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Teachers' Competencies in Relation to Pupils' Academic Performance in San Pedro Central School S.Y. 2013-2015

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TEACHERS' COMPETENCIES IN RELATION
TO PUPILS' ACADEMIC PERFORMANCE IN SAN PEDRO CENTRAL
SCHOOL S.Y. 2013-2015

A Special Project

Presented to the

Faculty of the Graduate Teacher Education

College of Graduate Studies and Teacher Education Research

Philippine Normal University

In Partial Fulfilment

of the Requirements for the Degree of

Master in Education in Educational Management

By

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April 2017

ABSTRACT

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Title : Teachers' Competencies in Relation to Pupils' Academic
Performance in San Pedro Central School S.Y 2013- 2015

Key Concepts : Teacher's Competencies and Pupils' Academic Performance

Degree : Master of Education

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Adviser : Dr.Inero V. Ancho

The quality of education depends upon the provision of education that is being provided by two sources these are the teachers and the curriculum. This descriptive study aimed to investigate and determine the relationship of teachers' teaching competencies in the academic performance of the grade six pupils in San Pedro Central School, and to make recommendations for the teachers, school heads and the district supervisor who are required to produce the needs of the pupils to have quality education.

In this study, the researcher utilized the purposive sampling technique in determining the teachers who would be the actual respondents of the study and the descriptive survey method with the use of questionnaire as the main source of data of the researcher.

The study showed that teachers have shown outstanding performance on applying their teaching competence on their work to improve their pupils' academic performance (NAT). And the results of the study then revealed that among the five teaching competencies; only the knowledge of the subject matter and formulation of teaching objectives were identified to significantly affect the pupils' academic performance of the grade six teachers. And the instructional skills, management skills and evaluation of pupils' performance were found out not

significant to any of the two pupils' academic performances. Hence, this study claims that teachers' competencies need to be enhanced through teacher's involvement in such development seminars, workshops, trainings and other similar activities that can help the teachers improve their teaching methodologies and approaches.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Teaching competency understood as an excellent capability does teacher possess which includes the knowledge, abilities, skills, attitudes, beliefs, and experiences, which has to be the target category of profession of educator and brings into their teaching situation.

Education has been one of the major enterprises of a democratic society, and preparing competent teachers in whose hands the education of the young is entrusted cannot be overemphasized. The main purpose in teacher-training is to guarantee the effective planning, developing the management skills and administration of educational system by equipping teachers with necessary competencies. In today's competitive teaching environment, there is a need for teachers to hone their competence and attain the standards expected to them.

A teacher's competency in 21st century according to UNESCO (2008) is to have firm knowledge of the curriculum of his/her subject and to use technology into the curriculum. Formal system of education depends on three components that are curriculum, student and teacher. Teachers' role is to convey education and education builds societies. An individual is a primary unit of a society.

The quality of education always depends upon the provision of education that is being provided by two sources these are teachers and curriculum. In formal system of

education, a student has to depend on teacher who transmits, interpret, and facilitates subject matter knowledge. Education of the highest quality requires teachers of the highest quality and highly skilled and professional teaching can do this. Teaching is a set of skills, values, beliefs and practices to make outcomes valuable. Teachers prepare citizens for future, citizens make a nation and high levels of knowledge, competencies, and skills are the very basic conditions for active citizenship, employment and social cohesion. These builds one's future on a professional and personal level and high-quality education is essential for this purpose. But different subjects need different techniques, skills for effective teaching and learning process and its outcomes. All these (Sujathamalinia, 2007) techniques, abilities and skills combine and make a teacher competent. The reliability of a work depends upon its competency and competency depends upon consistency of that work.

Certainly, the teachers play a crucial part in ensuring progress in the educational system. A classroom teacher is expected to develop his/her learners' potential. The teacher is the most potent factor in educational progress because he/she molds the youth to become good and upright citizens of the country. It is only through dedicated and committed service that the teacher is able to produce professionals who will be enlightened leaders and constituents of society. The primary objective of conducting this study is that to know and determine how teachers teaching competencies effectively contribute to their pupils' academic performance.

Teacher should be competent as it is related to information processing and help students in integrating information. Also, it stores in the long-term memory in such a way that students will be able to retrieve it when needed.

According to Hattie (2009), it is important for teacher to ask questions related to learning content as it improves achievement. In addition, the quality of the questions asked is more important for the students' cognitive processes than the quantity. In addition, (Apthorp, 2010) higher-level questions that require classification, comparison, and creation of metaphors and analogies lead to higher achievement of students.

Studies have revealed that the greatest effects on student knowledge are achieved by promoting identification of similarities and differences in content. This results in enabling students to develop more complex schemas, highly connected knowledge and deeper levels of understanding as well as the development and testing of hypotheses by promoting inductive and deductive thinking. Students will be better able to transfer knowledge to other situations and will have a better understanding of lesson concepts (Allen, 2010).

This study is designed to determine the role of teachers' level of teaching competencies to the academic performance of grade six pupils in San Pedro Central School of the City of San Pedro.

Background of the study

Competence is the aspect in the teachers' performance rating that refers to their sufficiency of knowledge and skill in providing the lesson and activities appropriate to the

grade level of pupils. The teacher who goes to the class to teach is the active input to the educational process. The physical plant, the instructional material, the supervisory instructor, the course content and the instructional program are less active in the educational mix than the teacher. (Korthagen, 2004)

In the classroom, teachers are considered as the second parents of the children under their care, for they are not called surrogate parents by virtue of the roles as teachers. Similarly, the task of educational managers is to develop, change and adopt educational services in a period of unprecedented change. Knowledge is constantly changing and growing and education is a great catalyst of change. If education must reform its role effectively, the teacher, being the primary agent of change must be given proper attention. The competent teachers use service not only for professional process in renewal of license, but to be able to discharge their noble duties as well. It is the chief duty of teachers to mold the character of pupils/students so that the latter will build meaningful lives.

In San Pedro, Laguna, one of the competitive and top rating public elementary schools is the San Pedro Central School. This is situated at San Pedro, Laguna. It was established in the year 1912 which started with only six (6) classrooms. For its one hundred five (105) years of existence, it previously has a total population of 2,499 pupils, from kindergarten to 6 with seventy eight (78) teachers. The school envisioned that by 2030, DepEd is probably recognized for good governance and for developing functionally, literate and God loving Filipinos. Likewise, it is the task of the school to provide eminence basic education that is available to all and lays the foundation of the lifelong learning service for common good. Presently, the researcher is one of the core teachers of the school

mentioned for more than seven years. He is teaching ALS Curriculum in the Alternative Learning System (ALS). It is his earnest inquisitive to know and determine how teachers' competencies effectively contribute to their pupils' academic performance. The fact that teachers are always sends to attend trainings and seminars; they are as well required to upgrade their educational attainment. Thus, this study is conceived.

This study examined teacher competencies and their effects on academic performance of pupils. The intricacy of the competencies that stimulate student achievement takes very high requirements for teachers.

Conceptual Framework

Being qualified and competitive are important factors in the job of teaching. However, the teachers tend to become exhausted in handling challenging situation in the class and outside the class, which hinder the success of teaching.

The present study is anchored on the study of Gregorio (1979), identifying the qualities of an effective and competent teacher which include the following: A competent teacher has a good knowledge of a specific subject matter. He has a good knowledge of the nature of the child. He also has knowledge of the goals of education and the methods of achieving them. The teacher has patient, has sympathy and love for children. Moreover, one has a pleasant personality and a happy disposition as a teacher. He also has free from any physical impediments that would interfere with the teacher's usefulness. Lastly, he has the capacity to think and speak clearly and logically.

As teachers, they are responsible in nurturing their learners' creativity and imaginative prowess that are innate in every child. Teachers are expected to transform

imaginations and dreams of these young minds into art works. For these will be treasured and appreciated in their entire lives. More over power can move the hearts of everyone. Thus imagination can lead power and changes then are achievable. This is true to the young generations of today. The teachers are the prime movers of their goal. To this schools are implementing comprehensive arts education to give access to a new and more profound understanding of the vital role of arts education for each and everyone.

All these concepts and qualities pertains to an “Exemplary” or competitive teachers who are able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) in the teaching domain.

Essentially, the assessment of the teachers’ performance involves in evaluating if a teacher has the competencies in the general areas required of a teacher. However, in view of the accountability of teachers in the learning process of the pupils, they are evaluated whether they are effective or not. The teaching process can be assessed through series of steps or action that facilitate learning while the teaching effectiveness can be measured by the degree to which the expected learning takes place.

Figure 1 shows the conceptual paradigm of the study which explicitly listed and the relationship and the function they participated on each other.

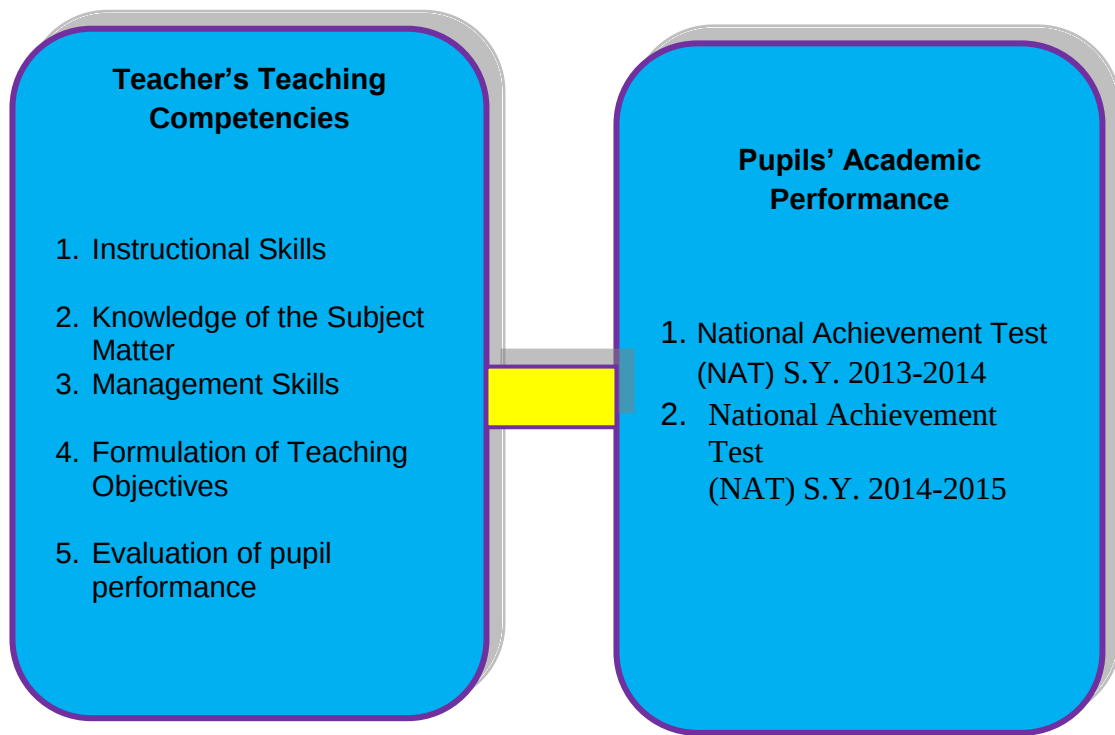


Fig. 1 Teacher's Teaching competencies and the Pupils Academic Performance

The teachers' teaching competencies comprise the instructional skills, knowledge of the subject matter, management skills, formulation of teaching objectives, and evaluation of pupil performance. These competencies are outcome-based method for assessing teacher performance. They define key characteristics of successful teachers without prescribing any specific curriculum or instructional practices. Teachers are competent planners, seek to incorporate other disciplines in their lessons and stay abreast of changes and advancement in their specialty areas. (McKenzie, 2002)

To understand a competent teacher, we have to see to what extend they apply an integrated knowledge they have in planning and implementing their teaching and revise the contents of their lesson.

