

Demographics as Variables in Assessing the Teaching Competence of Diocesan Schools in Antique

Chona D. Jorilla¹ and Joel M. Bual²

¹St. Luke's Academy, Inc., Antique, Philippines

²Pandan Bay Institute Inc., Pandan, Antique, Philippines

Article history

Submitted: 1 July 2020

Revised: 26 October 2020

Accepted: 12 November 2020

Keywords:

Education

Management

Teaching Competence

Demographics

Diocesan Catholic School

Descriptive-Correlational

Antique

Introduction. Competent and quality teachers are the principal key of an excellent educational system, for they contribute to the integral formation of the learners (Roberto & Madrigal, 2018; Petalla & Madrigal, 2017). Their unique role in the teaching-learning process enables these children to maximize their potentials in becoming active and critical thinkers. Through this professional endeavor, they become stewards of knowledge not only for learners but also for the building and growth of the nation. Thus, for teachers to perform this mission, they must show high regard for professional standards and competence. However, most Catholic schools nowadays are confronted with the challenges of teaching competence due to the gradual migration of qualified educators to public institutions considering the demands of high remuneration and K-12 educational reform (Bual &

Madrigal, 2018; Madrigal & Oracion, 2019). In this sense, they resort to hiring new and unqualified teachers who compromise the continuity of quality Catholic teaching and learning. Hence, the paper assessed the level of teaching competence of Diocesan Catholic schools in Antique in the light of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development domains of Philippine Professional Standards for Teachers (PPST). Likewise, it sought to establish the relationship between teaching competence and their age, sex, employment status, and professional status.

Methods. The descriptive-correlational design was utilized to assess the teaching competence of Diocesan Catholic Schools in Antique in the light of the seven domains of PPST during the school year 2019-2020. Moreover, competence was correlated with the demographics of teachers. Through a standardized survey questionnaire adopted from the Department of Education, a total of 102 assessors composed of 7 administrators and 95 teachers responded in the study using the career stage scale: (1) beginning, (2) proficient, (3) highly proficient, and (4) distinguished. Furthermore, in analyzing the data, the descriptive and correlational analyses were administered using Mean, Standard Deviation, and Pearson r .

Results. As a whole, the findings revealed that the teaching competence of Diocesan Catholic Schools in Antique is highly proficient. Correspondingly, all domains were rated highly proficient with personal growth and professional development as the highest and diversity of learners as the lowest. Apparently, the overall high proficiency rating reveals that their teaching competence passes the quality standards of PPST. However, by not meeting the distinguished mark, their competence needs continuous enhancement to meet the needs of the diverse 21st century learners. The correlation showed that age and employment status have a significant relationship with the competence of teachers. Meanwhile, sex and professional status revealed no significant relationship with their competence. In other words, the demographics of age and employment status of these teachers strongly influence their competence while sex and professional status do not.

Conclusion. The competence of diocesan teachers in Antique highly depends on their strong commitment and recognition of the dignity of the teaching profession. It is also essential for them to engage in continuous and innovative professional advancement to help them grow and develop in terms of their teaching pedagogical practices to competently respond to the current trends of education, especially on the needs of the diverse 21st century learners. Hence, collaborative mentoring

among academic personnel is vital to the success of this quality teaching-learning process. Further, to ensure the continuity and sustainability of competent Catholic school teaching, the retention of qualified and committed teachers is considered. Thus, a positive school environment is necessary for the promotion of professional growth and development.

Practical Value of the Paper. The study addresses the dearth of literature on teaching competence in Catholic schools. Also, the findings provided a basis for Diocesan Catholic schools in Antique in creating a teaching competence enhancement program to improve the competence of teachers in response to professional standards and quality Catholic education.

References

- Antoniou, P. & Kyriakides, L. (2013). A Dynamic Integrated Approach to Teacher Professional Development: Impact and Sustainability of the Effects on Improving Teacher Behavior and Student Outcomes. *Teaching and Teacher Education*, 29, 1-12.
- Boon, H. J. & Lewthwaite, B. (2015). Development of an Instrument to Measure a Facet of Quality Teaching: Culturally Responsive Pedagogy. *International Journal of Educational Research*, 72, 38-58.
- Bual, J. & Madrigal, D. (2018). The Quality of Catholic Education in a Diocesan School relative to the Philippine Catholic School Standards. *Philippine Social Science Journal*, 1(1), 41-53.
- Darling-Hammond, L. (2017). Teacher Education Around the World: What can we learn from International Practice? *European Journal of Teacher Education*, 40(3), 291-309.
- Inocian, R. B. & Inocian, L. T. (2016). Outcomes-based Teaching for Brain-based Learning vis-à-vis Pedagogical Content Knowledge. *Asia Pacific Journal of Multidisciplinary Research*, 4(2), 65-75.
- Madrigal, D. V. & Oracion, E. G. (2019). The Quality of Recoletos Education in Negros Island in the Realm of Philippine Catholic School Standards. *Recoletos Multidisciplinary Research Journal*, 7(1), 1-12.
- Merchie, E., Tuytens, M., Devos, G., & Vanderlinde, R. (2018). Evaluating Teachers' Professional Development Initiatives: Towards an Extended Evaluative Framework. *Research Papers in Education*, 33(2), 143-168.
- Petalla, M. B. & Madrigal, D. V. (2017). Teaching Standards Competence and Efficiency Performance of Basic Education Teachers. *Journal of Institutional Research, South East Asia*- Vol. 15(3).
- Roberto, J. & Madrigal, D. (2018). Teacher Quality in the Light of the Philippine Professional Standards for Teachers. *Philippine Social Science Journal*, 1(1), 67-80.
- Sengottuvel, A. & Aktharsha, U. S. (2015). Teacher Effectiveness and Professional Competency in School Education. *International Journal of Management*, 6(1), 181-190.
- Sonia, G. (Ed.) (2017). Educational Research and Innovation Pedagogical Knowledge and the Changing Nature of the Teaching Profession. *OECD Publishing*.

Correspondence:

Chona D. Jorilla [stlukesjorilla@gmail.com]
<https://orcid.org/0000-0002-0441-0897>