

## Pedagogical Competence Of Senior High School Teachers

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### ABSTRACT

In an ever-evolving landscape of education, the role of senior high school educators has undergone a significant transformation. No longer confined to being mere conveyors of information, these educators have become architects of holistic learning experiences, fostering intellectual, emotional, and personal growth within their students. Central to this metamorphosis lies the concept of pedagogical competence – a multifaceted amalgamation of skills and attributes that empowers educators to effectively guide and inspire their students on their educational journeys. At the core of this pedagogical competence are attitudes and beliefs that educators hold, which serve as a compass guiding their teaching methodologies, interactions with students, and the overall atmosphere within the classroom.

This study embarks on an exploration of a pivotal facet of pedagogical competence, delving into the realm of senior high school educators' attitudes and beliefs. These underlying principles wield significant influence on educators' instructional practices and relationships with students, thereby shaping the educational experience in profound ways. As educators, their attitudes and beliefs are not only indicative of their individual approach to teaching but are also instrumental in fostering an environment that cultivates curiosity, trust, and meaningful engagement.

The significance of teachers' attitudes and beliefs extends beyond the classroom, resonating with broader educational theories. Arthur and Webb (2005) have delineated dimensions of teacher efficacy, encompassing both personal teaching efficacy,

which focuses on teachers' beliefs about their capacity to impact students' learning, and general teaching efficacy, which encompasses teachers' perceptions of external factors influencing student performance. Additionally, Medway (2001) posits that competent educators take responsibility for their outcomes, underlining the power of educators in shaping their students' lives.

Based on the findings of the study, the researcher established that the senior high school teachers are competent teachers. Furthermore, this study has provided valuable insights into the competency of senior high school teachers. Through a comprehensive examination of the collected data and analysis of various factors, it has been unequivocally established that senior high school teachers possess a commendable level of competence in their roles as educators. The findings affirm the dedication, knowledge, and skills that these teachers bring to the classroom, underscoring their ability to effectively facilitate student learning and growth. As a recommendation, it is advised that future research endeavors delve deeper into exploring the various facets of pedagogical competence exhibited by teachers, with a specific focus on subject matter expertise and the utilization of diverse teaching methodologies.

Keywords: pedagogical competence, attitudes and beliefs.

## INTRODUCTION

The landscape of education is continually evolving, and the role of senior high school educators has transformed from being mere disseminators of information to becoming facilitators of holistic learning experiences. At the heart of this transformation lies the concept of pedagogical competence – the amalgamation of various competencies that enable educators to effectively guide and inspire their students. This discourse delves into one of the crucial facets of pedagogical competence among senior high school educators, emphasizing key teacher competencies in attitudes and beliefs.

An educator's attitudes and beliefs are the cornerstone of their teaching approach. They shape interactions with students, the classroom environment, and the overall learning atmosphere. Positive attitudes towards students' potential, a belief in

education's value, and a commitment to fostering a growth mindset are essential for engaging students effectively. These attitudes create trust, curiosity, and a supportive learning community.

Arthur and Webb (2005), posited two major dimensions of teacher's perceived efficacy: personal teaching efficacy refers to teachers' beliefs about their capacity to influence students' learning (Good,1991), whereas, general teaching efficacy comprises teachers' beliefs about the power or factors outside of the school and teachers' control affecting student performance

Sharing related view, Medway (2001) described competent teachers in this variable as people who are responsible for their own outcomes, a generalized belief that obviously contributes to the belief, that they in turn can make a difference in the lives of their students.

The pedagogical competence of senior high school educators is a multifaceted tapestry woven from attitudes and beliefs. This competency synergistically empowers educators to not only impart knowledge but also cultivate holistic growth in their students. As education continues to evolve, educators who continually refine and expand their pedagogical competence are poised to create impactful and transformative learning experiences that prepare students for the complexities of the modern world.

