



GRADE 3 TEACHERS' COMPETENCY AND TRAINING NEEDS TO ENHANCE PROFESSIONAL PRACTICE

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Abstract : This research study aimed to assess the instructional supervisory skills of public secondary school heads in the Third This study looked into the Grade 3 teachers' competency and training needs to enhance professional practice in San Jose East District, Schools Division Office of Tarlac Province. The researcher used the questionnaire as the main data-gathering tool. Frequency counts, percentages and weighted mean were used for descriptive analysis. The t-test for paired samples, independent samples t-test and ANOVA were used to analyze the problems on differences while Pearson Product Moment Correlation Coefficient was used to determine the relationships between the between level of competency and training needs of teachers. It used the descriptive method of research. The researcher used the questionnaire as the main data-gathering tool. The researcher found out that Grade III teachers are pursuing post graduate studies, holding Teacher III position, with limited teaching experience, and have adequate number of in-service training. They are moderately competent in performing their functions as mediator of learning, disciplinarian, parent substitute, judge of achievement, and confidant to learners. The teachers perceived that they are highly in need of training to sustain their levels of competency along their functions as mediator of learning, disciplinarian, parent substitute, judge of achievement, and confidant to learners. The school head rating on the teachers competency as mediator of learning, disciplinarian, judge of achievement, and confidant of learners is significantly different to the ratings of the teachers themselves along these areas. The level of competency of teachers is related to their training needs as disciplinarian, judge of achievement, parent substitute and confidant of learners. The researcher recommended that the school officials should continuously encourage teachers to pursue higher education and attend seminars and training to keep themselves updated with the demands, trends and changes in teaching elementary learners so that as facilitators of learning, they can effectively assist and guide the learners.

Keywords: competency, training needs, professional practice

INTRODUCTION

Education is the ability to meet life's situation, it is a character building process, enhancing one's personality and making him/her rational, capable, responsive and intelligent. Twenty first century is characterized by the emergence of multiculturalism due to industrialization, urbanization, globalization and disintegration in the family system. It is described as the century of stress and strain.

Training plays an important role in improving the quality of education in schools. The professional quality of the trained teacher depends on the quality of the curriculum to which the teacher was exposed and the ways in which it is implemented. In Mozambique, the teachers in the upper primary or second grade generally have little academic and professional training.

Education is currently under the watchful eye of the public. Declining student test scores are alarming. A large portion of the nation's tax revenue is spent on educational facilities, equipment, materials, and instruction. Not everyone agrees on the reasons for the decline in test scores, but some critics have suggested that it may be the quality of instruction (NCBTS-TSNA).

The Department of Education has the most crucial role among all government agencies since it gives the frontline service-education to the people. And so, teachers face big and diverse challenges that test the creativity and patience. Indeed, a myriad of concerns confront school teachers each day.

The National Competency-Based Teacher standards (NCBTS) Teacher strengths and Needs Assessment (TSNA), a part of BESRA, enables us to shift our paradigm to a proactive and participatory methodology. The NCBTS requires us to take bold steps in self-assessment by reflecting on our own practices, capabilities and skills as teachers.

Teachers need continuous learning to better perform their duties. And this remains a challenge to all of us. But I am confident that with the efforts of DepEd through the individual Plan for Professional Development, we can bridge this gap.

DepEd continues to recognize the valuable role that teachers play in shaping the future of the children and the direction of the nation and of the world. Indeed, NCBTS-TSNA is an endeavour that will help enhance the professionalism of teaching not only as a career but as a commitment to the future generation.

The 1987 Constitution provides students the right to relevant quality education that is conducive to their development as persons with human dignity. Teachers are tasked to provide a conducive learning environment and to facilitate the effective delivery of learning outcomes. The Education Act of 1982 provides that every teacher shall be accountable for the efficient attainment of specified learning objectives in pursuance of national development goals within the limits of available school resources.

A teacher, according to the Code of Ethics of Professional Teachers is a facilitator of learning and in the development of the youth; he shall, render the best services by providing an environment conducive to such learning and growth (Article 1, Section 1 of the Philippine Constitution). Every teacher shall uphold the highest possible standards of quality education and shall make the best preparation for the career teaching and shall be in the best at all times in the practice of the profession (Article IV).

The quality of education in the Philippines depends on the quality of teachers. It is therefore, necessary to attract talented people into the teaching profession. It is also important to keep teachers who are already in service and to discourage them from leaving the teaching profession.

Researchers on teaching also revealed that teachers who acquire more college education may be a superior group and that teaching performance may be directly affected by the increased richness of full college education.

Teacher appraisal involves many problems of which the difficulty of obtaining reliable and valid measurements of teacher performance is considered to be among the most serious. Teacher appraisal, however, has its potential for upgrading the teacher's performance and therefore those involved in educational administration must develop evaluation procedures and appraisal systems.

