

# The National Competency Based Teacher Standard (NCBTS) Performance of the Basic Education Teachers

**MELISA C. MALOLOY-ON**

<http://orcid.org/0000-0002-3492-4565>

[melisamaloloyon@gmail.com](mailto:melisamaloloyon@gmail.com)

[melisamaloloyon0806@gmail.com](mailto:melisamaloloyon0806@gmail.com)

Saint Michael College of Caraga Philippines

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## ABSTRACT

The quality of teachers could determine the quality of education of a nation. The purpose of the study was to determine the performance of the basic education teachers of Saint Michael College of Caraga with regards to the National Competency-Based Teacher Standard (NCBTS). A complete enumeration of eleven (11) school heads such as the two (2) principals and the nine (9) subject coordinators and the thirty-five (35) teachers were the respondents in the Basic Education of Saint Michael College of Caraga. The descriptive, comparative and correlational method of research was used in this study since the study attempted to present the professional profile of teachers and linked to their competence and performance. Results revealed that NCBTS performance of the basic education teachers is satisfactory. It was recommended that a proposed development program will be done based on the result of the study which is the satisfactory level of performance with regards to the National Competency-Based Teacher Standard (NCBTS) among the Basic Education teachers of Saint Michael College of Caraga. The development program has the following components: key areas focused on the NCBTS seven domains, objectives, strategies, time frame, persons' involved, financial/budget requirement, expected outcome, and mode of verification.

## KEYWORDS

Basic Education, NCBTS, Development Program, Descriptive, Philippines

## INTRODUCTION

A professional teacher perceives herself as someone who effects change or learning. He or she is armed with enough skills, appropriate attitude, and universal values to teach learners. He or she is someone who thinks and acts both locally and globally with worldwide perspective right in the community where he or she is situated.

To yield a bountiful harvest of brilliant minds of the young is to produce teacher that are globally qualified. Being global doesn't mean that you have to teach abroad, being global starts in the very heart of the school-the classroom. As a global teacher, he or she should continually seek knowledge and never stop educating herself participating to the different educational program to improve his or her efficiency and enhance the prestige of the profession and strengthen his or her competence, virtues and productivity to be nationally and internationally competitive.

The quality of teachers could determine the quality of education of a nation. The most critical factor in improving students' achievement in mathematics is by employing seasoned qualified teachers in all schools. The need for an effective and efficient teacher in every region of the world is in dire need even in developed countries. Thus, the need for a competent teacher is on the rise until today. Authorities in the Education Department are spending years to develop a plan to continually upgrade the quality of teaching and the level of competency among teachers to give quality education to Filipino people. To respond to the demand of schools to provide professional teachers that will assure the learning outcomes needed to enhance the knowledge, skills and nurturing spiritual growth and formation of the youth (Abe & Adu, 2013).

The former secretary of education Jesli A. Lapus in his message, "The Department of Education has been implementing initiatives that were gear towards the development of highly competent teachers based on the new National Competency-Based Teacher Standard (NCBTS)." He undoubtedly believes that through the NCBTS, the Department of Education will produce a quality of teachers to attain quality basic education for all Filipino children, which is the ultimate goal.

The vision of the Department of Education of the Saint Michael College of Caraga, a sectarian school is to carry the mission of quality education. For over the years guided by the NCBTS, Saint Michael College of Caraga had produced hundreds of graduates every year who say that education at SMCC is at its best. To determine if the goals were met at Saint Michael College of Caraga, the created a Comprehensive Enhancement Program to know the state of competency among teachers.

Due to the NCBTS model, the researcher spends time and efforts to undertake this study to assess the teaching competency of teachers of the primary education department of Saint Michael College of Caraga. This is to complying with the National Competency-Based Teacher Standard. It will help the teachers, administrators, and the board of trustees to know the level of their teaching that they render to the institution as well as to the learners. NCBTS is a crucial tool to assess the competency of the teachers. Moreover, this study will use as the basis for enhancement program of the school which the school administration will consider to help the teachers improve in certain aspects of learning and teaching process. It will allow them to scrutinize the strengths and weaknesses of the teaching force.

## FRAMEWORK

This study is anchored on the theories of “Teaching and Assessment” (Addison, Burgess, Steers, & Trowell, 2010); Darling-Hammond, 2000), which states that teaching is a complex activity that is shaped by a teaching context. Moreover, changing vision on students’ learning and the teacher’s role require that teachers are continuously developing themselves professionally.

