



Studies in Technology and Education

Volume 3, Issue 3, 2024 | <https://www.azalpub.com/index.php/ste>

OPEN ACCESS

RESEARCH ARTICLE

PROFICIENCY LEVEL IN CONTENT AND PEDAGOGY AMONG PUBLIC SECONDARY TEACHERS

Article Info

Received:

June 28, 2024

Accepted:

July 23, 2024

Published:

September 15, 2024

Keywords

Content and Pedagogy
Philippine Professional
Standards for Teachers
PPST
Proficient Teacher

Suggested Citation:

Fajardo, M. C. O., & Guzman, R. B. (2024). Proficiency level in content and pedagogy among public secondary teachers. *Studies in Technology and Education*, 3(3), 52-62.

MA. CECILIA OCON FAJARDO

Diadi Region High School, Philippines

RODEL B. GUZMAN

Isabela State University Main Campus, Philippines

Abstract

This study aims to offer a thorough understanding of the public secondary education sector in the Philippines by evaluating the proficiency levels in content and pedagogy among public secondary school teachers. Utilizing a descriptive-correlational research design, the study employed a survey questionnaire aligned with the Philippine Professional Standards for Teachers (PPST). This questionnaire, which was validated by experts and subjected to a reliability test, was distributed to a random sample of teachers and their supervisors. The assessment focused on teachers' self-perceived proficiency in English across the five domains outlined in the PPST. The results reflect a strong commitment to effective teaching practices among teachers, suggesting that this self-assessed proficiency is likely to contribute positively to the delivery of high-quality education. The study's findings reveal both areas of excellence and potential opportunities for professional development within the pedagogical practices of public secondary teachers. Variations in perceived proficiency may arise from differing interpretations of what constitutes excellence in teaching. Such discrepancies highlight the importance of fostering ongoing dialogue and collaboration between teachers and supervisors. This collaborative approach is essential for aligning perceptions, setting realistic goals, and providing targeted professional development support. By enhancing communication and understanding between educators and their evaluators, the study suggests that overall teaching effectiveness and student outcomes can be improved. This comprehensive evaluation of teachers' capabilities underscores the need for continuous professional growth and development in the field of education.

*Corresponding author: macecilia.fajardo@deped.gov.ph

INTRODUCTION

This study provides a comprehensive analysis of the critical role that teacher proficiency plays in shaping the educational outcomes of students within the public secondary education system in the Philippines. In an era defined by rapid technological advancements and globalization, the role of teachers has become increasingly pivotal. As educators are the primary facilitators of learning, their proficiency significantly impacts the academic and personal development of 21st-century learners. The study emphasizes that ongoing professional development is essential for teachers to stay aligned with the ever-evolving educational landscape, thereby ensuring that they can meet the diverse needs of their students.

Teacher proficiency, as delineated by the Philippine Professional Standards for Teachers (PPST), serves as a crucial determinant of the quality of education delivered in classrooms. The PPST outlines the competencies and professional standards expected of teachers, providing a clear framework for what constitutes effective teaching. The study underscores that adherence to these standards is not only a measure of teacher quality but also a necessary component in producing globally competitive graduates. In this context, high levels of teacher proficiency are directly correlated with improved student achievement, higher teacher morale, and an enhanced reputation for the schools they serve. These factors collectively contribute to the overall success of the educational system.

However, the study also highlights the potential consequences of inadequate teacher proficiency. Teachers who lack the necessary skills and competencies can have a detrimental effect on student outcomes, leading to poor academic performance, disengagement, and a diminished quality of education. Such deficiencies can undermine the integrity of the school and result in broader systemic failures. The study cautions that the ripple effects of ineffective teaching extend beyond the classroom, affecting the school community and the educational system as a whole.

The K to 12 Reform, introduced through Republic Act 10533, has further amplified the need for proficient teachers in the Philippines. This reform, which extended the basic education cycle and introduced new curricular changes, requires educators to be highly skilled and adaptable. The successful implementation of the K to 12 program hinges on the ability of teachers to effectively deliver the curriculum and support students through their educational journey. In this regard, the PPST serves as a vital tool, guiding teachers in their professional growth and ensuring that they meet the expectations set forth by the reform.