Contrariwise, the teachers' teaching competency in the teaching-learning process is determined through their pupil's academic performance.

The researcher seeks empirical support of the conceptual framework using as respondents are the grade six teachers of San Pedro Central School.

Statement of the Problem

The study is to determine the role of teachers' level of teaching competencies to the academic performance of grade six pupils in San Pedro Central School of the City of San Pedro.

Specifically, this study seeks to answer the following questions:

1. What is the level of teaching competencies of the elementary public school teachers in terms of:
 - 1.1 Instructional skills,
 - 1.2 Knowledge of the subject matter,
 - 1.3 Management skills
 - 1.4 Formulation of teaching objectives, and
 - 1.5 Evaluation of pupils performance
2. What is the academic performance of the grade six pupils in terms of?
 - 2.1 National Achievement Test (NAT) Results S.Y. 2013-2014 and S.Y. 2014-2015
3. How do teachers competencies significantly relate to their pupils academic performance?

4. As the findings of the study suggested, what training design for teachers could be developed?

Hypotheses of the Study

For a clearer understanding on how the problems would be dealt with, the researcher hereby, present and formulate the null hypotheses.

Ho₁: Teachers' teaching competencies do not significantly relate to their pupils' academic performance.

Ho₂: Teachers' teaching competencies vary when compare according to their level of teaching such as Instructional skills, knowledge of the subject matter, management skills, formulation of teaching objectives and evaluation of pupil performance.

Scope and Delimitations of the Study

The time reference of the study is the School Year 2016-2017 using public elementary school grade six teachers of San Pedro Central School of the City of San Pedro.

The main concern of the study is primarily on determining the level of teaching competencies of the teachers and its relationship to their pupils' academic performance. The teachers' teaching competencies are limited only to their instructional skill, knowledge of the subject matter, management skill, formulation of teaching objectives, and evaluation of pupils performance. While the Pupils Academic Performance focuses only in the National Achievement Test (NAT) S.Y. 2013-2014 and S.Y. 2014-2015.

The study involves the total population frame of eleven (11) teachers or the 100 percent of the grade six teachers of San Pedro Central School.

Significance of the Study

As one of the school teachers of San Pedro Central School of San Pedro, Laguna, the researcher is challenged to identify how the teachers teaching competencies significantly contribute on their pupils' academic performance. This is the reason why this study will be conducted. Per se, this study will be noteworthy to the following:

School Administrators. The findings on the teachers' teaching competencies and their level of teaching will serve as baseline for decision making and policy formulation in designing in-service training program for teachers to enhance their competence and to upgrade their level of efficiency and educational attainment.

Teacher-Respondents. The findings of the study will provide some helpful insight and information that will lead public school teachers in carrying out effectively their duties and responsibilities which is to help pupils achieve the highest level of learning.

School Guidance Counselors. As character builders and of moral values, it is one of the goals of the guidance counselors to make consistent programs on what is desirable in the school environment and to devise several and varied approaches to enable the teaching and learning more effective, fruitful and meaningful for the pupils.

Pupils. The competitiveness possessed by the teachers will either reflect or affect the pupils' learning. Hence, the findings may help them realize the true value of the teaching competencies their teacher should have which is a vital factor to succeed in school and in their future lives.

Researcher. The findings of the study will give opportunity in an orderly manner to have self-assessment on his leadership and management skills towards pupils, pertaining in the importance of professional qualification in making the teaching–learning process effective and in enhancing the level of teaching competencies.

Future Researchers. Data from this study may be used to supplement findings in their studies which are of the same nature and recommendations may serve as guideposts that could point proper moves into right directions.

Definition of Terms

For a better understanding of the study, the following terms are hereby operationally defined:

Academic Performance of Pupils – It refers to the academic achievement of grade six students of Don San Pedro Central School of San Pedro, Laguna. The

Classroom Management Skills. It refers to the major challenges confronting the teacher which do not only include the ability to teach effectively but also the proper management of the classroom, good discipline, and creation of a cooperative atmosphere where the teacher and student share responsibility for the success of learning of Don San Pedro Central School of San Pedro, Laguna.

Competence. This refers to the teacher’s sufficiency of knowledge and skill in providing the lesson and activities appropriate to the grade level of the pupils. It also deals with the degree of the teachers’ attainment of certain skills and instructional competence, trainings and tasks-orientation, problem-solving skills to lead the fellow teachers in achieving the

organizational goals, and self-improvement in order to effect change in the educational reform.

Evaluation of Pupil Performances. This is a method of determining the strength and weaknesses of the pupils by way of testing and asking questions in order to have a gauge where to start the subject matter, what lessons would tap the students' prior for further acquisition of knowledge. It measures whether the result of teaching is within the range of 75%-100% mastery level of Don San Pedro Central School of San Pedro, Laguna.

In-service training. These are seminars and training-workshops for teachers to help them develop their skills in teaching. It takes place after an individual begins work responsibilities.

Instructional skills. This is about the teacher-respondents competence of using appropriate and adequate teaching aids to improve instruction, pertains to the abundant teaching aids and real objects, flashcards for clear and vivid presentation of subject matter. Pupils are more interested when they see and manipulate actual objects presented by the teacher; then, learning becomes more effective and interesting.

Knowledge of the Subject Matter. It refers to the teachers' know-how and mastery on the subject matter he/she is teaching in Grade Six level of Don San Pedro Central School of San Pedro, Laguna.

Subject Matter. It pertains to the daily lessons a teacher is feeding to inculcate into the minds of the students.

Teacher Effectiveness. The results a teacher receives; teacher effectiveness is defined in terms of what pupils do, not what the teacher does or can do.

Teacher Performance. It refers to what the teacher does on the job; teacher performance is defined in terms of teacher behavior under a specified set of conditions.

Teacher. They are the one teaching Grade six pupils in one body with diverse roles such as guide, a mentor, a disciplinarian, an informer, and a provider of knowledge in directing the learning experiences of every student in an educational organization.

Teaching Competency. It is an overt, evident knowledge and skills necessary for performing the role of a teacher. It is a specific knowledge, ability, or value position that a Grade Six teacher either possesses or does not possess, which is believed to be important to success as a teacher.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature and studies undertaken by the researcher in his various library works, internet surfing and from different reading materials, such as books, research articles, journals, reviews, magazines, thesis and dissertations of some Filipino and foreign researchers and writers. This chapter segregates the foreign and local literature from foreign and local studies which are significant sources of the present study.

RELATED LITERATURE

It is important that teachers have potentials in leading their pupils in the right direction. They need training and educational preparation not only in leading teaching and learning but also arranging and scheduling activities so that the objectives may be attained. Moreover, their jobs do not end within the four walls of the classroom but extend to community and extension programs as well.

Teachers, though their jobs are confined within the classroom, partaking knowledge and skills to students also lead and direct activities in order to achieve their goals. They see to it that the lessons are in order and properly sequenced and that students are properly motivated and ready for the lessons. The teacher has to deal with students with different orientation and therefore has to be prepared for their actions and to make decisions.

Teachers also have to relate the school to other institutions other than their own and have to interact with people so that he must develop a good sense of social and personal relations.

Teachers Competency

As stated by Villamor (2000), the research for such abilities, capabilities and characteristics that help a teacher go about such endeavors has been an eternal quest or continuing endeavors. There are many variables and characteristics which have been used and much have been learned about them. These have also been used to determine their contribution of teaching competencies and leadership skills to teacher's success in their work. Much information of teacher's success in work due to mental attributes like grades in college, mental ability, professional qualifications and other quantitative variables such as grades in English, value systems and others.

According to the New Mexico (USA) (2012) Public Education Department (PED) there are nine (9) indicators/competencies of teachers. National Council of Teacher Education (1998) has identified ten competencies for making the teachers professionally competent.

Palmer and Stough, (2001) prompts that emotional intelligence once applied to the workplace will involve the capacity to effectively perceive, express, understand and manage emotions in a professional and effective manner at work. It will result to a teacher that has an emotional intelligence that should be accentuated at all times in their respective school as they act as second parents of the pupils.

Dhull, Mangal, Goad and Justice (2005) who opined that success of educational program depends a lot on the emotional intelligence level and teaching competency of teachers.

There are studies about educational efficiency that highlights that quality of teaching is an important factor that affects best student achievement which is important to understand as a competent teacher. (Hattie, 2009).

Nonverbal assistances such as pictures, maps and graphs allow pupils to use their verbal and nonverbal skills to improve their memory that results to greater possibility of storing information and higher knowledge also relates to the teachers use of visuals in instruction.(Hattie, 2009).

Teachers should support students in learning to reach long term goals to achieve successful self-regulation. Self-instruction helps in monitoring the course of actions in learning tasks and to check their work. Moreover, teachers should emphasise the importance of evaluation and correction of the differences between set goals and the actual performance. Students show the benefit of using self-regulation, reflection upon metacognitive strategies. (Dignath, Buetner, &Langfeldt, 2008).

Learning processes in the classroom are always entrenched in an affective context. Pupils may develop positive or negative attitude resulting to the classroom management of their teachers and the subject taught. In addition the pupils may enjoy or get bored in class thus this greatly influence the learning performance of learners.

The pupils and teacher relationship on achievement researches results with direct observation and with evaluations of interactions of teachers, students and parents. Several studies give positive teacher and student relationships effects on student achievement (Cornelius White, 2007; Hattie, 2009; Hattie & Clinton, 2008)

As teacher to be effective, one characteristic that they should pose is influence to student outcomes is their passion for teaching and learning (Hattie & Clinton, 2008). Students' motivational self-regulation of some teacher competencies related to students' are connected to affective motivational processes. (Dignath et al., 2008)

Teacher has diligently knotted to the classroom. Today teachers have the task to prepare even the classrooms for students to help them with their daily activities in every subject in order for higher order thinking and excellent performance skills (Darling-Hammond, 2006).

