

Innovations

Teachers' Competency Needs Assessment

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Abstract: *The study was conducted to assess the competency level of public-school teachers in Sto. Domingo Nueva Ecija, Philippines. The population samples were selected using a purposive sampling design from the selected elementary schools. The aggregate teacher population was used as a basis for determining the sample population by getting 59 percent of the total teacher population. A total of 115 teachers from the elementary school served as respondents. Data collection was done using a descriptive survey method using a questionnaire. The instrument administered were the sources of the profile of the respondents, competency level, and preferences in delivery method. The data collected were analyzed using frequency, percentage, mean and standard deviation. Majority or 87% of the respondents are female and only 13% are male. The average years of the respondents were 38.34 years. The average number of years in service was 12.74. The majority of the respondents based on their teaching experience were considered new in service. About the highest degree earned by the majority of the respondents, out of 115 respondents, 82 or 71.3 % have their bachelor's degree only without units in the master's degree. Filipino was the area of concentration of the respondents ranked number one. Its percentage was 22.6. Grade II, as the teaching assignment of the respondents, ranked number one. A greater part of the respondents was teaching all the subjects. More than fifty percent of the respondents were Teacher 1. The competency level that was perceived to be needed by the teachers following the overall mean of each categorized competency was the development of an appropriate school program, knowledge of school programming, use of effective communication, and technical skills. The needs for technical skills were given the lowest mean which was The same was true with the development of appropriate school programs, use of effective communication, and knowledge of school programming. Needless to say, these competencies are those that teachers have to strengthen. The competency development method that the respondents mostly preferred were a demonstration of lessons in classrooms.*

Keywords: *1.teacher, 2.competency, 3.needs, 4.school program, 5.effective communication, 6.demonstration*

Introduction

The teacher is the single most important factor in education. She or his far-reaching influence as an agent of constructive change in society is beyond question. Through the years, however, the status, training, pay, and welfare of teachers have declined, with serious consequences on the quality of education. Public dissatisfaction with education has become chronic and teachers have been the center of the debates. Yet, while teachers are always the objects of criticism, they are looked at as the best hope for reform (Dela Rosa 2006).

Through the divisions and districts of the department, they have provided competency development training and seminars for teachers to develop their competency levels. The purpose of the said seminars and workshops was good but it was done without conducting competency level assessment of the target clients. Hence, this competency development training may not be relevant to the needs of the teachers. Competency development training and seminars are not commendable if it will not serve their purpose. There should be a basis for developing a training program as it is going to be done for developing the teachers professionally, to have adequate knowledge in the techniques and technologies in teaching, to perform better in imparting knowledge to the pupils, and to build a good relationship with the different stakeholders of the school. All of these competencies are pre-requisites for having a good working environment for teachers, principals, parents, and most especially the pupils

In addition, this study would help the teachers be aware of the level of their competencies in different areas. With these, they can identify their strength, as well as their weaknesses. Upon recognition of their weaknesses, they can strengthen them by attending competency development training that is relevant and responsive to their needs. Providing competency development training must be relevant to the needs of the teachers. It should complement the necessary attitudes and work habits for teachers to work effectively and efficiently.

Objectives of the study

1. Characterize the profile of the respondents in terms of gender, number of years in teaching, and grade level assignment
2. Determine the competency level and competency needs of the respondents in the following subject matter area.
 - a. Development of appropriate school program
 - b. Supervision the pupils in the school
 - c. Communication with parents and members of the community
 - d. Knowledge of school programming
 - e. Technical Skills
 - f. Use of effective communication
 - g. Maintenance of public relations
 - h. Professionalism
 - i. Demonstration of positive personal attributes and ethical behavior
 - j. Respect self and others
3. Determine the preferences of the respondents in terms of competency development training time and delivery method.