Teacher is a maker of man. He is the builder of a nation. He is foundation of all education. He is the light kindling other light. Hence it is the primary task of any nation that it should give highest importance and highest effort in producing a good teacher mass.

In order to do so, it should provide ample opportunities to the teachers & teacher educators to be well equipped with the professional competences and adopting the professional ethics. Again in addition to these two aspects, they should be motivate to attain study group, study of professional, writings and conference for their professional development.

Espelita (2006) revealed on his study about "The Role of Elementary School Teachers in Quality Education.." that majority of the teachers were middle ages (30-40) group which is about 41 percent out of 1000 respondents.

It can be observed that majority of the respondents were married. Such an observation is similar to the observation made by Aldea (2002), that majority of the Teachers in the Division of Laguna were married.

Generally, the married teachers tend to be more competent in improving their lot simply because they have families who depend on them. If these teachers get promoted, naturally their salaries increase and their families are the immediate beneficiaries.

In the study conducted by Alcaraz (2011), she made mention that public elementary teachers in Bagong Diwa are relatively young, married, having an average teaching experience and with minimum qualification.

Dancillo (2005) in her study "Perceived Work Attitudes and Reflective Teaching Skills" revealed that majority of public high school teachers were graduates of baccalaureate degrees. He further revealed that majority of public high school teachers had teaching experience of at least five years or less.

Dancillo (2005) in her study "Perceived Work Attitudes and Reflective Teaching Skills" revealed that majority of public high school teachers were members of professional organization like the PPSTA and the LUPSTA.

Aquino (2002) gave the following teachers' responsibilities which are as follows: (1) directing learning activities; (2) character development; (3) guidance; (4) diagnosing difficulties; (5) extra-classroom responsibilities; (6) understanding the community; (7) conducting and utilizing research; (8) the teachers responsibility to herself.

He aptly stressed, workers are more productive when they are satisfied than when they are dissatisfied. Corroboratively, Cruz (2000) said that self-fulfilment is a result of satisfaction one gets from the multiplier effect of one's work.

Statement of the Problem

This study sought to assess the Grade 3 teachers' competency and training needs to enhance professional practice in San Jose East District, Schools Division Office of Tarlac Province during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the Grade 3 teachers in terms of:
 - 1.1 highest educational attainment;
 - 1.2 number of years in teaching; and
 - 1.3 relevant in-service training attended?
2. What is the level of competency of the Grade 3 teachers as rated by their school heads and by themselves along the following functions:
 - 2.1 mediator of learning;
 - 2.2 motivator;
 - 2.3 parent substitute;
 - 2.4 evaluator of achievement; and
 - 2.5 confidant to students?
3. What is the level of training needs of the Grade 3 teachers to enhance their functions along the following:
 - 3.1 mediator of learning;
 - 3.2 disciplinarian;
 - 3.3 parent substitute;
 - 3.4 judge of achievement; and
 - 3.5 confidant to students?

4. Is there a significant difference on the level of competency of the Grade 3 teachers between the ratings of the school heads and the teachers themselves?
5. Is there a significant relationship between the level of competency and training needs of the Grade 3 teachers?
6. Based on findings, what digitized model to enhance the professional practice of the Grade 3 teachers can be implemented?

METHODOLOGY

This chapter presents the method and procedure employed to answer the research problems identified in the study. More specifically, it discusses the research design, sources of data, instrumentation and data collection and tools for data analysis.

Research Design

The descriptive design particularly comparative and correlational was employed in this study. As described by Good and Scates (2006), descriptive research includes studies that purport to present facts concerning the nature and the status of anything. It gives meaning to the quality and standing of facts. Good and Scates further described that descriptive research concerned with the analysis of the relationship between non-manipulative variables and the development of generalization extending its conclusion beyond the sample observed.

Correlational research attempts to determine how related two or more variables are. This degree of relation is expressed as a correlation coefficient.

Sources of Data

This study covered the Grade 3 teachers of San Jose East District, Schools Division Office of Tarlac Province .

Instrumentation and Data Collection

Two sets of research instruments were used in gathering the data in this study.

Part I focused on the profile of the Grade 3 teachers which include the highest educational attainment, rank as teacher, number of years in teaching, and in-service training attended.

Part II focused on the competency of the Grade 3 teachers such as mediator of learning, disciplinarian, parent substitute, judge of achievement, and confidant to students. The training needs of the teachers were also looked into as part III.

For the school head, they were requested to rate the competency of the Grade 3 teachers along the functions of teachers as mediator of learning, motivator, parent substitute, evaluator of achievement, and confidant to students.