Teachers are significant source in the school which has a big part in uplifting the educational standards thus enlightening the efficiency and equity of schools. Teachers should be highly skilled, well-resourced and motivated to perform at their best. One task of school heads is to raise the teaching performance and instruction or teachers to gain students learning (OECD, 2005). The result would be effective monitoring and evaluation of teaching which would help with the continuous improvement of the effectiveness of teaching in a school. It is important to assess the teachers to see what should be practiced that could be developed to improve the effectiveness of teaching and learning process and augment educational standards.

An effective teacher evaluation in teaching has components among these are strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. Thus, celebrating is also essential to recognize and reward the work of teachers. (OECD, 2009).

The teachers being central to the achievement of instructional goals and objectives should see to it that effectiveness is assured and output is maximized. The success and failure of the school program rests entirely on their hands. In them lies the future of the educational institution that they pledge to serve enthusiastically and diligently, considered by all as a moral obligation and responsibility to the society where they belong (McLendon, 2003).

In the Philippine system of education, there are factors that give difficulty to the implementation of objectives. The problems of inadequately-trained teachers, lack of support either from the government or from private sector, lack of solid planning, lack of follow-up of result – all these add to the difficulty (Nem Singh et al., 2009).

In evaluating teacher's instructional competencies, the evaluator could use different criteria such as student achievement as the basis to assess or evaluate teachers. Other approaches they can use in evaluating teacher's instructional competencies include classroom observation as well as ratings of students, peer, principal and self. Another criterion that could be used is the teacher interview. In addition as another criterion would be parent rating, competency tests, and other indirect measures (Joshua et al., 2006).

Management of teachers in the classroom are skills that teachers acquire and hone as time passes. An effective teacher should possess considerable skills in managing tasks and situations that may occur in the classroom. These skills could include effective classroom management that requires common sense, consistency and a sense of fairness to all students. It also requires teachers to understand psychological and development of his learners. The teachers should be sensitive to the development of his learners to be effective. As the saying goes, effective teaching and learning takes place in a well – managed classrooms. The inability of teachers to effectively manage the classroom environment and behavior often contributes to the low academic achievement of the students (Oliver et al., 2007). Nem Singh and Padilla (2009) raised five major concerns in classroom management: (1) individual concerns; (2) harnessing self-control; (3) encouragement; (4) reaching-out to students and (5) disciplining students' behavior on mental levels of their students (ADPRIMA, 2010)

Weiland and Calhoun (2008) analyze teaching into five processes which involve effective control over a certain area of reality that is essential to teaching

One should give prominence to accountability that may lead teachers to feel incompetent and reduce appreciation of the work.(OECD, 2009b). As disparity,, teachers and their unions anticipate opportunities of social recognition of their work and opportunities for professional growth through essential development of a these formative system of teacher evaluation that would help them improve (Avalos and Assael, 2006).

Moreover in other countries it was observed that school administrators take full responsibility and accountability of evaluating their faculties. Some instances like the

school director is the pedagogical leader that should be responsible for the teachers in her school and for the monitoring of implementation of measures needed to enhance teaching quality. This concludes that most of Finnish schools have a better system for evaluating the teachers' fulfilment of individual objectives that were set to be aimed in the whole school year. This system help them determine developmental needs on the following year. (UNESCO, 2007)

There are key elements to be an effective teacher. One of these elements is the teacher professional profile this include a clear and concise statement of the teachers knowledge, skills and attitude. In preparing a profile of teachers' competencies the very first thing he needs to establish is a clear statement of objectives for student learning. Teachers work and the knowledge and skills that they need to be effective should be seen to the students in the classroom. The teachers should identify if he is aiming the objectives set. The standards and shared understanding of accomplished teaching needs to be given emphasis as it hone the teachers' competencies that they need to be effective. (OECD, 2005)

Then very task of a teacher is more than just teaching them instructional activities in the classroom associated with achieving learning. It is appropriate that teachers should be evaluated through their professional responsibilities less subjective. This distinguishes that schools and teachers demands are becoming complex and their responsibilities also widens. It include working and planning in teams; projects between schools; management and shared leadership; providing professional advice to parents; building community partnerships for learning; and participation in professional development (OECD, 2005)

Professional performance of a teacher could be evident through student learning and teaching practices. Evaluating the teachers' practices in the classroom as it affects the learning achievement of his students. However, its effect teacher evaluation focuses more on classroom observations. As one observes the teacher in the classroom, this is where key aspects are observable as they interact with their learners that is the most common source of evidence used in different countries whether American, European or Asian-Pacific. Such instrument shows whether the teacher adopts adequate practices in his more usual workplace: the classroom (Isoré, 2009; UNESCO, 2007).

Teacher competencies can be divided to basic and special but there are also general competencies that the teacher should possess such as information-communication competences, social-working competences, language competences, merits of an individual as such, cultural competences that are also significant for the teaching profession (Ogienko&Rolyak, 2009)

According to Onike (2007), a teacher occupies an important position and is a key element in the operations of the school system. Teacher's competence, knowledge, interest, devotion, commitment, dedication, professional training, attitude and personality make up matters and largely determine the quality of services provided by the teacher.

Muijs and Reynolds (2005) said how a teacher teaches becomes a vital key in promoting effective teaching and learning to the students. The researchers took interest in the study of how the teachers' competencies affect the learning of the students whom they are teaching. Therefore, the teachers themselves are given the obligation to mold students into learned, competent, responsible and moral citizens of the country which is aligned

with the aim of every educational institution that is to produce competent and excellent graduates.

Synthesis

The effectiveness of a teacher is based upon performance; that is, do they exhibit those competencies deemed necessary in their area of instruction. Many believe that in order to demonstrate that a behavior has an effect on learning, it must be observed in an instructional context. It is important that teachers have certain characteristics, but these should be tested before a teacher enters a pre-service training period. Once this is noted, then it is important to proceed in developing those competencies necessary for success in the classroom.

Pupils Academic Performance

According to Jarvis (2006) the product of the teaching process should be measurable so that strengths and weakness could be identified as well as behaviour should be given emphasis. Learning is defined as the students' capacity in finishing a course of study wherein they attain behaviour change after experience. (Central New Mexico Foundation, 2010), reflected the objectives set. If teachers could understand how the learning process occurred they could undertakings to ensure that their activity was efficient and achieved the predetermined outcome.

According to Bell (2009), the academic performance shows the learning of a student and how they perform to meet the standards set by the school. Peterson (2000) also stated that this as the core concern about educational program and adding that student achievement is the most compelling evidence about teacher quality and effectiveness. The

interest is in what students gain while working with the teacher the difference between where pupils start and end in their achievement. Furthermore, it determines the contributions of the teacher, or teacher effects, on student learning. In Philippine colleges and universities, the letters are replaced with numerical values which correspond to the measured achievement of the student in particular subject. However, in basic education, academic achievements are expressed as percentages (De Guzman-Santos, 2007)

In the Philippines, there are two types of grading systems which measure the students' academic performance: the averaging system and the cumulative grading system. The averaging system is done by looking at the average of the learner from the past learning period and the present. In the cumulative system, the present learning is observed to have improved or not based from the previous grading period. In Don Bosco College Canlubang, each academic year is divided into four grading periods and the method for computing grades is averaging (Bosconian's Daily Guide, 2011).

Fakeye and Yemi (2009) determined that with the use of the English language proficiency could be a good indicator and predictor of academic achievement in the English subject together with other core school subjects. English language proficiency, according to Nunan (1999), is the general language ability which includes the ability to speak, read, write and listen in English. To be considered truly proficient, one should have advanced abilities in all macro-dynamic skills in communication. Science and Technology education aims to equip the learners with skill and inclination to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and draw evidence-based conclusions. On the other hand technology is observed as the

application of that knowledge and methodology in response to perceived human wants or needs (Cheng, 2000). To be concise in the aims of Science and Technology education, it aims to derive students with scientific concepts and principles (Swiss Federal Institute of Technology Zurich, 2011)

According to Sullivan (2005) Encompassing the principles and guidelines to be accepted worldwide is not noticeable as it requires competence and standards. The evaluation of the characteristics and effectiveness of the teacher will be focused in the study of competence testing. Professional teaching work involves high complex sets of skills, intellectual functioning and knowledge that are not easily acquired and not widely held.

Professions are knowledge- based' occupations which requires proper training of teachers pre service and in service in different aspects such as knowledge of content, teaching methodology, values development and community relations research. Like teachers, the learner has varying needs. A school should adopt new targets to meet the needs of the learner and definite implementation strategies to attain them in the context of the school's own goals and priorities.

The achievement level of grade six pupils gradually increased from 2007-08, but it demonstrated a low percentage of increase from S.Y. 2005-2006 to S.Y. 2010-11. It has only increased by 3.34% in the span of four years of expected rapid improvement due to the implementation of the reforms which formally adopted in 2006. The country has failed in raising the level of achievement which reflects efficiency level of schooling and learning program is in the primary school. The country is still lagging from at least reaching 75%

mean percentage scores among the graduating pupils who are taking the national achievement examination (DepEd BEIS Fact Sheet, 2011).

Herrero (2009) pointed out that the low performance level of the students in the achievement test can be attributed to the many problems the education system is facing. Topping on the list is the teacher's effectiveness and efficiency of supervision in the school level to improve the performance level of the students. She also emphasized that as to performance level of the students in the National Achievement Test, it also reveals that the school needs to exert more effort to perform well to be able to achieve the mastery level as defined by the DepEd.

On area of specialization, Gao-ay (2008) said there are three (3) main causes of the failure of the students. These are as follows: teachers or academic causal factors, parents or family causal factors and students or personal causal factors. Among the three factors, it is commonly observed that the teacher's factor more often than not is the cause of students' failure.

As emphasized by de Guzman (2000), he said that inner drive of the teachers to lead the student learning equipped with their content mastery and competence in using appropriate strategies in the classrooms categorize them as an effective in teaching. The strengths or weaknesses of teachers with regard to the content and their instructional knowledge are the most basic measures of teacher effectiveness that should be looked into they are usually assessed in most teachers' assessment or evaluation frameworks.

Teachers and school head should consider and should not forget that the primary barometer if the group is basically or proficiently performing is no other than the quality of

the school's end product, the learners. It is by far the mirror of every educator that could speak well of their competence. (Forbes, 2012)

According to Korthagen (2004), the teacher is considered the one who inspires, guides, directs and accomplishes the goals of the educative efforts through the teaching-learning situations, without the teacher from the classroom, the learning situation will look like a doorknob. Hence, successful classroom learning situations depend upon the teacher performance. The teacher should clearly communicate teaching for all tasks and in scheming activities which should be consistent with the objectives as they incorporate a wide variety of experiences.