Review of related Literature and Studies

WicitArwakul (1992) stated that human needs mean the condition, that men lack or do not have and he still wants it. This will create a gap that will cause conflict. If they cannot fulfill their needs, it will obstruct their learning or development in various aspects. He further revealed that the needs refer to the condition in which men lack something and so they try to fulfill it. This condition is a gap between what men have and what they wish to have. The wish of men can be changed according to the surrounding environment. The Needs Which Appear Apparently. This type of need is not to be seeking for if this situation occurs and a seminar, can be conducted to fulfill the needs. If there are new staff, position transference, position

promotion, changes its the working system and application of new technologies, etc. The Needs Which are to be Sought: This type of need occurs in various aspects which need to be analyzed and outcomes to check if it can be solved by conducting a seminar.

Several authors (American Federation of Teachers, 2001; Berry et al., 2002; Feiman-Nemser, 2001) suggested the importance of induction programs, noting that preservice teacher education programs can never completely prepare teachers for teaching, and recommended that induction programs include cooperative efforts that include universities and school systems. The American Federation of Teachers (AFT) recognized the need for induction programs, citing retention of new teachers as a primary objective of such programs. They indicated that novice teachers leave the profession for various reasons; however, they indicated that the lack of support was the most cited reason for leaving the profession. The AFT report suggested that induction programs enable new teachers to better link theory to practice, thereby facilitating better-prepared teachers who are confident and, therefore, more likely to remain in the profession. Their recommendations also included that induction programs should include a cooperative effort between school systems and teacher education programs at universities (AFT, 2001). Similar recommendations were made by the National Commission on Teaching & America's Future (2000) that induction programs be collaborative, that they involve careful mentor selection, and that the emphasis of such programs is on teacher development and assessment of teacher skills.

Ricamonte (1997) posited that teaching should be regarded as a profession; it is a form of public service, which requires teachers' expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study. This is done through training provided by the authority for their employee's professional enhancement. Likewise, training is considered by educators all over the world as a very important component of any school faculty and development program. Supplementing deficiencies of poorly trained or inexperienced teachers and keeping staff members abreast of educational development and stimulating professional growth among themselves have become priority concerns of public school administration,

However, Presidential Decree No. 6-4, known as an educational decree of 1972 underscores the importance of training and retraining teachers and administrators. Letter A section 4 of the decree mandates the importance of curricular programs and quality instructions, technology, and training and retraining of teachers and administrators. (PD 6-A, 1972)

Since teaching requires a wide range of knowledge of the subject matter, which ought to be up to date, there is a need for teachers to strive for professional advancement. As Swanson said: No good teacher could remain a good teacher, no matter how intensive and strong his pre-service program and experience in the field as long as he ignores the importance of professional and proficient teachings."

Haryanto, 2001 cited that the failure of the teachers to keep up with the frontiers of knowledge in different methods would be tantamount to the dissemination of yesteryears education to tomorrow's citizens. Since there is a need to upgrade the teachers with the latest technologies that they can utilize for more effective facilitation of learning, the DepEd has given preferential treatment to computer literate teacher applicants. Most teacher training institutions have incorporated computer courses in their curriculum as a requirement for graduation. However, computer literacy is not yet a strict requirement for teacher certification. In general, there is a need to reform the pre-service teacher education system. For this to happen, teacher education institutions need to upgrade their facilities and faculty skills as well as restructure their

curriculum. The Teach to the Future program of Intel and the Commission on Higher Education are currently in talks to build a program for improving knowledge and skills in the use of ICTs for teaching and learning at the pre-service level.

Bero (2006) found that teacher respondents in her study entitled Utilization of Information and Communication Technologies (ICT) was knowledgeable in using the telephone, very knowledgeable in using television, and moderately knowledgeable in using VCD player. Findings could be attributed to the availability of the said ICT hardware not in the school but also the respondents' houses. Results also indicated that teachers need more training on computer and PowerPoint preparation for them to become more knowledgeable in using the computer and said software program so that they will become more effective in the teaching-learning process. At the same time, they will not be left behind in terms of knowledge in ICT and their application in their noble profession.

In the study conducted by Romero (2006) on professional development needs assessment of public school elementary teachers in selected municipalities in Aurora province her teacher respondents are highly knowledgeable in lesson planning, knowledgeable in teaching methodology, classroom management, and utilization of teaching materials. Also, the respondents are moderately knowledgeable in writing technology and the utilization of information technology areas. The latter finding shows the need for the respondents to learn more information technology and upgrade the existing knowledge level so they can use it to enhance the learning process.