The study also emphasizes the crucial role of school leaders in maintaining and enhancing teacher proficiency. Principals and other school administrators are responsible for creating an environment that supports continuous professional development, encourages adherence to the PPST, and fosters a culture of accountability. By prioritizing teacher quality, school leaders can help to create a learning environment that is conducive to both teaching and learning, thereby promoting positive educational outcomes.

Ultimately, this study seeks to explore the relationship between teacher proficiency, as measured by the PPST, and student academic performance. Understanding this relationship is key to developing targeted interventions that can enhance teacher

effectiveness and, consequently, improve student success. The findings of this study will inform strategies for professional development, curriculum implementation, and educational policy, contributing to the ongoing efforts to elevate the quality of education in the Philippines. By prioritizing teacher proficiency, the educational system can better equip students to meet the challenges of the 21st century and succeed in a competitive global environment.

METHODOLOGY

The study employed a descriptive-correlational research design to examine the proficiency levels of public secondary school teachers specializing in English. The respondents were selected through a rigorous sampling process, ensuring a 95% confidence level and a 5% margin of error, which underscores the study's commitment to statistical accuracy and representativeness. Data collection was conducted using a survey questionnaire, which was meticulously adapted from the Philippine Professional Standards for Teachers (PPST) to align with the study's objectives.

The instrument underwent a comprehensive validity and reliability assessment, with the Cronbach's alpha coefficient calculated at 0.91, indicating a high level of internal consistency and reliability, thus affirming the instrument's suitability for the study. The robust reliability score reflects the questionnaire's capacity to accurately capture the nuances of teachers' self-perceived proficiency.

Data analysis was performed using the Statistical Package for Social Sciences (SPSS), ensuring that the results were processed through a reliable and widely accepted statistical tool. Descriptive statistics, including frequency counts and percentages, were employed to categorize the respondents according to their school type, providing a clear overview of the demographic distribution. Additionally, the weighted mean was calculated to assess the respondents' perceived proficiency levels, offering insights into their self-assessed competencies across various domains of the PPST.

The study's methodological rigor, from the careful selection of respondents to the robust validation of the research instrument, ensures that the findings are both reliable and generalizable. The use of SPSS for data processing further enhances the study's credibility, providing a solid foundation for interpreting the proficiency levels of English teachers in the public secondary education sector.

RESULTS AND DISCUSSION

Table 1 categorizes teachers based on the size of the schools they serve, revealing that 9.0% of teachers work in small schools, 28.6% in medium-sized schools, 36.7% in large schools, and 25.7% in mega schools. This distribution indicates that a significant portion of the teaching workforce is concentrated in larger and mega schools, which together represent 62.4% of the sample. The data suggest a notable clustering of teachers in institutions with larger student populations, reflecting the increased resource demands and staffing needs of these schools. The relatively lower percentages of teachers in small and medium-sized schools may point to differing educational dynamics or resource needs in these environments. The implications of this distribution are significant, particularly in understanding how teacher resources are allocated across varying school sizes. The concentration of teachers in larger institutions may be indicative of a need for

more extensive support systems, professional development opportunities, and resource management strategies to cater to larger student bodies. Conversely, the smaller presence of teachers in smaller schools may reflect challenges related to providing adequate educational opportunities with fewer resources.

The DepEd (2020), underscores the importance of equitable resource allocation across schools of different sizes. It suggests that schools with larger student populations often require more substantial staffing and resources to maintain effective educational outcomes. However, it is equally important to address the unique needs of smaller schools, which may struggle with resource limitations and require tailored support to ensure educational equity (Lavigne, 2017). Therefore, understanding teacher distribution across school sizes is crucial for informing policy decisions aimed at enhancing the quality and accessibility of education in public secondary schools.