As stated by Wayne (2003), in the classroom learning can point towards a number of different teaching practices that the teacher uses to deliver their instructional content. In general, it usually have to be encouraging students to use active techniques such as experiments, real-world problem solving to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing in the classroom as the activities goes and ends. The teacher recognizes the students' pre-existing conceptions and knowledge, and guides the activity to address them and then build them gradually and appropriately.

The students' performance may not be considered as simple direct consequence of the teachers' instruction act as the teaching competencies have a lot to do with classroom

According to Miller (2007), teaching competency is not a new idea. What is new, however, is the understanding, interpretations and learning that implies activity and interactivity. It is indeed the heartbeat of the classroom. The core subjects are learned best

when students are keenly participating in the classroom teaching-learning process. One of the real challenges of teaching these subjects is to find a proper balance between conceptual understanding and procedural skills. Without a sound understanding of the concepts, skills may not be used scientifically and easily forgotten. Hence, teaching competencies should be given such significant emphasis because these are large and vital components of the extremely complex teaching- learning process as well as in the academic performance of the students not only in the core subjects but also in all disciplines in the field of education.

An operative classroom organizational plan should involve pre planning activities of lessons from the start to end using varieties of teaching strategies that suits the learner ad the subject matter. It means employing classroom techniques during the lessons in order to maintain a consistently conducive learning atmosphere. These techniques and strategies involve focusing on the whole class, rather than on individual students and their behavior. Because teachers are watched by thirty five or more pairs of eyes at a time, it is crucial that teachers focus on procedures that enforce his or her role as a manager (Drucker, 2001).

On the other hand, another data from the State and National political has lifted from general discussions of statements of what constitutes a highly qualified teacher. They discussed what the newly credentialed teachers should know to be able to be competent. (White M. Makkonen, 2009).

Synthesis

The literature gathered about educational productivity and competency of teachers emphasizes the quality of teaching as major factors influencing optimal student

achievement. Society has high expectations to teachers. Teachers are expected that they will have all the basic and universal competencies for honing ideal learning for students and for promoting required competencies in students that will allow them to be fruitful in the rapidly changing society in the 21st century. It is very evident that competencies of teachers have a great effect to the pupils' academic performance.

RELATED STUDIES

The teacher as one who possesses the attributes of being approachable, intelligent, open- minded, understanding, a model of good behavior and concern for the learners who can communicate fluently and proficiently in the language, should instruct in the class by using appropriate teaching methods and techniques in evaluating pupil's learning ability.

Teachers Competency

A study which focuses on exploring the social and emotional competencies scores of beginning teachers' of an Institute of Teacher Education in Malaysia was done. The results of the study emphasized that the personal and social competency were above average such as social-awareness, self-management, self-awareness and relationship management. It also showed positive correlation between personal and social competencies of beginning teachers. The school environment, personal and social competencies are needed to be strengthened and enhanced to be successful in one's career. Shanmugasundaram, U., & Mohamad, A. R. (2011).

Moreover, another study was made that three main variables that would make the integration of ICT tools as an easy process. Those three variables are teachers' ICT competency, teachers' confidence level in using ICT, and teachers' satisfaction on ICT training programmes. This study investigated the relationships among these three variables and measured the levels of the correlation among them. The finding revealed significantly that Malaysian teachers included in the study had a high level of ICT competency, confidence level in using ICT, and satisfaction towards ICT training programs that the school provides. It also showed that the correlation coefficient between teachers' ICT competency and teachers' confidence level in using ICT was high. It means that teachers should be confident to properly use the ICT tools in their classroom especially with the 21st learners. However, both correlation coefficients between teachers' ICT competency and teachers' confidence level in using ICT with teachers' satisfaction toward ICT training programmes were moderate. Tasir, Z., Abour, K. M. E. A., Halim, N. D. A., & Harun, J. (2012).

Another study of policies about quality control towards Dutch vocational schools has changed because the government questioned the quality of the examination. Thus, schools exhibit assessment quality to a new Examination Quality Centre. This study explored teachers' opinions on assessment quality evaluation criteria set to check the quality control of the policies in vocational schools. The study concludes that teachers think traditional and competency-based quality criteria are equally important to them. Vocational teachers gave higher importance scores than pre-vocational teachers. It could possibly due to the pressure they experience to improve the quality of their assessments in

schools to increase the validity of getting the target. Baartman, L. K. J., Bastiaens, T. J., Kirschner, P. A., & Van der Vleuten, C. P. M. (2007).

Introduction of innovations and measurement procedures into the education system help improve or judge the quality of its teaching force, beginning teachers often have to adapt to these new concepts that comprises a high quality of teaching in the industry. This study refers to the new concepts that match the beginning teacher's conceptions about their own competency and to be given the chance to prove themselves as beginners. In addition, this gives opportunity to starting teachers to voice out and be heard through studies which results to interpretations approach that discovers that beginning teachers has provided implications strong implications for educational policies and teacher education. The findings suggest that teachers need to be represented in any quality improvement measures. Also, careful attention should also be paid to the school systems and to teacher training programs that support and encourage teachers in their professional growth to be more competent teacher. Goh, P. S. C., & Wong, K. T. (2014).

In addition, another model about instructional design was employed for reforming a teacher education course in adding technology in the curriculum. This study model was applied in a science education method course that uses tools such as multimedia authoring tools and modelling software, teacher educators designed high quality technology-infused lessons for science and modelled them in classroom for pre-service teachers. The results of the study showed that the beginning teachers in the modelling group outperformed the pre service teachers overall performance in the Multimedia group. Moreover, the modelling group ousted the other group with use of technology to support teaching strategies and

integration of computer activities with appropriate pedagogy in the classroom respectively. This study only implies that teachers' preparation needs more efforts to become technology competent with ample opportunities during their education to develop the competencies needed to be able to teach with technology. Angeli, C. (2005).

Kaipa, P., Milus, et.al (2013) study investigates the teachers' readiness with adding soft skills in the teaching and learning process in secondary schools. It also identifies the types of the soft skills that are more prevalent for the teaching and learning of the Malay language. This study provided that the teachers have the knowledge on soft skills and aware of its role in the curriculum integration however they lack practice in using the soft skills in teaching. In addition, this study gives an insight into the needs of the teachers to acquire the adequate knowledge and training in integrating the soft skills in language teaching as it is essential for the teachers to be competent and effective with fully utilizing their soft skills in the classroom.

Lee, E., & Luft, J. (2008) study of Science teacher educators recognize a professional learning continuum for teachers. This research identified that teachers at different career stages has different goals in building understanding of teacher learning preparation with practice. These examinations help the teachers build deeper understanding about teacher – learning over time and what needs to be done. This also tackled teacher knowledge pedagogical content knowledge in a teachers' perspective. Each teacher used personalised representation that directed his or her instructional decisions and actions. The findings are from a small pool of exceptional teachers, they articulate components that experienced teachers may need to benefit from professional development programs, along

with ways in which these components can interact with practice. A preliminary understanding of the components and their interaction can assist those who plan and implement professional development programmes for science teachers.

Synthesis

These literatures attempt to improve education in converging different skills and knowledge to teacher. Teachers has great impact on the quality of work of students in the classroom. Different teaching methods, their communication and their classroom management should be used to match the state of the students thus teachers can structure the kind of learning environment that will help promote learning. These studies included analyses educational productivity that selects the most important teacher competencies that are related to student achievement for optimal learning.

Pupils Academic Performance

Actual classroom observation and learners behaviour in the natural setting are required to attain instructional competence for teachers. The observation guide is for formative developmental purposes and instructional provision. The guide requires actual teaching-learning classroom observations of the teachers. (Estaño, 2012)

The qualitative study of Orosa (2008) on “Filipino teachers’ Conception of Good Teaching” reveals that both dispositional traits and professional competence are seen as components of good teaching. Furthermore, he named personality based disposition, content mastery and expertise, pedagogical knowledge and teaching competence traits as critical factors in good teaching.

On the other hand, a quantitative study of Magno and Sembrano (2007) using Structural Equations Modeling (SEM) found that the personality characteristics of a teacher influences his teaching performance, effective teaching efficacy and teaching competency.

Diaz (2001) analyzed the existing program performance of both public and private teacher- training institutions based on the teacher education program standards, policies and expectations. It identifies problems or needs and ways or mean by which teacher education in Region V may be enhanced or improved. Based on her findings and conclusions presented, it recommended that the teachers should be evaluated to determine the performance of their work. The present study considered the improvement of teaching strategies and techniques that could enhance their teaching performance. This time the analysis was on Public elementary school teachers only.

As stated by Boquite (2007), education has always played a significant role in any developing country. A country whose citizens are educated will easily be developed because they are able to think of ways and means by which they will improve. The intervention of modern technologies and facilities to ease the life of people is the product of intelligent and highly educated people. In the Philippines this can be realized if the goal for quality education will be attained.

Cortez (2000) looked into the perception of the teacher in- practice and the ideal teacher in the Philippines. The wealth of the data and information generated about the “teacher in practice” and the “ideal teacher” in all three levels as viewed by all sectors of society was another reference in this present investigation. It recognizes that teacher training must have produced this type of teachers and must thereby also produce the type of

teachers envisioned in the 2000's. Notwithstanding, the study generated an image of the ideal teacher, to paraphrase.

It is undeniable fact that school administrators with higher educational attainment or those with string of degrees are more likely out to perform than the administrators who do not have such educational qualification.

Ruiz (2003) claims that the inexperience administrators encouraged greater role conflict due to limited exposure to administrative problems. Those who have had considerable administrative experience tend to be more effective and efficient than the inexperienced one.

In addition, Morino (2002) pointed out that the length of service/service could affect one's performance as far as decision-making, planning and control are concerned. He cited also that the length of service had resulted to negative effect on one's performance as a result of long years of struggling and frustrating experience and these have caused them to be more passive and less dynamic in their teaching profession.

Rev. Father Tenorio (2004) found out that those who have attained higher education tend to be more effective in his career than those who did not. It is also expected that those with higher levels of schooling are exposed to a more knowledge input, and therefore tend to be more knowledgeable than those with lower levels of schooling.

Moreover, Trozado (2011) in her study on the teaching competencies of elementary teachers and their pupil performance, she found out that in the relationship between academic performance and teachers' level of teaching competence, knowledge of the subject matter ($r = 0.860$) and leadership skills ($r = 0.823$) have very high relationship,

positive and identifies direct relationship. It further implies that the more knowledge in the subject matter, the higher the academic performance and that the higher the leadership skills of the teachers, the higher the academic performance of the pupils. Hence, it shows a very significant relationship and affirms that Leadership skills and knowledge of the subject matter as teaching competencies are significant correlates and strong positive predictors of academic performance.

Teachers' education (degree) and experience levels are considered the most widely studied teacher attributes both because they are easy to measure. Many studies have confirmed this belief.

