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**ACADEMIC QUALIFICATIONS, AND TEACHING COMPETENCE OF SENIOR HIGH SCHOOL TECHNICAL, VOCATIONAL, AND LIVELIHOOD (TVL) TEACHERS IN THE SCHOOLS DIVISION OF LEGAZPI CITY**

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## ABSTRACT

Teachers of the 21st-century are considered as unsung heroes and the jack of all trades. Their works and contribution to the community surpasses employees working in either public or private institutions. The Department of Education understands the crucial role in upgrading the quality of teaching and learning process and the dilemma of which the teachers are experiencing as they deliver quality instruction to its clientele through the standard classroom observation and with the several phases that RPMS-PPST revolves. The study determines the academic qualifications and teaching competence of Technical and Vocational Livelihood strand teachers in Schools Division of Legazpi City. This research utilized descriptive-qualitative-survey method. The study discovered that majority of the SHS-TVL teachers are on their prime working years, dominated by female teachers, had undertaken graduate studies, and on the regular permanent status that it has four times effectivity that the SHS-TVL teachers in the Division is a National Certificate (NC) Holder. It was concluded that there were problems in the application of knowledge of content within and across teaching areas. The proposed developmental program belongs to personal, institutional, and technological components to enhance their teaching competency along the academic qualifications that they have as trained by TESDA in their trainer's methodology certification as a quality trainer in TVL strands.

**Keywords:** *Teachers qualification, competence, senior high school teachers, Legazpi city division*

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## INTRODUCTION

Education provides the catalyst for the formation of necessary skills and knowledge for productive citizenship and the development of high-level professionals who will produce new knowledge, instruct the young and provide leadership in various fields of a dynamic economy. Educators of today should equip themselves century near the 21<sup>st</sup>. They should show the characteristics of being curious, flexible, technologically adaptive, collaborative, and critical thinkers to give their learners what they need in the coming years to participate actively in the digital world where they belong.

Recent technological advances have affected many areas of our lives, including the way we communicate, collaborate, learn, and of course, teach (Palmer, 2015). These advances necessitate an expansion of our vocabulary, producing definitions such as digital natives, digital immigrants, and 21st-century teachers.

Teaching in this century is an altogether new phenomenon, more so because the way teachers learn has been revolutionized with the aid of informational highways that exponentially increases over a brief period. They must be a lifelong learner themselves. Teachers must understand that simply having a degree in teaching is not enough anymore. The 21<sup>st</sup>-century classroom has its own set of demands and to fulfil these the teacher needs to be aware of the ever-changing trends in the education industry, know the buzzwords, and address different issues head-on. Expanding their professional network by connecting with eminent personalities from their field and having conversations with like-minded individuals is as essential as practicing teaching itself. (Gianchandhani, 2020)

Today, learning happens everywhere, on the go, and can be customized according to one's style and preferences. Thus, teachers need to reimagine the very concept of learning as mentioned by Toffler (as cited by Gianchandani, 2020) where he said, "21<sup>st</sup>-century learners; will not be those who cannot read and write, but those who cannot learn, unlearn and relearn". It needs a specific kind of attitude and skills. Thus, teachers need to link education across the curriculum from its diverse and differentiated learners to enhance their participation and performance inside the classroom.

Multiple arguments have been existing in the basic education nowadays containing Technical Vocational Schools. With the K to 12 curricula that had been implemented, it gave improvement to the need for constant knowledge and up-to-date capacity about Technical Vocational teachers in our country. The essential guarantee of the presence of competent teachers in all school rooms and to decide in what way or manner to formalize and prepare these

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skilful teachers has been an old age issue. A way to find out what needs to be changed, improved, or updated is to evaluate the actual state of the teacher's knowledge, attitudes, skills, competencies, and the able manner of their usual procedure along with their weaknesses. Naz (2015) pointed out that teachers' competent progress should be reconsidered as sustainable. The aspiration of the development of knowledge changes immediately depending on the trade of the date demanding more capability. These applications influence the course of study. To be effective in skilled improvement, according to Mizelle (2010), it needs mindful outlining followed by accurate implementation with response to guarantee.

The Department of Education, Division of Legazpi City was established through Republic Act 2234 and its amendment under Republic Act 5525 and once a part of the Department of Education, Division of Albay. It comprises forty-three elementary schools, and twelve secondary schools which had eleven schools offering Technical Vocational and Livelihood (TVL) excluding Legazpi City Science High School, which is the only Science High School in the Division.