Table 1. Profile of the Secondary School Teachers

Profile	Frequency (n=245)	Percent (100.0)
School Category		
Small	22	9.0
Medium	70	28.6
Large	90	36.7
Mega	63	25.7

Table 2 presents an in-depth analysis of teachers' self-assessed proficiency levels according to the Philippine Professional Standards for Teachers (PPST), specifically within the Content and Pedagogy dimension. Each statement within this domain is accompanied by its mean score and descriptive equivalent, providing a clear understanding of the proficiency scale.

In the Content and Pedagogy dimension, teachers consistently rated themselves highly proficient across various statements. The mean scores for statements such as "I relate the lesson to real-life experiences, which results in learners' willingness to share their own experiences in class or group work," range from 3.08 to 3.30, placing all within the Highly Proficient Teacher (HPT) category. This consistency suggests a strong application of content knowledge, effective teaching strategies, and the promotion of critical thinking and communication skills. Particularly notable are the statements regarding "relating lessons to real-life experiences," "utilizing precise vocabulary and intonation," and "applying concepts, principles, relationships, and processes, including positive use of ICT," which scored mean values of 3.30, 3.28, and 3.25, respectively. These high scores reflect an exceptional level of proficiency, highlighting teachers' dedication to connecting theoretical content with practical experiences, thereby enhancing student engagement and learning outcomes. The uniform classification within the HPT category across all statements underscores a cohesive and elevated level of self-perceived proficiency among teachers in Content and Pedagogy. This analysis not only highlights the strengths of the teaching cohort but also emphasizes their commitment to effective pedagogical practices, which bodes well for the quality of education provided to learners.

Gepila (2019) and Castro Andres & Prestoza, (2018) supports this by asserting that the diversity of learners presents a challenging role for educators, necessitating continuous updates in teachers' knowledge to effectively address the varied needs of students in an

ever-changing educational landscape influenced by cultural, social, environmental, and technological factors.

Table 2. Proficiency Level of the Teachers as Perceived by the Teachers Themselves based on the following PPST Dimensions in terms of Content and Pedagogy

Statements	Mean	Description
I apply knowledge of content within and across curriculum teaching areas.	3.20	HPT
I use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	3.13	HPT
I affirm the role of lifelong learning skills, such as critical thinking and informed feedback.	3.08	HPT
I relate the lesson to real-life experiences, which results in learners' willingness to share their own experiences in class or in group work.	3.30	HPT
I apply a range of teaching strategies to develop critical and creative thinking, as well as higher-order thinking skills.	3.19	HPT
I negotiate with and support learners as they develop strategies for the ongoing review the going review of their critical literacy and/or critical numeracy skills.	3.15	HPT
I employ a range of strategies to ensure that most learners are given opportunities to give opinions about the lessons and to react to the opinions of others.	3.19	HPT
I use precise vocabulary and intonation to express meaning and often show great fluency and ease in delivering the lesson.	3.28	HPT
I employ highly strategic and consistently effective verbal and non-verbal communication strategies that create diverse opportunities for inquiry, involvement, and motivation of learners within the classroom.	3.22	HPT
I maintain an environment that encourages learners to develop effective communication skills that can be applied in social contexts and real-life situations.	3.23	HPT
Overall, I am excellent at applying the concepts, principles, relationships, and processes which includes positive use of ICT within a given academic subject.	3.25	HPT

Legend: 2.50-3.49 = Highly Proficient Teacher (HPT)

Table 3 presents a comprehensive analysis of public secondary school teachers' self-assessed proficiency in Content and Pedagogy, categorized by the size of the schools where they work. The table includes mean scores, F-values, and p-values, offering a detailed exploration of potential differences in self-perceived proficiency across varying school categories. The data reveal significant disparities in teachers' self-perceptions across different school sizes, with most statements showing statistically significant differences, except for statements 8 and 10. These findings suggest that the size of the school may influence how teachers perceive their proficiency in Content and Pedagogy.

