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Teacher's Competence in Teaching 21st Century Literature: Basis for Faculty Development Program

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Abstract

The primary objective of this study was to assess the proficiency of educators instructing Twenty-First Century Literature from the Philippines and the World in senior high schools within Legislative District 2, Division of Isabela, during the academic year 2019-2020. Employing a quantitative research approach, the study adopted a descriptive-comparative method to analyze data. Data collection techniques comprised administering a test on the subject's content covering first-quarter and second-quarter topics and a survey focusing on instructional methodologies and assessment practices. The quantitative analysis centered on delineating respondents' profiles and evaluating their competence levels, emphasizing comparing significant differences in competence levels concerning the content when categorized by selected profile variables. Profile variables were analyzed using frequency and percentages, while the test results involved computing correct responses and corresponding percentages to gauge teachers' competence levels accurately. By employing a quantitative framework, this research seeks to provide insights into the effectiveness of pedagogical practices in teaching Twenty-First Century Literature from the Philippines and the World. Using statistical analysis facilitates a systematic examination of educators' competencies, enabling stakeholders to identify areas for improvement and implement targeted interventions. Ultimately, this study contributes to enhancing the quality of education delivery and promoting better student outcomes within the context of literature instruction in the specified academic setting.

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INTRODUCTION

Literature is a fundamental aspect of human life, reflecting diverse cultures, experiences, principles, and human passions through various literary forms and styles. It plays a crucial role in expanding students' personal, social, and cultural horizons by immersing them in different worlds, times, and civilizations. Reading literature is described as a transformative experience, unlocking a treasury of knowledge about human cultures and the complexities of human conditions.

In the context of the Philippines, understanding and appreciating Philippine literature and literary works from around the world are essential to connecting students with their cultural

roots and heritage. The Department of Education has recognized this importance by incorporating the course "Twenty-first Century Literature from the Philippines and the World" into the senior high school curriculum. This course engages students in critically studying and appreciating Philippine literature and global literary works, exploring various dimensions, genres, elements, structures, contexts, and traditions (Klimentyeva et al., 2021). To facilitate a comprehensive understanding of literary lessons, it is essential to use effective teaching methods. Educators guide students through the evolution of Philippine literature, from pre-colonial narratives to contemporary expressions. Teachers shape students' perspectives and cultivate a profound understanding of their cultural identity and the broader literary landscape by instilling a deep appreciation for literature.

Incorporating literature into education is a gateway to understanding diverse cultures, fostering critical thinking, and enriching students' perspectives. By emphasizing the importance of Philippine literature and global literary works, educators can ensure that students, particularly in the 21st century, remain connected to their cultural origins and appreciate the richness of literary traditions. This study aims to evaluate the competency of teachers instructing Twenty-First-Century Literature. In addition to assessing content knowledge, instructional techniques, and assessment practices, it also examines attitudes toward teaching methods. Furthermore, the study explores the influence of demographics and qualifications on teacher competence and their impact on student outcomes. The research aims to identify areas for improvement and develop targeted faculty development programs by analyzing data collected from 27 teachers, including test scores and surveys.

METHODOLOGY

This study used a descriptive-comparative method to investigate the level of competence among teachers instructing Twenty-First-Century Literature from the Philippines and the World. Two methods were used to collect data: administering tests on the subject's content, covering topics from the first and second quarters, and surveying how instruction and assessment are conducted. Data was analyzed using various statistical methods, including frequency count and percentage calculations to describe respondents' profiles and mean and weighted mean calculations to determine competence levels. Additionally, attitudes and perceptions regarding instructional and assessment practices were measured using Likert scales.

A total of 27 teachers were selected as respondents for the study. Permission was obtained from the Superintendent of the Schools Division for the researcher to conduct the research in all senior high schools in Legislative District 2, Division of Isabela, before the data collection. The questionnaire was also distributed to teachers with the school principal's permission. The researcher administered it personally, assisted by the school's English coordinator, to ensure the test's validity. The questionnaire was given to respondents for one hour and fifteen minutes, allowing them to respond thoughtfully. As a result of this systematic approach to the collection and analysis of data, the study has provided a comprehensive examination of the teachers' competencies and instructional practices in the context of Twenty-First Century Literature instruction.

