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Research Article

Teaching Competencies of Provisional Senior High School Teachers in Zone 2, Division of Zambales

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ABSTRACT

The importance of effective teaching in education is undeniable, as it directly impacts student learning outcomes. This study focused on assessing the teaching competencies of provisional Senior High School teachers and their relationship to teaching performance. This study utilized a descriptive- correlational research design and a quantitative method to examine 109 provisional teachers from 16 public secondary schools in Zone 2, Schools Division of Zambales, using a total population sampling technique. A three-part survey questionnaire was used to collect data on demographic profiles, performance ratings, and teaching competence levels during the fourth quarter of the 2023–2024 school year. Inferential analysis used Analysis of Variance (ANOVA) to test for significant differences between competencies and teacher profiles, and Pearson-r correlation to identify relationships between competencies and performance levels. The study found that 94.5% of teachers had an outstanding performance rating. While they showed competence in communication and classroom management, there was a need for development in subject matter mastery, instructional, and assessment skills. The data revealed that 54.13% of teachers had 0-5 years of experience, and 67.89% lacked national certificates. A significant finding was that attending relevant seminars and workshops significantly impacts subject matter mastery. There was a slight, but not statistically significant, relationship (r = 0.121) between teaching competency and performance evaluations. The study recommends implementing a proposed action plan to address competency gaps and suggests future research compare different professional development models to find the most effective approach.

Keywords: *Teaching Competencies, Teaching Performance, Provisional Teacher, Senior High School*

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Background

In the Philippines, the implementation of the K to 12 Basic Education Program by the Department of Education (DepEd) aimed to establish clear standards for teacher qualifications and enhance the learning experience by preparing students for lifelong learning. This reform led to a rapid increase in the demand for teachers, particularly at the Senior High School (SHS) level. However, the urgency to meet staffing needs resulted in the mass hiring of SHS teachers, including many who were not licensed teachers or graduates of teacher education programs. The Enhanced Basic Education Act of 2013 allows graduates of specialized fields such as science, mathematics, engineering, and music to teach related subjects in high schools, especially in divisions experiencing teacher shortages. As a result, a significant portion of the SHS teaching workforce consists of provisional teachers' individuals who hold a bachelor's degree in a non-education field and are currently pursuing the required education units to qualify for licensure. These teachers have yet to take or pass the Licensure Examination for Teachers (LET), and thus occupy provisional teaching positions.

This situation was further highlighted by the Civil Service Commission's issuance of Resolution No. 2100451 on June 15, 2021, which allowed the renewal of appointments for approximately 1,700 provisional SHS teachers initially hired in 2016 (Department of Education, 2021). The continued employment of provisional teachers reflects both the magnitude of teacher shortages and the pragmatic policy decisions made to address them. However, it also raises significant concerns about the preparedness and effectiveness of these teachers in delivering quality instruction. The inclusion of non- education graduates in SHS classrooms has become a subject of considerable academic attention. While these issues suggest a potential gap in preparedness, they do not categorically undermine the capability of all non-education graduates. Some have demonstrated strong teaching potential despite the absence of formal education training (Wong, 2020). Teaching effectiveness remains a cornerstone of educational quality. It significantly influences student achievement, skill development, and the overall success of any educational system. Effective teaching encompasses three interrelated domains: content knowledge, pedagogical knowledge, and technological proficiency. Although many teachers utilize common instructional strategies, the degree to which these strategies are effective can vary widely. Therefore, evaluating teaching effectiveness is essential for identifying instructional gaps and for crafting targeted professional development initiatives (Gupta & Verma, 2021 as cited in Aguarino, Galera, Valdez, Dolaypan, & Ollier, 2024).

Given this context, there is an urgent need to assess the competencies and performance of provisional SHS teachers' individuals who are filling critical roles in the education system but may lack the formal preparation required for the profession. This study seeks to evaluate the teaching effectiveness of provisional SHS teachers in the Schools Division of Zambales, with the goal of informing capacity building efforts and developing a responsive action plan that addresses their professional development needs.

Statement of the Problem

This study aimed to assess the teaching competencies of provisional Senior High School (SHS) teachers in relation to their teaching performance and used as the basis for the proposed action plan.