Likewise, the extent of the existing institutional professional development program based on the responses given in the survey, the professional development program most often initiated by the Department of Education was the conduct of district seminars.

Given occasionally were seminars on Learning Action Cells, training in connection with degree programs, and division summer institute seminars. Results indicated that the Department of Education has a professional development program for its teaching personnel.

Research Methodology

The study used a descriptive survey method. Population samples were selected using a purposive sampling design from the selected elementary schools. The aggregate teacher population was used as a basis for determining the sample population by getting 59 percent of the total teacher population. A total of 115 teachers from the elementary school served as respondents. The researcher used the survey questionnaire as an instrument in gathering the data. The competency items in the instrument were adapted and modified from the questionnaire that was used in assessing the competency needs of preschool teachers conducted by the MACA School of Community Government in Northwest Territories in Canada, entitled "Competency Needs Assessment for Pre-School Teachers.

“(www.ltu.mmu.ac.uk)

Results and Discussions

Profile of the Respondents

The majority or 87% of the respondents are female and only 13% are male. The average age of the respondents was 38.34 years old. The average number of years in service was 12.74 which was 10.05 ranging from 2 months to 35 years. Grade II ranked the most number of respondents which gathered 26.08%. Grade I level had 23.46%, followed by Grade IV which has 15.65. (Table 1).

Competency needs of the respondents on the development of appropriate school program

The statement that gathered the highest mean was planning of weekly and monthly schedules and an activity which is 3.46. Providing nutritious snacks and lunches gathers the lowest mean which is 3.07. (Table 2)

Out of 14 statements with regards to the development of an appropriate school program, eight were interpreted as satisfactory in competency level and moderately needed in terms of competency needs. The statements that were interpreted as satisfactory or moderately needed were planning activities to meet the physical, emotional, intellectual, and social needs, implementing activities, providing nutritious snacks and lunches, providing adequate equipment and activities, ensuring the equipment and facilities are safe at all times, developing culturally appropriate programs and activities, establishing disciplinary policies and procedures, and maintaining current, accurate and confidential school files. These lists of competencies got a mean of 3.35 which was interpreted as satisfactory and moderately needed. This means that this area of competency is one of the seminars that the authority should provide. Satisfactory competence is not enough since this is in between the very good and needs improvement. If they will not be given more competency training, their competency level might slide down to needs improvement.

Competency needs of the respondents on supervision of children in the school

The statement that gathered the highest mean of 3.52 was the promotion of activities that build pupils' esteem. The statement that got the lowest mean (3.32) was communicating clearly and effectively in a manner that pupils understand (Table 3).

Two out of five statements got the qualitative interpretation of satisfactory in competency level and moderately needed in qualitative interpretation. These are communicating clearly and effectively in a manner that pupils understand and observe children and make notes of progress and integrate pupils with special needs positively and respectfully. Promoting activities that build pupils' esteem provides comfort to pupils, implementing positive discipline when required, and making notes of any possible learning problems got least need qualitative interpretation.

To sum this up, this competency gathered an average of 3.41 and it was interpreted as very good and least needed. Although this competency got the least needed interpretation, teachers tend to decline in their performance when it comes to these lists of competencies. Hence, there is a need to strengthen these competencies through training and seminars.

Competency needs of the respondents on communication with parents and members of the community

The statement that gathered the highest average of 3.59 was discussing pupils' development with parents. In contrast, the discussion of potential learning difficulties with professionals with the permission of parents got the lowest mean (3.31). These imply that majority of teachers are not comfortable discussing some learning difficulties with parents. This must have been rooted in the notion that teachers are the sole ones responsible for the acquisition of knowledge that children needs (Table 4).

Keeping parents informed of program expectations and activities, discussing potential learning difficulties with parents, discussing potential learning difficulties with professionals with the permission of parents, and promoting literacy and early education in the community are the statements that gather very good and least needed interpretation.

The data revealed that the overall mean was 3.41 which was given an interpretation of very good in competency level and least needed. As mentioned above, this should also be strengthened as teachers have this tendency to decline regarding these competencies, thus, seminars were recommended.