RESULTS AND DISCUSSION

Based on the results of Table 1, faculty development programs can be developed based on teachers' level of competence in teaching 21st Century Literature. A table displaying the frequency and percentage distribution of scores and descriptions of the levels of

competence is provided. There was a wide range of scores from 50 to 54, with the majority of teachers (74.10%) falling within this range, indicating a very satisfactory level of competency. Seven teachers (25.90%) scored between 45 and 49, indicating satisfactory competence. No teachers rated outstanding, unsatisfactory, poor, or below 40, reflecting a generally high level of competence among respondents.

Consequently, the overall competence level demonstrated by the teachers in teaching 21st Century Literature is very satisfactory, with an average score of 50.74. Thus, it is evident that most teachers possess an in-depth understanding of the subject matter, providing a solid foundation for effective teaching. As a result of the findings in this summary table, we can gain valuable insight into how competent teachers are in teaching 21st-century literature. With this data, faculty development programs can be developed to improve teaching practices and enhance student learning outcomes. The study emphasizes the significance of teacher qualifications and competencies in ensuring effective teaching practices. It underscores that teachers with higher qualifications tend to possess more advanced teaching techniques, skills, and methods than those with lower qualifications (Koirala et al., 2020).

Additionally, the study highlights the importance of continuous professional development to enhance teachers' competencies and overall performance (Schneider et al., 2020). Furthermore, the research underscores the correlation between teacher qualifications and student outcomes, indicating that higher qualifications significantly impact students' academic achievement (Qingyan et al., 2023). This suggests that investing in teachers' professional qualifications can lead to improved educational outcomes.

Table 1. Summary of Teachers' Level of Competence in terms of Content

Scores	Frequency	Percent	Description
55-60	0	0	Outstanding
50-54	20	74.10	Very Satisfactory
45-49	7	25.90	Satisfactory
40-44	0	0	Unsatisfactory
35-39	0	0	Poor
Total	27	100	
Average Score	50.74		Very Satisfactory

Table 2 indicates that teachers have demonstrated a high level of competence in instructional competencies. Methodological, Instructional Motivational, Material Selection and Utilization, and Instructional Process competencies are accompanied by weighted mean scores and descriptions.

It was found that teachers demonstrated a consistent level of competence across all instructional competencies, with weighted mean scores ranging from 2.56 to 2.71. In Methodological Competencies, a weighted mean score of 2.56 indicates adequate performance in utilizing instructional methods effectively. The weighted mean score for Instructional Motivational Competencies is 2.71, reflecting the teachers' ability to motivate students effectively within the instructional context. The Material Selection and Utilization Competencies achieved a weighted mean score of 2.61, indicating proficiency in selecting and utilizing instructional materials.

Also, teachers demonstrated competence in the Instructional Process, as indicated by a weighted mean score of 2.65. To facilitate student learning, teachers effectively managed instructional processes. Across all instructional competencies, the average weighted mean

score of 2.63 indicates competent performance among teachers. Consequently, teachers are equipped with the necessary skills and knowledge to provide effective instruction, thereby contributing to the learning and development of their students.

The overwhelming results on the teachers' level of competence in four areas of instruction are by the study of Caena (2011), which suggests that competence should be viewed as a holistic concept—the dynamic combination of knowledge, understanding, and skills. Further, from Caena's citation of various studies, competence can be viewed as something that can be demonstrated to a certain level of achievement along a continuum and the ability to meet complex demands by drawing on and mobilizing psychosocial resources in context.

These results are consistent with the concept of competence as a dynamic blend of knowledge, understanding, and skills, as Caena (2011) emphasized. Competence is the capacity to demonstrate achievement along a continuum and address complex demands by utilizing psychosocial resources in context. The study underscores teachers' need to possess a diverse skill set, enabling them to effectively navigate the educational landscape's multifaceted demands (Pentang et al., 2020).