One of the newest developments in the Schools Division of Legazpi City was that Pag-Asa National High School was renamed Legazpi City National High School, as President Rodrigo R. Duterte signed R.A. 11526 on March 12, 2021, which converted this school into an independent school.

The eleven respondent schools in the present study offering TVL strands with varied specializations are the following: Arimbay High School, Banquerohan National High School, Cabangan High School, Cagbacong High School, Gogon High School, Homapon High School, Legazpi City National High School (Formerly Pag-Asa National High School; R.A. 11526, 2021), Maslog High School, Oro Site High School, Pawa High School, and Taysan Resettlement Integrated School. There are thirty-seven TVL teachers in the Schools Division of Legazpi City handling varied specializations.

## FRAMEWORK

The first frame in the research paradigm is the focus of the study which is academic qualifications and teaching competence of TVL teachers in Senior High School in the public secondary schools of the Schools Division of Legazpi City as basis for the development of an intervention to enhance their competencies to provide students quality Technical Livelihood Education (TVLE).

Then in the research paradigm is the academic qualifications of the SHS-TVLE teachers in terms of the set of standards which is based on their academic licenses given by the authorities

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as well as the national certificates issued by TESDA to qualify them to teach in the Senior Highschool-TVL strands as mandated by the Philippine Government. In the same manner on the type and number of training attended along with the parameters of their role and functions as SHS teachers in the school's division of Legazpi City.

Next is the Level of the Teaching Competence based on the classroom observation tool which had 9 objectives which would be rated from a rating of three to seven by the Master Teacher, Assistant Principal or Headteacher, and the School Principal. This is the standard that the SHS-TVL teacher must put into mind before, during, and after the delivery of discussions which will be documented and rated along with other documents that are vital in the performance of the teacher in their RPMS-IPCRF manuals.

After the SHS-TVL had performed the four CO, the researcher will determine its mean rating which is at most four CO within the year and had its equivalent descriptive rating. The researcher would also investigate account of the least and most encountered problems met by the respondents along with their evaluation of their teaching competence based on the set of standards set. And from here, it would be the basis for the proposed developmental program as an intervention to enhance their competencies and to provide students with quality Technical Livelihood Education (TVLE) as shown in the last frame. This would enhance teachers' competence, and suggested activities during their Learning Action on Cells, as well as during the Division and/or School inset since Classroom observation was mandated and regulated.

The complete human development of every graduate is the core of the K-12 Basic Education Program. Every graduate holds an understanding of the world around and a zest for long-life learning which addresses every child's basic learning needs, including learning learn, the acquisition of numeracy literacy, and scientific and technological knowledge as applied to daily life. Competence gives the teacher the responsibility to present evidence of the achievement of the students of which the teacher's performances identify according to its capacity the teachers can carry.

## OBJECTIVES

The study analyzed the academic qualifications and teaching competence of TVL teachers in Senior High School in the public secondary schools of the Schools Division of Legazpi City as the basis for the development of an intervention to enhance their competencies to provide students with quality Technical Livelihood Education (TVLE). Specifically, it Determines the academic qualifications of TVL-SHS teachers in the Schools City Division of Legazpi; Analyzes the mean performance rating by the TVL-SHS teachers in teaching TVL specializations based on

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handling the four Classroom Observation (CO) rating in SY 2019-2020; Identify the extent of the problems encountered by the TVL-SHS teachers in the Classroom Observations for teacher's competence in terms of Classroom Observation, and Other problems met during the delivery of teacher's observation processes and; Propose a developmental program to enhanced teaching competence of TVL-SHS teachers in the teaching-learning process of TVL-Specializations.

## METHODOLOGY

The Descriptive-qualitative-survey method of research were used in this study. This method is suitable whenever the subjects vary among themselves, and one is interested to know the extent to which different conditions and situations are obtained among these subjects (Calmorin, 2018). It uses a survey since the researcher would like to gather the data regarding the present conditions, provide value of facts, and focused on most important things to be reported through a web-based survey method through Google Forms. Using this electronic platform, the process in contacting, tracing, and gathering of data becomes easy, and less time will be consumed. The descriptive survey (qualitative) is considered the most appropriate since the researcher's objective is to determine the qualification and teaching competence of the Technical Vocational Livelihood (TVL) teachers in Senior High School, determine the mean rating on their classroom observation with the descriptive interpretations, and the problems met by the respondents. Moreover, the qualitative method is useful in interpreting the numerical value as to propose the developmental program to enhanced teaching competence of TVL-SHS teachers in the teaching-learning process of TVL-Specializations.