Competency needs of the respondents on knowledge of school programming

Possession of knowledge self early education theories and practices is the statement that gathered the lowest mean (3.31). Both also gained the competency category of satisfactory and a qualitative interpretation of moderately needed. On the other hand, possession of knowledge of safe and appropriate activities for pupils is the statement that has the highest average (3.46) with a very good competency level and least needed interpretation. This means that there is still space for more improvement on the competency in this aspect to reach the highest peak of competence which is outstanding.

With regards to knowledge in school programming, this competency got an overall mean of 3.39 which has an interpretation of satisfactory and moderately needed. Results revealed that this is one of the competency development training that they should provide that would help the teachers widen their knowledge in school programming and improve their competence as a teacher to a higher level.

Competency needs of the respondents on technical skills

Table 6 shows that the highest average was 3.26 which was gathered by the statement using graphics programs. The statement using word processing software programs got the lowest average (2.52). Out of three competencies mentioned in the technical skills, all of these three competencies got satisfactory and moderately needed interpretation which means that giving this kind of competency development training to the teachers is a must for them to be more updated with the technologies that will help them become a better facilitator of learning (Table 6).

Among the various competencies, it is very obvious that teachers nowadays should be updated with the technologies that may help them be more efficient in their profession.

Competency needs of the respondents on the use of effective communication

Practice listening skills is the competency that gathered the highest mean which is 3.61. Speak effectively; otherwise, got the lowest mean of 3.33. Writing clearly and concisely, speaking effectively, and making presentations are the competencies, with regards to the use of effective communication, are the statement that got the satisfactory and moderately needed interpretation. This means that there are areas where the teachers need more development instructions to further widen their competence.

Use of effective communication got an average of 3.37 and was interpreted as satisfactory and moderately needed. This implied that teachers were weak in this matter; therefore, they should design a competency development training program that will strengthen this weakness.

Competency needs of the respondents on maintenance of public relations

Assistance with community events gathers the highest mean of 3.50. Moreover, maintaining good service to the community got the lowest average of 3.33. This means that competency development training about this matter is still needed to increase the level of competence of the respondents to a higher level (Table 8).

Maintenance on public relations gathered a mean of 3.41 and with a qualitative interpretation as a very good interpretation of competence and least needed.

Competency needs of the respondents on professionalism

Demonstration of organizational abilities was rated very well with an average of 3.89. Indicating that a higher level of competence in this area is present among the respondents. Conversely, demonstration of punctuality and management of stress were the competencies that were rated the least with an average of 3.33 (Table 9).

Demonstration of good work habits, management of stress, demonstration of punctuality, and demonstration of flexibility are the statements that were given a qualitative interpretation of a satisfactory interpretation of competency level and interpreted as moderately needed. The result shows that the satisfactory competence of the respondents suggests that more competence development training must be conducted to improve their performance.

The capabilities of the teachers with regards to professionalism were rated and got an average of 3.52 which was interpreted as very good in the competence category and least needed. Even though this was interpreted as least needed, some of the areas in the above-mentioned competencies should be taken a look into about developing and implementing training programs.

Competency needs of the respondents on demonstration of positive personal attributes and ethical behavior

Acceptance of change was the statement that gathered the highest average among the competencies mentioned in Table 10. The mean gathered was 3.86. This only means that teachers nowadays would be very glad to accept changes that would make them better in their careers.

One out of nine statements was given a competency level of very good and least needed while the statement to compromise was given an average of 3.30 with its qualitative interpretation of satisfactory and moderately needed.

The capabilities of the teachers with regards to professionalism were rated and got an average of 3.52 and it was interpreted as very good and least needed. Even though this was interpreted as very good and least needed; some of the areas in the above-mentioned competencies should be taken a look into with regards to the conduct of seminars for the teachers.

The overall mean that was given to the demonstration of positive personal attributes and ethical behavior was 3.58. It was interpreted as least needed. The mean implied the abilities of the teachers in this matter tend to go down, consequently, strengthening this competency was recommended.