Darling-Hammond (2000) noted that to respond to the demand and the call of teachers’ profession, they need to assess their competencies continuously. It is a process of improving competencies and works performance through personal and professional growth in knowledge, skills, and attitudes. There is a growing interest in the professional development of educators as the demands, expectations, and requirements of teacher education increasingly come under scrutiny (Loughran 2013). What the teacher does influences the whole process of learning. Effective teacher produces better performing students (Akiri 2013). Dada (2016) maintained that professional development of teachers could be effective and sustainable if certain conditions are met. Besides, the analysis of Dada (2016) suggested that the implementation of educational reforms, including reforms associated with technology integration and literacy education, is often dependent upon teachers’ skills, values, and cultural models, while the hiring of qualified teachers is encouraged for improvement of academic performance. Theories from the study of Firestone (2014) caution that policies to remove ineffective teachers should not reduce autonomy or trust among effective teachers and that evaluations should provide teachers with useful feedback and policymakers with information on the conditions that facilitate good teaching.

Theory of Performance by Elger & Smith (2010) of the University of Idaho which states that the Theory develops and relates six foundational concepts to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes a location in the mission. The current level of performance

depends holistically on six components: level of knowledge, standards of skills, level of identity, personal factors, and fixed factors. Three axioms have proposed for useful performance improvements. These involve a performer's mind-sets, immersion in an enriching environment, and engagement in reflective practice.

Elger & Smith (2010) say that performance, as the adage goes, is a "journey, not a destination." The location in the journey is labeled as the level of performance. Each level characterizes the effectiveness or quality of a performance. As a teacher advances in his levels of performance, he can produce deeper levels of learning, improved standards of skill development, and more connection with the discipline for larger classes while spending less time doing this. Bing-You (2009) pointed out that competent teachers should cultivate self-awareness of their abilities and limitations. Without such awareness, improvement may be difficult. Teachers should be open to reviewing their teaching evaluation frequently and subsequently determining areas for self-improvement. This competency requires the skill of self-direction.

The Performance Management Theory of Action on educational attainment emphasizes the importance of teachers in the choice of studying in an institution, it states that the teacher's educational background is the basis for the learners' achievements in both academic and curricular activities; it is also the basis for identification of an effective school along with the students. About this theory, Simmons (2015) states that the capacity of an effective teacher addresses to narrowing of achievements gap among students and increases student performance as well. This theory suggests that an effective teacher helps individual learners in the realization of their endeavors.

The most significant challenge to those assigned the responsibility of ensuring teacher's competence is to design systems with a constant eye on validity. To provide such validity, the Philippine National Competency-Based Teacher Standard (NCBTS) is introduced and implemented.

National Competency-Based Teacher Standard (NCBTS) has defined what effective teaching is all about. It has clearly stated that strategic and indispensable role of the teacher in the learning process of the student's. It also embodied teacher's character towards colleagues and community as well. Because of this, it is necessary that the teacher's development and professional life be continuously supported and nurtured based on the NCBTS. In it, unlimited development programs and project from school-level up to the national level are provided. Along the way, it will mirror his strength and weaknesses, and he will know how to deal with it. In totality, it will serve as his compass as a professional teacher.

The National Competency-Based Teacher Standard (NCBTS) is an integrated theoretical framework that defines the different dimensions of effective teaching in all aspects of a teacher's professional life and all phases of teacher development. This is an offshoot of the Basic Reform Agenda (BESRA) of the Department of Education, under Key Reform Thrust 2-Training and Development. BESRA is a reform initiative of the department to provide essential competencies to everyone to achieve functional

literacy for all Filipinos, in support to EFA which means, “Education for All”; a global movement led by UNESCO to attain functional literacy by 2015.

The NCBTS-TSNA Toolkit is a revised version of the NCBTS which will enable teachers to determine their strengths and weaknesses to the set of standards that defines the general competence of a teacher. This toolkit is composed of 270 knowledge, skills, and attitudes (KSA) items, under 80 indicators, three strands, and seven NCBTS domains. Thus, the teacher will periodically assess his teaching performance thru this toolkit to continuously improve and raise his/her teaching competence towards the standard. Least scored items in the tool shall also serve as a basis of the Department of Education to include these in their INSET.

## METHODOLOGY

The descriptive, comparative and correlational method of research was used in this study since the study attempted to present the professional profile of teachers and linked to their competence and performance. The data were used as the input for the Comprehensive development program and Professional development of every teacher. The study also endeavored to compare the performance of the teachers as perceived by school heads and teachers.

The study was conducted in Saint Michael College of Caraga which is located at Atupan Street, Barangay 4, Nasipit, Agusan del Norte nearby Saint Michael Parish. It is about twenty-six (26) kilometers from Butuan City, the regional center of region XIII-Caraga Administrative region.