## **METHODOLOGY**

This study is descriptive in nature. It utilized a survey questionnaire to assess the senior high school teacher's pedagogical competencies in attitudes and beliefs. This method was used to determine if there is significant relationship in the pedagogical competencies based on the selected variable. The researcher also used a survey questionnaire adapted from Deceirido (2012). The tool was used to measure the pedagogical competence of the senior high school teachers. The locale of the study was the first sub-congressional district schools under the Bohol Division namely: Baclayon National High School, Alburquerque National High School, Daus High School, Lourdes National High School, Corella National High School and Sikatuna National High School. The respondents of the study were senior high school teachers and students.

**RESULTS AND DISCUSSION****Senior High School Teachers' Pedagogical Competence in Attitudes and Beliefs as Perceived by the Teachers**

| PEDAGOGICAL COMPETENCE IN ATTITUDES AND BELIEFS |                                                                                   | LEVEL OF TEACHING COMPETENCE |                                    |                      |                                    |          |
|-------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------|------------------------------------|----------------------|------------------------------------|----------|
|                                                 |                                                                                   | TEACHER                      |                                    | STUDENT              |                                    |          |
|                                                 |                                                                                   | Weigh<br>ted<br>Mean         | Qualita<br>tive<br>Descrip<br>tion | Weigh<br>ted<br>Mean | Qualita<br>tive<br>Descrip<br>tion | Me<br>an |
| TEACHER<br>EXPECTA<br>TION                      | 1. Recognize and allow differences of opinion among students.                     | 4.53                         | Excele<br>nt                       | 4.13                 | Excele<br>nt                       | 4.3<br>3 |
|                                                 | 2. Consider shortcomings of students.                                             | 4.37                         | Excele<br>nt                       | 3.72                 | Above<br>Averag<br>e               | 4.0<br>5 |
|                                                 | 3. Involve students in the setting of goals.                                      | 4.23                         | Excele<br>nt                       | 4.16                 | Excele<br>nt                       | 4.2<br>0 |
|                                                 | 4. Show evidence of dedication and commitment to my job.                          | 4.43                         | Excele<br>nt                       | 4.39                 | Excele<br>nt                       | 4.4<br>1 |
|                                                 | 5. Respect the decisions and thought of the learner.                              | 4.33                         | Excele<br>nt                       | 4.37                 | Excele<br>nt                       | 4.3<br>5 |
| Mean                                            |                                                                                   | 4.38                         | Excele<br>nt                       | 4.15                 | Above<br>Averag<br>e               | 3.4<br>6 |
| TEACHER<br>ENTHUSI<br>ASM                       | 6. Exhibit self-control and a mature behavior in dealing with students’ feedback. | 4.43                         | Excele<br>nt                       | 4.21                 | Excele<br>nt                       | 4.3<br>2 |
|                                                 | 7. Accept the effects of faulty decisions.                                        | 4.20                         | Above<br>Averag<br>e               | 4.02                 | Above<br>Averag<br>e               | 4.1<br>1 |
|                                                 | 8. Find teaching meaningful and rewarding rather than frustrating                 | 4.37                         | Excele<br>nt                       | 4.41                 | Excele<br>nt                       | 4.3<br>9 |
|                                                 | 9. Accept criticism objectively.                                                  | 4.20                         | Above<br>Averag<br>e               | 3.88                 | Above<br>Averag<br>e               | 4.0<br>4 |
|                                                 | 10. Feel good about myself and students rather than constantly complaining.       | 4.37                         | Excele<br>nt                       | 3.99                 | Above<br>Averag<br>e               | 4.2<br>0 |
| Mean                                            |                                                                                   | 4.31                         | Excele<br>nt                       | 4.10                 | Above<br>Averag<br>e               | 4.2<br>1 |