Competency needs of the respondents on respect self and others

As manifested in the data in Table 11, two statements gained mean scores with the equivalent interpretation of very good and least needed. This means that teachers were cooperating and had high regard for diplomacy.

Display of tact, responding positively to others, demonstration of compassion, and demonstration of courtesy were the statements that are given a qualitative interpretation of satisfactory and moderately needed. Competency needs of the respondents on respect for self and others got a mean of 3.41 and it was interpreted as very good and least needed.

Two out of four statements were interpreted as satisfactory and moderately needed and should therefore be taken a look into when developing a training program for teachers' development.

Respondents' Preference for Time and Delivery Methods of Competency Needs

Among the delivery methods that were mentioned in table 12, demonstration of lessons in classrooms was the most preferred by the teachers which were manifested by the rating that was given to this statement. Its average was 3.92. In addition, regional, and national conventions were least preferred for it was rated only with an average of 2.00. The preference of teachers for the delivery method of teachers was due to the costs that they would be spending for the seminars. The majority of the seminars given to teachers were not subsidized by the authorized agency; hence, teachers would be spending their own money on them. Moreover, it was also due to the responsibilities to their family since the majority of the teachers are housewives.

After-school workshops on school sites, graduate courses, Saturday workshops, regional, and national conventions, and workshops held on local district sites are the delivery method that was given the qualitative interpretation of moderately preferred. These delivery methods gathered a mean of 3.31 and were interpreted as moderately preferred. This implies that any of the following listed delivery methods would be accepted by teachers.

Summary of the competency needs of the respondents

In Table 13, the competency needs that were perceived to be satisfactory in terms of the level of competence and moderately needed in terms of competency needs by the teachers following the overall mean of each categorized competencies were the development of appropriate school program, knowledge of school programming, technical skills and use of effective communication. The need for technical skills was given the lowest mean which was 2.8 which tells that their knowledge was not enough in that area. The same was true with the development of appropriate school programs and knowledge of school programming. Needless to say, these competencies are those that teachers have to strengthen.

Conclusion

The teachers were able to identify the core of their specific competency needs that will discharge their functions as effective mentors to their pupils and the organization itself. These are: Possession of computer skills, Using of graphics programs, Speaking effectively, Writing clearly and concisely, Make presentations, Manage stress, and Motivate self

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Recommendations

The following recommendations are presented based on the conclusion of the study:

A more in-service competency training program should be conducted based on the needs of the teachers that were reflected in this study. It is suggested to the division and district offices who will devise the training to consider the result of this study as a basis for designing the training for teachers.

Furthermore, the researcher is recommending the Department of Education allot sufficient funds for the teachers' in-service training.

The researcher highly recommended that competency training and seminars be conducted in the form of workshops, demonstration lessons in classrooms, seminars, field studies for teachers, distance learning training, and district meetings which are preferred by the teachers.

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Table 1 Distribution of the respondents according to gender

Gender	Frequency	Percentage
Female	100	87.00
Male	15	13.00
Total	115	100.00
Number of Years in Teaching		

0.16 - 7.12	52	45.21
7.13 - 14.09	12	10.43
14.09 - 21.06	28	24.34
21.06 - 28.03	11	18.26
28.03 – 35.00	12	10.43
Total Mean -12.74	115 Range – 2 mos- 35 yrs	100.00 Sd - 10.05
Total	115	100.00
	115	100.00
Grade Level		
Pre-Elementary	1	0.90
Grade I	27	23.46
Grade II	30	26.08
Grade III	15	13.04
Grade IV	18	15.65
Grade V	15	13.04
Grade VI	9	7.83
Total	115	100.00

Table 2 Competency needs of the respondents on the development of appropriate school program

Development appropriate school program	Mean	Competency Level	Qualitative Interpretation
Plan activities to meet the physical, emotional, intellectual and social needs	3.28	Satisfactory	Moderately needed
Implement activities	3.36	Satisfactory	Moderately needed
Provide nutritious snacks and lunches	3.07	Satisfactory	Moderately needed
Provide adequate equipment and activities	3.26	Satisfactory	Moderately needed
Ensure the equipment and facility are clean and well maintained	3.42	Very Good	Least needed
Ensure the equipment and facilities are safe at all times	3.39	Satisfactory	Moderately needed
Plan weekly and monthly schedules and activities	3.46	Very Good	Least needed
Develop culturally appropriate programs and activities	3.31	Satisfactory	Moderately needed
Develop activities that introduce math concepts	3.41	Very Good	Least needed
Develop activities that introduce literacy concepts	3.46	Very Good	Least needed