The study's focus on teachers' competence levels in various instructional areas aligns with the broader discussion on competency-based education. Competency-based approaches prioritize demonstrating specific skills and knowledge, ensuring that educators can adeptly address the evolving needs of students and educational environments. By concentrating on enhancing competencies across instructional domains, educators can better facilitate student learning and engagement (Pusic et al., 2015).

Table 2. Summary of the level of Competence of Teachers in terms of Instruction

Instructional Competencies	Weighted Mean	Description
Methodological	2.56	Competent
Instructional Motivational	2.71	Competent
Material Selection and Utilization	2.61	Competent
Instructional Process	2.65	Competent
Average	2.63	Competent

It is indicated in the table that the respondents acquired an average rating of 2.67 percent and a qualitative description as competent in assessing their students. Statement 5 Teachers' ability to keep regularly and objectively accurate records of each student's progress and level of learning has the highest mean of 2.78. This means teachers are devoted to keeping students' academic records to track their learning progress and development.

Teachers' ability to choose and utilize differentiated assessment and evaluation procedures considering the learning differences, ability, and capability of the learners' cognitive, affective, and psychomotor domain in teaching-learning Twenty-First Century Literature from the Philippines and the World course obtains the lowest mean of 2.56. This can be associated with the overwhelming number of students or class size in public schools in the Philippines, where teachers have difficulty familiarizing students' learning differences and their cognitive, affective, and psychomotor abilities and capabilities.

The results conform to Mathis (2016), who revealed that the ideal number of students is 15-30 per class. Teachers handling smaller classes have lots of time to provide more personalized attention so that they can quickly identify students' learning styles as well as

their strengths and weaknesses, which is also stated under the third domain of PPST, which deals with diversity of learners such as (a) Learners' gender, needs, strengths, interests and experiences; (b) Learners' linguistic, cultural, socio-economic and religious backgrounds; (c) Learners with disabilities, giftedness and talents; (d) Learners under challenging circumstances; and (e) Learners from indigenous groups which may lead to a better climate of teaching and a better quality of learning.

Based on the study's findings, teacher-respondents are primarily females with an average age of 27. Almost all of them graduated with a Bachelor of Secondary Education degree significant in English, which coincides with the general notion that females are most likely English majors. Most of them obtain a qualitative description of very satisfactory in their classroom observation rating and individual performance, commitment, and review form rating. The respondents' average year of teaching is 3, which implies that they are new endeavors in teaching. Nevertheless, they possess relevant and adequate knowledge and skills which qualify or describe them as competent in teaching the subject Twenty-First Century Literature from the Philippines and the World along with content, instruction, and assessment. However, there is still a need to strengthen their competence through attending seminars, workshops, and training on content and pedagogy. This aligns with research that emphasizes the significance of teacher qualifications and continuous training in improving teaching effectiveness (Koirala et al., 2020; Moodie, 2020; Chikoyo et al., 2019). Furthermore, the study highlights the impact of teacher qualifications on student achievement, indicating that higher-qualification teachers tend to possess more advanced teaching techniques and skills (Zarkasi et al., 2021).

Moreover, the findings emphasize teacher commitment's role and academic qualifications' influence on implementing curricula (Alsagier, 2022; Pentang, 2021; Zainudin & Bakar, 2023). Teachers with higher academic qualifications are likelier to demonstrate commitment to their profession and workplace. Additionally, the study points out the correlation between teachers' qualifications and their competencies, suggesting that qualifications play a role in determining teachers' efficacy in classroom teaching (Moodie, 2020). Furthermore, the findings show that the teacher-respondents received very satisfactory ratings in classroom observation, individual performance, commitment, and review form ratings. However, there is a recognized need to enhance further their competence through participation in seminars, workshops, and training sessions focusing on content and pedagogy. This highlights the importance of continuous professional development to ensure effective teaching practices (Hill & Dalton, 2013; Pentang, 2022).