Specifically, the study sought to answer the following questions:

1. What is the profile of the teacher- respondents in terms of:
   - 1.1 highest educational attainment;
   - 1.2 number of years in teaching;
   - 1.3 bachelor's degree;
   - 1.4 relevance of current subjects taught to the bachelor's degree;
   - 1.5 national certificate holder; and
   - 1.6 number of relevant seminars/training/ workshops attended?
2. What is the level of performance of the provisional SHS teachers in the previous IPCRF evaluation?
3. How do the provisional SHS teachers describe their teaching competencies as to:
   - 3.1 knowledge/mastery of the subject matter;

3.2 instructional skills;
3.3 communication skills;
3.4 classroom management skills; and
3.5 assessment skills?

4. Are there significant differences in teaching competencies when grouped according to profile variables?
5. Is there a significant relationship between the provisional SHS teachers' teaching competencies and their level of performance?
6. What actions may be implemented to address the gaps in teaching competencies of provisional SHS teachers?

Methods

This study utilized a descriptive-correlational research design and a quantitative method to examine 109 provisional senior high school (SHS) teachers from 16 public schools in Zone 2, Schools Division of Zambales, specifically in the districts of Botolan (11 schools), Iba (3 schools), and Palauig (2 schools). Using total population sampling, it can eliminate any potential bias occurring through the sampling technique (Canonizado, 2021, as cited in Oni & Adomi, 2023). The researcher collected data in the 4th Quarter of the 2023-2024 school year with a three-part survey questionnaire that measured demographics, performance ratings (from IPCRF), and teaching competence (using a checklist from Wong, 2020, with a Cronbach's Alpha of 0.70 to 0.90). Performance ratings were scored on a 5-point scale (1.00-1.49: Poor to 4.50-5.00: Outstanding), and competence was scored on a 4-point Likert scale (1: Beginner to 4: Very Competent). Data analysis involved both descriptive statistics (percentage, frequency count, mean) and inferential statistics, including Analysis of Variance (ANOVA) to test for differences and Pearson-r correlation to determine relationships between competencies and performance.

Result and Discussion

Profile of the Provisional Senior High School Teacher-Respondents

The table 1 shows that of 109 Senior High School teacher-respondents, 20.18% have bachelor's degrees, 73.39% have master's units, 4.59% have doctorate units, and 1.83% have doctorate degrees. This means the majority of respondents have master's units. This finding is attributed to professional development, as most teachers have master's units, aligning with institutional incentives and a desire for professional advancement in the field of education, as noted by McKlaine (2022). The support of administrators influenced teacher motivation to participate in professional learning (Zhang, Admiraal, & Saab, 2021) and graduate studies education significantly contributed to career growth (Cruz, 2024).

In teaching experience, 54.13% have 0-5 years, while 45.87% have 6-10 years. The mean number of years is 5.29. This reflects a young teaching workforce. The predominance of teachers with 0-5 years of experience is attributed to high teacher turnover rates, particularly among new teacher (Cells, Sabina, Touchton, Brown, & Sabina, 2023).

The most common bachelor's degrees are BS- Computer Science (19.27%), BS-Social Sciences (15.60%), BS-Business Administration (15.60%), and BS-Psychology (15.60%). The high frequency of Computer Science graduates aligns with the increasing emphasis on technology and digital literacy in education, driven by rapid technological advancements and shift in the entire education system (Haleem, Javaid, Qadri, & Suman, 2022).

A significant majority (94.50%) are teaching subjects relevant to their bachelor's degrees, while only 5.50% are not. This aligns with educational best practices that mastery of subject matter plays a crucial role in attaining educational objectives (Bueno, 2023).

The 33.11% hold a national certificate, while 67.89% do not. This indicates the majority lack national certification. National certification serves as a benchmark for teacher qualifications, ensuring educators meet professional standard. Teacher certification enhances knowledge, performance, creativity, and able to carry out other main tasks and functions related to the teaching and learning process (Sudarmono, Maisah, Fikri, & Hasanah, 2021). Based on Tjabolo & Herwin (2020), the teachers who had an educator certificate had better performance than teacher who did not yet have an educator certificate. The low percentage of certified teachers may be due to barriers due

to low salaries, difficult working conditions, and inadequate support (Hammond & Petrilli, 2025).