The study of Owolobi (2012) scrutinized the effect of teacher's qualification on the performance of Senior Secondary School students in Physics. The results showed that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications. It was also shown that students performed better in physics when taught by professional teachers. However, the experience of the teacher is significant in impacting the students' academic performance in Physics.

More recently, researchers have sought to isolate teachers' contributions to student performance and assess how much of their overall contribution can be associated with measurable teacher characteristics such as experience and degree level (Goldhaber, 2002).

In the same vein, *Den Brok et al* (2001) believe that students' learning is inclined by a variety of interpersonal influences, in addition to the cognitive factors associated with it. Moreover, *Arnold* (1999) found out that teacher's interpersonal behaviours in the classroom and students' academic achievement are related. This finding is substantiated in

a report of the American Educational Research Association (2001) which disclosed that a positive and productive learning environment relies, to a large extent, upon the relationships between students and teachers.

On the other hand, most researchers have not found the highest degree attained by teachers to be a good predictor of gains in students' achievement (Hanushek, Rivkin, & Kain, 2005). Goldhaber (2002) found that only about 3 percent of the contribution teachers made to student learning were associated with the teacher's experience, degree attained, and other readily observable characteristics. The remaining 97 percent of their contributions were associated with qualities or behaviors that could not be isolated and identified.

The length of service is positively correlated with work values based on the Besterfield (2001) view which indicates that the longer one stays in the service the greater importance he attaches to intrinsic values. It can be concluded therefore, that those who remain longer in the service are intrinsically motivated by their teaching job.

Rice (2003) suggests that teachers who have received advanced degrees may have a positive impact on high school mathematics and science achievement when the units earned were in these subjects.

Teachers with other degree courses teaching Science may not be as good and effective as those who are really having specialized Science. Sample studies in the USA on the widespread phenomenon of out-of-field teaching, Ingersoll (2003) portrays a severe situation where almost 42% - 49% of public Grade 7-12 teachers teaching science and mathematics actually lack a major or full certification in the field (1999-2000 data). In

Israel, according to a survey (Maagan, 2007); these percentages are even higher for elementary teachers – 42% in mathematics and 63% in science (2005-2006 data).

Findings related to teachers' academic degrees are inconclusive. Some studies showed positive effects of advanced degrees (Betts, Zau, & Rice, 2003; Wayne & Youngs, 2003), while others showed negative effects. Some argue that the requirement of a second degree raises the cost in terms of teacher education and the time it involves and may prevent quality candidates from choosing this profession (Murnane, 1996).

Several studies show a positive relationship between teachers' qualifications and their impact on students' achievement. Findings from TIMSS-2003 data in Israel, Ruth Zuzovsky changed teachers' preparation in the subject matter they later teach and student achievement (Goldhaber & Brewer, 2000), while others have less unequivocal results. Goldhaber and Brewer (2000) find a positive relationship in mathematics, but none in science. Monk (1994), however, finds that having a major in mathematics has no effect, and a significant negative effect of teachers with more coursework in physical science.

Professional development activities can be conducted by many different organizations, in schools and out of school, on the job or on leave. On these occasions, practicing teachers update their content knowledge and teaching skills to adjust to the introduction of new curricula, new research findings on teaching and learning, changes in the needs of the student population, etc. Critique has been levelled against the episodic nature of these activities and the fact that very little is known about what they really consist of. Innovations and new techniques in teaching Science could probably be discussed in

different seminar /trainings attended by teachers. Learning gained from these are more likely to be passed on to their students as well.

There is mixed evidence on the effect of teachers' participation in professional development activities on students' outcomes. On the other hand, there are some studies on in-service professional development, which found no effect (Jacob & Lefgren, 2004), while other studies found that higher levels of student's achievement were linked to mathematics teacher participation in content-specific pedagogy activities related to the curriculum (Brown et al., 1995; Wiley & Yoon, 1995). Wenglinsky (2000) found a positive effect of professional development activities that focused on the needs of special education students, on higher-order skills, and on laboratory skills in science.

Harris and Sass (2007) identified "lagged effect of professional development" which is said that the larger effect of professional expansion three years after taking place.

The connection between students' achievement and teacher professional development activities does not allow to draw conclusions about a causal link, as this variable is confounded with other attributes of teachers like participating educators are likely to also be more encouraged and, usually, more specialized in the subjects they teach.

In addition to academic major, researchers have found that teacher experience is also a factor for improving student's achievement. Researches on the effect of teacher's experience on student learning have found a positive relationship between teacher effectiveness and their years of experience, but not always a significant or an entirely linear one.

According to Bateman and Ziethame (2003) the teacher education and training activities improve people's knowledge, skills and abilities thus more should be conducted. These trainings should range from classroom style lectures on technical and management topics to group training laboratories in which people try to gain deeper insights into their own and other's attitudes and behaviors that would give the educators insight on how to manage their classrooms.

O'Reilly (2004) also points out that with the help of training and development, the organization can uplift the abilities of each employee. These activities also may enhance motivation and positive attitudes by making work more interesting and supporting such needs like achievement and self-esteem. Training and development are especially important in organizations that have adopted a new psychological contract that substitutes employability for job security.

Some studies have found that educational level of an individual plays an influential factor of one's success. As noted by Storey (2004) it could be debated that education provides a basis for the logical development of a person and high education provides the individual with greater confidence in dealing with superiors in the government and to other people. The researcher has found the above related literature and studies indispensable in the determination of the direction, goals, objectives and implications of the study.

Cortez (2000) and the present investigation would contribute to the Philippine teacher education of the nineties and further more. The futuristic concerns of these different studies would in a way be great contribution to the future of teacher education in improving their weak points and maintaining their strong points to produce the desired quality

teaching performance. The above show how voluminous the research literature has been on the variables considered in the study, especially professional qualification, which have given the researcher much insight into its nature. It is also of particular interest that recent studies of teaching competency have been taken.

Many insights were included in the questionnaires used for Teaching Competence, which is in the study of Trozado (2011) and Estaño (2012) since the questionnaire they used is very much similar to that used in the present study. Morino (2002) also lent much information on teaching profession with respect to its relationship to performance since this was the basis of Ruiz (2003) of success. Another important study was that conducted by Owolobi (2012) and Rice (2003) on the relationship between teacher's professional qualification and its positive effect on the teaching performance since it is one of the problems under consideration in the study. Studies of Orosa (2008), Magno and Sembrano (2007) gave much information on the variable of teaching competency.

Verzosa, D. B., & Mulligan, J. (2012) said that many Filipino children find mathematical word problems particularly difficult to solve because they are required to learn Mathematics and solve problems in English, a language that many encounter only in school. This paper reports on one aspect of a two-year design study aimed to assist second-grade Filipino children solve additive word problems in English. With Filipino as the medium of instruction, an out-of-school pedagogical intervention providing linguistic and representational scaffolds was implemented with 17 children over 10 weeks. Pre-intervention, children experienced linguistic difficulties and were limited to conceptualising and solving simple additive structures. Post-intervention interviews

revealed improved understanding of more complex structures, but only when linguistic difficulties were minimised.

Another key finding from one aspect of a systematic review of the literature carried out by the Inclusion Review Group at Manchester University, on behalf of the Evidence for Policy and Practice Information (EPPI) Centre. The specific focus of this element of the review was on the impact of teaching assistants (TAs) on improving pupils' academic achievement that had been measured in some way before and after a period of intervention/support from a TA. The synthesis of findings from the review indicates that the academic achievements of primary aged pupils with identified difficulties in learning, typically in literacy, improve significantly following a period of targeted intervention from TAs. However findings from studies, where support is of a more general nature and not directed at pupils with identified difficulties, are more equivocal suggesting that the presence of TAs in mainstream classes may not have a positive impact on the achievements of all pupils. These findings have major implications for the ongoing training, management, support and deployment of TAs in mainstream schools. Farrell, P., Alborz, A., Howes, A., & Pearson, D. (2010)

Another investigation impacts assertiveness training on subjective welfare and academic achievement of 30 Iranian female secondary students which randomly were placed in experimental and control groups. The results presented a significant difference between assertiveness and well-being scores in pre-test, post-test and follow-up for the experimental group. In addition, assertiveness training improved math scores in post-test

and in the follow-up for the experimental group. Paezy, M., Shahraray, M., &Abdi, B. (2010)

Study by Rouse, M., & Florian, L. (2006) on a multi-method study that examined the effects of including higher and lower proportions of students designated as having special educational needs on student achievement in secondary schools. It explores some of the issues involved in conducting such research and considers the extent to which newly available national data in England can be helpful in answering questions about inclusion and achievement. Questions pertaining to the effects of provision on achievement are within a school reform agenda that emphasizes high academic standards, competition between schools and the identification of pupils with special educational needs.

Tella, A. (2008) study examined the relationship between teacher self- efficacy, interest, attitude, qualification, experience and pupils' academic achievement in primary school mathematics. The results reveal that teacher self-efficacy and interest had significant correlation with pupils achievement scores. Teacher's self-efficacy being the best predictor of pupils' academic achievement in mathematics was followed by teacher's interest. Attitude, qualification and experience were not significant correlation with pupil's achievement in mathematics. The study recommended that it is high time for primary school mathematics teachers to have a change of attitude towards the teaching of the subject so that the achievement of universal basic education will not be hindered. Furthermore, primary school educational authorities were called upon to ensure that only teachers who are qualified to teach the subject are employed. Not these alone, their attention was also drawn to the fact that they should design educational programmes that

will enhance the teacher self- efficacy for a better prediction of pupils' achievement in mathematics.

In spite of research showing that pupils particularly boys tend to experience tension between high academic achievement and popularity with peers at school, some pupils continue to maintain simultaneous production of both. The study findings contradict the notion that high-achieving pupils necessarily jeopardise their social standing with classmates. It also demonstrates the importance of embodiment and even essential attributes in productions of subjectivity that successfully 'balance' popularity and achievement. Nevertheless, high-achieving and popular pupils are shown to undertake significant identity work, employing particular gendered performances and practices in order to maintain this simultaneous production. Francis, B., Skelton, C., & Read, B. (2009).

Seikkula-Leino, J. (2007) investigated how successfully pupils had learned content in content and language integrated learning (CLIL) and to assess pupils' affective learning factors, such as motivation and self-esteem, in CLIL. Learning was presented in terms of achievement level, which was described as the relationship between measured levels of intelligence and school success. The study indicated that there were no major differences in learning, whether the language used in instruction is the pupils' mother tongue or a foreign language; pupils of different intelligence levels had similar chances to succeed in both cases. However, it was discovered that there may not be as many overachievers among the pupils in CLIL as among the pupils in the Finnish language instruction group. Achievements in the Finnish language, i.e. the mother tongue, were not negatively affected

by CLIL. In terms of the affective factors, the study indicated that CLIL pupils had a low self-concept in foreign languages, although pupils had a strong motivation to learn.