Focus group discussion is frequently used as a qualitative approach to gain an in depth understanding of social issues. The method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population and which is not statistically measurable because it would only be used to generate ideas, develop hypotheses, explore motivations, and test reactions to issues such as the scale of encountering classroom observation tool as a problem, and a possible propose developmental program to enhance teachers competence in the teaching of the said strand. This will also be used to substantiate data gathered from the respondents on the answered questionnaire-survey, and to discussed issues and concerns. It is more applicable and practical since the researcher will conduct on a small number of respondents simultaneously through an online discussion via Google Meet because SHS-TVL teachers had their DepEd account which makes this easy to facilitate, and to record the conversations. There are 10 respondents that voluntarily accepts the Focus Group Discussions which is the representation of specialized sector as defined by DepEd.

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The respondents of the study were 35 Technical Vocational Livelihood (TVL) teachers in Senior High School program in the eleven (11) public secondary schools that offers TVL strand in the School Division of Legazpi City and with the result of the Focus group discussion. The secondary sources of data are taken from the theses, dissertations, School records and/or Division records on their Classroom Observation rating in their IPCRF-RPMS forms which will be treated rightfully and in accordance with the Data Protection Act. Further, the respondents of this study are secondary school teachers teaching at the Senior Highschool Department for TVL strand (T-I, T-II, T-III) in eleven (11) public secondary schools in the Division of Legazpi City namely: Pagasa National Highschool, Pawa High School, Arimbay High School, Gogon High School, Oro Site High School, Cabangan High School, Taysan Resettlement Integrated School, Maslog High School, Homapon High School, Cagbacong Highschool, and Banquerohan National High School.

The use of research instrument surely achieved the goals of discovering things, gathering data, and in solving problems. This had two categories such as measuring tool and clerical tool (Calderon, 2014). Thus, the researcher utilized a clerical tool through the file/school record of Classroom Observation rating of the respondents, questionnaires, and focus group discussions results. A self-developed questionnaire or survey form using Google Form which is an online platform that will be used by the researcher. It has three parts, specifically: Part I- Determine the demographic profile such as personal information, academic qualification, and the type of Certificate of Competencies by TESDA; Part II- Results of the four Class Observation rating with the mean rating, and Part III- the level of problems encountered by the respondents based on the nine indicators on the COT. Focus group of discussions will follow upon completing the questionnaire checklist based on the free time schedule of the respondents which may substantiate the data gathered and to proposed possible developmental program to enhance teaching competence in compliance to RPMS-PPST Manual.

The researcher utilized the Classroom Observation Tool results from Classroom Observation 1 to Classroom Observation 4. Concerning this, Suparto (2020) indicated that academic supervision with classroom observation techniques can improve the quality of teacher learning. This tool is important for public school teacher and would be utilized unto completion on their IPCRF-RPMS FORMS.

Another tool that was used by the researcher in gathering data using the questionnaire is in the form of a rating scale such as the Likert and RPMS rating scale. A rating scale consist of a set of characteristics to be judged and a scale in which will indicate the degree of which attitude is present. This is a common type of a simple numerical rating scale where the raters, in response to the question or statements, check or mark the number that corresponds to this appraisal. Moreover, the RPMS rating scale was used because it is the standard in computing and finding

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rating for individual teachers based on the RPMS manual of which the rather based their scores based on the rubrics given. A focus group discussion followed to substantiate data or even may add responses which may not be found in the questionnaire.

The research instruments were validated through small scale testing of the instruments to department heads of the research locale in order to check if the tool works. Further, the researcher asked the target sampling population to complete the survey to find out whether the indicators provided necessary information for empirical analysis.

Frequency Count. Frequency statistics simply count the number of times that each variable occurs, such as the number of males and females within the sample. Measures of central tendency give one number that represents the complete set of scores, such as the mean. This was used to evaluate quantitatively the profile of the SHS-TVL teachers along the different items and even on the number of respondents who had chosen a given sets of weights among the performance indicators as the problem encountered by the respondents.

