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## Teachers` Competence and Student Learning Skills of Filipino Teachers

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### Abstract

**Aims:** The purpose of this quantitative study is to determine the relationship between teachers' competence and students' learning skills in the 21st century.

**Study Design:** Descriptive correlational research

**Place and Duration of Study:** The study's respondents are forty (40) teachers currently teaching Filipino in Grades 7–12 and four hundred (400) students enrolled in the Montevista District, Division of Davao de Oro, in 2023–2024.

**Methodology:** The respondents are identified as teacher respondents using universal sampling and students using proportional stratified sampling.

**Results:** The study revealed a noteworthy correlation between teachers' competency and students' learning ability, specifically in critical thinking, problem solving, and creative thinking, but not in communication and collaboration. Overall, there is no significant relationship between teachers' competence and students' learning skills

**Conclusion:** Teachers are adept at classroom management; however, they should develop their skills in technology, which is the least revealed skill in this study. They should strengthen their technology skills to make teaching and learning more meaningful and captivating to students. There is no significant difference between teachers' competence and students' learning skills.

**Keywords:** Teachers` Competence, Students Learning Skills, , 21st learning style, correlational

### INTRODUCTION

Teacher competence refers to a teacher's ability to educate pupils in the teaching and learning process in order to produce exceptional

students based on four competencies: pedagogical, personal. Teachers' competency growth should lead to improvements in their

activities and students' attainment of learning goals. To this end, knowledge in both effective teacher competency development and student learning goals should be utilized (1). Consensus is increasing that for teacher professional development programs to be effective, the following qualities are required: Content focus, active learning, coherence, duration, and group engagement. The word 'content' in 'content focus' refers to the knowledge that teachers should acquire. This entails information about what the students should learn (subject knowledge) as well as knowledge about the instructional actions needed to facilitate students' learning (pedagogical content knowledge) (2).

Teachers' competency to behave effectively based on their knowledge and talents reflects their proficiency in many areas. The amount to which teachers' actions benefit themselves and, more crucially, others display teacher competency in practice. Good pedagogical skill is widely suspected of lowering students' academic stress levels. This study is expected to contribute to efforts to improve teacher competency as an approach for reducing student academic stress (3). In addition, teacher competency is defined as a framework for describing the distinctive human characteristics that teachers require to satisfy the high demands of their profession. The notion incorporates both cognitive and motivational aspects (4).

Teaching competency is a professional function that has a considerable influence on the learning process. As a result, teachers must possess competencies that are consistent with their certifications. These abilities encompass pedagogical competence, the ability to manage learning, personality competence, the capacity to have a strong personality, noble character, wisdom, and authority, and the ability to serve as role models for students (5). Furthermore, social competency refers to a teacher's ability to communicate and engage effectively with pupils, colleagues, parents or guardians, and their environment. When a teacher possesses the required competencies, they can perform their primary duties adequately and enable effective learning (6).

Teacher competence is vital in today's digital age. Technological advancements nowadays have a significant impact on the field of education, particularly during teaching and learning. Teachers are no longer defined solely by their charisma. Furthermore, being a teacher now requires the ability to communicate and adapt to changing times; as a result, being a teacher today differs from the twenty-first century. Teachers today must be able to innovate and be creative in terms of technological advancement (7). One of the steps is for the teacher to alter the learning model and approach in response to the students' needs. The correct model and method enable the achievement of learning objectives. The model and technique must also include engaging learning material for students; what scholars are concerned about is the use of multimedia in learning (8).

## Theoretical Background

Competency Teaching Theory in modern teaching pertains to classroom management, which establishes clear expectations in a suitable environment and atmosphere for selecting activities and learning materials. It also encompasses instructional delivery, which ensures sufficient instruction and success in acquiring skills and practices. Additionally, formative assessment identifies concepts in understanding and struggling with the skills required to meet the standard of learning (9) In addition, competency teaching theory enables teachers to create a foundation for effective

utilization of technical skills in modern teaching through flexibility and adaptability. demonstrate circumstances in modern teaching; facilitation and engagement encourage motivation in the learning process; enthusiasm and curiosity in learning; collaboration and teamwork promote interaction for faculties to increase responsibility, self-esteem, and student retention; communication and interpersonal skills improve skills development of interpersonal skills and communication process, caring and inclusiveness imply perspectives and contributions of various techniques and teaching for students and learning process, and organization and planning provide better privilege and opportunity for the success and achievement of school teacher in the academe which various theories are explained below ( 10).