|                          |                                                                              |            |                  |             |                      |             |
|--------------------------|------------------------------------------------------------------------------|------------|------------------|-------------|----------------------|-------------|
| <b>TEACHING EFFICACY</b> | 11. Inspire students to study more and to be more interested in the subject. | 4.53       | Excellent        | 4.33        | Excellent            | 4.43        |
|                          | 12. Motivate students to arouse their interests.                             | 4.47       | Excellent        | 4.33        | Excellent            | 4.40        |
|                          | 13. Expect student's success, rather than failure and tends to get it.       | 4.40       | Excellent        | 4.43        | Excellent            | 4.42        |
|                          | 14. Feel in control influential rather than at a loss.                       | 4.23       | Excellent        | 3.98        | Above Average        | 4.11        |
|                          | 15. Look inward for student's failure rather than blaming them.              | 3.90       | Above Average    | 3.79        | Above Average        | 3.85        |
| <b>COMPOSITE MEAN</b>    |                                                                              | 4.29       | Excellent        | 4.16        | Above Average        | 4.20        |
| <b>OVERALL MEAN</b>      |                                                                              | <b>4.3</b> | <b>Excellent</b> | <b>4.14</b> | <b>Above Average</b> | <b>3.97</b> |

The overall mean rating obtained by the senior high school teachers as perceived by themselves in competencies in attitudes and beliefs was 4.3 and 4.14 from the students' assessment. The teachers got an overall mean of 3.97 described as above average. This finding indicates that were also confident of their attitudes and beliefs when it comes to teaching. Their students had a positive outlook, and motivation toward their teachers.

**Teacher Expectation.** Meanwhile, in all behavioral indicators in the aspect of teacher expectation, the teachers got the general mean rating of 3.36 described as above average. These findings confirmed that teachers had much expectation and determination and convinced the students that they will succeed. Tuckman (1991) asserted that teacher expectations affect student achievement. This idea was supported by Deceirido (2012) in her study on English teachers' imprint on students' language learning domains that students' expectations are strongly influenced by expectations of teachers.

**Teacher Enthusiasm.** Evidently, senior high school teachers showed feeling good about themselves and their students. They are positive on students' success rather enthusiastic in the teaching-learning process. It disclosed that senior high school

teachers were ready to give time and effort for their students than failure, and inspiring students to study more as justified in the general mean rating of 4.20. This also showed that the senior high school teachers were selflessly. For Sederberg and Clark (1990) as confirmed by Deceirido (2012), enthusiasm or vitality may be a key to emotional ingredient of teaching competence. They discovered that teachers who are high in vitality are described to be high energy – an obsession, passion, and consuming desire in their feelings toward teaching.

**Teaching Efficacy.** In the aspect of teaching efficacy, the teachers got the highest general mean of 4.53 described as excellent. This result suggests that the teachers maintained high academic standards and had clear expectations as well as enjoyed teaching and reacted positively to student performance. More so, the senior high school teachers believed about their capacity to affect student performance and felt in control and influence rather than loss. It illustrated that teachers showed zeal and joy over the achievements of their students.

## **CONCLUSION AND RECOMMENDATION**

Based on the findings of the study, the researcher established that the senior high school teachers are competent teachers. Furthermore, this study has provided valuable insights into the competency of senior high school teachers. Through a comprehensive examination of the collected data and analysis of various factors, it has been unequivocally established that senior high school teachers possess a commendable level of competence in their roles as educators. The findings affirm the dedication, knowledge, and skills that these teachers bring to the classroom, underscoring their ability to effectively facilitate student learning and growth.

As an additional recommendation, it is advised that future research endeavors delve deeper into exploring the various facets of pedagogical competence exhibited by teachers, with a specific focus on subject matter expertise and the utilization of diverse teaching methodologies.

**1. In-depth Examination of Subject Matter Expertise:** To gain a comprehensive understanding of teacher competence, researchers could conduct studies that dissect the nuances of subject matter expertise. This could involve analyzing how teachers' depth of

knowledge in their respective fields influences their instructional practices, their ability to convey complex concepts effectively, and their capacity to address student inquiries. Investigating the relationship between subject matter mastery and student outcomes could yield valuable insights into the role of specialized knowledge in enhancing the educational experience.

**2. Exploration of Teaching Methodologies:** The realm of teaching methodologies is vast and constantly evolving. Researchers could delve into the various teaching strategies, techniques, and approaches employed by senior high school teachers. This exploration could encompass innovative methods such as project-based learning, flipped classrooms, technology integration, and collaborative learning experiences. By identifying the most effective methodologies for different subjects and student profiles, educators and institutions can adapt their practices to align with current pedagogical trends.

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