

Technical and Pedagogical Competencies of Teachers and Performance of Pupils in Filipino on Distance Learning

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Abstract —The study aimed to determine the significant relationship between the technical and pedagogical competencies of teachers and performance of pupils in Filipino on distance learning. Utilizing the descriptive-correlational survey research design for an in-depth analysis of the study, the researcher used the researcher-made survey based on literature review and grades in Filipino of the pupil-respondents for the 2nd quarter. Simple Percentage, Weighted Mean and Pearson r were the statistical tools used. Results of the study revealed a significant relationship between the extent of technical and pedagogical competencies of teachers and performance of pupils in Filipino in the 2nd quarter on distance learning. Thus, technical and pedagogical competencies of teachers affect the performance of the pupils. To make distance learning successful, teachers and pupils must take roles in the teaching-learning relationship and teachers must be willing to release control of learning to pupils.

Keywords — *Technical, Pedagogical, Competencies, Teachers, Performance, Pupils, Filipino, Distance Learning*

I. Introduction

The government is facing unprecedented challenges – social, economic, and environmental – driven by accelerating globalization and a faster rate of technological developments. At the same time, those forces are providing us with myriad new opportunities for human advancement (OECD, 2018). The dilemma in which education institutions are now facing is also unprecedented. The education sector is being caught in a pandemic caused by the Corona Virus Disease (COVID) – 19. This pandemic is like a war that the educators are not prepared for how they will fight the enemy. Although they are being taught how to fight the battle and win the war, the art of warfare is as old as time. The present war has no soul, ha no mercy, and unidentified.

The implementation of the Enhanced Community Quarantine (ECQ) and the extension thereof is a national effort to curb the spread of this pandemic. Education institutions, including

academics, university officials, government officials, and community partners, must work together to assure that what needs to happen does happen. With the proclamation of the Secretary of Education that education must continue, the Department of Education considers the implementation of distance learning approach utilizes three methods: (1) delivery of printed modules to students, (2) access to *DepEd Commons*, an online education platform DepEd developed to support alternative modes of learning, and (3) delivery of lessons or self-learning modules via radio and television (Magsambol, 2020) which require teachers to be technically and pedagogically ready.

Technical competencies refer to the competencies or skills of teachers to get updated with the recent technology application in teaching may it be modular, online or TV and radio-based instruction to be used in the delivery of instructions and formative assessment on distance education. The ability of the teachers to access on internet to gather instructional materials to be used in making the modules and other learning platforms. The best teachers are proficient in the technical competencies of teaching in terms of instructional delivery, formative assessment and classroom management. These skills must be defined as clear behaviors that teachers can master for use in the classroom.

Moreover, due to this pandemic, where thousands of educational institutions were closed to promote social distancing measures and thus limit the virus spread (Naciri, Baba, Achbani, & Kharbach, 2020; Sintema, 2020) where critical situation highlights several concerns, such as the decline in the quality of education and students' learning outcomes (Naciri et al., 2020; Usak, Masalimova, Cherdymova, & Shaidullina, 2020), it is a matter of paramount concern to implement innovative pedagogical methods and curriculum practices to strengthen the teaching-learning process in schools, colleges, and universities (Naciri et al., 2020; Toquero, 2020). Thus, requires teachers to be pedagogically ready to implement distance learning.

Pedagogical competencies are the capacity of teachers to plan, initiate, lead and develop education and teaching with the departure point in both general and subject-specific knowledge of students learning. This includes also the capacity to connect the teaching to research in the subject of interest. With this new learning modality, teachers have to be innovative in their teaching so that pupils will be able to acquire the knowledge and skills needed for the grade.

During this critical transition phase, teachers' readiness for executing home-based learning should not be overlooked as they are the frontline workers in the implementation (UNESCO, 2020; World Bank, 2019; Konig, et al, 2020; UNICEF Malaysia, 2020). As the most critical intellectual resources of any schools, teachers have faced various financial, physical, and mental struggles due to COVID-19 (Vu, et al., 2020) and have been tasked with the huge responsibility of implementing new teaching practices in ways that promote student learning while maximizing student safety (UNESCO, 2020). Consequently, teachers also face significant challenges in adapting to online teaching, maintaining adequate communication with students, and supporting students' learning and development (Sokal, et al., 2020). Thus, a better understanding of the readiness of teachers as

key players in the context of current change is the key to making the implementation more successful and sustainable (Du, et al., 2020 & Fulan, 2007). When teachers are not ready for change, they may have a higher risk of negative attitudes and resistance (Fullan, 2007), which will limit their own engagement and deprive their students of long-term positive results (Moesby, 2004).