Results from the quantitative data are strengthened and exemplified with qualitative data. The multilevel analysis shows that teachers' teach ability expectations are lower in schools with a high share of non-native and working-class pupils and that these teach ability expectations have an indirect impact on pupils' achievement through pupils' feelings of academic futility. The results of this study indicate that socioeconomic desegregation may not be needed if it is possible to reform schools with a larger share of working-class pupils. Schools that produce more favourable teach ability expectations are recommended. In particular, teachers' attitudes and beliefs regarding pupils' linguistic backgrounds might be the focus of educational reforms. Agirdag, O., Van Avermaet, P., & Van Houtte, M. (2013)

Cadime, I., et.al (2016) study examined the connection among burnout, engagement, well-being, and academic performance in Portuguese secondary school pupils. This study harboured results that multi-group structural equation modelling indicated that higher levels of cynicism towards studies were associated with lower academic achievement. Another finding states that fatigue was not uniquely related to the adolescents' academic achievement or well-being. On the other hand, higher levels of engagement, namely dedication and vigour, were related to higher levels of well-being.

Synthesis

To bridge the gap of more information on the role of professional qualification on the teacher's teaching competency, the study involved finding variances through regression analysis.

The synergetic effects of teacher competencies on achievement thorough promoting students' cognitive, affective and social processes dies really matter. Collective studies supported the need for teachers' competencies to be strengthened. The teacher competencies that impact each of the processes are described and their impact on student achievement is explained in the preceding studies.

Chapter 3

RESEARCH METHODOLOGY

To give a clearer view of the study and to further search out the output of the investigation, the usual methods and procedures are applied. These include the research design, the actual respondents of the study, the type of instrument, data gathering procedure and the statistical treatment of data.

Research Design

The researcher utilized the descriptive survey method with the questionnaires as the main sources of data. The rationale for the use of the method lies in the fact that the present study is status trend and describes only the data which are the prevailing characteristics of a group of people. (Adanza, 2003).

The prevailing characteristics of the present respondents are the level of teaching competencies of the public elementary teachers of San Pedro Central Elementary School of City of San Pedro, and the extent they may influence to do their job well or to their teaching competencies.

Although the descriptive method describes only what is, the use of statistical method adds to the validity of the results.

Respondents of the Study

The respondents of the study are the public elementary school teachers of San Pedro Central School of San Pedro, Laguna, during the School Year 2016 to 2017 (they are the same teachers during the S.Y. 2013-2014 & S.Y. 2014-2015).. The study utilized the one hundred percent (100%) population frame of eleven (11) teachers of grade six who are teaching in the school.

The profile of the respondents of the study specifically, in terms of their level of teaching competencies was discussed in chapter 4 of the study where they are used as independent variables.

In this study, the researcher utilized the purposive sampling technique in determining the teachers who would be the actual respondents of the study. In this technique, the one hundred percent (100%) population frame of eleven (11) grade six teachers in San Pedro Central School of the City of San Pedro, during the School Year 2016 to 2017 are all part of the study and participated as respondents. Likewise, it is the purpose of the researcher which is to prevent other special teachers from feeling rejected; hence, all was part in the survey process.

Research Instrument

There are certain instruments by which the researcher applied for the study. Foremost, several references are taken to get more ideas and information regarding the problem. These references cited from the different libraries frequented by the researcher are basically a complete source of information for the study.

Likewise, interviews are made left and right to prospective respondents to get an insight on the subject and further be aware of the expected outcome of the survey. The most important instrument to be used is the questionnaires formulated by the researcher to generate the empirical or direct data.

Personal Information Sheet. Appendix A shows a copy of the questionnaire entitled: **Personal Information Sheet**, otherwise known as (PIS) which is constructed by the researcher to elicit information from the teacher's personal variables specifically, their level of teaching competencies, such as instructional skills, management skill, formulation of teaching objectives, knowledge of the subject matter, and evaluation of the pupils performance.

The Teaching Competency Questionnaire. To determine how competent are the elementary public school teachers of San Pedro Central School of City of San Pedro, in terms of their teaching competencies, the validated instruments constructed and adapted by the researcher was utilized which is shown in Appendix B. It uses weighted mean to measure such as National Achievement Test (NAT).

To gain insights into how questionnaires were constructed, the researcher perused books in research and studied theses and dissertations in the different university libraries where rich sources of foreign literatures are found. Most of the items of the questionnaires for determining teacher's teaching competencies and the academic performance of pupils are conceptualized with the help of the gathered information searched in various libraries, and in the electronic sources.

The first set of the questionnaire which is the Personal Information Sheet was easily constructed by the researcher since almost all of the theses and dissertations have a copy of one. Nevertheless, most of the items of the questionnaires for determining the teaching competencies questionnaire are adapted from the previous study of Trozado (2011).

For the validation purposes, the questionnaires for Personal Information Sheet was given to a group of 5 teachers on other school who are not part of the actual respondents to test the questionnaires, clarity and comprehensibility. Questionnaires are, likewise, was given to the thesis adviser for acceptance and advice on the suggested recommendations. All the suggestions for improvement were incorporated and editing was done before reproducing the final copy for the final respondent.

In fielding the questionnaires, the researcher personally administered and distributed the copies of the instrument to the respondents and also in the retrieval. This was done to assure respondents' anonymity of their responses.

Accordingly, a 100 per cent retrieval of the tool should be attained. Data generated are then collected, tabulated and edited for encoding.

Data Gathering Procedure

The researcher conducted several unstructured interview and observations to some of the teachers to determine what and how competent they are in their teaching profession.

To gather the desired data, the researcher requested an endorsement from the school principal of San Pedro Central Elementary School of San Pedro, Laguna to be allowed to

conduct a survey to the teachers. Once given the approval, the researcher reproduced the questionnaires and personally administered the survey to the teachers.

The questionnaires were given beforehand to get the teachers' professional qualification. The following Rating Scale was utilized.

Statistical Treatment of Data

The researcher used both descriptive and inferential statistics to arrive at logical and valid results:

A. Descriptive Statistics

1. Percentage. To determine how a part relates to its whole, percentage was used extensively in describing the profile of the respondents. It is solved by the formula:

$$P = \frac{x}{N} (100)$$

Where: P = Percentage

x = Score (variable)

n = Total number of respondents

100= Constant

- **Arithmetic Mean.** To determine quantitative variables, an arithmetic mean which is a measure of central tendency is used.

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\sum X$ = the sum of the quantitative variables

N = the total sample size

X = the variable

• **Weighted Mean.** As the measure of central tendency, the weighted mean is used since the options of the items of the questionnaires are assigned with points. It is solved by the formula:

$$Wm = \frac{\sum fx}{\sum f}$$

Where:

$\sum fx$ = the summation of the product of the frequency and the Variable

f = the frequency

x = the variable

A weighted mean is also an arithmetic mean. In interpreting the weighted mean in the text of the study, the observed classroom instructional competency was interpreted by using the scores below.

Numerical Rating	Description
3.51 – 4.00	Highly Proficient
2.51 – 3.50	Proficient
1.51 – 2.50	Basic
1.00 – 1.50	Below Basic

• **Standard Deviation.** The standard deviation describes the homogeneity and the heterogeneity of the variables of the study. It is the square of the variance.

$$sd = \frac{\sum (x-x)^2}{n-1}$$

where: x = the variable

n = sample size

5. Ranking. In order to give proper interpretation after weighted means were given verbal interpretation, they were ranked according to the size of their magnitudes from the highest to the lowest to determine importance of their position relative to other items.

6. Pearson r Correlation Coefficient. To know how the variation of a predictor shows on a criterion measure and the influence of a variable on one another, the Pearson r correlation coefficient or relationship is used. It is determined by the product moment formula:

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where: Y = the dependent variable
 X = the independent variable

The two pieces of information a Pearson r correlation coefficient gives:

- The Amount of relationship and 2) The Direction of relationship when it is positive or negative. The amount of relationship is given by the arbitrary values below.

Range of Values	Interpretation
0.00-0.200	Present, but Slight
0.210-0.300	Negligible
0.310-0.400	Low
0.410-0.500	Marked and substantial
0.510-0.700	High Relationship
0.710-0.900	Very high Relationship
0.910-1.00	Perfect Relationship

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The study attempts to determine the correlation of teachers level of teaching competence on their pupils academic performance specifically in terms of their National Achievement Test and to determine the significant difference of their teaching competencies as compare when grouped according to their level of teaching such as instructional skills, knowledge of the subject matter, management skills, formulation of teaching objectives and evaluation of pupils performance.

The personal profile includes their number of years in teaching, gender, highest educational degree, and participation in any professional development activities include the six important criterion measures namely, the Courses/Curriculum/Workshops, the Educational conference or seminars, Observation visits to other school, Participation in a network of teachers formed specifically for the professional development, individual or collaborative research, and Mentoring and/or peer observation and coaching.

1. The personal Profile of the Teacher

The personal data of the teacher – respondents of the study was drawn from three personal variables in terms of number of years in teaching, gender, and their highest educational attainment.

1.1-1.2 Number of years in Teaching and Gender

Table 1 shows the frequency and percentage distribution of respondents according to highest educational degree and gender.

Table 1.1-1.2

Frequency and percentage Distribution of Respondents According to Number of years in Teaching and Gender

Highest Educational Degree (N=11)	GENDER						
	FEMALE (N=8)		MALE (N=3)		TOTAL (N=11)		RANK
	f	%	F	%	F	%	
1 – 5 years			2	18.18	2	18.18	3
6 – 10 years	0	0	1	9.09	1	9.09	4.5
11 – 15 years	1	9.09	0	0	1	9.09	4.5
16 – 20 years	3	27.28	0	0	3	27.28	2
21 or more years	4	36.36	0	0	4	36.36	1
TOTAL	8	72.73	3	27.27	11	100	
$\bar{x} = 31.5102$							

As noted on the table, the numbers of years in teaching of the Grade Six teacher–respondents are varied as they fall in five groups which range from 1 to 5 years to 21 or more years. Likewise, a lopsided distribution towards female group is observed constituting 8 females or 72.73 percent and only 3 males or 27.27 percent which implies that Grade Six teachers in San Pedro Central School is a female dominated institution.

Based from the data shown, the largest group of Grade Six teachers of San Pedro Central School numbering 4 or 36.36 percent are females with 21 or more years in the service in a range of number of years in teaching, followed by 3 or 27.28 percent females with 16 to 20 years in the service in a range of number of years in teaching, and 1 or 9.09 percent female with the shortest years in the service range of 1 to 5 years of teaching experience. The least group of 0 or 0 percent female belongs from the group of 6 to 10 years in the service.

In lieu with male group, the largest group of 2 or 18.18 percent has the shortest years in the service range of 1 to 5 years of age in teaching. There is an equal distribution numbering 1 or 9.09 with number of years in the service ranges 6 to 10 years in the service and 11 to 15 years of teaching.