Establish school policies and procedures	3.43	Very Good	Least needed
Establish disciplinary policies and procedures	3.36	Satisfactory	Moderately needed
Be familiar with emergency procedures	3.46	Very Good	Least needed
Maintain current, accurate and confidential school files	3.34	Satisfactory	Moderately needed
Overall Mean	3.35	Satisfactory	Moderately needed

Legend: 4.24 – 5.00 – Outstanding
 3.41 – 4.20 – Very Good
 2.61 – 3.40 – Satisfactory
 1.81 – 2.69 – Needs Improvement
 1.00 – 1.80 – Needs Significant Improvement

Not needed
 Least needed
 Moderately needed
 Needed
 Very much needed

Table 3 Competency needs of the respondents on the supervision of children in the school

Supervision of children in the school	Mean	Competency Level	Qualitative Interpretation
Promote activities that build pupil's esteem	3.52	Very Good	Least needed
Provide comfort to pupils	3.44	Very Good	Least needed
Implement positive discipline when required			
Clearly and effectively communicate in a manner that pupils understand	3.32	Satisfactory	Moderately needed
Observe children and make note of progress	3.34	Satisfactory	Moderately needed
Make note of any possible learning problems	3.47	Very Good	Least needed
Overall Mean	3.41	Very Good	Least needed

Table 4
Competency needs of the respondents on communication with parents and members of the community

Communication with parents and members of the community	Mean	Competency Level	Qualitative Interpretation
Keep parents informed of program expectations and activities	3.34	Satisfactory	Moderately needed
Discuss pupil's development with parents	3.59	Very Good	Least needed
Discuss discipline problems with parents	3.44	Very Good	Least needed
Discuss strategies to deal with discipline problems	3.50	Very Good	Least needed
Discuss potential learning difficulties with parents	3.32	Satisfactory	Moderately needed
Discuss potential learning difficulties with professionals with the permission of parents	3.31	Satisfactory	Moderately needed
Participate in community activities	3.46	Very Good	Least needed
Promote literacy and early education in the community	3.33	Satisfactory	Moderately needed
Overall Mean	3.41	Very Good	Least needed

Table 5 Competency needs of the respondents on knowledge of school programming

Knowledge of school programming	Mean	Competency Level	Qualitative Interpretation
Possess knowledge of pupils development	3.40	Satisfactory	Moderately needed
Possess knowledge self early education theories and practices	3.31	Satisfactory	Moderately needed
Possess knowledge of safe and appropriate activities for pupils	3.48	Very Good	Least needed
Overall Mean	3.39	Satisfactory	Moderately needed

Table 6 Competency needs of the respondents on technical skills

Technical Skills	Mean	Competency Level	Qualitative Interpretation
Possess computer skills	2.64	Satisfactory	Moderately needed
Use word processing software programs	2.52	Satisfactory	Moderately needed
Use graphics programs	3.26	Satisfactory	Moderately needed
Overall Mean	2.80	Satisfactory	Moderately needed

Table 7 Competency needs of the respondents on the use of effective communication

Using of effective communication	Mean	Competency Level	Qualitative Interpretation
Read and comprehend school documents	3.43	Very Good	Least needed
Write clearly and concisely	3.17	Satisfactory	Moderately needed
Practice listening skills	3.61	Very Good	Least needed
Speak effectively	3.33	Satisfactory	Moderately needed
Make presentations	3.33	Satisfactory	Moderately needed
Overall Mean	3.37	Satisfactory	Moderately needed

Table 8 Competency needs of the respondents on maintenance of public relations

Maintain public relations	Mean	Competency Level	Qualitative Interpretation
Maintain good service to community	3.33	Satisfactory	Moderately needed
Assist with community events	3.50	Very Good	Least needed
Liaise with community organizations and agencies	3.41	Very Good	Least needed
Overall Mean	3.41	Very Good	Least needed