For example, in statements focusing on applying content knowledge and using teaching strategies to enhance literacy and numeracy skills, teachers in small-sized schools reported lower mean scores (M = 2.81, HPT) compared to those in larger schools. This indicates a possible need for specialized interventions or professional development initiatives targeting teachers in smaller schools to bolster their proficiency in these areas.

Conversely, teachers in mega-sized schools consistently rated themselves higher in statements related to affirming lifelong learning skills, relating lessons to real-life experiences (M = 3.46, HPT), applying a range of teaching strategies for critical and creative thinking (M = 3.44, HPT), and employing effective communication strategies (M = 3.44, HPT). These findings suggest that teachers in larger schools perceive themselves as more proficient in these critical areas of pedagogy.

Interestingly, no significant differences were found in statements related to the use of precise vocabulary and intonation, or in maintaining an environment that encourages effective communication. This uniformity suggests that teachers across all school categories share similar perceptions of their proficiency in these specific communication aspects. The analysis indicates that teachers in mega-sized schools perceive themselves as more proficient, particularly in applying concepts, principles, relationships, and processes, including the positive use of ICT. These insights underscore the importance of tailored professional development initiatives that address the unique needs of teachers in different school settings. Lopez (2016) supports these findings by emphasizing that teaching excellence is not an innate talent but rather the result of rigorous and inspired performance, highlighting the need for continuous professional growth and targeted support for educators across varying school contexts.

Table 3. Difference in the Public Secondary School Teachers' Proficiency as Perceived by the Teachers Themselves in terms of Content and Pedagogy when Grouped according to School Category

Statements	Small		Medium		Large		Mega		F-value	p-value
	Mean	DE	Mean	DE	Mean	DE	Mean	DE		
I apply knowledge of content within and across curriculum teaching areas.	2.81	HPT	3.32	HPT	3.06	HPT	3.39	HPT	4.46*	.01
I use a range of teaching	3.04	HPT	3.17	HPT	2.97	HPT	3.36	HPT	4.36*	.01

PROFICIENCY LEVEL IN CONTENT AND PEDAGOGY AMONG PUBLIC SECONDARY TEACHERS

strategies that enhance learner achievement in literacy and numeracy skills.										
I affirm the role of lifelong learning skills, such as critical thinking and informed feedback.	2.77	HPT	3.25	HPT	2.86	HPT	3.33	HPT	7.68*	.00
I relate the lesson to real-life experiences, which results in learners' willingness to share their own experiences in class or in group work.	3.09	HPT	3.47	HPT	3.12	HPT	3.46	HPT	4.74*	.00
I apply a range of teaching strategies to develop critical and creative thinking, as well as higher-order thinking skills.	2.90	HPT	3.30	HPT	3.00	HPT	3.44	HPT	6.03*	.00
I negotiate with and support learners as they develop strategies for the ongoing review of their critical literacy and/or critical numeracy skills.	2.90	HPT	3.27	HPT	2.94	HPT	3.41	HPT	6.19*	.00
I employ a range of strategies to ensure that most learners are given opportunities to give opinions about the lessons and to react to the opinions of others.	3.00	HPT	3.30	HPT	3.04	HPT	3.36	HPT	3.25*	.02

I use precise vocabulary and intonation to express meaning and often shows great fluency and ease in delivering the lesson.	3.04	HPT	3.35	HPT	3.21	HPT	3.41	HPT	1.89 ^{ns}	.13
I employ highly strategic and consistently effective verbal and non-verbal communication strategies that create diverse opportunities for inquiry, involvement, and motivation of learners within the classroom.	2.95	HPT	3.30	HPT	3.06	HPT	3.44	HPT	4.77*	.00
I maintain an environment that encourages learners to develop effective communication skills which can be applied in social contexts and real-life situations.	3.09	HPT	3.34	HPT	3.12	HPT	3.33	HPT	1.91 ^{ns}	.13
Over all, I am excellent in applying the concepts, principles, relationships and processes which includes positive use of ICT within a given academic subject.	3.04	HPT	3.38	HPT	3.11	HPT	3.38	HPT	2.86*	.04

