid (NV)

### Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

### RESULTS and DISCUSSION

Table 1 Summary on the Level of Competence of Respondents as reflected in their IPCRF

Domains	Composite Mean	Descriptive Interpretation
1. Content Knowledge and Pedagogy	4.313	VS
2. Diversity of Learners and Assessment And Reporting	4.347	VS
3. Curriculum and Planning	4.300	VS
4. Community Linkages and Professional Engagement and Personal Growth and Professional Development	4.316	VS
<b>Overall Mean</b>	<b>4.319</b>	<b>VS</b>

Legend: **Ranges of Means Descriptive Interpretation (DI)**

4.500-5.000	Outstanding (O)
3.500-4.499	Very Satisfactory (VS)
2.500-3.499	Satisfactory (S)
1.500-2.499	Unsatisfactory (U)
Below 1.499	Poor (P)

It can be gleaned in Table 1 the summary on the level of competence of the respondents as reflected in their Individual Performance Commitment and Review Form (IPCRF).

Among the four domains, Diversity of Learners and Assessment and reporting obtained the highest composite mean of 4.347 with a descriptive interpretation of Very satisfactory. Meanwhile, Community Linkages and Professional Engagement and Personal Growth and Professional Development earned a composite mean of 4.316 with Very Satisfactory as verbal interpretation. Further, the lowest mean obtained is 4.313 and 4.300 under Content knowledge and Pedagogy and Curriculum and Planning, with a descriptive interpretation of Very Satisfactory.

As per the data obtained, it can be divulged that the teachers did not attain the outstanding level of competency in any of the domains as manifested in the overall mean of 4.319 or Very Satisfactory. Thus, with this result on the level of competence of teachers, it is indeed encouraged that they should go through a program which may enhance their competency level wherein evidences show that good teachers are vital to raising student



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achievement, i.e., quality learning is contingent upon quality teaching (Sanchez, 2020c; Sanchez, Sanchez & Sanchez, 2023). Hence, enhancing teacher quality becomes of utmost importance for long-term and sustainable nation building. (Deped Order 42, s. 2017).

Table 2

Summary on the Competency Needs of respondents based on the Results-based Performance Management System (RPMS) indicators

Domains	Composite Mean	Descriptive Interpretation
1. Content Knowledge and Pedagogy	4.48	HN
2. Diversity of Learners and Assessment and Reporting	4.45	HN
3. Curriculum and Planning	4.52	VHN
4. Community Linkages and Professional Engagement and Personal Growth and Professional Development	4.53	VHN
<b>Overall Mean</b>	<b>4.50</b>	<b>HN</b>

Legend: **Ranges of Means Descriptive Interpretation**

- 4.51 – 5.00 Very Highly Needed (VHN)
- 3.51 - 4.50 Highly Needed (HN)
- 2.51 - 3.50 Moderately Needed (MN)
- 1.51 - 2.50 Slightly Needed (SN)
- 1.00 - 1.50 Not Needed (NN)

It can be gleaned in Table 2 that the overall mean of the four key result areas as rated by teachers was 4.50 and had descriptive interpretation of Highly Needed. It is evident that the overall mean obtained denotes the competency needs of the respondents is high, thus a need for them to undergo enhancement program.

Further, among the four RPMS indicators, the extent of its implementation as rated by the respondents, the composite mean of 4.53 and 4.52 or Very Highly Needed were Community Linkages and Professional Engagement and Personal Growth and Professional Development, and Curriculum Planning.

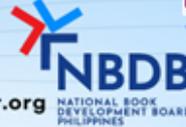
It is clear that teachers have a high need in enhancing their competencies on Philippine Professional Standard for Teachers. For an effective teaching to happen, teachers should be guided with standards to focus so that alignment of the mission, vision, goals and objectives of the Department of Education will be achieved. In order for this to happen, teachers must adhere to the competencies identified in the RPMS.