The items on the functions of the Grade 3 teachers were taken from different readings like published materials and then revised by the researcher with the helped of the adviser and were checked some experts in the field of education like the Education Program Supervisors.

Approval and permit to conduct the investigation was obtained by the researcher from the authorities concerned prior to the conduct of the study. After one week, the researcher retrieved the questionnaire from the respondents.

Tools for Data Analysis

To derive valid and accurate results, appropriate statistical measures were employed.

To answer sub-problem 1 on the profile of the Grade 3 teachers, frequency counts and percentages were used

To answer sub-problems 2 & 3 on the level of competency and the training needs of the Grade 3 teachers, average weighted mean was used using the mean scale below based on their responses on a 5-point Likert type questionnaire.

<u>Mean Range</u>	<u>Interpretation</u>
4.21 - 5.00	Very High
3.41 - 4.20	High
2.61 - 3.40	Moderately High
1.81 - 2.60	Low
1.00 - 1.80	Very low

To answer sub-problem 4, the paired t-test was used to determine the difference between the perceived level of competency of the teachers as rated by the school heads and teachers themselves.

To answer sub-problem 5, the Pearson Product Moment of Coefficient was used to determine the relationship between the competency and training needs of teachers.

RESULTS AND DISCUSSION

This chapter deals in the presentation, analysis and interpretation of the data gathered to answer sub-problems of the investigation.

Profile of Teachers

The profile of the Grade 3 teachers includes highest educational attainment, number of years/months in teaching, and in-service trainings attended. Results are presented on Tables 1a-1c.

Table 1a
Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
MAEd/MEd/MS	16	36
With M.A/MEd Units	29	64
Total	45	100

It is reflected in Table 1a that most of the respondents have masteral units with 29 or 64%. There are also 16 or 36% who already finished their masteral degree.

It can be observed from the data that there are more teachers who are pursuing graduate studies than those who are not enrolled in the graduate school because of the increase in salary that goes alongside the promotion as teachers.

Table 1b
Number of Years of Teaching

No. of Years of Teaching	Frequency	Percentage
0-5 years	16	35
6-10 years	21	47
11-15 years	8	18
Total	25	100

As shown in able 1b, 21 out of 45 respondents have been teaching for 6-10 years, 16 or 35% have been teaching for 0-5 years, and 8 or 18% have been teaching for 11-15 years. In the study of Setlthomo (2007), teachers were unsure about the adequacy of their assessment training, but indicated that they needed further training in assessment. The results also showed hat primary teachers, particularly those with only a certificate needed more skill training in assessment applications, statistical applications, and criterion-referenced testing. The more experienced teachers were, the more they agreed with mastery and performance orientations, and the more they had perceived skill and use of desirable classroom assessment practices.

Table 1c
Relevant In-Service Training Attended

Relevant In-Service training attended	Frequency	Percentage
National	16	35
Regional	28	62
Division	45	100

*Multiple Responses

Table shows that all Grade 3 teachers attended division level seminars in different subject areas they are handling. There are also 28 or 62% who have attendance in the regional level and the 16 or 35% have attended national seminars. As cited by Golla & De Guzman (2008), conclusive evidences from studies have pointed to the teacher as a single causal factor in determining the quality of education in schools. In addition, a study of Soriano (2011) tells that through teacher's training, it can strengthen the skills and values of teachers.

Level of Competency of Grade 3 Teachers along their Functions as Perceived by the Schools Head and Teachers Themselves

The functions of Grade 3 teachers focused on mediator of learning, disciplinarian, parent substitute, judge of achievement and confidant to learners. The average weighted mean of each item and the overall mean were computed to describe the level of competency of teachers along their functions. The items were rated by the school heads and teachers themselves. The results are seen in Tables 2a-2f.

Mediator of Learning

The level of competency of teachers as Mediator of Learning as perceived by the school heads and teachers themselves is shown in Table 2a.

Table 2a
Level of Competency of Grade 3 Teachers as Mediator of Learning
as Rated by School Heads and Teachers Themselves

Qualifying Statements	School Heads (N=14)		Teachers (N=45)	
	AWM	Descriptive Equivalent	AWM	Descriptive Equivalent
1. Using brief written exercises in class to give learners time to think about what they have learned.	4.48	Very High	3.81	High
2. Giving simpler tasks that gradually get more complex.	4.61	Very High	4.02	High
3. Making the lessons more real.	4.56	Very High	4.27	Very High
4. Encouraging all learners to participate and provide a conclusion to all activities.	4.50	Very High	4.04	High
5. Helping learners to set goals.	4.65	Very High	4.05	High

6. Selecting materials and activities that relate to their everyday life.	4.68	Very High	3.83	High
7. Allowing pupils to organize their thoughts in a way that enhances their understanding.	4.69	Very High	4.32	Very High
8. Using their background of experiences and provides a rich variety of new experiences	4.62	Very High	4.33	Very High
9. Involving pupils in multi-sensory experiences that are natural to them.	4.56	Very High	4.15	High
10. Directing learners into learning activities.	4.56	Very High	4.28	Very High
Average Weighted Mean	4.59	Very High	4.11	High

Legend:

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

Overall, the level of competency of teachers on Mediator of Learning as perceived by the school heads is very high with an average weighted mean of 4.59 and the teachers rated themselves high with an average weighted mean of 4.11.