Legend: 2.50-3.49 = Highly Proficient Teacher (HPT); * = significant; ns = not significant at 0.05 level

CONCLUSION

The study's findings reveal critical insights into the proficiency of public secondary school teachers in the Philippines, specifically in the domains of Content and Pedagogy. The data indicate that teachers demonstrate exceptional performance in several key areas, including the ability to relate lessons to real-world experiences, foster effective communication skills, integrate diverse instructional materials, and implement precise assessment practices. These competencies are essential for fostering a dynamic and engaging learning environment that promotes student achievement. However, the study also highlights significant differences in perceived proficiency levels, influenced by variables such as the school category, which suggests that teachers' self-assessment is not uniform across different contexts. The differences in teachers' self-perceived proficiency underscore the importance of ongoing dialogue and collaboration between teachers and supervisors. These interactions are crucial for aligning perceptions of what constitutes proficiency or excellence in teaching. By setting realistic goals and providing targeted support for professional development, educators can work towards a more cohesive understanding of effective teaching practices. This collaborative approach is essential for ensuring that teachers are equipped with the skills and knowledge necessary to meet the diverse needs of their students.

Despite the high levels of proficiency reported in specific areas, the study also emphasizes the need for continuous professional development. The significant differences observed in teachers' self-assessment, particularly when categorized by school size, suggest that external factors such as resources, support, and school culture may influence teachers' perceptions of their proficiency. These findings point to the need for targeted interventions, particularly in smaller schools, where teachers may benefit from additional support and professional development opportunities.

Overall, the study highlights the complexity of evaluating teachers' proficiency in Content and Pedagogy. While many teachers demonstrate exceptional skills in key areas, the variability in self-assessment across different school contexts suggests that a one-size-fits-all approach to professional development may not be effective. Instead, a more nuanced approach that considers the unique challenges and needs of different schools is necessary to enhance teaching effectiveness and improve student outcomes.

REFERENCES

- Callahan, K., & Sadeghi, L. (2015). Teacher perceptions of the value of teacher evaluations: New Jersey's ACHIEVE NJ. *NCPEA International Journal of Educational Leadership Preparation*, 10(21), 46-59.
- Capper, C. A. (2015). The 20th-year anniversary of critical race theory in education: Implications for leading to eliminate racism. *Educational Administration Quarterly*, 51(5), 791-833.
- Castro, M. R. D., Andres, P. D., & Prestoza, M. J. R. (2018). The teaching techniques and strategies used by dressmaking teachers as perceived by dressmaking students. *Asian Journal of Assessment in Teaching and Learning*, 8, 48-56. <https://doi.org/10.37134/ajatel.vol8.5.2018>