By and large, it could be deduced that the teachers have not mastered in implementing these competencies based on the standards set in the RPMS. Moreover, teachers need to come up with trainings and development programs to further improve in the assurance of attaining the objectives and competencies under this domain.

Thus, to achieve the highest career stage of teachers it is highly encouraged that they must enhance their competencies as mandated in the RPMS manual. In doing so they will be able to become: Distinguished teachers which embodies the highest standard for teaching grounded in global best practices; They exhibit exceptional capacity to improve their own teaching practice and that of others; They are recognized as leaders in education, contributors to the profession and initiators of collaborations and partnerships; They create lifelong impact in the lives of colleagues, students and others; They consistently seek professional advancement and relevance in pursuit of teaching quality and excellence (Sanchez, et al., 2022); and They exhibit commitment to inspire the education community and stakeholders for the improvement of education provision in the Philippines.



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Table 3 Results of the r coefficient and the strength of the relationship between the level of competence of respondents and their perceived competency needs

Variables Level of Competence	Competency Needs	
	Coefficient r	p-value
KRA 1	0.0731	0.2485
KRA 2	0.0101	0.8735
KRA 3	0.0838	0.1857
KRA 4	0.1036	0.1015

\*Correlation is significant at  $\alpha=0.05$ , two-tailed

Table 3 reveals the relationship between the level of competence of respondents and their perceived competency needs. According to the table, there is a weak positive correlation between the respondents' level of competence and their perceived competency needs in all domains. Further, there is no significant difference as the p-value is greater than the level of significance.

Nevertheless, it can be deduced that even if the teachers have high level of competency they still have the will to enhance more of their competencies to become highly proficient or distinguished teachers as what the Results-based Performance Management System (RPMS) indicators require teachers to become.

This concurs with the study conducted by Baptista (2018) on the school heads competencies. The results revealed that the school heads are not yet competent in the four competency domains such as, Strategic Thinking and Innovation, Instructional Leadership, Personal Excellence, and Stakeholder Engagement. Further, in his study, Analysis of Variance (ANOVA) was taken. The result revealed that there was no significant difference on the evaluation done by the groups of respondents. There was also perceived problems to the functions of school head such as: poor relationship between the school and the community, limited fund to finance physical facilities and improvement projects, and teachers' negative attitude towards change.

Madamba (2019) also conducted a similar study done by Baptista (2018) which focused on Enhancement Plan for school heads. In her study, the results showed that the school heads need enhancement training on school leadership, instructional leadership, creating a student-centered learning climate, human resource management and professional development, parent involvement and community partnership, school management and operations, and personal and professional attributes and interpersonal effectiveness.

Further, it was also found out in her study that the school heads are not yet adequately equipped with the competencies relative to their functions and roles as a school head.

With the above-mentioned studies conducted, they were taken as a springboard of the present study since there was relevance to the variables used.

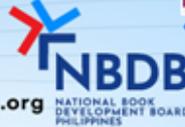
Table 4 Summary on the Content Validation of the Competency Enhancement Plan

Criterion	Composite Mean	Descriptive Interpretation
1. Objectives	3.96	VHV
2. Strategies/Activities	3.65	VHV
3. Persons and Agencies Involved	3.93	VHV
4. Time Frame	3.58	VHV
5. Budgetary Requirements	3.90	VHV
6. Expected Output	3.93	VHV
<b>Overall Mean</b>	<b>3.83</b>	<b>VHV</b>

It is conveyed in Table 4, that the Competency Enhancement Plan is highly satisfactory within the level of the panel of validators as shown by their validation with an overall mean score of 3.83 with a descriptive interpretation of Very Highly Valid. Thus, the plan is suggested to be executed in order for the elementary school teachers of East Zone to have the opportunity to enhance their competencies in the areas under the Results-based Performance Management System (RPMS).



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### Summary, Conclusions, and Recommendations

The study determined the level of competence of elementary teachers based on their Individual Performance Commitment and Review Form (IPCRF) along with content knowledge and pedagogy, diversity of learners and assessment and reporting, curriculum and planning and community linkages and professional engagement and personal growth and development.