Moreover, the length of years in the service of the respondents cluster towards a mean point estimate 31.51 or 13 years and identifies the diversity of their learners as well experienced teacher, fully equipped and capable of doing many works and teaching pupils competitively.

1.3 Highest Educational Degree

. The highest educational degree of the Grade Six Teacher which would describe how high is their educational degree in earning as professional teacher is summarized in *Table 2*.

Table 1.3
Frequency and Percentage Distribution of Respondents
According to Socio-economic Status

Highest Educational Degree	Frequency	Percentage	Rank
Bachelor Degree	2	18.18	3
Unit Earner Master's Degree	6	54.55	1
Master Degree	3	27.27	2
Doctoral Degree	0	0	0
Total	11	100	
$\bar{x}=42.6$			

As noted on the table, the largest group of Grade Six teachers, 6 or 54.55 percent claimed to have their Unit Earner Master's Degree. This is followed by 3 or 27.27 percent of Grade Six teachers who have Master's Degree. A group of 2 or 18.18 percent claimed to have their Bachelor's Degree while no Grade Six teachers in San Pedro Central School has a Doctoral Degree.

In summary, the Grade Six teachers who participated in the study shown a profile that they are really concern with their professional development, a personal growth where much can be expected from them, mostly Grade Six teachers with an earner units in Master's Degree, with a percentage of 54.55 percent.

2. The teacher's participation in any professional development activities

To ascertain the teacher's partaking in any professional development activities, there are only six important criterion measures considered in the study. These are the Courses/Curriculum/Workshops, the Educational conference or sessions, Observation visits to other school, Participation in a network of teachers formed specifically for the professional development, individual or collaborative research, and Mentoring and/or peer observation and coaching.

Table 2
Frequency Distribution of respondents as to Teachers Participation in any Professional Development Activities

Teachers Participation in any Professional Development Activities	FREQUENCY	PERCENTAGE (%)	RANK
1. Courses/Curriculum/Workshops	6	54.55%	1
2. Educational conference or seminars	3	27.27%	2
3. Observation visits to other school	0	0%	5.5
4. Participation in a network of teachers formed specifically for the professional development	1	9.09%	3.5
5. Mentoring and/or peer observation and coaching	0	0%	5.5
6. Individual or collaborative research	1	9.09%	3.5
TOTAL	11	100%	

Based from the data, the teacher's participation in any professional development activities, there are six categories; with Courses/Curriculum/Workshops, Educational conference or seminars, observations visits to other school, participation in a network of teachers formed specifically for the professional development, mentoring and/or peer observation and coaching, and individual or collaborative research..

Among the six categories, the largest group of 6 Grade Six teachers or 54.55 percent belongs to the group with an active participation on courses/curriculum/workshops. This is followed by 3 or 27.27 percent of Grade Six teachers who have their educational conference or seminars involvement. Followed by 1 or 9.09 percent of Grade Six teachers observed participation in a network of teachers formed specifically for the professional development with an equal percentage with Individual or collaborative research.

There is no Grade Six teachers of San Pedro Central School reported with an Individual or collaborative research as teachers participation in any of professional development being developed and applied by Grade Six teachers in their personal development.

3. The National Achievement Test Result

Table 3

Frequency Distribution of Respondents as to the National Achievement Test

NATURE OF EMPLOYMENT	FREQUENCY	AVERAGE	RANK
NAT (2013 – 2014)	425	49.15	1
NAT (2014 – 2015)	434	46.32	2

Table 3 shows that 425 out of 438 Grade Six Pupils who took the National Achievement Test S.Y 2013 – 2014 with an average of 49.15 and 434 out of 436 Grade Six Pupils who took the National Achievement Test S.Y 2014 – 2015 with an average of 46.42. This implies that the result of their National Achievement Test on 2014 - 2015 differ from the result of their National Achievement Test on 2013 – 2014 with a decreased of 2.83 or 5.76 percent.

4. Relationship between Teacher's Competencies (Xi) and Pupil's Academic Performance (Yi)

In order to find out if the teacher's competence would influence or affect the pupil's academic performance, the relationships between them are delved into. The two variables are tested for significant relationship by correlation methods.

Table 4 shows the summary of values on the relationship or the correspondence between the teacher's competence and the pupil's academic performance through regression analysis.

Table 4
Relationship between Level of Teaching Competencies (xi) and Pupil's Academic Performance (yi)

Pupils Academic Performance (yi)	Level of Teaching Competencies (xi)				
	Instructional Skills	Knowledge of the subject matter	Management Skills	Formulation of Teaching Objectives	Evaluation of Pupils performance
1. Nat (2013-2014)					
r =	0.004019	0.186861	0.077187	0.055146	0.002553
r ² % =	0.000016	0.048256	0.005958	0.003041	0.000007
p =	0.978138	0.043467	0.598092	0.070661	0.986111
Interp. =	p > .05	P < .05	p > .05	p > .05	p > 0.05
Decision =	Accept Ho	Reject Ho	Accept Ho	Accept Ho	Accept Ho
1. NAT (2014-2015)					
r =	0.016623	0.180867	0.029287	0.190178	0.004918
r ² % =	0.000276	0.032713	0.000858	0.036168	0.000024
p =	0.909743	0.021362	0.841669	0.019058	0.870822
Interp. =	p > .05	p < 0.05	p > .05	p < .05	p > 0.05
Decision =	Accept Ho	Reject Ho	Accept Ho	Reject Ho	Accept Ho
<i>Decision Rule: Reject Ho If P - value for slope $\leq (0.05)$</i>					

As noted on the table, the computed correlation coefficients ranging from 0.00025 to 0.190, described present but slight to mark and substantial relationships, all positive and therefore, implies direct relationships. The strongest relationship or correspondence ($r=0.190$) is between formulation of teaching objectives (x_4) and pupils academic performance (NAT) 2014 - 2015 (y_2), while the weakest relationship ($r=0.00025$) is that between evaluation of pupils performance (x_5) and pupils academic performance NAT) S.Y 2013 - 2014 (y_1).

Conversely, when such relationships are tested for significance, the results showed that among the five teaching competencies of the Grade Six teachers of San Pedro Central School (SPCS), only Knowledge of the subject matter (x_2) and formulation of teaching objectives (x_4) are identified significant and showed strong predictive ability to be applied in their teaching competence ($r=.186$) as well as the formulation of teaching objectives (x_4) to pupil's academic performance (NAT) 2014 - 2015 (y_1). These are affirmed by the probability values of 0.0434 and 0.190 ($p<.05$) which are both less than .05 level of significance. The instructional skills, management skills and evaluation of pupils' performance are found out not significant to any of the two pupils' academic performance (NAT 2013-2014 and 2014 - 2015) of Grade Six teachers of San Pedro Central School in San Pedro City.

On the other hand the result implies further that the knowledge of the subject matter has an influence on pupils academic performance (NAT S.Y 2013 – 2015) as well as the formulation of teaching objectives has influence on their pupils academic performance (NAT 2014 – 2015).

Furthermore, the hypothesis in the null form which is tested for acceptance or rejection (H_0) is partly accepted and rejected. It is accepted in the relationship between the instructional skills, management skill and evaluation of pupils performance and the pupil's academic performance (NAT S.Y. 2013 – 2015), but partly rejected between the knowledge of the subject matter and formulation of teaching objectives and the pupil's academic performance (NAT S.Y. 2013 – 2015).

Based on the analyzed data, it was observed that teachers should be knowledgeable about the subjects they teach and how to effectively transfer learning to their pupils. As an essential ingredient of an educational process, a qualified teacher must have goals that could be measured and achieved. They should render a high priority of responsibility. The nature of the teaching profession makes it convenient and authoritative for all teachers to engage continuing career and long professional training.

One must not forget that specific needs and the ways in which they could be sorted out will differ according to their circumstance, personal and professional histories and current dispositions.

Teachers should therefore be encouraged to participate in a wide range of formal and informal activities which will help them in the process of review, renewal, enhancement of thinking and practice and most especially being committed both in mind and heart. Thus, this proposed training program entitled, “2017 District Mid-Year In-Service Training in Core Subject Areas for Grade Six Teachers” was conveyed.

PROGRAM DESCRIPTION

This program aims to increase the knowledge of teachers through K to12 re-orientation and to equip teachers with necessary skills in teaching core subjects that would enable them to uplift the NAT percentage rate. This would also develop their skills in applying practical solutions to present problems in the teaching-learning process. The said program would integrate ICT to develop their abilities and personal skills to keep abreast in this globally competitive world of teaching.

This program also aims to strengthen the level of knowledge, teaching skills and attitudes towards work of grade six teachers with the end quest for quality education.

PROGRAM COVERAGE

The training program will cover all the grade six teachers in the District of San Pedro for School Year 2017-2018.

PROGRAM DETAILS

This training program has timeframe of five (5) days during the mid-year from October 23-27, 2017 and will enable one hundred thirty eight (138) grade six teachers to undergo different workshop groups per subject area. District – Based training program to be managed by the school heads and District Supervisor of San Pedro will facilitate the lectures, through Formal Face to Face (F3) Training Program followed by a job embedded learning components of the programs like mentoring, LAC sessions, coaching, teaching demonstrations from November 2017 to March 2018. Budget to be allocated is one hundred

thousand pesos (P 100,000.00) from the Special Education Fund (SEF). Teachers are expected to participate actively and be able to apply new learning in their respective fields.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The major purpose of the study was to determine the role or influence of teacher's competence and applied on their teaching – learning process to improve the pupil's academic performance (NAT) of Grade Six pupils in San Pedro Central School, San Pedro City.

Accordingly, the role of personal profile of the Grade Six teachers at San Pedro Central School such as number of years in teaching, gender, highest educational degree and the criterion on participation in any professional development were also looked into. The teacher's competences were based on the evaluation of the competency – Based Performance Appraisal System for Teachers.

Summary of Findings

The findings of the study are summarized according to the statement of the problem posited in Chapter 1.

1. The Grade Six teachers of San Pedro Central School who participated in the study show a profile that they are really concern with their professional development, a personal growth where much can be expected from them, mostly Grade Six teachers with an earner units in Master's Degree, with a percentage of 54.55 percent

2. Among the five competence of the Grade Six teachers of San Pedro Central School (SPCS), only Knowledge of the subject matter (x2) and formulation of teaching objectives (x4) is identified significant and showed strong predictive ability to applied in their teacher competence ($r=186$) as well as the formulation of teaching objectives (x4) to pupil's academic performance (NAT) 2014 - 2015 (y1). These are affirmed by the probability values Of 0.0434 and 0.190 ($p<.05$) which are both less than .05 level of significance. The instructional skills, management skills and evaluation of pupils performance are found out not significant to any of the two pupils academic performance (NAT 2013-2014 and 2014 - 2015) of Grade Six teachers of San Pedro Central School in San Pedro City.