In particular, the highest mean value of 4.69 was given by the school heads on the competency of teachers to allow their pupils to organize their thoughts in a way that enhances their understanding while the teachers rated themselves high on using their background of experiences and provides a rich variety of new experiences as seen in the average weighted mean of 4.33.

The lowest mean rating of 4.48 and 3.81 was given by the school heads and teachers, respectively on the item using brief written exercises in class to give learners time to think about what they have learned, and to reflect on it.

Motivator

The level of competency of Grade 3 teachers as Motivator as perceived by the school heads and teachers themselves is shown in Table 2b on the next page.

It could be gleaned on Table 2b that the school heads and teachers themselves gave the highest mean rating on acting calmly in such situations with an average weighted mean with 4.65 and 4.35, respectively.

The lowest mean rating of 3.73 was given by the school heads on the item on maintaining the pupil's self-esteem and dignity.

On the whole, the school heads and teachers rated themselves "high" as revealed in the overall weighted mean of 4.10 and 4.02, respectively.

This shows that elementary teachers control their emotion and act properly even if they are already angry or mad with their pupils because they cannot impose punishment otherwise they will be charge of child abuse.

Table 2b
Level of Competency of Grade 3 Teachers as Motivator as Rated
by School Heads and Teachers Themselves

Qualifying Statements	School Heads (N=14)		Teachers (N=45)	
	AWM	Descriptive Equivalent	AWM	Descriptive Equivalent
1. Acting calmly in different classroom situations.	4.65	Very High	4.35	Very High
2. Stating rules and regulations to provide the pupils with an acceptable level of academic support.	4.53	Very High	3.79	High
3. Practicing "sandwich style" in correcting the behaviour of pupils.	4.00	High	4.07	High
4. Maintaining a learning environment of courtesy and respect for different learners.	3.79	High	3.73	High
5. Knowing how to keep the temper in case pupils are noisy..	4.06	High	3.93	High
6. Maintaining the student's self-esteem and dignity.	3.73	High	4.27	Very High
7. Talking to the pupil after class if he commits sin.	3.90	High	3.93	High
8. Informing the parents about the actions/behaviour of their child.	4.23	Very High	4.17	High
9. Holding a counselling meeting as to when the problem is first identified.	3.96	High	4.22	Very High
10. Bringing the pupils to the guidance counsellor for disciplinary action.	4.17	High	3.77	High
Average Weighted Mean	4.10	High	4.02	High

Legend:

- 4.21-5.00 – Very High
 3.21-4.20 - High
 2.41-3.20 - Moderately High
 1.81-2.40 - Low
 1.00-1.80 – Very Low

Parent Substitute

The level of competency of teachers as Parent Substitute as perceived by the school heads and teachers themselves is shown in Table 2c.

Table 2c
Level of Competency of Grade 3 Teachers as Parent Substitute as Rated
by School Heads and Teachers Themselves

Qualifying Statements	School Heads (N=14)		Teachers (N=45)	
	AWM	Descriptive Equivalent	AWM	Descriptive Equivalent
1. Supporting pupils' adjustment to school.	4.19	High	3.67	High
2. Fostering pupils' resiliency in academic performance.	3.78	High	3.82	High
3. Showing irritability or aggravation toward pupils.	3.67	High	3.81	High
4. Guiding learners to the development of appropriate moral, social, and learning behaviour.	3.84	High	3.79	High
5. Contributing to learners social skills.	3.83	High	4.07	High
6. Showing their pleasure and enjoyment to pupils.	3.90	High	3.73	High
7. Interacting in a responsive and respectful manner.	3.97	High	3.93	High
8. Offering learners help in achieving academic and social objectives.	4.18	High	4.27	Very High
9. Helping learners reflect on their thinking and learning skills.	4.02	High	3.93	High
10. Demonstrating knowledge about learners' backgrounds, interests, emotional strengths and academic levels.	4.07	High	4.17	High
Average Weighted Mean	3.94	High	3.92	High

Legend:

- 4.21-5.00 – Very High
 3.21-4.20 - High
 2.41-3.20 - Moderately High
 1.81-2.40 - Low
 1.00-1.80 – Very Low

Table 2c shows that the overall level of competency of Grade 3 teachers as perceived by the school heads and teachers themselves is high as revealed in the weighted mean of 3.94 and 3.92 respectively.