The 55.96% have attended 1-5 professional development activities, 43.12% have attended 6-10, and 0.92% have attended more than 11.

The mean is approximately 5 activities. Continuous professional learning helps teachers stay current with research and technology, which is crucial for improving teaching quality and student outcomes (Ventista & Brown, 2023)

Table 1: Frequency and Percentage Distribution of the Provisional Senior High School (SHS) Teacher-Respondents' Profile

Highest Educational Attainment	Frequency	Percent
Bachelor's Degree holder	22	20.18
With Master's Units	80	73.39
With Doctorate Units	5	4.59
Doctorate Degree Holder	2	1.83
Number of Years in Teaching		
0-5	59	54.13
6-10	50	45.87
Bachelor's Degree		
BS-HRM	1	0.92
BS-Nursing	9	8.26
BS-Social Sciences	17	15.60
BS-Industrial Technology	11	10.09
BS-Business Administration	17	15.60
BS-Computer Science	21	19.27
BS-Psychology	17	15.60
BS-Biology	6	5.50
BS-Agriculture	3	2.75
BS-Civil Engineering	4	3.67
BS-Food Technology	2	1.83
BS-Accountancy	1	0.92
Relevance of Current Subjects Taught to the Bachelor's Degree		
Relevant	103	94.50
Non-relevant	6	5.50
National Certificate Holder		
With National Certificate Holder	35	32.11
Without a National Certificate Holder	74	67.89
Number of Relevant Seminars/Training/Workshops Attended		
1-5	61	55.96
6-10	47	43.12
11 and Above	1	0.92

Level of Performance of the Provisional Senior High School (SHS) Teachers in the Previous IPCRF Evaluation

The table 2 shows the performance levels of the provisional SHS teachers based on their Individual Performance Commitment and Review Form (IPCRF) evaluations. Among the 109 provisional SHS teacher-respondents, the majority (103 or 94.50%) achieved an "Outstanding" rating (4.50-5.00), with a smaller percentage (6 or 5.50%) rated as "Very Satisfac-

tory" (3.50-4.49). According to this evaluation, the mean performance rating across all respondents was 4.74, reflecting an "Outstanding" level of performance among SHS teachers.

High-performance ratings in the IPCRF evaluation signify several positive outcomes and implications for teachers and the educational institution. Outstanding performance ratings are associated with enhanced teaching effectiveness, student achievement, and overall school improvement (Darling-Hammond, 2022; Hattie, 2022)

Table 2. Frequency and Percentage Distribution of the Level of Performance of the Provisional Senior High School (SHS) Teacher-Respondents in the IPCRF Evaluation

Level of Performance in the IPCRF Evaluation	Frequency (f)	Percent (%)
4.50-5.00 (Outstanding)	103	**94.50**
3.50-4.49 (Very Satisfactory)	6	**5.50**
Total	**109**	**100.00**

Mean = 4.74 (Outstanding)

Provisional Senior High School (SHS) Teachers' Perception of Their Level of Teaching Competencies

Table 3 shows that the perceived level of Communication Skills among SHS teachers is categorized as "Competent," with an overall weighted mean of 3.12. Teachers demonstrate competence in pronouncing words correctly and properly (mean = 3.24), which Phoung (2022) emphasizes for effective teaching should inform students of the instruction for students' comprehension. Similarly, competence in observing correct grammar in both English and Filipino speaking and writing (mean = 3.23), effectively ask and acknowledge questions in a friendly and cordial manner (mean = 3.09), speaking in a clear, pleasant, and well-modulated voice (mean = 3.04), and communicating ideas logically, convincingly, and effectively (mean = 3.01). Cardino & Dela Cruz (2020) underscores its critical role in organizing thoughts and ensuring students grasp complex concepts, suggesting life-long learning skills. In terms of Classroom Management Skills, SHS teachers are perceived as generally "Competent", with a weighted mean of 2.80. The respondents rated themselves competent in maintaining order and discipline (mean = 3.17), a crucial skill for conducive learning environments (Patak & Hasim, 2023). Competence was also observed in managing classroom resources profitably and efficiently (mean = 3.15), showing concern, respect, and good rapport with students (mean = 3.14). However, areas needing development include using systematic ways of checking attendance, assignments, and papers (mean = 2.31), tasks which Putra, & Yanto (2025) state contribute to better classroom management, and particularly in starting and ending teaching- learning activities promptly (time management) (mean = 2.24).