Competent Teaching theory, Alton Lee's (2013) which emphasizes the importance of considering students, the teaching context, and the underlying teaching values, will serve as the foundation for this study. Competent teaching, also defined as the science, art, and practice of teaching known as pedagogy, is a theory that uses evidence from research and practice. It also recognizes how competent teaching focuses on student achievement and facilitates high standards of student outcomes for diverse groups of students. Apart from the above, it covers pedagogical practices that allow classes and other learning groups to function as caring, inclusive, and cohesive learning communities (11).

## Research Objectives

This study aims to determine the competence of teachers and students in 21st century learning skills in the district of Montevista, Division of Davao de Oro, for the academic year 2023-2024. Specifically, this study seeks to address the following questions:

1. To determine the level of teachers' competence in terms of:
  - 1.1. classroom management
  - 1.2. teaching in the classroom
  - 1.3. assessment and
  - 1.4. technology skills
2. To determine the level student learning skills in terms of:
  - 2.1. critical thinking
  - 2.2. problem solving
  - 2.3. creative
  - 2.4. communication and
  - 2.5. collaboration
3. Is there a significant relationship between teachers' competence and students' learning skills?

### Statement of Null Hypothesis

There is no significant relationship between teachers' competence and students' learning skills.

## METHODS

### Research Design

The study uses a descriptive correlational research strategy to examine the teachers' competency and students' learning skills in Montevista Division of Davao de Oro. A correlational study investigates the statistical relationship between two or more

variables without changing them. This non-experimental study approach aims to determine the level of correlation or link between two or more variables. Additionally, this research design attempts to characterize or document the traits, actions, opinions, attitudes, and perceptions of the population or group under study. Predicting future outcomes or seeking to demonstrate cause-and-effect relationships between variables are not the goals of descriptive research design. Rather, it focuses on providing a detailed and precise representation of the data collected, which can be useful for developing ideas, studying patterns, and identifying trends (12).

This study uses a quantitative-descriptive correlational research method. This means that through data analysis, recording, and condition interpretation, quantitative research gathers quantifiable information for statistical inference on the target respondent. Moreover, it is a compilation of numerically tabulated quantitative information on a continuum. Additionally, quantitative approaches are a tool to explore a research issue. Depending on the nature of the problem or research topic under investigation, the investigator must choose specific methodologies for data collection, analysis, and interpretation in research.

### Location of Study

This study examines Montevista District, specifically three schools: Mayaon National High School, Camansi National High School, and Montevista National High School. The researcher was selected to determine the teachers' competencies and students' learning skills. Conducting the research within the school made it easier for the researcher to distribute and receive questionnaires based on participant responses.

### Research Instruments

The primary tool for data collection was an adapted survey questionnaire tailored to the intended respondents. The questionnaire contained two (2) important parts; the first part would determine the teacher's competence. The researcher divided the questionnaire into two distinct sections. teachers' competency There are four types of teachers` competency: classroom management, teaching in the classroom, assessment, and technology skills (13). There are five types of students learning skill: critical thinking, problem solving, creativity, communication, and collaboration. The selected concerned respondents will receive a distinct set of statements to respond to during data collection. Participants will receive Survey Rating Scales and Close-Ended Questionnaires directly in person. This survey instrument primarily aims to determine the level of teachers' competency with students' learning skills for data analysis.

### Research Respondents

The study's respondents are forty (40) teachers currently teaching Filipino in Grades 7–12 and four hundred (400) students enrolled in the Montevista District, Division of Davao de Oro, in 2023–2024. The respondents are identified as teacher respondents using universal sampling and students using proportional stratified sampling.