CONCLUSIONS

In the light of the above findings, the following conclusions were drawn.

1. The Grade Six teachers at San Pedro Central School, San Pedro City who participated in the study shown a profile that they are really concern with their professional development, a personal growth where much can be expected from them, mostly Grade Six teachers with an earner units in Master's Degree
2. In spite of being new and old one in the teaching profession, they are yearning of attending workshops and trainings for a personal growth and professional development.

3. Subsequently, they have shown outstanding performance on applying their teaching competence on their work to improve their pupils' academic performance (NAT).
4. The Teacher's competency has an influence on their pupils' academic performance (NAT) specifically the knowledge of the subject matter and the formulation of teaching objectives as well.
5. There is no significant relationship between teacher's competencies such as instructional skills, management skills and the evaluation of pupil's performance on the pupils' academic performance (NAT) of Grade Six pupils in San Pedro Central School.
6. There is no significant difference between the pupils academic performance (NAT) S.Y 2013 – 2014 and the teachers' competencies of Grade Six teachers in San Pedro Central School as compare to the pupil's academic performance (NAT) S.Y 2014 – 2015.

RECOMMENDATIONS

Based on the summary of the findings and conclusions, the following recommendations are hereby resented.

1. The school principals/heads, together with the teachers specifically the Grade six teachers, have to include in their Annual/Continuous Improvement Plan the following:

- a. The program on how to improve the performance level of their pupils in all areas.
 - b. Strategic Plan, Intervention and remediation program to help their pupils who are lagging behind especially the pupils who are in a slow learner category.
 - c. Teacher's involvement in such development seminars, workshops, trainings and other similar activities that can help the teachers improve their teaching methodologies and approaches.
 - d. Assessment, Creation and implementation of the varied instructional materials/devices appropriate to the needs of their pupils.
 - e. Recognition of the schools and teachers who have shown exemplary performance and achievement especially in the National Achievement Test.
 - f. Continuous and sustained benchmarking and feed backing sessions to thresh out problems and possible solution for the improvement of the teaching learning process.
2. Lastly, further studies may be made on the same topic, but using different strategies to corroborate the findings of this study.
 3. Every educational process must have qualified teachers as a portion of the ingredient's vital for the goals of the process to be measured and achieved. The teachers are responsible for the process must equally be accorded a very high priority. Generally, it could be argued that the nature of the teaching profession makes it expedient and imperative for all teachers to engage and continuing career –

long professional training. One must not forget that specific needs and the ways in which they could be sorted out will differ according to their circumstance, personal and professional histories and current dispositions. Teachers should therefore be encouraged to participate in a wide range of formal and informal activities which will help them in process of review, renewal, enhancement of thinking and practice and more especially being committed both in mind and heart.

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APPENDICES

Training Design and Development Program
San Pedro City District

I. General Program Information

1. Program Title	2017 District Mid-Year In-Service Training in Core Subject Areas for Grade Six Teachers
Program Description	This program is designed to enhance teacher's competence through k to 12 Re – Orientation and to equip teachers with necessary skills in teaching CORE subjects that would enable them to uplift the NAT percentage rate among their pupils. Activities will focus on: ➤ Appropriate activities, trainings, workshops and projects that develop their abilities and skills to stay abreast in this globally competitive world of teaching.
Pre Requisite	None
Duration	October 23 to October 27 , 2017
Management Level of Program	District – Based training program Manage by The School Heads and District Supervisor.
Delivery Mode	Formal Face to Face (F3) Training Program for 5 days followed by a job embedded Learning components of the programs like mentoring, LAC sessions, coaching, teaching demonstrations from November 2017 to March 2018.
Target Personnel	One hundred Thirty – eight (138) Grade Six public teachers in San Pedro City

Budget Requirement	Amount : Php. 100, 000.00 Sources of Fund: Special Education Fund (SEF)
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DISTRICT MEMORANDUM

No. ____ s. 2017

2017 DISTRICT MID-YEAR IN—SERVICE TRAINING IN CORE SUBJECT AREAS FOR GRADE SIX TEACHERS

To: School Heads
School Coordinators
Grade 6 Teachers

1. Based on the Division Memorandum No. ____, s. 2017, San Pedro District will hold a 2017 District Mid-Year In-Service Training in CORE subjects on October 23-27 to be held in San Pedro Central School, San Pedro, Laguna.
2. This activity aims to:
 - Increase teachers learning through K to 12 Re-Orientation and preparation for Grade 6 teachers teaching Mathematics, Science, English, Filipino, and HEKASI subjects.
 - Develop practical experiences, teaching competencies in teaching – learning process, content pedagogy, critical thinking, data analysis and ICT Integration in developing their leadership abilities, personal skills, and building wholesome character to strengthen competitiveness and productivity.
3. The number of participants to this training in Enclosure No. 2 of this memorandum.
4. The participants are expected to be at the venue on Oct. 23, 2017 at 7:00 o'clock in the morning for the registration.
5. Participants are requested to bring the following for the workshops:
 - Laptop
 - Curriculum Guide
 - Teacher's Guide

- Learning Materials

6. A travel expense of the participants is personal.

7. Immediate and wide dissemination of this memorandum is desired.

DISTRICT MID YEAR INSET 2017 MATRIX

DAY 1				
7:00 – 9:00	Registration/Orientation			Grades 6 teachers
9:00 – 10:00	Opening Program Groupings			
10:00 – 12:00	Pre – Test in Mathematics/Science/English/Filipino/HEKASI (Grade VI teachers)			
1:00 – 5:00	LECTURE		WORKSHOP	
	Station 1 Mathematics		Station 1 Problem Solving	
	Station 2 English		Station 2 Reading Comprehension	
	Station 3 Science		Station 3 MDAS (Four Fundamental Operation)	
	Station 4 Filipino		Station 4 Operations on Fractions (Four Fundamental Operation)	
	Station 5 HEKASI		Station 5 Data Analysis	
	Station 7 Current Events		Station 6 Subject Verb Agreement	
	POST TEST			
5:00 PM onwards	HOME SWEET HOME			

DISTRICT MID YEAR INSET 2017 MATRIX

DAY 2				
8:00 – 9:00	Attendance			Grades 6 teachers
9:00 – 10:00	Energizer/Recap			
10:00 – 12:00	Pre – Test in Mathematics/Science/English/Filipino/HEKASI (Grades VI teachers)			
1:00 – 5:00	LECTURE		WORKSHOP	
	Station 1 English		Station 1 Reading Comprehension	
	Station 2 Science		Station 2 MDAS (Four Fundamental Operation)	
	Station 3 Filipino		Station 3 Operations on Fractions (Four Fundamental Operation)	
	Station 4 HEKASI		Station 4 Data Analysis	
	Station 5 Mathematics		Station 5 Subject Verb Agreement	
	Station 7 Current Events		Station 6 Problem Solving	
	POST TEST			
5:00 PM onwards	HOME SWEET HOME			

DISTRICT MID YEAR INSET 2017 MATRIX

DAY 3			
<i>8:00 – 9:00</i>	Attendance		Grades 6 teachers
<i>9:00 – 10:00</i>	Energizer/Recap		
<i>10:00 – 12:00</i>	Pre – Test in Mathematics/Science/English/Filipino/HEKASI (Grades VI teachers)		
<i>1:00 – 5:00</i>	LECTURE	WORKSHOP	
	<i>Station 1</i> Science		<i>Station 1</i> MDAS (Four Fundamental Operation)
	<i>Station 2</i> Filipino		<i>Station 2</i> Operations on Fractions (Four Fundamental Operation)
	<i>Station 3</i> HEKASI		<i>Station 3</i> Data Analysis
	<i>Station 4</i> Mathematics		<i>Station 4</i> Subject Verb Agreement
	<i>Station 5</i> English		<i>Station 5</i> Problem Solving
	<i>Station 7</i> <i>Reading Comprehension</i>		<i>Station 6</i> Current Events
	POST TEST		
<i>5:00 PM onwards</i>	HOME SWEET HOME		

DISTRICT MID YEAR INSET 2017 MATRIX

DAY 4				
<i>8:00 – 9:00</i>	Attendance			Grades 6 teachers
<i>9:00 – 10:00</i>	Energizer/Recap			
<i>10:00 – 12:00</i>	Pre – Test in Mathematics/Science/English/Filipino/HEKASI (Grades VI teachers)			
<i>1:00 – 5:00</i>	LECTURE		WORKSHOP	
	<i>Station 1</i> Filipino		<i>Station 1</i> Operations on Fractions (Four Fundamental Operation)	
	<i>Station 2</i> HEKASI		<i>Station 2</i> Data Analysis	
	<i>Station 3</i> Mathematics		<i>Station 3</i> Subject Verb Agreement	
	<i>Station 4</i> English		<i>Station 4</i> Problem Solving	
	<i>Station 5</i> Science		<i>Station 5</i> Current Events	
	<i>Station 7</i> MDAS (Four Fundamental Operation)		<i>Station 6</i> Reading Comprehension	
	POST TEST			
<i>5:00 PM onwards</i>	HOME SWEET HOME			

DISTRICT MID YEAR INSET 2017 MATRIX

DAY 5				
<i>8:00 – 9:00</i>	Attendance			Grades 6 teachers
<i>9:00 – 10:00</i>	Energizer/Recap			
<i>10:00 – 12:00</i>	Pre – Test in Mathematics/Science/English/Filipino/HEKASI (Grades VI teachers)			
<i>1:00 – 5:00</i>	LECTURE		WORKSHOP	
	<i>Station 1</i> HEKASI		<i>Station 1</i> Data Analysis	
	<i>Station 2</i> Mathematics		<i>Station 2</i> Subject Verb Agreement	
	<i>Station 3</i> English		<i>Station 3</i> Problem Solving	
	<i>Station 4</i> Science		<i>Station 4</i> Current Events	
	<i>Station 5</i> Filipino		<i>Station 5</i> Reading Comprehension	
	<i>Station 7</i> Operations on Fractions (Four Fundamental Operation)		<i>Station 6</i> MDAS (Four Fundamental Operation)	
	POST TEST			
<i>5:00 PM onwards</i>	HOME SWEET HOME			

WORKING COMMITTEE

Planning Committee:

Chairman: -----
Co – Chairman: -----

Technical Committee:

Chairman: -----
Co – Chairman: -----

A. Registration

Chairman: -----
Member: -----

B. Invitation/Program

Chairman: -----
Member: -----

C. Physical Arrangement

Chairman: -----
Member: -----

D. Documentation

Chairman: -----
Members: -----

E. Certificates

Chairman: -----
Members: -----

F. Awards/Ribbons

Chairman: -----
Members: -----

G. Refreshment

Chairman: -----
Member: -----

H. Peace and Order

Chairman: -----
Member: -----

I. Sounds

Chairman: -----