Table 9 Competency needs of the respondents on professionalism

Professionalism	Mean	Competency Level	Qualitative Interpretation
Demonstrate good work habits	3.35	Satisfactory	Moderately needed
Manage stress	3.33	Satisfactory	Moderately needed
Take direction	3.51	Very Good	Least needed
Motivate self	3.80	Satisfactory	Moderately needed
Demonstrate dependability and accountability	3.53	Very Good	Least needed
Maintain confidentiality	3.81	Very Good	Least needed
Make decisions	3.42	Very Good	Least needed
Manage time	3.57	Very Good	Least needed
Demonstrate willingness to perform alternate duties	3.60	Very Good	Least needed
Demonstrate punctuality	3.33	Satisfactory	Moderately needed
Demonstrate flexibility	3.34	Satisfactory	Moderately needed
Demonstrate organizational abilities	3.89	Very Good	Least needed
Work with minimal supervision	3.36	Satisfactory	Moderately needed
Overall Mean	3.52	Very Good	Least needed

Table 10 Competency needs of the respondents on demonstration of positive personal attributes and ethical behavior

Demonstration of positive personal attributes and ethical behavior	Mean	Competency Level	Qualitative Interpretation
Accept change	3.86	Very Good	Least needed
Adapt to situations	3.63	Very Good	Least needed
Compromise	3.30	Satisfactory	Moderately needed
Separate personal and professional life	3.60	Very Good	Least needed
Pursue personal and professional development	3.52	Very Good	Least needed
Demonstrate patience	3.42	Very Good	Least needed
Maintain a positive attitude	3.64	Very Good	Least needed
Demonstrate honesty	3.54	Very Good	Least needed
Possess sense of humor	3.74	Very Good	Least needed
Overall Mean	3.58	Very Good	Least needed

Table 11 Competency needs of the respondents on respect self and others

Respect self and others	Mean	Competency Level	Qualitative Interpretation
Display tact	3.40	Satisfactory	Moderately needed
Cooperate with others	3.53	Very Good	Least needed
Respond positively to others	3.37	Satisfactory	Moderately needed
Demonstrate diplomacy	3.63	Very Good	Least needed
Demonstrate compassion	3.28	Satisfactory	Moderately needed
Demonstrate courtesy	3.29	Satisfactory	Moderately needed
Overall Mean	3.41	Very Good	Least needed

Table 12 Respondents Preference on Time and Delivery Methods of Training Needs

Delivery Method	Mean	Qualitative Interpretation
After-School Workshops on School Site	3.34	Moderately preferred
Large group workshops	3.66	Preferred
Demonstration Lessons in Classrooms	3.92	Preferred
Seminars	3.60	Preferred
Field Study for Teachers	3.41	Preferred
Graduate Courses	2.93	Moderately preferred
Saturday Workshops	3.34	Moderately preferred
Regional, and National Conventions	2.00	Moderately preferred
Summer Workshops	3.29	Moderately preferred
Workshops held on local district sites	3.20	Moderately preferred
Distance Learning Training	3.55	Preferred
District Meetings	3.46	Preferred
Overall Mean	3.31	Moderately preferred

Table 13 Summary of the competency needs of the respondents

Competency needs of the respondents	Overall Mean	Competency Level	Qualitative Interpretation
Development of appropriate school program	3.35	Satisfactory	Moderately needed
Supervision of the pupils in the school	3.41	Very Good	Least needed
Communication with parents and members of the community	3.41	Very Good	Least needed
Knowledge of school programming	3.34	Satisfactory	Moderately needed

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Technical skills	2.80	Satisfactory	Moderately needed
Use of effective communication	3.37	Satisfactory	Moderately needed
Maintenance of public relations	3.41	Very Good	Least needed
Professionalism	3.52	Very Good	Least needed
Demonstration of positive personal attributes and ethical behavior	3.58	Very Good	Least needed
Respect self and others	3.41	Very Good	Least needed

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