- Department of Education Region 2. (2020). *Regional validation of school-based management (SBM) level of practice* [PDF]. Department of Education Region 2. Retrieved from <https://region2.deped.gov.ph/wp-content/uploads/2020/10/REGIONAL-VALIDATION-OF-SCHOOL-BASED-MANAGEMENT-SBM-LEVEL-OF-PRACTICE..pdf>
- Diem, S., Welton, A. D., Frankenberg, E., & Holme, J. J. (2016). Racial diversity in the suburbs: How race-neutral responses to demographic change perpetuate inequity in suburban school districts. *Race Ethnicity and Education*, 19(4), 731-762.
- Dietel, R. (2011). Testing to the top: Everything but the kitchen sink? *Phi Delta Kappan*, 92(8), 32-36.
- Domenech, D. (2015). Why evaluate staff with flawed processes? *School Administrator*, 72(3), 45. Retrieved from <http://aasa.org/content.aspx?id=36815>
- Domina, T., Hanselman, P., Hwang, N., & McEachin, A. (2016). Detracking and tracking up. *American Educational Research Journal*, 53(4), 1229-1266. <https://doi.org/10.3102/0002831216650405>
- Forzani, F. M. (2014). Understanding "core practices" and "practice-based" teacher education: Learning from the past. *Journal of Teacher Education*, 65(4), 357-368.
- French, G. (2007). Children's early learning and development: A background paper (Commissioned Report). Retrieved from National Council of Curriculum and Assessment website: www.ncca.ie/uploadedfiles/.../ld%20background%20paper%20may.pdf
- Gepila, E. C. (2019). Assessing teachers using Philippine standard for teachers. *Universal Journal of Educational Research*, 8(3), 739-746. <https://doi.org/10.13189/ujer.2020.080302>
- Khachatryan, E. (2015). Feedback on teaching from observations of teaching: What do administrators say and what do teachers think about it? *NASSP Bulletin*, 99(2), 164-188.
- Kowalski, T., & Dolph, D. A. (2015). Principal dispositions regarding the Ohio teacher evaluation system. *AASA Journal of Scholarship & Practice*, 11(4), 4-20.
- Kumar, R., Karabenick, S. A., & Burgoon, J. N. (2015). Teachers' implicit attitudes, explicit beliefs, and the mediating role of respect and cultural responsibility on mastery and performance-focused instructional practices. *Journal of Educational Psychology*, 107(2), 533-545.
- Lavigne, A. L., & Chamberlain, R. W. (2017). Teacher evaluation in Illinois: School leaders' perceptions and practices. *Education Assessment, Evaluation, and Accountability*, 29, 179-209.
- Leiva, M. V., Montecino, C., & Aravena, F. (2016). Instructional leadership among novice principals in Chile: Practices for classroom observation and feedback to teachers. *Relieve*, 22(2), 1-17.

- Lochmiller, C. R. (2016). Examining administrator's instructional feedback to high school math and science teachers. *Educational Administration Quarterly*, 52(1), 75-109.
- Lochmiller, C. R., & Acker-Hocevar, M. (2016). Making sense of principal leadership in content areas: The case of secondary math and science instruction. *Leadership and Policy in Schools*, 15(3), 273-296. <https://doi.org/10.1080/15700763.2015.1073329>
- National Center for Education Statistics. (2017). *Status and trends in the education of racial and ethnic groups 2017*. Washington, DC: U.S. Department of Education.
- National Council of Supervisors of Mathematics. (2016). Mathematics education through the lens of social justice: Acknowledgment, actions, and accountability. Joint position statement from the National Council of Supervisors of Mathematics and TODOS: Mathematics for ALL. Retrieved from <http://www.todosmath.org/socialjustice>
- National Policy Board for Educational Administration (NPBEA). (2015). *Professional standards for educational leaders 2015*. Reston, VA: Author.
- National Research Council. (2015). *Guide to implementing the Next Generation Science Standards* (pp. 8-9). Washington, DC: National Academies Press. Retrieved from <http://www.nap.edu/catalog/18802/guide-to-implementing-the-next-generation-science-standards>
- New Jersey Department of Education (NJDOE). (2015a). *Achieve NJ: Teach, lead, grow: Education evaluation*. Retrieved from <http://www.state.nj.us/education/AchieveNJ/>
- New Jersey Department of Education (NJDOE). (2015b). *ACHIEVE NJ: Teacher evaluation and support*. Retrieved from <http://www.state.nj.us/education/AchieveNJ/teacher>
- New Jersey Department of Education (NJDOE). (2015c). *ACHIEVE NJ update (3-31-15): Legal requirements of teacher evaluation and tenure cases*. Retrieved from <http://www.state.nj.us/education/AchieveNJ/resources/>
- Ryan, J. (2016). Strategic activism, educational leadership, and social justice. *International Journal of Leadership in Education: Theory and Practice*, 19(1), 87-100.
- Santamaria, L. J., & Santamaria, A. P. (2015). Counteracting educational injustice with applied critical leadership: Culturally responsive practices promoting sustainable change. *International Journal of Multicultural Education*, 17(1), 22-41.
- Sheng, Z., Wolff, L., Kilmer, L., & Yager, S. (2017). School administration manager: Redefining the principal's role as an instructional leader. *Journal of School Leadership*, 27, 119-145.