As in Montebello Elementary School, pupils have to adopt the distance learning in terms of modular, virtual, limited face-to-face and TV-based instruction. Teachers have to prepare differentiated materials suited to the kind of learners and their accessibility to learning. Thus, making them ready is one of the concerns of this study. Their technical and pedagogical competencies is somewhat predicted to help the learners attain positive learning outcomes. It is therefore the focus of this study to determine the extent of technical and pedagogical competencies of teachers to improve the performance of the pupils in Filipino in the 2nd quarter on distance learning. A proposed intervention plan will be formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study determined the relationship between the technical and pedagogical competencies and performance of pupils in Filipino in distance learning of Montebello Elementary School, Kananga III District, Leyte Division for School Year 2021-2022. The findings of the study were bases for the proposed intervention plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of technical competencies of teachers in distance learning?
2. What is the extent of pedagogical competencies of teachers in distance learning?
3. What is the level of performance of pupils in Filipino on distance learning?
4. Is there a significant relationship between the extent of technical competencies of teachers and performance of pupils in Filipino on distance learning?
5. Is there a significant relationship between the extent of pedagogical competencies of teachers and performance of pupils in Filipino on distance learning?
6. What intervention plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the descriptive-correlational and survey research design to determine the relationship between the extent of technical and pedagogical competencies of teachers and performance of pupils in Filipino on distance learning for School Year 2021-2022. Montebello Elementary School, Kananga III District, Leyte Division is the main locale of the study. The 13 teachers teaching Filipino and 508 pupils enrolled in the said locale for School Year 2021-2022 are the main respondents of the study and a researcher-made survey based on literature review and grades in Filipino of the pupil-respondents for the 2nd quarter were used. This research

is focused in determining the extent of technical and pedagogical competencies of teachers and performance of pupils in Filipino on distance learning and its relationship. A Proposed Intervention Plan based on the findings of the study is the output.

Sampling. There are 13 teachers teaching Filipino and 508 pupils are involved in this study. The research instruments were distributed personally with consent from the Local IATF and strictly following the prescribed Health Protocol during school meeting of teachers.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head and District Supervisor was sought. Orientation of the participants and administration of the survey was done through face-to-face during the teacher's meeting in the school. Permission from the Barangay and Local IATF was secured. After accomplishing the survey, the researcher collected it. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Intervention Plan followed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor, and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

Treatment of Data. The Simple Percentage and Weighted Mean was employed to determine the extent of technical and pedagogical competencies of teachers and performance of pupils in Filipino on distance learning. Pearson r was used to determine the significant relationship between the dependent and independent variables of the study.

III. Results and Discussion

Table 1
Extent of Technical Competencies of Teachers in Distance Learning (N=13)

NO.	STATEMENT	Weighted Mean	Description	Interpretation
1	I attending trainings and webinars on distance learning.	4.23	Agree	Very Good
2	I prepared the Budget of Lesson for Filipino based on MELC.	4.69	Strongly Agree	Excellent
3	I prepared supplementary learning resources.	4.00	Agree	Very Good
4	I use effective strategies and techniques that actively engage students in the learning process thru the activities given in the modules.	4.08	Agree	Very Good
5	I provide timely, constructive feedback to pupils about their lessons in the modules.	4.15	Agree	Very Good
6	I use appropriate strategies designed to accommodate the varied talents and skills of the pupils.	4.15	Agree	Very Good
7	I provide student-centered lessons and activities that are based on concepts of active learning and that are connected to the real-world applications.	4.31	Agree	Very Good
8	My teaching goals and methods address a variety of pupils learning styles.	4.23	Agree	Very Good
9	As a teacher, I view myself as a facilitator.	4.38	Agree	Very Good
10	I immediately consult with pupils to correct problems and keep them on task.	4.08	Agree	Very Good
11	I am flexible in dealing with pupils' needs.	4.38	Agree	Very Good
12	I use strategies to encourage active learning, interaction, participation and collaboration among pupils.	4.00	Agree	Very Good
13	I facilitate and monitor appropriate interaction among pupils.	4.00	Agree	Very Good
14	I facilitate and monitor appropriate interaction among pupils	4.00	Agree	Very Good
15	I encourage independence and creativity from my pupils.	4.08	Agree	Very Good
Average Weighted Mean		4.19	Agree	Very Good

Table 1 presents the extent of technical competencies of teachers in distance learning. It was revealed on the table that the extent of technical competencies of teachers in distance learning has an average weighted mean of 4.19 which is interpreted as very good. This means that Filipino teachers are resilient in whatever circumstances may arise. This implies that teachers can serve and provide appropriate learning to the pupils based on their competencies and readiness while they are learning at home. The preparations made by the teachers help in improving the performance of the pupils.