**Table 1**  
Distribution of Respondents

School	Teacher	Students
Mayaon National High School	10	100

Camansi National High School	10	100
Montevista National High School	20	200
<b>Total</b>	<b>40</b>	<b>400</b>

### Research Procedure

Following clearance from the panel and evaluator, as well as an endorsement letter from Assumption College of Nabunturan (ACN), the researcher will gather data using the procedures listed below: The researcher will compose and send a letter to the Division of Schools Superintendent in Davao de Oro requesting permission to conduct research at the identified school. Once accepted, the latter will utilize it to request authorization from school administrators and acquire access to respondents. Following the letter's approval, the researcher will make a written request to public school district supervisors for permission to allow their district's teachers and principals to participate in the study. The respondent's responses will likewise remain confidential. The data collection procedure starts with a survey questionnaire. The questionnaire will take approximately 20–30 minutes to complete. To expedite data collection, the researcher will seek the cooperation of public school district supervisors to incorporate the instrument, as they have direct access to school administrators.

### Statistical Data

The information gathered from the survey was tallied, calculated, and displayed in tables. The data were recorded based on the frequencies and percentages associated with them. They conducted a correlation analysis to identify the significant relationship between teachers' abilities and characteristics, and used the F-test to determine the significant difference in students' learning skills when combined according to their characteristics. Pearson-r correlation used. Furthermore, the mean is a measure of central tendency. It is the sum of all values in a data set, divided by the total number of data sets. This gives an idea of where the center value is located in a data test. and Pearson-r correlation: This statistical tool measures the strength of the relationship between two variables and their relation to each other.

## RESULTS AND DISCUSSION

Teacher competency in science education is important because it ensures the precise and successful transfer of difficult scientific concepts while also developing students' critical thinking, inquiry abilities, and enthusiasm for scientific research. Science education is frequently defined by its abstract and complex nature (14). In addition, teacher competency also includes the teacher's capacity to use a variety of assessment methods and procedures to monitor, record, and convey students' needs, progress, and achievements. They understand and rigorously carry out their responsibility to maintain professional integrity and openness, cultivating professional and harmonious relationships with students, parents, stakeholders, and the community (15).

The teachers` competency has four indicators. Classroom management refers to the teacher's ability to maintain order and discipline, aesthetic appearance, no disturbance, and a human environment that is pleasant and conducive to learning (16). Teaching in the classroom refers to the teacher's efficiency in expressing ideas and concepts in teaching (17). Student learning assessment is a systematic process of collecting information about student progress towards learning goals (18). Finally, technology skills encompass all the abilities that enable you to interact with the

digital world around you. Being technologically skilled refers to proficiency in digital or technical media. In this modern age, anyone who wishes to conduct their work efficiently should brush up on their technological knowledge (19).

Student learning skills is defined as an individual's ability to acquire and improve knowledge or abilities. It entails the process of understanding and processing new information, as well as the capacity to apply and transfer that knowledge to other contexts

(20). There are five indicators that measure a student's learning skills. Critical thinking refers to students' ability to analyze information objectively and make rational judgments (21). Problem-solving skills are the ability to identify problems, brainstorm and analyze answers, and implement the best solutions

(22). Creativity refers to the ability of students to come up with new ways to perform tasks, solve problems, and meet challenges

(23). Communication refers to students' ability to effectively communicate with peers and teachers, knowing how to deliver and receive messages in person as well as via telephone, email, and social media (24). Lastly, collaborative refers to the ability of students' behaviors to help two or more students work together and work well in the process, enabling them to do group work not only in the classroom but also in work settings, social settings, and other aspects of life (25).