Weighted Mean. It is a kind of average of which some data points contribute more "weight" than others. Weighted means are common in statistics, especially when studying populations. It determined as will be used to determine as to the extent of the level of problems encountered by the respondents along the nine performance indicators found at the RPMS-PPST Manual in the Classroom Observation Tool the teaching competence of the TVL teachers. The formula is as follows:

$$(WM) \bar{=} (\sum fw) / N$$

Where:

$(WM) \bar{=}$  Weighted Mean

$\sum$  = summation

f = frequency

w = weight

N = number of respondents

However, in computing the CO rating gain by the teacher will not be computed as an average of the number of CO in a year. In computing the classroom observation rating, it will be first transmuted on the RPMS rating scale. The transmuted rating was computed using mean formula and described using the said rating. This was the basis of the RPMS rating for quality and competency.

Grand Mean. The grand mean is the mean of the means you have already recorded. It is not achieved by dividing the total number of sets, but the total group sets within specific data. In

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this study, it is an average of the weighted mean in all performance indicator as on the to the extent of the level of problems encountered by the respondents along the nine performance indicators, and at the four CO transmuted rating as discussed at the RPMS-PPST Manual in the Classroom Observation Tool the teaching competence of the TVL teachers. The formula is as follows:

$$Gm = \frac{(X_1 + X_2 + X_3 + \dots + X_n)}{I}$$

Where:

Gm = grand mean

x<sub>n</sub> = mean of a given performance indicator

I = number of performance indicator

Percentage Technique. A percentage frequency distribution is a display of data that specifies the percentage of observations that exist for each data point or grouping of data points. It is a particularly useful method of expressing the relative frequency of survey responses and other data. This were displayed in terms of percentage frequency distributions as a table or as bar graphs or as a pie chart. The percent of the responses were determined based on the questionnaire. This will determine on what percentage are acquired as to respond on the given parts or items. (e.g., male, female). It was computed with the following formula:

$$P = \frac{f}{N} \times 100$$

P = percent

f = frequency

N = number of respondents

x = times

RANKING. The ranking is a process of a single observation among a set of its ordinal number (e.g., 1-10) which was based on a given criterion set by the researchers that will be put in order (e.g., 1st, 2nd, 3rd, and ...). When the set is ordered from least to most or vice-versa it can easily be collated, categorized, and analyzed from the frequency acquired of the criterion such as from most to least encountered problems in classroom observation through the nine given indicators.

## RESULTS AND DISCUSSIONS

As to age of the thirty-five (35) respondents, 1 or 2.9 percent belongs to 20-24 years old, 3 or 8.6 percent were to 47-58 years old, 11 or 31.4 % belongs to 25-35 years of age, and the biggest number is 20 or 57.1 percent were 36-46 years old. There were 20 or 57.1 percent female, and 15 or 42.9 % are male. As to educational attainment, there were 2 or 5.7 percent who had

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completed academic requirements in their Ph.D./Ed.D., 4 or 11.4 percent who had graduated their MAED/MAIE and other related master's degree, 9 or 25.7 percent who had graduated their bachelor's degree, and the same with Ph.D./Ed.D. Graduate who also had 9 or 25.7 percent, and most respondents had completed academic requirements in their MAED/MAIE and other related master's degree which had 11 or 31.4 percent of the respondents.

As to their appointment position and status, most of the respondents were regular permanent DepEd teaching personnel which were 30 or 85.7percent, and 5 or 14.3 percent were under probationary or Contractual DepEd teaching personnel as based on DepEd Order 3, series 2016 on Hiring Guidelines for Senior High School (SHS).

The challenge in this hiring system lies on attracting prospects, recruiting, and retaining them when the remuneration is not competitive, and the City Division of Legazpi had done its best in hiring quality, and experienced teachers in various field. With this at hand, there were 3 or 8.6 percent belongs to T-III position, 12 or 34.3 percent for T-I position, and 20 or 57.1 percent belongs to T-II position. The result can be interpreted that majority of the SHS-TVL teachers were on their prime age working years which is 25-54 years of age which is a good metric to analyze its labor force (Drum, 2020), and had a long years to be of service, and achieve other certificates to further improved their qualifications and competency. Moreover, we can say that the City Division of Legazpi had the best quality of service to the Senior High School offering TVL strand, and SHS-TVL working force of 34 or 97.1 percent. This implies that better teachers improved student outcomes (Christinawati,2013).

