



INSTRUCTIONAL COMPETENCE OF NEWLY HIRED TEACHERS: BASIS FOR PEDAGOGICAL UPSKILLING PLAN

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ABSTRACT

This study sought the level of Instructional competence of newly hired teachers. Eventually, an upskilling plan was designed and proposed. This study employed the non-experimental quantitative utilizing descriptive research design in investigating the research problem. It is descriptive because the data was presented in qualitative descriptions on the "Instructional Competence of Newly Hired Teachers: Basis for a Pedagogical Upskilling Plan". According to Good (2021), this method of research shows a correlation tasks presenting the conditions regarding the nature of the group of persons or class of events that involved procedure of analysis, classification, and measurement. It involves varied information regarding the current or present condition (Deauna, 2020). This study was conducted in Magsaysay South District, Division of Davao Del Sur. The subjects of this study were 50 Elementary School teachers. This is self-appraisal where the respondents answer the survey questionnaire given to them. This study utilizes simple random sampling procedure in determining the research respondents considering the enormous number of elementary school teachers in the district. This study revealed that the teachers manifested expertise in their instructional competence which is expected to result to higher academic outcomes. The classroom observation done by the school regularly is a form of technical assistance to every teacher in school. The study also revealed that the school head is prompt in conducting classroom observation and shows expertise in coaching and mentoring as regards effective classroom instruction.

KEYWORDS: instructional competence, newly hired teachers, basis for pedagogical upskilling plan

INTRODUCTION

As you embark on your journey as a newly hired teacher, you may wonder about the significance of instructional competence in your role. Instructional competence forms the cornerstone of effective teaching practices and plays a pivotal role in shaping the learning experiences of students. In essence, instructional competence is the foundation upon which effective teaching is built. By prioritizing the development of your instructional skills and knowledge, you not only enhance your own effectiveness as a teacher but also make a profound difference in the lives of your students, empowering them to reach their full potential academically, socially, and emotionally. This study will look into the instructional competence of newly hired teachers and become the basis for upskilling plan proposal.

The accomplishment of students, student involvement, and teacher effectiveness have been the main topics of recent research. However, the instructional competence assessment of the teachers has been put on hold, which is something that shouldn't happen by accident. It is common to undervalue instructional competency as a crucial factor in determining a pre-service teacher's success prior to pursuing a career in teaching. When it comes to instructional competency, readiness is the state in which the instructors how ready they are to participate in particular teaching actions (Lynch et al., 2020).

As these inexperienced educators are assigned to various schools, these instructors' educational approaches can be greatly impacted by the leadership of administrators (Li et al., 2020). According to a Montebon (2021) study, pre-service teachers often have a moderate to a high amount of proficiency required for instruction. In particular, the



region experiencing the most demand is the capacity to lead class discussions with the proper approach. In a research in which the professors members of a specific university, it was discovered that educators thought highly of themselves for using and proving one's ability to teach. However, the students felt that their methods were only sufficient (Punongbayan & Bauyon (2021).

There are numerous observations that pointed out to teacher's poor competence in terms of aligning classroom activities in the objective of the lesson. This is mainly due to poor lesson planning skill among teachers which need to be addressed in no time. Aside from this observation, there are teachers who cannot deliver the lesson utilizing contextualization that it fails the students to find meaning in the application of the lesson in their daily experiences (Clinchy, 2022).

A study conducted by Jonathan Wong (2021) in the Philippines investigated whether there exists a significant difference in teaching competence and attitude between education graduates and non-education graduates who teach in elementary schools. It was shown that education graduates demonstrated higher teaching competence compared to non-education graduates. The dimensions of teaching competence (such as lesson planning, classroom management, and assessment) were more effectively handled by education graduates. Education graduates exhibited a more positive attitude towards the teaching profession than non-education graduates and attitude plays a crucial role in effective teaching and student engagement.

