

TEACHERS' COMPETENCIES BASED ON THE NATIONAL COMPETENCY-BASED TEACHER STANDARDS (NCBTS): BASIS FOR IN-SERVICE TRAINING PROGRAM FOR TEACHERS

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ABSTRACT

This descriptive study was conducted to assess the competency level of public elementary teachers of the schools district of Estancia, Iloilo.

The respondents of the study were the 212 elementary public schools in the district, teaching Grades 1 to 6 of the K-12 BEC. The study adopted the National Competency-Based Teacher Standards (NCBTS) - Teachers Strengths and Needs Assessment (TSNA) tool to assess the level of competency of the teacher respondents and was analyzed using mean, standard deviation, Mann-Whitney U Test, and Kruskal-Wallis H Test. A focus group discussion was used to support the results and identify specific competencies which need improvement. Findings of the study revealed that when taken as an entire group and when classified as to age, length of teaching experience, civil status, and teaching designation, the public elementary school teachers were "Experienced. Their level of competency in all domains of the NCBTS, wherein Teachers I, II, and III had the highest mean score in Domain 1: Social Regard for Learning, while Master Teachers were highest in Domain 7: Personal Growth and Professional Development. All teachers were lowest in Domain 4: Curriculum. Significant differences between age groups were noted in Domain 1: Social Regard for Learning, Domain 2: Learning Environment, and Domain 3: Diversity of Learners; however, no significant differences were noted in other domains. When classified according to length of teaching experience, results showed that there were significant differences between groups in Domain 1: Social Regard for Learning, Domain 2: Learning Environment, Domain 3: Diversity of Learners, Domain 6: Community Linkages, and Domain 7: Personal Growth and Professional Development. No significant differences were seen in other domains. When classified according to civil status, results revealed that there was no significant difference between groups in all seven domains. When classified according to teaching designation, there were significant differences in all domains except Domain 4: Curriculum. FGD respondents expressed their need for further training specifically in the use of ICT in teaching and learning (Strand 4.7) and in selecting teaching methods, learning activities, and materials for the learners (Strand 4.4) of Domain 4 and determining, understanding, and accepting the learners' diverse background (Strand 3.1) of Domain 3. The study concluded that among the domains, the respondents need improvement in Domain 4: Curriculum. The study recommends that trainings on the development of the competencies under this domain may be included in the in-service program of the public elementary teachers in the schools district of Estancia, Iloilo.