It is also evident that most of SHS-TVL teachers are dominated by female; and its educational attainment is high since 26 out 35 respondents had units in their post graduate studies than in their bachelors' degree. The result is strengthened due to 30 or 85.7 percent is on the regular permanent status which would make them confident and competent teachers in the SHS-TVL specializations in the City Division of Legazpi.

The study also revealed 5 or 14.3% of the respondents were under probationary or contractual employee. Based on DepEd Order 49, s. 2016, "a full-time contractual appointments shall receive the full salary of the teaching rank for which they qualified and shall be given a regular teaching load weekly, that is, 30 hours teaching load with additional ten hours; hence, a total of 40 hours of work to complete the required work hours to be spent within or outside school premises." Furthermore, Contractual appointments shall not exceed one year. Renewal for the following year shall be subject to performance evaluation using the Results-based Performance Management System (RPMS). The performance rating for the last rating period should be at least Very Satisfactory. This implies that the City Division of Legazpi had a way to investigate their

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qualifications, and competency to be able to have hired them as a regular permanent teaching positions as provided by DepEd Order 3, s. 2016. As to this study. The researchers found out that their performance was also very satisfactory. Therefore. They are qualified to renew their work status and appointments.

The results of the study were also manifested in the study of Eli and Ricafort (2020), Wong (2020); Macaraeg & Cocal (2020), Gabriel (2020), Montas (2019), Gepila (2019), Araiz (2018) and Pardo (2012). They all reveal that their respondents are in their prime years, competent, more positive attitude towards the teaching professions, mostly with units in Graduate studies, capable to collaborate, and can provide support and mentoring to their colleagues. On the other hand, Pardo (2012) in her study revealed that the younger ones had better trainings and experience with ICT. To some they had been different in their demographic profile Gabriel (2020) and Bental (2019) still this researcher believes that the educational attainment shows a significant impact in their teaching professions to be competent and to actively deliver their noblest teaching professions. Briones (2018) and Archer (2016) gives the value of the continues learning, readiness for change, equipping themselves with all the necessary tools as molders of the learners, and to upgrade their professional competence through various trainings and seminars to enable them to meet the challenge of preparing and molding the 21st-century learners through the global competition on a life-long learning. On the other hand, none had discussed in regard to the probationary or contractual employee of the Division teaching in SHS TVL strand.

Meanwhile, The academic qualifications of SHS-TVL teachers in the Schools Division of Legazpi City is presented in Table 1.b. There are 28 or eighty percent of the respondents who are trainer's methodology certificate. At the same time, thirty-three or 94.3 percent are national certificate holder. In can also be shown that 26 or 74.29 percent had NC-II, and 9 or 25.71 percent had NC-III. It is worthy to note that aside from the researcher who is an Accredited National Certificate Competency Assessor; the Schools Division of Legazpi City had another one Accredited National Certificate Competency Assessor among the respondents. The result of this survey clearly manifest that the Schools Division of Legazpi City had surpassed the academic qualifications of a SHS-TVL teachers teaching in the schools who are offering TVL strand that it has four times affectivity assurance that the SHS-TVL teachers in the division is a National Certificate Holder.

The present study is in the same results as to most of the respondents are National Certificate- II (NC-II) holder with that study of Macaraeg & Cocal (2020), and Montas (2019); and is different in the number of seminars attended in local or international level. However, none

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of the previous researchers investigate their academic qualifications in terms of their Trainers Methodology Certificate, and the Accredited National Certificate Competency Assessor.

The results of the study and of the survey implies that the SHS-TVL teachers in the Schools Division of Legazpi City as to the demographic profile; advance studies or masters' units, trainings attended; and to their academic qualifications are at best quality; competent; would bring positive attitude to their teaching professions, and sooner would create a significant impact to the quality of instructions, trainings, and graduates of the K-12 program for SHS-TVL stand. Though, there is a need to increase the number of SHS TVL teachers to increase the 80% TMC holder to 100 % to had better qualifications, and competency on the demand of the industry and as what envisioned by the Division as a whole.