Consequently, the study recommends that educators work harder to become proficient in delivering teaching in their individual classes. High competency levels are required of teachers in order to give their students with has the required schooling. Professional expertise and knowledge are necessary for more significant tasks that don't specifically control the subject's activities. The incentive system determines the current situation. attitude toward the goals, content, and objects of the activity. In order to be deemed prepared, educators need to finish an evaluation of the teaching effectiveness using the present educational philosophy and some proficiency assessment standards for educators and students, guaranteeing that the latter's educational demands are met and that the former are capable of promoting learning. The foundation for developing acceptable educational programs is instructional competency, techniques, models and tactics. In addition to all of these, instructional competency is essential for an efficient teaching-learning process because different rookie instructors nowadays have varying degrees of preparation when they reach the field, knowledge and proficiency (Bartell, 2020).

Teachers' performance is consistent irrespective of age, educational achievement, or significant contributions. In terms of teaching status and number of years of experience, head teachers have improved teaching efficiency than teachers and master teachers. Teachers with shorter relevant experience showed poorer educational quality relative to those who spent more time in the school system. School heads who have obtained their doctorate degrees get a greater level of leadership practices than the holders of master's degrees. The very productive performance of teachers stays the same, regardless of whether the school heads exhibit a very high degree of authentic leadership.

Principals of schools frequently see teachers in action, but they do not provide subject-matter help knowledge—mostly assistance with instructional methods. At the moment, the Philippine Department of Education has released the Teacher Induction Program (TIP) Policy in order to guarantee the advancement and ongoing professional development of the Department's dedication to the training of new and beginning teachers, as well as the lifelong learning concept, when selecting the newly employed instructors (DepEd Order No. 43, s. 2017). The framework of TIP is embodied by the diagram known as Input, Process, Output (IPO). The input parameter relates to the inventory's outcome in order to identify the the recently hired teachers' present competencies in terms of their KSAVs, experience level, and various teaching needs, and objectives. Evaluation of educators' instructional proficiency is a legitimate and suitable method. The Philippine Professional Standards for School Heads (PPSSH) also known as DepEd Order No. 24, s. 2020 are being adopted and implemented nationwide as part of the Department of Education's (DepEd) commitment to assist school heads in carrying out their duties, which include enhancing teacher quality and, consequently, improving student achievement. Based on the ideas of career-long learning, the DepEd acknowledges the significance of professional standards in school heads' growth and ongoing professional development. According to the Department of Education, high-quality teachers and high-quality school administrators are necessary for high-quality student



learning. The National Competency-Based Standards for School Heads (NCBSSH) need to be reevaluated in light of the numerous national and international frameworks that have brought about changes, including the K–12 Basic Education Program, ASEAN Integration, globalization, and the evolving nature of 21st-century learners. In order to help school heads reflect on and evaluate their own practices as they strive for and pursue professional development, this policy institutionalizes the PPSSH as a public declaration of professional accountability.

This policy is in line with the Philippine Professional Standards for Teachers, which were put into effect by DepEd Order No. 42, s. 2017, the National Educators Academy of the Philippines underwent a transition in accordance with DO 011, s. the year 2019 and the Philippine Professional Standards for Supervisors (PPSS) being put into effect. This set of standards is K–12 aligned, internationally comparable, and sensitive to the career aspirations of school heads thanks to the development and validation work of the PPSSH, which was overseen by the Bureau of Human Resource and Organizational Development (BHROD) and the National Educators Academy of the Philippines (NEAP) in partnership with the Philippine National Research Center for Teacher Quality (RCTQ).

School heads are agents of change who contribute a major impression on the educational milieu through their information-sharing methods, creating social connections, participating in mentoring programs, and fostering progress.

In the Division of Davao Del Sur particularly in Magsaysay South District, instructional competence of teachers is closely monitored through classroom observation of the school head. This is to give technical assistance to improve the teaching prowess of the teachers.

This study sought the level of instructional competence of newly hired teachers. Eventually, an upskilling plan was designed and proposed. Specifically, it seeks answers to the following sub-problems:

1. What is the level of instructional competence of elementary school teachers in terms of:
 - 1.1 Teaching – Learning,
 - 1.2. Teaching Strategies,
 - 1.3 Authentic Assessment
2. From the findings drawn from this study, what instructional upskilling plan for School Heads was developed and proposed. Since this study does not seek for relationship nor difference between and among variables, this study is hypothesis-free.