Moreover, the statement which states that teachers prepared the budget of lesson for Filipino based on MELC got the highest mean of 4.69 which is interpreted as very good. This means that the competencies used by teachers in writing their plans is based on the crafted budget of lesson from the Most Essential Learning Competencies (MELCs). This implies that teachers follow the guide or the list of essential competencies provided by DepEd which are important for the pupils to acquire and learn.

Finally, the statements which states that “I use strategies to encourage active learning, interaction, participation and collaboration among pupils, I facilitate and monitor appropriate interaction among pupils and I facilitate and monitor appropriate interaction among pupils”, got the lowest mean of 4.00 which is also very good. This means that through the answered modules and performance tasks of the pupils, teachers can facilitate and monitor the progress of the child as to their learnings. This implies that teachers used strategies to facilitate and monitor learning even through the modules and other learning materials and activities given to the child. They can innovate strategies on how are they going to make learning to happen while pupils are learning at home.

Table 2
Extent of Pedagogical Competencies of Teachers in Distance Learning (N=13)

NO.	STATEMENT	Weighted Mean	Description	Interpretation
1	I feel confident that I understand computer capabilities well enough to maximize them in the lesson.	3.92	Agree	Very Good
2	I feel confident that I can successfully teach relevant subject content with appropriate use of technology.	3.85	Agree	Very Good
3	I feel confident that I have the skills necessary to use the computer for instruction.	3.69	Agree	Very Good
4	I feel confident in my ability to evaluate and assess learning.	4.08	Agree	Very Good
5	I can motivate my pupils to participate in technology-based projects.	3.92	Agree	Very Good
6	I prepared a weekly home learning plan as a guide in giving the lessons to my pupils in the modules.	4.85	Strongly Agree	Excellent
7	I led in the formulation of innovative projects in the school.	3.69	Agree	Very Good
8	I use the result of my evaluation as basis for my innovation.	4.15	Agree	Very Good
9	I can craft action research based on the current teaching-learning situation.	3.23	Agree	Very Good
10	I can teach the lessons using different platforms.	3.54	Agree	Very Good
11	I am confident that my pupils will learn the lesson conveyed in the modules using differentiated activities.	3.54	Agree	Very Good
12	I prepared activities suited for the kinds of learners that I have.	4.15	Agree	Very Good
13	I used different methods and strategies in the delivery of the lesson.	3.85	Agree	Very Good
14	I can manage learning through the activities given for the pupils to work on at home.	4.00	Agree	Very Good
15	I can provide activities using games to help the pupils learn the lessons.	4.23	Agree	Very Good
Average Weighted Mean		3.91	Agree	Very Good

Table 2 presents the extent of pedagogical competencies of teachers in distance learning. It was revealed on the table that the extent of pedagogical competencies of teachers in distance

learning has an average weighted mean of 3.91 which is interpreted as very good. This means that teachers have very good pedagogical competencies in the new normal teaching and learning modality. This implies that teachers choose strategies that are most effective to achieve their educational objectives and according to students' specific pedagogical needs.

Moreover, this table shows the indicator with the highest mean of 4.85 which states that "I prepared a weekly home learning plan as a guide in giving the lessons to my pupils in the modules". This means that teachers are expert in crafting the weekly home learning plan to guide the activities to be written in the modules. This implies that teachers are adopting the new normal learning modality through the preparations they are crafting and with their attendance to webinars and other educational trainings and gatherings in the implementation of distance learning.

Finally, this table shows the lowest mean of 3.23 which states that "I can craft action research based on the current teaching-learning situation". This means that teachers are making research projects to help them in the delivery of the lesson despite the fact that most of the pupils are using modules while learning at home. This implies that with the implementation of the new learning modality, teachers become more innovative and resourceful to prepare research projects for the improvement of their teaching in distance learning to improve the performance of their learners while learning at home.