Furthermore, this study highly encourages SHS-TVL teachers to acquire at least NC II Level and be a graduate of TMC-1. This would be fused to get NTTC-I as to be an Assessor in TESDA to be more competent and certified trainer under the Philippine TVET Trainers Qualification System (PTTQS) in order to increase the Division's manpower on their specialized skills and knows the possible target on how to focus their assessments on students' capabilities and skills to qualify themselves as an NC's passers and qualifiers as to what the TESDA envision to improve teaching quality in technical vocational education and training, to (Villanueva, 2012)

Moreover, Focus Group Discussion was initiated to substantiate the results of the survey conducted from the respondents. The results of the Focus Group Discussions were attended by 10 respondents, who voluntarily participated during the discussions. This small group of participants is well represented on different sectors of specializations in TVL track facilitated by the FGD facilitator in the supervision, transcription, and recording of the researcher. Respondents when asked about their seminars, trainings, and academic qualifications during the Focus Group Discussions answered that most of them had the earnest desire to continuously learned new skills and gained much knowledge through the earned, and level up National Certification, and Trainers' Methodology Certification of TESDA as it is updating their competencies to cope up with the current demand of the industry and employability for the past five years. SHS-TVL teachers also attend the public and private sponsored activities such as the schools, and Division Learning Action Cell (LAC).

In the same manner, they also attend the sponsored training of the DepEd region such the Regional Mass Training of Teachers (MTOT) for both the core subjects, their specialization, and exposure to other specialization of which one way or another will help them to fully master and test their skills necessary to provide their schools with quality, competent, and productive

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delivered instructions along the teaching-learning process. Thus, in more details brings forth best output for K-12 learners.

The results of the survey implies that the Division has ample number of teachers teaching the said strand, and their competent teaching would still be enhanced if the school would provide necessary tools, facilities, and equipment's for the utilization, and mastery as mentioned in the study of Buabeng – Andoh (2012), Marcial and Dela Rama (2015), and Gepila (2019) in order to lessened problems encountered by the teachers in the delivery of the lessons, and learning of the skills as what Du Plessis and Webb (2012), and Montas (2019). Naz (2015) pointed out that teacher's competent progress should be reconsider as sustainable.

The data shows that the first classroom observation with a mean rating of 3.94 and is described as very satisfactory performances. Classroom observation 2, and 3 with a mean rating of 4.14, and 4.17 are both very satisfactory performances. Classroom observation 4 has the lowest value of mean performance rating of 3.81 is also a very satisfactory performance rating of SHS-TVL teachers. The mean performance rating of the respondents increases over the 3 classroom observations except on the fourth classroom observation which is lower than the three past observations. In the same manner, the data shown was not conclusive enough to say that the classroom observation rating increases on the number of observations made as the days progresses. However, the mean performance rating of the respondents is still very satisfactory performed with a grand mean rating of 4.02.

The study implies that in every observation teacher had experienced varied difficulty and disturbances over the nine classroom observations indicators which had an effect in their performance and competency as a SHS-TVL teachers teaching in the TVL strand. Furthermore, the result of the Focus Group Discussions on a well-represented group of respondents via Google Meet substantiates the reason on their difficulties to execute the classroom observation indicators effectively and competently in the teaching-learning process as to acquire an "outstanding" rating. Most of the respondents explained that the tool and the setting itself is controlled, not ideal, and indifferent because of the following reasons: (1) most teachers are not an education graduate, and this is true on Wong's (2020) findings which revealed the existence of a significant difference in all the teaching competence dimensions of education and non-education respondents where in the education graduates manifested a more positive attitude towards the teaching profession.

Gaining a very satisfactory marked means a lot of struggles and demanding work to them as they connect their TESDA trainer's methodology which is their bible as a specialized SHS-TVL teachers with the DepEd prescribed indicators as a proficient teacher in the public schools of Legazpi City Division during the classroom observation process. In contrary, the DepEd (2018)

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recognizes their worries and dilemma that is why they had the Classroom Observation for teachers. It is a compulsory observation to test their competency, and to evaluate their performance as they uphold their role as teachers, and the result of the observation may be used for mentoring, coaching, and proposing a program to enhance their competency which supports their professional development.

The result of the FGD as an in-depth discussion with the respondent is different of what Barrogo (2020) had found on the perception of the teachers which shows that eight out of the ten statements regarding the standardized classroom observation tool yielded an overall response of "strongly agree" and concludes that the standardized classroom observation tool serves as guide for the teachers to assess their performance and competency.