The perceived level of Assessment Skills among SHS teachers is interpreted as "Needs Development", with a weighted mean of 2.16. Teachers identified a need for improvement in preparing relevant test items (mean = 2.43), a serious issue exists with the copies of multiple-choice items that teachers have prepared for student with Kissi, Anu, Anane, & Brew, (2022), and for which Al-Omary, Soltani, & Steward (2024) stress continuous professional development to ensure the expansion of knowledge and skills. Providing qualitative feedback to students (mean = 2.22), utilizing test results to improve teaching (mean = 2.19), and using rubrics assessment in evaluating student performance (mean = 2.04) also falls under "Needs Development". Critically, making a table of specification (mean = 1.90) showed the greatest need for development which indicates training needs. This may improve the validity and reliability of classroom assessments, thereby enhancing overall educational quality (Siarova, Sternadel, & Masidlauskaite, 2017).

The varied competency levels among SHS teachers highlight the necessity for targeted professional development. This suggests that SHS teachers would significantly benefit from focused training and support to enhance their

knowledge, skills, and strategies. As Ali, Ullah, Yaqoob, & Saba (2023), educators should participate professional development in order to teach learners. Investing in curriculum-based training and fostering collaborative learning communities can empower teachers to strengthen their content knowledge, instructional strategies, and assessment practices, leading to quality of education setting and student learning outcomes. Hyseni, Blakaj, Shllaku, Boci, & Shtylla, (2022) highlighting these as fundamental pillars of quality education.

Table 3. Mean and Descriptive Equivalent of the Provisional Senior High School (SHS) Teachers' Perception of Their Level of Teaching Competencies

Teaching Competencies	Mean	Descriptive Equivalent
Mastery of the Subject Matter		
1. Presents the lesson in a clear, logical, and organized manner	2.20	ND
2. Explains the lessons without reading his/her notes	2.02	ND
3. Presents well-sequenced activities	2.35	ND
4. Conducts drills/reviews that relate to the previous and present lesson	2.36	ND
5. Provides explanation beyond the content of the lesson	2.71	C
Weighted Mean	**2.33**	**ND**
Instructional Skills		
1. Uses varied, appropriate strategies and approaches suited to the needs and capabilities of students	2.10	ND
2. Uses appropriate instructional materials in the presentation and development of the lesson, which includes both indigenous and multimedia.	2.01	ND
3. Employs interactive, collaborative, cooperative, and integrative learning approaches.	2.04	ND
4. Stimulates and compliments students to elicit positive and active interaction and participation.	2.95	C
5. Asks questions that develop critical, rational, and higher-order thinking skills (HOTS).	2.19	ND
Weighted Mean	**2.26**	**ND**
Communication Skills		
1. Communicates ideas logically, convincingly, and effectively in the language used as a medium of instruction.	3.01	C
2. Speaks in a clear, pleasant, well-modulated voice	3.04	C
3. Observe correct grammar in both English and Filipino speaking and writing.	3.23	C
4. Pronounces words correctly and properly.	3.24	C
5. Asks and acknowledges questions in a friendly and cordial manner.	3.09	C
Weighted Mean	**3.12**	**C**
Classroom Management Skills		
1. Maintains order and discipline in the class.	3.17	C
2. Shows concern, respect, and good rapport with students.	3.14	C
3. Manage all available classroom resources profitably and efficiently (Resource Management).	3.15	C
4. Starts and ends teaching-learning activities promptly (Time Management).	2.24	ND

Teaching Competencies	Mean	Descriptive Equivalent
5. Uses systematic ways of checking attendance, assignment, group work, correcting, distributing, and collecting papers	2.31	ND
Weighted Mean	**2.80**	**C**
Assessment Skills		
1. Prepares relevant test items	2.43	ND
2. Makes a table of specification	1.90	ND
3. Utilizes test results to improve teaching.	2.19	ND
4. Provides qualitative feedback to students.	2.22	ND
5. Uses rubrics assessment in evaluating students' performance and output	2.04	ND

Legend: Very Competent (VE) 3.26 - 4.00; Competent (C) 2.51 - 3.25; Needs Development (ND) 1.76 - 2.5; Beginner (B) 1.00 - 1.75

Test of Significant Difference Between the Provisional Senior High School (SHS) Teachers' Teaching Competencies and Their Profile Variables

Table 4 shows that the analysis of hypothesis testing using Analysis of Variance to test the significant difference between the teaching competencies of the provisional SHS teachers in terms of mastery of the subject matter and their profile variables.