Table 3
Performance of Pupils in Filipino

Teachers	Average Grade of their Pupils in Filipino	Description
1	80.31	Satisfactory
2	76.27	Fair
3	78.78	Fair
4	85.2	Very Satisfactory
5	83.76	Satisfactory
6	83.92	Satisfactory
7	81.14	Satisfactory
8	81.63	Satisfactory
9	82.56	Satisfactory
10	82.67	Satisfactory
11	84.33	Satisfactory
12	85.79	Very Satisfactory
13	81.57	Satisfactory
Average	82.15	Satisfactory

Table 4 presents the performance of the pupils in Filipino in Quarter 2 for each teachers' teaching the subject. It was revealed on the table that the pupils of teacher 4 and 12 got a very satisfactory rating while pupils of teachers 1, 5,6,7,8,9,10,11 and 13 got a satisfactory rating and pupils of teacher 2 and 3 got a fair rating. Moreover, the average mean in Filipino of the 508 pupils is 82.15 which is satisfactory. This means that with the technical and pedagogical competencies of the teachers, all of their pupils were able to pass the subject for the 2nd quarter. This implies that teachers are doing their tasks of providing appropriate learning materials and activities suited to the kind of learners that they have in their class despite the situation that the world is facing.

Table 4
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Technical Competence and Performance	0.51	1.634	0.873	Reject Ho	Significant Relationship (Moderate)
Pedagogical Competence and Performance	0.51	1.031	0.873	Reject Ho	Significant Relationship (Moderate)

Table 4 presents the test of relationship between the extent of technical and pedagogical competencies of teachers and performance of pupils in Filipino 2nd quarter on distance learning. It was revealed on the table that the extent of technical competencies and performance of pupils in Filipino in quarter 2 on distance learning has a computed value or t of 1.634 which is greater than the table value of 0.873 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of technical competencies of teachers and performance of pupils in Filipino in quarter 2 on distance learning. The r value of 0.51 shows moderate significant relationship. This implies that the technical competencies of teachers in teaching distance learning helps in improving the performance of the pupils amidst this pandemic. This implies further that teachers are competent enough in teaching the subject and can help learners through the use of technology, effective strategies and techniques in teaching, the provision of appropriate learner-centered activities suited to the needs and capabilities of the pupils and with proper monitoring and guidance to the pupils.

Moreover, this table also shows the test of relationship between the extent of pedagogical competencies of teachers and performance of pupils in Filipino 2nd quarter on distance learning. It was revealed on the table that the extent of pedagogical competencies of teachers and performance of pupils in Filipino 2nd quarter on distance learning has a computed value or t of 1.031 which is greater than the table value of 0.873 at .05 level of significance, so null hypothesis is rejected. This

means that there is a significant relationship between the extent of pedagogical competencies of teachers and performance of pupils in Filipino 2nd quarter on distance learning. The r value of 0.51 shows moderate significant relationship. This implies that teachers are competent in evaluating and assessing learning through the participation on technology-based projects. They use the result of their evaluation in making innovative projects to improve their teaching and performance of the pupils. They use an appropriate strategies and methods in delivering the lesson using distance learning modality.

IV. Conclusion

Results of the study revealed a significant relationship between the extent of technical and pedagogical competencies of teachers and performance of pupils in Filipino in the 2nd quarter on distance learning. Thus, technical and pedagogical competencies of teachers affect the performance of the pupils. To make distance learning successful, teachers and pupils must take roles in the teaching-learning relationship and teachers must be willing to release control of learning to pupils.

V. Recommendations

1. The proposed intervention plan formulated should be utilized;
2. Teachers should prepare necessary plans in implementing distance learning;
3. Teachers should use appropriate and effective strategies and techniques that actively engage pupils in the learning process through the activities given in the modules;
4. Teachers should prepare a learner-centered activity which are based on concept and skills are found in the MELC;
5. Teachers should be flexible in dealing with pupil's needs;
6. Teachers should provide appropriate evaluation and assessment and use it in formulating action research and innovations;
7. Teachers should provide activities for the pupils to accomplish on a given time;
8. School Heads should encourage teachers to conduct home visitation;
9. School Heads should monitor the implementation of distance learning to teachers and pupils; and
10. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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AUTHOR'S PROFILE



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Her first station was Don Felipe Elementary School and is handling grade 2 pupils for 6 years. Currently, she is a Teacher III at Montebello Central School, Kananga III District, Leyte Division, Region VIII Philippines. She attended series of trainings and seminars conducted in Region, Division, District, and school.