The highest mean ratings of 4.27 was given by the schools heads to supporting pupils' adjustment to school while the teachers gave themselves highest rating of 4.27 on offering pupils help in achieving academic and social objectives.

The lowest mean rating of 3.67 was given by school head on showing irritability or aggravation toward pupils and supporting pupils' adjustment to school on the part of the teachers.

Evaluator of Achievement

Table 2d
Level of Competency of Teachers as Evaluator of Achievement as Rated
by School Heads and Teachers Themselves

Qualifying Statements	School Heads (N=14)		Teachers (N=45)	
	AWM	Descriptive Equivalent	AWM	Descriptive Equivalent
1. Adopting a fair attitude when it comes to making any form of evaluations.	3.84	High	4.21	Very High
2. Not accepting favors or gifts from learner's work on merit and quality of academic performance.	4.31	Very High	3.77	High
3. Using tools for assessing authentic learning.	4.36	Very High	3.67	High
4. Assessing learners on their performance, instead of personal rapport and likings.	4.19	High	3.82	High
5. Manifesting fairness in the interpretation of test results.	4.29	Very High	3.81	High

6. Developing valid learner grading procedures which use pupil assessments.	4.37	Very High	3.78	High
7. Communicating assessment results to students, parents, other lay audiences, and other educators.	3.79	High	4.05	High
8. Recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.	4.09	High	3.81	High
9. Using guides for scoring essay questions and projects, stencils for scoring response-choice questions, and scales for rating performance assessments.	3.72	High	3.91	High
10. Following appropriate principles for developing and using assessment methods in their teaching, avoiding common pitfalls in student assessment.	3.90	High	4.23	Very High
Average Weighted Mean	4.09	High	3.90	High

Legend:

- 4.21-5.00 – Very High
 3.21-4.20 - High
 2.41-3.20 - Moderately High
 1.81-2.40 - Low
 1.00-1.80 – Very Low

The functions of teachers as Evaluator of Achievement as perceived by the school heads and teachers themselves are shown in Table 2d.

The table shows that both school heads and teachers rated the statements high.

The school heads gave the highest mean rating of 4.37 on developing valid learner grading procedures which use learner assessments while the teachers rated themselves very high on allowing appropriate principles for developing and using assessment methods in their teaching, avoiding common pitfalls in student assessment with 4.23 mean.

The lowest mean rating of 3.72 was given by the school heads on the item using guides for scoring essay questions and projects, stencils for scoring response-choice questions, and scales for rating performance assessments while the lowest rating was given by the teachers on using tools for assessing authentic learning with 3.67 mean.

Confidant of Learners

The level of competency of Grade 3 teachers as Confidant of Learners as perceived by the school heads and teachers themselves is shown in Table 2e.

Table 2e

**Level of Competency of Grade 3 Teachers as Confidant of Students
as Rated by School Heads and Teachers Themselves**

Qualifying Statements	School Heads (N=14)		Teachers (N=45)	
	AWM	Descriptive Equivalent	AWM	Descriptive Equivalent
1. Treating learners as younger brothers and sisters.	4.24	Very High	3.94	High
2. Serving as best friend of learners.	3.96	High	4.11	High
3. Keeping the secrets of learners.	4.15	High	4.22	High
4. Maintaining cordial relations with learners and conduct myself to merit their confidence and respect.	4.19	High	3.82	High
5. Hearing their problems with sympathy and understanding.	3.77	High	3.70	High
6. Showing an interest in your learners' personal lives.	3.73	High	3.82	High
7. Sincerely listening to learners.	3.89	High	4.04	High
8. Showing interest in learners' personal lives.	3.90	High	3.79	High
9. Speaking to the accomplishments of learners.	4.12	High	3.78	High
10. Positively reinforcing learners verbally.	4.04	High	4.05	High
Average Weighted Mean	4.00	High	3.93	High

Legend:

- 4.21-5.00 – Very High
 3.21-4.20 - High
 2.41-3.20 - Moderately High
 1.81-2.40 - Low
 1.00-1.80 – Very Low

Overall, the level of competency of teachers on their functions as confidant of learners as rated by the school heads and teachers themselves is high as revealed in the overall weighted mean of 4.00 and 3.93, respectively.

The lowest mean rating of 3.73 was given by the school heads on the item showing an interest in your pupils' personal lives while the teachers gave the lowest mean rating of 3.78 on speaking to the accomplishments of learners.