The computed significant values for highest educational attainment [F(3, 105) = 2.543, p = 0.60], number of years in teaching [F(1, 107) = 3.131, p = 0.80], bachelor's degree [F(11, 97) = 1.016, p = 439], relevance of current subjects taught to the bachelor's degree [F(1,107) = 1.858, p = 0.176], and national certificate holder [F(1,107) = 1.354, p = 0.247] were all higher than the 0.05 alpha level of significance. Therefore, the null hypothesis is accepted; hence, there were no significant differences between the provisional SHS Teachers' teaching competency in terms of Mastery of the Subject Matter and their profile variables, such as highest educational attainment, number of years in teaching, bachelor's degree, relevance of current subjects taught to the bachelor's degree, and national certificate holder. A study by Chang, Abellan, Wright, Kim, & Gaines (2022) emphasizes that while advanced degrees may broaden pedagogical perspectives, they do not necessarily guarantee superior subject matter expertise in instructional practice. Those who earned the advanced degrees solely for the purpose of an upgrade did not become better teachers as a result, nor did their students' outcomes improve. This supports the current study's conclusion that factors beyond formal education, such as professional development initiatives tailored to subject-specific skills, play a crucial role in shaping teaching competency.

Table 4. Analysis of Variance to Test the Significant Difference Between the Provisional SHS Teachers' Teaching Competencies in Terms of Instructional Skills and Their Profile Variables

Instructional Skills	F	Sig.	Interpretation
Highest Educational Attainment	1.340	.266	Accept Ho Not Significant
Number of Years in Teaching	.009	.926	Accept Ho Not Significant
Bachelor's Degree	.994	.457	Accept Ho Not Significant
Relevance of Current Subjects Taught to the Bachelor's Degree	.279	.599	Accept Ho Not Significant
National Certificate Holder	.035	.852	Accept Ho Not Significant
Number of Relevant Seminars/ Training/ Workshops Attended	1.224	.298	Accept Ho Not Significant

Relationship Between the Provisional SHS Teachers' Teaching Competencies and Their Level of Performance Based on the IPCRF Evaluation

Table 5 shows the analysis of hypothesis testing using Pearson r to test the significant relationship between the provisional SHS teachers' teaching competencies and their level of performance based on the IPCRF evaluation. The Pearson correlation coefficient

(r = 0.121) indicates a slight positive relationship between teaching competencies and performance levels, though this correlation did not achieve statistical significance (p = 0.210, n = 109). This finding suggests that while senior high school (SHS) teachers with stronger teaching competencies tend to perform slightly better in IPCRF evaluations, the evidence is insufficient to confirm a significant causal link between these variables. Recent literature, including studies by Canuto,

Choycawen, & Pagdawan, (2024) and Hermosa, & Brobo, (2023), stresses the multifaceted nature of teacher competencies and their impact on performance outcomes.

Table 5. Pearson r to Test the Significant Relationship Between the Provisional Senior High School (SHS) Teachers' Teaching Competencies and Their Level of Performance Based on the IPCRF Evaluation

Correlation		Teaching Competencies	Interpretation
Performance Based on the IPCR Evaluation	Pearson Correlation	0.121	light Positive Relationship
	Sig. (2-tailed)	0.210	Not Significant
	N	109	

Proposed Action Plan to Enhance the Provisional Senior High School (SHS) Teachers' Teaching Competencies

Table 6 shows the researcher's proposed action plan to enhance the provisional SHS teachers' teaching competencies.

While provisional SHS teachers demonstrate competence in communication and classroom management, research findings reveal a need for targeted actions to strengthen their subject matter expertise, instructional skills, and assessment practices. According to Tornee, & Sanrattana (2023) states that teachers must continuously and keep developing their teaching practices. This knowledge and skills gap can hinder their effectiveness in the classroom and ultimately impact student learning outcomes.