METHODOLOGY

Research Design

This study employed the non-experimental quantitative utilizing descriptive research design in investigating the research problem. It was descriptive because the data was presented in qualitative descriptions on the “Instructional Competence of Newly Hired Teachers: Basis for a Pedagogical Upskilling Plan”. According to Good (2021), this method of research was presenting the conditions regarding the nature of the group of persons or class of events that involved procedure of analysis, classification, and measurement without manipulating variables or imposing experimental conditions on participants. These are just a few examples of methods and strategies used in non-experimental quantitative research. Researchers often combine multiple methods and approaches to address research questions and obtain a comprehensive understanding of phenomena of interest. It involves varied information regarding the current or present condition (Deauna, 2020).

Respondents and Sampling

This study was conducted in Magsaysay South District, Division of Davao Del Sur. The subjects of this study were the 50 elementary school teachers. This was self-appraisal where the respondents answer the survey questionnaire given to them. This study utilized simple random sampling procedure in determining the research respondents considering the enormous number of elementary school teachers in the district.



Distribution of Respondents

| School | No. of Respondents |
|-------------------|--------------------|
| 1. Dalumay ES | 8 |
| 2. Malawanit ES | 9 |
| 3. Tagaytay ES | 7 |
| 4. Asbang Elok ES | 8 |
| 5. Tacul ES | 8 |
| 6. Blocon ES | 10 |
| TOTAL | 50 |

Research Instruments

This study utilized the researcher-made questionnaire which items focus on the instructional competence of Elementary School teachers. The 50 research respondents have answered the researcher made survey questionnaire. Before the questionnaire was launched into the field, it was validated by experts and pilot tested into a school that is not a part of the study to test the reliability and validity of the test using Cron Bach Alpha.

To determine the instructional competence of the elementary school teachers, the following continuum will be used.

| Scale | Level | Criteria |
|-------------|-----------|---|
| 4.20 -5.0 | Very High | This means that the provisions on the instructional competence of the newly hired teacher is manifested all the time. |
| 3.40 - 4.19 | High | This means that the provisions on the instructional competence of the newly hired teacher is sometimes manifested. |
| 2.60 - 3.39 | Fair | This means that the provisions on the instructional competence of the newly hired teacher is occasionally manifested. |
| 1.80 – 2.59 | Low | This means that the provisions on the instructional competence of the newly hired teacher is rarely manifested. |
| 1.79 | Very Low | This means that the provisions on the instructional competence of the newly hired teacher is never manifested. |

Data Gathering Procedure

This research study adheres to the principles of ethical conduct. All participants were provided with informed consent forms detailing the purpose, procedures, risks, and benefits of the study, and their voluntary participation was respected. Confidentiality and anonymity was maintained throughout the data collection, analysis, and reporting process. Any potential conflicts of interest were disclosed, and steps were taken to minimize bias and ensure the integrity of the research findings. The study aims to contribute to knowledge in the field while prioritizing the well-being and rights of participants.

At the outset of data gathering procedure, the researcher sought an endorsement letter from the dean giving permission to the researcher that he is allowed to conduct the study. The endorsement letter from the dean asking for permission that this research study be conducted were sent to Dr. Lorenzo E. Mendoza, CESO V, the Schools Division Superintendent in the division of Davao Del Sur and Jaime C. Fernandez, the Public Schools District Supervisor of Magsaysay South District. While letters seeking for permission were delivered to the DepED Schools Division Superintendent and PSDS concerned, the researcher constructed a questionnaire and have it validated by the experts and have the questionnaires pilot tested using Cron Bach Alpha to test the reliability of the test. After permission has been granted that this study be conducted in the elementary schools in the district and after the research questionnaire



has been thoroughly examined by the expert validators and pilot tested, the researcher launched the questionnaire into the identified field within the district in the division of Davao del Sur and retrieved the questionnaire from the respondents personally after few days.