Table 3. Level of Competence of Teachers in terms of Assessment

Statements	Weighted Mean	Description
I am able to use effective and appropriate educational assessment procedures considering the diversity of learners to determine whether the students are learning during different parts of teaching-learning activities in Twenty-First Century Literature from the Philippines and the World subject.	2.67	Competent
I can utilize a variety of educational assessment procedures to determine whether my students are learning lessons in Twenty-First-Century Literature from the Philippines and the World.	2.59	Competent
I can determine and consider the results of the various educational assessment procedures to guide how I plan, implement, and revise the teaching-learning activities in Twenty-First Century Literature from the Philippines and the World to prepare for my students.	2.70	Competent

I conduct regular assessment procedures in the teaching process of Twenty-First Century Literature from the Philippines and the World to track each student's level of learning, such as quizzes, seatwork, and unit tests.	2.70	Competent
I can keep regularly and objectively accurate records of each student's progress and level of learning.	2.78	Competent
I provide appropriate and timely feedback for students to help them objectively monitor their learning through rubrics and other learning criteria and standards.	2.56	Competent
I can easily construct valid and reliable test items in Twenty-First Century Literature from the Philippines and the World course considering the three educational dimensions/domains of learning.	2.70	Competent
I can choose and utilize differentiated assessment and evaluation procedures that consider the learning differences, ability, and capability of the learners' cognitive, affective, and psychomotor domains in teaching the Twenty-First Century Literature from the Philippines and the World course.	2.56	Competent
I can develop assessment methods relevant to the instructional decisions and objectives of the lessons.	2.67	Competent
I can effectively administer, measure, and interpret objectively the results of assessment methods I employ and impose on the students during instruction, whether such method is either external or teacher-produced.	2.63	Competent
I conscientiously communicate assessment results to students, parents, and other educators regarding the student's academic achievement and performance.	2.63	Competent
I am aware of and consistently consider the formality of assessment and evaluation procedures in teaching and learning Twenty-First Century Literature from the Philippines and the World.	2.74	Competent
I construct and administer diagnostic/placement assessments, such as pre-tests steadily, before Twenty-First Century Literature from the Philippines and the World instruction.	2.63	Competent
I constantly construct and administer formative assessments, such as quizzes, hands-on experiences, oral presentations, and essays, in the teaching-learning process.	2.78	Competent
I constantly construct and administer summative assessments, e.g., periodical tests, unit/chapter tests, etc., in the teaching-learning process of Twenty-First Century Literature from the Philippines and the World.	2.78	Competent
Average	2.67	Competent

CONCLUSION

The study assessed the competence of teachers in teaching Twenty-First Century Literature from the Philippines and the World in senior high schools of Legislative District 2, Division of Isabela, during the 2019-2020 school year. Results indicate that teachers exhibit a high level of competence in content, instruction, and assessment, with the majority rated as very satisfactory. Their competence aligns with the standards set by the Philippine Professional Standards for teachers. However, there is a need for continuous professional development to enhance further their skills and knowledge in teaching this subject. Overall, the findings serve as a valuable basis for designing targeted faculty development programs to improve teaching quality in 21st-century literature.

The Schools Division Office of Isabela should have a copy of this study, which will serve as a basis for advocating learning and development programs, seminars, or workshops to enhance and develop teachers' competence in content and pedagogy. School principals should always refer to their teacher's needs analysis in recommending hiring teachers to ensure that teachers are teaching aligned to their specialization. Teachers must be given opportunities to undergo seminars, trainings, and workshops on the content and pedagogy of the subject to be updated with the current teaching trends. Teachers' competency level in content, instruction, and assessment should be strengthened by involving them in the planning, organizing, and implementing educational programs.

Senior high school students must be properly guided, and motivated and possess intrinsic motivation in learning Twenty-First Century Literature from the Philippines and the World for a better teaching and learning outcome. The Faculty Development Program should be adopted and implemented among all schools in the legislative District II of the Schools Division of Isabela and DepEd. The present study in teaching competencies may be replicated to confirm its findings.

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