The third part of this section discusses the extent of the problems encountered by the TVL-SHS teachers in the Classroom Observations for teacher's competence along: (a) Classroom Observation, and (b) Other problems met during the delivery of teacher's observation processes. Table 3.a presents the extent of the problems encountered by the respondent on the utilization of the nine classroom observation indicators. The study reveals that 4 out of 9 indicators signify a fairly-encountered problem such as : Management of learners behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments (3.31); Using differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (3.37); Selecting, developing, organizes, and uses appropriate teaching and learning resources including ICT, to address learning goals (3.40); and Planning, managing and implementing developmentally sequenced teaching and learning processes to meet curriculum requirements and varies teaching contexts( 3.43).

On the other hand, 5 out of 9 indicators is an often-encountered problems such as Applying a range of teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills; and Designing, selecting, organizing and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements had the same weighted mean rating of 3.63; Application of knowledge of content within and across teaching areas; Using a range of teaching strategies that enhance learner achievement in literacy and numeracy skills; and Management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environment which all had a computed weighted mean value of 3.66.

Furthermore, the results of the Focus Group Discussions affirm the other problems encountered by the SHS-TVL teachers particularly: (1) on the power interruptions; (2) time in

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observing classes, (3) lack of tools, equipment's, facilities, and laboratories because teacher sometimes need to buy and provide so that the students will enable to use them during the laboratory works, (4) personal preparations and confidence.

The proposed developmental programs that will enhance teaching competence of TVL-SHS teachers in the teaching-learning process of TVL-Specializations was attained through the FGD. The data that was gathered was through the outcomes of the Focus Group Discussions. The top two proposed developmental program to enhance teaching competence are as follows: (1) The group proposed with a frequency of 10, and rank 1 answered that the observer should be related to different TVL specializations to give fair ratings, and (2) As to Tools and equipment should be provided that is align in school budget through the Annual Procurement Plan of the SHS-TVL teacher with a frequency of 8 respectively. While the top two bottom proposed developmental programs are as follows: Additional income for teachers because of one's demanding work of teachers with a frequency of 3 and rank 7 and hire additional staff so that teachers may focus on teachings with a frequency of 2 and rank 8 which has the least priority for teachers.

The proposed developmental programs belong to personal, institutional, and technological components that may help teachers in achieving and realizing their goals to enhance their teaching competency along with the academic qualifications that they had since learning is a continuous process and must adopt on the 21st-Century of learners. Hattie (2009) suggests that the quality of teachers has a more substantial impact on the learning of students than the quality of the curriculum, the teaching methods, the school building, or the role of parents, thus prioritizing teachers to be competent is a sustainable process (Naz, 2015). The support and mentoring for teachers are also part on the Classroom Observation as cited in RPMS manual. Du Plessis and Webb (2012), Buabeng-Andoh (2012), Pardo (2012), Marcial and Dela Rama (2015), Marcial (2019), and Rosiana\_Flores affirm the need of teachers, particularly using ICT as an integral part in teaching. This is true to what AL-Mutairi (2011) and Kang'ahi et al. (2012) showed in their study on a consistent evaluation of the professional skills or competence is imperative since, in practice, the competence of teachers is directly measured by students' academic achievements.

The researcher proposes a developmental plan based on the result of the study on the weakest or most encountered problems of the SHS-TVL teachers during the class observation.

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## CONCLUSIONS

Based on the findings, the following conclusions are drawn: (1) Majority of the SHS-TVL teachers are in their prime age working years which are dominated by female teachers; had undertaken post-graduate studies and on regular permanent status. Though there must be a way to renew the teaching positions of 5 respondents who are under probationary or contractual employees of the City Division of Legazpi. The Schools Division of Legazpi City has surpassed the academic qualifications of SHS-TVL teachers teaching in the schools who are offering TVL strand that it has four times affectivity assurance that the SHS-TVL teachers in the division are a National Certificate Holder. Their training and learning are both related to their public and private work experiences, (2) The Classroom observation performance rating of the SHS-TVL respondents is very satisfactorily as a proficient teacher of the Department of Education, (3) The most encountered problem using Classroom Observation Tool is the application of knowledge of content within and across teaching areas since their track is more concentrated in applying and executing their mastered skills on a given and the teaching strategies implemented is quite different in their trainings given on their Trainers Methodology by TESDA. (4) Through the FGD, the proposed developmental programs belong to personal-leveling national certification holder; institutional-observer be related to TVL strand; and technological components-tools and equipment be provided. This may help teachers in enhancing their content knowledge and pedagogy, improving the use of strategy, achieving and realizing their goals to enhance their teaching competency along the academic qualifications that they had since learning is a continuous process and must adopt on the 21st-Century of learners.