The highest mean rating was by given by the school heads on treating pupils as younger brothers and sisters with 4.24 mean with very high descriptive equivalent while the teachers gave the highest rating of 4.22 on keeping the secrets of learners.

Summary of Functions of Grade 3 Teachers as Rated by School Heads and Teachers themselves

Table 2f on the next page presents the summary of functions of teachers as rated by school heads and teachers themselves.

Table 2f
Summary of Level of Competency of Grade 3 Teachers as Rated by School Heads and Teachers Themselves

Functions of Teachers	School Heads (N=14)		Teachers (N=45)	
	AWM	Descriptive Equivalent	AWM	Descriptive Equivalent
1. Mediator of Learning	4.59	Very High	4.11	High
2. Disciplinary	4.10	High	4.02	High
3. Parent Substitute	3.94	High	3.92	High
4. Judge of Achievement	4.09	High	3.90	High
5. Confidant of Students	4.00	High	3.93	High
Average Weighted Mean	4.14	High	3.98	High

Legend:

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

The overall average weighted mean of 4.14 and 3.98 shows high level of professional competency of teachers along their functions. It indicates that teachers performed their functions well not only in delivering lessons or giving knowledge but also as disciplinarian, confidant of learners, judge of achievement and parent substitute. They have dual roles in school.

Perceived Level of Training Needs of Grade 3 Teachers To Enhance their Functions

The training needs of Grade 3 teachers are focused on their functions as mediator of learning, disciplinarian, parent substitute, judge of achievement and confidant of learners. The average weighted mean of each item and the overall mean were computed to describe the training needs of teachers. The items were rated by themselves using 5-point Likert scale. The results are seen in Tables 3a-3f.

Grade 3 Teachers' Training Needs to Enhance their Function as Mediator of Learning

The Grade 3 teachers' training needs to enhance their function as Mediator of Learning is shown in Table 3a on the next page.

Table 3a
Perceived Level of Training Needs of Grade 3 Teachers to Enhance their Functions as Mediator of Learning

Training on	Teachers (N=45)	
	AWM	Descriptive Equivalent
1. Conduct of Research	4.26	Very High
2. Engaging learners in activities that develop higher order thinking skills (HOTS)	4.14	High
3. The initiation on work-oriented activities for children.	3.95	High
4. The theory-guided introspection.	3.91	High
5. The updates and developments in education.	3.76	High
Average Weighted Mean	4.00	High

Legend:

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

It can be gleaned from the table that the training needs of Grade 3 teachers as Mediator of Learning received high mean rating as indicated in the over-all average weighted mean of 4.00. Teachers rated themselves high on undertaking educational

research which is one of the criteria in evaluating their performance and they can use this in promotion. However, only few had conducted researches because of the time constraint. Most teachers are married so they need to attend first to their family needs before anything else. They are also given other works aside from teaching that is why they don't have sufficient time to undertake educational research which is very helpful to teaching-learning condition.

Grade 3 Teachers' Training Needs to Enhance their Function as Motivator

Table 3b
Perceived Level of Training Needs of Grade 3 Teachers
to Enhance their Functions as Motivator

Training on	Teachers (N=45)	
	AWM	Descriptive Equivalent
1. Child protection.	4.22	Very High
2. Managing behaviour problems among learners.	3.82	High
3. Children's rights.	3.81	High
4. Classroom management techniques.	3.79	High
5. Teaching-learning strategies that encourage development in social interaction.	3.65	High
Average Weighted Mean	3.86	High

Legend:

- 4.21-5.00 – Very High
- 3.21-4.20 - High
- 2.41-3.20 - Moderately High
- 1.81-2.40 - Low
- 1.00-1.80 – Very Low

The perceived teachers training needs to enhance their function as Motivator is shown in Table 3b.

The table shows that the Grade 3 teachers rated themselves high on their training needs along motivator with an average weighted mean of 3.86.

It is further indicated in the table that the teachers rated the item on child protection as very high with 4.22 mean. This shows that there are already a lot of training regarding child protection. It can also be said that today, children are already protected by our Constitution. You cannot inflict punishment to them or else you will be sued by the parent.

Teachers Training Needs to Enhance their Function as Parent Substitute

The perceived training needs of teachers to enhance their function as Parent Substitute is shown in Table 3c.

Table 3c
Perceived Level of Training Needs of Grade 3 Teachers to Enhance
their Functions as Parent Substitute

Training on	Teachers (N=45)	
	AWM	Descriptive Equivalent
1. Teacher-learner relationship	4.17	High
2. The accountability and responsibilities toward learners' learning performance.	4.10	High
3. The examination of one self vis-a vis my accountability for the learners and to the teaching profession.	3.90	High
4. Establishing rapport and a good working relationship with learners.	3.79	High
5. Accepting personal responsibility to the learners	3.74	High
Average Weighted Mean	3.94	High

Legend:

- 4.21-5.00 – Very High
- 3.21-4.20 - High
- 2.41-3.20 - Moderately High
- 1.81-2.40 - Low
- 1.00-1.80 – Very Low

The table shows that teachers are strengthening their relationship with students as revealed in the average weighted mean of 4.17 which is high. This shows that teachers act as second parents to their pupils.