Finally, after the distribution and collection of the survey questionnaire, the raw scores were submitted to the statistician for statistical computation after which the researcher subjected it to analysis and interpretation of the statistical result. In order to reach relevant conclusions, the researcher also carefully reviewed the statistical data, closely examining trends, patterns, and noteworthy discoveries. This extensive analysis entailed exploring the data's implications while taking the study's general goals and its particular research questions into account. The researcher advanced expertise in the field by gaining insightful understanding about the issue under inquiry through this procedure.

Data Analysis

The statistical tool being used in the analysis and interpretation of the responses in this study.

Mean was used to determine the level instructional competence of the newly hired teachers.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought the level of Instructional competence of newly hired teachers. Eventually, an upskilling plan was designed and proposed.

This study employed the non-experimental quantitative utilizing descriptive research design in investigating the research problem. It is descriptive because the data was presented in qualitative descriptions on the “Instructional Competence of Newly Hired Teachers: Basis for a Pedagogical Upskilling Plan”. According to Good (2021), this method of research shows a correlation tasks presenting the conditions regarding the nature of the group of persons or class of events that involved procedure of analysis, classification, and measurement. It involves varied information regarding the current or present condition (Deauna, 2020).

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This study revealed that the teachers manifested expertise in their instructional competence which is expected to result to higher academic outcomes. The classroom observation done by the school regularly is a form of technical assistance to every teacher in school. The study also revealed that the school head is prompt in conducting classroom observation and shows expertise in coaching and mentoring as regards effective classroom instruction.

Conclusions

Based on the collective findings on this study, the following conclusions are drawn:

The instructional competence of newly hired teachers in terms of the following: teaching-learning is Very High, teaching strategies is Very High and authentic assessment is Very High. The statement suggests that newly hired teachers demonstrate very high levels of instructional competence in three key areas: teaching-learning, teaching strategies, and authentic assessment. This indicates that they are highly skilled at facilitating learning experiences, employing effective instructional methods, and accurately assessing student learning in authentic ways.

According to Danielson's (2020) Framework for Teaching provides a comprehensive set of standards and criteria for effective teaching. Her work emphasizes the importance of creating a conducive learning environment, establishing clear learning goals, engaging students in rigorous learning tasks, and providing meaningful feedback. Newly hired



teachers can draw upon Danielson's framework to develop their instructional practice and demonstrate competence in facilitating learning.

Wiggins and McTighe's (2020), emphasizes the importance of authentic assessment as a means of evaluating students' understanding and application of key concepts and skills. Their backward design framework encourages educators to design assessments that mirror real-world challenges and require students to demonstrate their knowledge and skills in contextually meaningful ways. Newly hired teachers can adopt Wiggins and McTighe's approach to assessment to promote deep understanding and transfer of learning in their classrooms.

In summary, the high levels of instructional competence demonstrated by newly hired teachers in teaching-learning, teaching strategies, and authentic assessment provide a solid foundation for the proposed upskilling plan. By focusing on the sustainability of these ratings, the program can ensure that teachers continue to excel in these areas and effectively meet the evolving needs of their students, thereby fostering continuous improvement in teaching and learning outcomes.

Recommendations

In the light of the findings drawn out by the researcher in this study, the following recommendations are offered: It is recommended that administrators of the Department of Education should have crafted a policy on conducting upskilling plan which content focuses on teaching strategies to be used by teachers in the classroom. Teaching strategies should be varied that it would suit to the learning styles of the learners. Each learning should be addressed so that children will learn. Different folks different strokes.

The school heads should have initiated assessment of learning styles of all learners which is very important for the teachers to know so that each learning style will be addressed by learning strategy. Each individual is unique meaning each learner learn in different way. If the teacher is aware of the learning style of the learner, the teacher can choose appropriate learning strategy that would address the uniqueness of every individual in the classroom.

For future researchers, it is strongly recommended that a relative study on the instructional competence of teachers across grade level along with other potential variables will be conducted.

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