**Table 2**  
**Teachers' perception**

Indicator	MEAN	Descriptive Level
classroom management	3.90	High
teaching in the classroom	3.80	High
assessment	3.84	High
technology skills	3.15	High
<b>Over all</b>	<b>3.67</b>	<b>High</b>

Table 2 shows the respondents' rating of the teachers' competency level in terms of classroom management. The data revealed that, according to the respondents, they are excellent in terms of classroom management, as indicated by the overall average of 3.90 described all the time. This indicates that the responding teachers are aware of their strong classroom management abilities. According to the respondents, they consistently demonstrate competence in classroom teaching, as evidenced by their overall average of 3.80. A teacher who employs proven teaching strategies and practices can lead to greater student achievement. Furthermore, the assessment activities and the overall data confirm that the respondents are efficient in carrying out assessment activities, as indicated by the overall average of 3.84 described as all-time. This means that the respondent teachers carry out assessment activities as part of their teaching activities to determine whether the students have learned the lessons they teach in class about technology skills, and the overall data revealed that according to the view of the respondents themselves, they said that they have good technology skills, as indicated by the overall average of 3.15 described as typical. This shows that teachers possess the technology skills that are essential to their teaching career today.

**Table 3**  
**Student Learning Skills**

Indicator	MEAN	Descriptive Level
critical thinking	2.8	High
problem solving	3.0	High
creative	2.8	High
communication	2.8	High
collaboration	3.10	
<b>Over all</b>	<b>2.9</b>	<b>High</b>

Table 3 shows the level of critical thinking skills perceived by the students themselves. The table reveals that students perceive critical thinking as high, with a general mean of 2.80. This means that some students use their critical thinking skills to better understand lessons and information and apply them to real-life situations while problem solving. The overall data showed that the student respondents achieved an impressive average of 3.00. This means that the student respondents have excellent problem-solving skills. Students simply need to further develop the ability to apply problem-solving skills when faced with issues or problems that are new to them.

The data indicates that the respondent students excel in creativity skills, as evidenced by their overall average of 2.80, a high score that demonstrates their proficiency in both creative and communication skills. This means that student respondents are capable of giving and receiving different types of information. In addition, collaboration skills. The overall mean of 3.10 (SD = 0.961), which was considered high, indicated that their collaboration skills were only moderately good. This means that the students who answered are good at collaboration.

**Table 4**  
**The relationship between Teachers' Competence and Students' Learning Skills**

Variables	p-Value	Remarks
Teachers' Competence	0.453	Not Significant
Students' Learning Skills		

Table 4 shows the relationship between teachers' competency level and students' learning skills. The data show that the level of teachers' ability is important to the students' learning, as indicated by the Pearson-r rating, and the probability rating of less than 0.453 led to the acceptance of the null hypothesis. The student respondents perceive no direct relationship between their learning skills and the teacher respondent's level of competence.

## CONCLUSION

Based on the available data, the researcher has drawn the following conclusions:

Teachers are good at classroom management; however, they should develop their skills in technology, which is the least

revealed skill in this study. They should strengthen their technology skills to make teaching and learning more meaningful and captivating to students. In terms of students' learning skills, both teachers and students emphasize the importance of cooperation, as it enables students to collaborate effectively and guide the group towards greater success. Additionally, they both rank problem solving and critical thinking as the least and most difficult of students' learning skills.

## RECOMMENDATION

To be competent in the field, the teacher should concentrate on developing the most important skills. If teachers are currently in service but have not given enough time or attention to their unpracticed skills, they should review their curriculum. School principals should motivate their teachers to pursue further education, enabling them to gain advanced knowledge in pedagogy and content, while also fostering their personal and professional development as educators.

Teachers at all levels should receive training from the Department of Education (DepEd) on developing critical thinking and problem-solving skills, which are more challenging to develop than creative, communication, and collaboration skills. Additionally, researchers can explore the impact of teacher skill levels and students' learning abilities on academic performance.

## CONSENT

As per international standards or universities standard, respondents' signed consent was the author(s) collected and preserved the materials.

## ETHICAL APPROVAL

The researchers followed and adhered to all of the criteria for conducting the study, including the assessment methodology and standardized criteria. Voluntary participation, privacy, confidentiality, and permission. The Assumption College of Nabunturan Ethics Review Committee's requirements for organizational/ location and technology issues were strictly adhered to. The researchers gained certification for carrying out the investigation.

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