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## TRANSLATIONAL RESEARCH

### Proposed Developmental Plan for SHS-TVL Teachers in the Schools Division of Legazpi City

Title	Enhancement of SHS-TVL Teachers on its Mastery of the Classroom Observation Indicators
Objectives	At the end of the sessions, the participants will be able to: <ol style="list-style-type: none"><li>1. Make a detailed lesson plan involving the three-classroom observation indicators.</li><li>2. Observe best practices of Master’s Teacher handling TVL specializations.</li><li>3. Provide technical assistance to TVL teachers with the use of varied teaching strategies particularly within and across the curriculum; literacy, and numeracy as well as on the used that develops high order thinking skills.</li><li>4. Create video presentations lesson on their specializations.</li></ol>
Session 1	Topic: Application of knowledge of content within and across teaching areas.
Session 2	Topic: Using a range of teaching strategies that enhance learner achievement in literacy and numeracy skills
Session 3	Topic: Applying a range of teaching strategies to develop critical and creative thinking as well as other higher order thinking skills.
Participants	SHS-TVL Teachers
Schedule of Training	Division INSET exclusive for SHS-TVL Teachers
Resources Needed	Division Fund program for Enhancement Training for Teachers

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The proposed developmental program, objectives, and topics are all about enhancing their content knowledge and pedagogy across the curriculum that includes strategy, numeracy, and literacy, and the take-outs from the Master teacher handling TVL specializations shares their best practices and talks about the things that are working inside the classroom. This would be funded through their school MOOE allocations. All of this will help the SHS-TVL teachers to be of the best quality, and competent teachers of the City Division of Legazpi City.

The study has different proposed measures as to enhance the SHS-TVL teacher with the study of Santagata, and Yeh (2016) for they determined the teachers' communities played a significant role in teachers' decision making. A model of teacher competence from a situated perspective is proposed and the classroom video assessment is discussed as a measure of teacher competence in context.

With the support from the school as Connelly (2013) cited and of the best practices of top schools in 2018. This endeavour was elaborated of the two top performers in Philippine schools in the Program for International Student Assessment (PISA) in 2018, Pasig City Science High School and the Regional Science High School for Region VI shared best practices in their commitment to delivering quality education. The representatives of the two schools pointed out mentoring and teacher empowerment as two key factors in their outstanding performance during the PISA 2018. (DepEd, 2020). Thus, the schools have always played a vital role in ensuring that students have the skills needed for the job career they have chosen. The key function of education is to fully prepare students for life after schooling.

The interaction of the different theories on the different variables indicated in the study helps the researcher to conceptualize the theory called *Cyclical-Qualifications-Competence Theory*. The researcher's theory postulates that developing a competent teacher must have the vital qualifications, ICT skills, and the competent ability to transcend their 21<sup>st</sup> century skills among the diverse and dynamic learners to prepare them to compete at best in a globalized knowledge economy, and learning, unlearning, and relearning to one's knowledge and skills is cyclical because this process never ends" of which were manifested by their classroom observation rating, and their over-all performance rating in IPCRF.

The findings of this study were aligned on the Cyclical-Qualifications -Competence Theory. The academic qualifications and teaching competence of SHS-TVL teachers serve as the input control to effectively perform the teaching-learning process which enables them to master what they teach, and to be able to demonstrate these skills to students which was manifested through their mean performance rating as very satisfactory in the classroom observation as part of their IPCRF ratings. The gained rating and the feedback given by the rater would help them to deal

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with the planned developmental program to support continuous professional growth and development to lessen difficulties encountered, enhance their content knowledge and pedagogy, classroom management, and to maximize the use of this classroom observation objectives efficiently after all they are all in the prime working years which had a bigger time to improved and gained more qualifications coming from TESDA authorities and the other aspects of teacher quality. The teacher's performance helps the school performance at its best, and thus be much rewarded by the departments' rewards system. It is also a way for the probation teachers to lift their status as a regular permanent teacher because this will motivate them to be more competent in their teaching career as an SHS-TVL teacher because competent teacher improves student outcomes and raised the quality of services rendered by the eleven schools in the City Division of Legazpi City. IPCRF and classroom observation continuously evaluate teachers' performance because learning is a continuous process to align what the industry needs for the future workforce to be competent and productive in the globalized economy.



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