This proposed action plan addresses these needs by outlining a comprehensive professional development program for provisional SHS teachers.

Table 6. Proposed Action Plan to Enhance the Provisional SHS Teachers' Teaching Competencies

Research Finding	Area of Focus	Needs for Development	Activities	Objectives	Timeline	Target Stakeholders	Expected Outcome
		• Clear lesson presentation • Explained lessons without notes	• Subject- specific workshops by subject matter experts.	• Increase teacher confidence and knowledge in their subject areas.		• Provisional SHS Teachers (by Subject Area)	• *Increased teacher subject matter knowledge. - communicati ng complex ideas to learners. - using differentiated instructions

Research Finding	Area of Focus	Needs for Development	Activities	Objectives	Timeline	Target Stakeholders	Expected Outcome
	Subject Matter Expertise	• Well- sequenced activities • Drills/reviews connected to past and present lessons	• Collaboration with subject matter experts for knowledge sharing.	• Improve ability to explain concepts clearly and effectively.	School Year	• Subject Matter Experts	• Improved lesson clarity and organization - lesson plan created met the objectives of the lesson.
Provisional SHS teachers demonstrate competence in communication and classroom management but require targeted Actions to strengthen subject matter expertise, instructional skills, and assessment practices.	Instruction al Skills	• Varied and appropriate teaching strategies • Use of appropriate instructional materials • Interactive, collaborative, and HOTS- focused learning • Student engagement and participation • Development of critical thinking skills	• Training programs on innovative teaching methodologies. • Peer observation and feedback opportunities	• Equip teachers with a wider range of engaging and effective instructional methods. • Develop skills to foster student participation and critical thinking.	School Year	• Provisional SHS Teachers • Experienced SHS Teachers (for peer observation)	• Increased teacher repertoire of teaching methods. - providing variety of teaching methods to improve learning such as inquiry-based learning, constructivis m, direct teaching, indirect teaching and others that help learners. • Improved classroom engagement and student participation. - students actively participated in the discussion through recitation, group work, suggest and by relating the topic to their own experiences.

Research Finding	Area of Focus	Needs for Development	Activities	Objectives	Timeline	Target Stakeholders	Expected Outcome
	Assessment Skills	• Preparation of relevant test items • Table of specification creation • Use of test results for teaching improvement • Qualitative student feedback • Rubric development and use for assessment	• Workshops on effective assessment practices aligned with specific subject areas. • Integration of assessment training into existing professional development programs.	• Develop teacher proficiency in using assessments to monitor student progress and inform instruction. • Enhance ability to provide constructive feedback.	School Year	• Provisional SHS Teachers • Curriculum Development Specialists	• Improved use of assessment to monitor student learning. • Effective feedback leads to improved student performance - providing immediate feedback on students' work allows teachers to address the specific difficulties students encounter during the lesson.

Conclusion

In connection with the research findings based on the research problems, the following conclusions are drawn:

1. The provisional Senior High School (SHS) teachers typically have master's units, are relatively new to teaching, commonly hold degrees in computer science, teach subjects relevant to their degrees, often lack national certificates, and attend a few relevant professional development activities.
2. The provisional SHS teachers achieved an outstanding performance based on their Individual Performance Commitment and Review evaluation.
3. The provisional SHS teachers are competent in communication and classroom management; however, there is a need for targeted action plans to enhance their mastery of the subject matter and their instructional and assessment skills.
4. The study found that provisional SHS teachers' competencies in instruction, communication, classroom management, and assessment are not significantly influenced by their educational background, years of experience, specific degrees, relevance of their degrees to current subjects, national certificates, or the number of professional development activities attended. However, attending relevant seminars, training, and workshops significantly affects their mastery of the subject matter.
5. The study found a slight positive relationship between teachers' teaching competency and their performance evaluations, but it was not statistically significant, indicating insufficient evidence to conclude that

better teaching skills directly result in higher performance ratings.

6. The proposed action plan provides a comprehensive strategy to tackle the identified teaching competency gaps among provisional SHS teachers, aiming to enhance their proficiency in subject matter expertise, instructional skills, and assessment practices, thereby maximizing their effectiveness as educators.

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