As to content knowledge and pedagogy, they were very satisfied with a composite mean of 4.313. Moreover, the indicator that they Ensured the positive use of ICT to facilitate teaching and learning process (4.530) and Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (4.170) were rated the highest and lowest respectively.

The teachers were also rated very satisfactory in the diversity of learners and assessment and reporting with a computed composite mean of 4.347. Specifically, the indicator that they 'Planned and delivered teaching strategies that are responsive to the special educational needs of learners in difficult circumstances including geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices' (4.400) has the highest mean, while 'Established a learner centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious background' (4.300) garnered the lowest mean.

The mean of 4.300 also revealed that the teachers were very satisfactory on the area of curriculum and planning. Further, they rated Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals (4.400) as the highest.

Likewise, regarding community linkages and professional engagement and personal growth and development, they were also assessed also as very satisfactory with composite mean of 4.316. The items on Built relationships with parents/guardians and the wider school community to facilitate involvement in the educative process (4.350) and Participated in professional networks to share knowledge and to enhance practice' (4.310) were evaluated as the highest and lowest indicators, respectively.

The respondents also assessed the competency needs of the teachers specifically on the areas of content knowledge and pedagogy, diversity of learners and assessment and reporting, curriculum and planning and community linkages and professional engagement and personal growth and development based on the RPMS indicators.

The overall mean of the elementary teachers' competency needs is 4.50 which is needed implies that teachers perceived that they still need a lot of training and development programs for them to advance and improve their competencies based on the RPMS indicators. The level of competence and the competency needs of the elementary teachers appeared to have a weak positive correlation as shown by the computed r-coefficients of 0.0731 (domain 1); 0.0101 (domain 2); 0.0838 (domain 3); and 0.1036 (domain 4). Further, it also signifies that the level of competence and the competency needs have no significant difference since the computed p-values are all greater than the level of significance  $\alpha=0.05$ .

The panel experts' evaluation of the essential components of the Competency Enhancement Plan for Elementary School Teachers based on the criteria showed their agreement and approval as revealed by the computed overall mean of 3.83. This serves as an indication that the plan is very highly valid. Thus, the competency enhancement plan is acceptable and recommended for implementation.

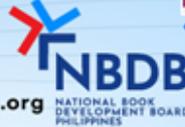
Elementary school teachers are very satisfactory in their level of competence based on their IPCRF and they rated very much needed domains community linkages and professional engagement and personal growth and development and curriculum and planning. Moreover, level of competence and the competency needs of the teachers appeared to have no significant relationship. And according to the assessment, they still have competencies to improve. Hence, the need to design the Competency Enhancement Plan. The Competency Enhancement Plan for Elementary School Teachers is valid for implementation .

In the light of the findings and conclusions, the study offered the following recommendations:

- Furnishing a copy of the Competency Enhancement Plan to the division officials could be a basis for organizing competency-based training to advance the teachers' competency level .
- School administrators may motivate their teachers to enroll in master's and doctorate programs for their professional growth.
- School Heads may provide assistance through coaching and monitoring to improve the competency of the teachers in the areas that they have a low level.



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- A support system may be created by school heads or DepEd officials so that teachers can communicate their concerns with their colleagues, share their ideas and collectively give solutions to the issues on how to enhance their competency level.
- A follow-up study to assess the degree of the implementation of the Competency Plan, which will serve as an evaluation for improvement.

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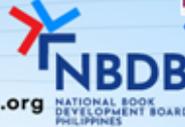
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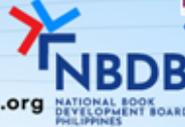
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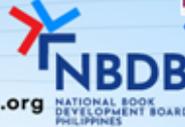
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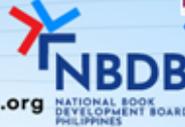
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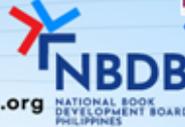
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