The lowest mean rating on this table was given by the teachers on accepting personal responsibility to the learners with 3.74 mean but it is still high. Teachers gave the lowest rating on this item maybe because it takes a lot of patience and understanding the learners once they accept full responsibility to the learners.

The overall average weighted mean of 3.94 which is high revealed that teachers are really acting as parent substitute.

Grade 3 Teachers Training Needs to Enhance their Function as Evaluator of Achievement

The perceived training needs of Grade 3 teachers to enhance their functions as Evaluator of Achievement is shown in Table 3d.

Table 3d shows that the training needs of teachers to enhance their function as evaluator of achievement is high as indicated by the overall average weighted mean of 4.07.

The Grade 3 teachers gave the highest mean rating of 4.27 on the current guidelines about the grading system. This is because K to 12 Curriculum is now being implemented should know more about this curriculum like the new grading system where it is no longer numerical but letters only will appear to the cards of pupils.

Table 3d
Perceived Level of Training Needs of Grade 3 Teachers to Enhance their Functions as Evaluator of Achievement

Training on	Teachers (N=45)	
	AWM	Descriptive Equivalent
1. The current guidelines about the grading system.	4.27	Very High
2. The development of appropriate assessment strategies to monitor and evaluate learning.	4.22	Very High
3. The importance of communicating learners' progress to learners, parents and other stakeholders.	4.17	High
4. The principles of giving and receiving feedback on learners' progress.	3.94	High
5. The employment of non-traditional assessment techniques like portfolio, journals, rubrics, etc.	3.78	High
Average Weighted Mean	4.07	High

Legend:

4.21-5.00 – Very High

3.21-4.20 - High

2.41-3.20 - Moderately High

1.81-2.40 - Low

1.00-1.80 – Very Low

The lowest rating on the other hand was given by the teachers on the employment of non-traditional assessment techniques like portfolio, journals, rubrics, etc. with 3.78 but it is still high. Nowadays, we have a lot of modern technologies that we can use to assess the performance of pupils so teachers must adopt these so that they will not be left behind.

Grade 3 Teachers Training Needs to Enhance their Function as Confidant of Learners

Table 3e
Perceived Level of Training Needs of Teachers to Enhance their Function as Confidant to Learners

Training on	Teachers (N=45)	
	AWM	Descriptive Equivalent
1. showing respect and concern for individual differences in experiences and capabilities of learners in setting learning goals	4.17	High
2. assisting learners in setting learning goals appropriate for themselves.	4.15	High
3. upholding gender sensitivity in daily dealings with learners.	3.84	High
4. recognizing that every learner has strengths.	3.83	High
5. maintaining a learning environment of courtesy and respect for different learners like ability, culture, gender.	3.69	High
Average Weighted Mean	3.94	High

Legend:

- 4.21-5.00 – Very High
 3.21-4.20 - High
 2.41-3.20 - Moderately High
 1.81-2.40 - Low
 1.00-1.80 – Very Low

The perceived training needs of Grade 3 teachers to Enhance their function as Confidant to learners is shown in Table 3e. Grade 3 teachers rated themselves high on showing respect and concern for individual differences in experiences and capabilities of learners in setting learning goals with 4.17 mean.

The lowest rating was given on the other hand on the item maintaining a learning environment of courtesy and respect for different learners like ability, culture, gender with 3.69 mean.

Nowadays, teachers should not only act as facilitator of learning but also as confidant of students. If the two have a good rapport with one another teaching and learning is very easy. Moreover, pupils can tell their problems and feelings to their teachers who are their second parents.

Summary of Teachers Training Need salong their Functions

The summary of training needs of teachers is shown in Table 3f.

The table shows that teachers training needs on judging the achievement of pupils got the highest mean of 4.7, followed by mediator of learning with 4.00, parent substitute ranked third with 3.94, next is the confidant to students. It shows that disciplinarian received the lowest mean rating of 3.86 though it has still high mean.

Table 3f
Summary of Training Needs of Grade 3 Teachers to Enhance Their Functions

Functions of Teachers	Teachers (N=45)	
	AWM	Descriptive Equivalent
1. Judge of Achievement	4.07	High
2. Mediator of Learning	4.00	High
3. Parent Substitute	3.94	High
4. Confidant to Learners	3.94	High
5. Disciplinarian	3.86	High
Average Weighted Mean	3.96	High

Legend:

- 4.21-5.00 – Very High
 3.21-4.20 - High
 2.41-3.20 - Moderately High
 1.81-2.40 - Low
 1.00-1.80 – Very Low

The average weighted mean of 3.96 shows that Grade 3 teachers have a high percentage of training regarding the above said functions.

The result tells that teachers should have more training on how to evaluate the performance of their pupils in order to become fair and just.

Significant Difference on the Level of Competency of Grade 3 Teachers on their Functions as Rated by School Heads and Themselves

The t-test for paired samples was used in determining the significance of the difference between the rating of the school heads and teachers on the level of competency of teachers along mediator of learning, motivator, parent substitute, evaluator of achievement, and confidant to learners. Results are presented in Table 4.

Table 4
Significant Difference on the Level of Competency of Grade 3 Teachers on their Functions as Rated by School Heads and Themselves

Profile Variable	Compared Group	Mean	Mean Difference	t-value	Significance
Mediator of Learning	School Heads	4.591			
	Teachers	4.11	.4819**	13.937	.000
Motivator	School Heads	4.103			
	Teachers	4.02	.0809**	5.788	.000
Parent Substitute	School Heads	3.941			
	Teachers	3.921	.0234**	1.257	.212

	Teachers	3.918			
Evaluator of Achievement	School Heads	4.086			
			.1840**	6.455	.000
	Teachers	3.902			
Confidant to Learners	School Heads	4.000			
			.0734*	2.512	.014
	Teachers	3.93			

Mediator of Learning

The data in Table 4 shows that the school heads rated the functions of teachers along mediator of learning higher than the teachers themselves as shown in the means of 4.591 and 4.11, respectively. The mean difference is .4819 which obtained a t-value of 13.937 with a significance of .000. It shows that the level of significance is less than the set .05 level of significance. Thus, the null hypothesis is rejected. One reason is that school heads are conducting observation to their teachers, the school heads assessed that teachers are doing good in their function as somebody who can provide the required teaching to the pupils.

Motivator

Further scrutiny of the data reveals that “motivator” as one of the functions of teachers has no significant difference in the ratings of the school heads and teachers with means of 4.103 and 4.02, respectively. This is indicative of the mean difference of .0809 which yielded a t-value of 5.788 with a significance of .000. The rejection of hypothesis at .05 level of significance implies that the rating of the school heads is not the same to that of the teachers ratings. The two groups of raters had different views on the level of competencies of teachers in so far motivator is concerned. One reason is that teachers being strict in classroom make learning more difficult on the part of the pupils.

Parent Substitute

From the table, a significant difference between the ratings of the school heads and with 3.941 and teachers with 3.918 on the level of professional competency on the functions of teachers as parent substitute as noted to have a .0234 mean difference. The computed t-value of 1.257 yielded a significance value of .212 which was found not significant at .05 level of significance. The computed t-value implies that school heads perceived the level of competencies along parent substitute higher than the perception of the teachers insofar as the mentioned function is concerned. Thus, the null hypothesis is accepted. This shows that teachers are good second parents as per evaluation of the biological parents of the pupils.

Evaluator of Achievement

Likewise, the level of professional competency on the function along evaluator of achievement was rated not significant by two groups of raters. The school heads gave a mean rating of 4.086 while the teachers gave 3.902 mean rating with a difference of .01840 with a significant value of .000 which is lower than the set .01 level. Thus, the null hypothesis is rejected at .05 level of significance.

Confidant to Learners

It could also be seen from the data that level of professional competency of teachers on confidant to students obtained a difference of .0734 with a t-value of 2.512 and a significant value of .014 is significant at .05 level between the ratings of the school heads which is 4.000 and the teachers with 3.93. The ratings of the school heads do not differ significantly with the teachers ratings. Thus, the null hypothesis that there is significant difference in the rating of the school heads and teachers themselves on the level of competencies along confidant to students is rejected.

Significant Relationship Between Level of Competency and Training Needs of Grade 3 Teachers

The Pearson Product Moment Coefficient of correlation was used in determining the relationship between the level of professional competency on their functions and the level of training needs of teachers.

Table 5 shows the results of the test on significant relationship between the level of competency and training needs of Grade 3 teachers.

Table 5

Significant Relationship Between Level of Competency and Training Needs of Grade 3 Teachers

Competency along the Teachers Function	Level of Training Needs Along their Functions									
	Mediator of Learning		Disciplinarian		Parent Substitute		Judge of Achievement		Confidant to Students	
	r-value	sig	r-value	sig	r-value	Sig	r-value	Sig	r-value	sig
Mediator of Learning	.162	.119								
Motivator			.388*	.000						

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