Saint Michael College of Caraga is a non-stock, non-profit, Catholic Diocesan educational institution offering preparatory, elementary grade, secondary education, and tertiary education. The school was founded on July 1, 1948, offering an only secondary program. In the year 1993, a preparatory program has opened. In the year 2000, the grade school and the college department have opened simultaneously. The school serves the nineteen (19) barangays of Nasipit and neighboring towns like Buenavista and Carmen (SMCC Student’s Handbook).

A complete enumeration of Population and Participants have used in this study. The respondents involved in the research were eleven (11) school heads such as the two (2) principals and the nine (9) subject coordinators and the thirty-five (35) teachers in Basic Education of Saint Michael College of Caraga, Agusan del Norte. In the Basic Education, there were seven (7) of them from the elementary department, and twenty-eight (28) teachers were from the high school department, and twenty-two (22) of these in the Basic Education Department were part-time teachers of the College Department.

The conventional instrument used by the researcher in the study was a survey questionnaire which consists of two parts. The first part of the tool is all about the respondents’ profile. The second part is the standardized questionnaire of National Competency-Based Teachers Standard (NCBTS) seven domains namely; Social Regard

for Learning, Learning Environment, Diversity of Learners, Curriculum, Planning, Assessing & Reporting, Community Linkages, and Personal Growth and Professional Development. It consists of the cluster of knowledge, skills, and attitudes under each competency indicator. Respond to every item which begins with a common stem "At what level do I..." The respondents will choose from the four categories, namely: "4-highly satisfactory, with verbal interpretation." This is the strength of the teachers, although no priority training or professional development needed, but should continue to enhance this competency", 3-satisfactory with the verbal description "Teachers benefit from further training and professional development", 2-fair, with the description "Teachers need further training and professional development as priority", 1-low which means "Teacher urgently need training and professional development". The instrument is composed of 270 items.

Before the conduct of the study, the researcher asked permission from the school administration to undertake research involving the teacher as the respondents. Having been granted the permit, the researcher personally conducted the distribution of the survey form to the respondents.

The respondents answered the questionnaire in three (3) settings to provide more time to reflect on each item for an honest answer; there was no time limit in responding to the tool. Although the questionnaire as a stand-alone assessment instrument can be answered right away by the teachers, assistance from the school principals has sought in the orientation of the teacher-respondents.

In presenting, interpreting, and analyzing the data gathered by the researcher, the following statistical measures were used to treat the accumulated data in the study: Frequency, Percentage, and Arithmetic Mean; Mean; and T-test.

## RESULTS AND DISCUSSION

1. On the professional profile of the basic education teachers, the following are the findings:

### **a. Educational Attainment**

The data show that among the 35 teachers of the Basic Education of Saint Michael College of Caraga, none of the teachers were Ph.D. holder, 2 or 5.71% were Ph.D. with CAR, 1 or 2.86% were Ph.D. with Units and MA holder, 7 or 20% were MA with CAR, 14 or 40% were BS degree with MA Units, and 10 or 28.57% were BS degree holder.

### **b. In-Service Training**

The number of hours of relevant training of teachers has shown in the data. Among the 35 Basic Education teachers of SMCC as respondents of the study, there were 14 or 40% among them have 35 hours, and above training, 10 or 28.57% attend within 22

to 34 hours training, 4 or 11.53% attend 17-21 and 9-16 hours of training, and 3 or 8.57% have 0-8 hours training.

### **c. Length of Service**

Out of 35 basic education teachers, 4 or 11.43% of the teacher were teaching 16 years and above, 3 or 8.57% were teaching in the school for 11 to 15 years, 7 or 20% were in the range of 6 to 10 years in teaching, and 17 or 48.57% were in the range of 5 years and below.

### **d. Status of Employment**

Out of 35 teachers in the basic education of SMCC, 13 or 37.14% of them were provisionary in their status of employment at SMCC, and there were 22 or 62.86% of them are considered permanent or tenured in their employment status at SMCC.

### **e. Teaching Specialization**

The data show that in terms of their teaching specialization, among the 35 Basic Education teachers, there 5 or 14.29% who were teaching English as their specialization, 4 or 11.43 were teaching Filipino and Values/Religious Education Subjects as their specialization, 3 or 8.57% were teaching Social Science, Mathematics, Sciences and TLE as their specialization, 2 or 5.71% have specialized in PE/MAPEH, and 8 or 22.86 were considered generalists.

### **f. Community Affiliation**

The result shows that most of the teachers in the Basic Education of SMCC where involved in 1-2 affiliations and most of them were members of the church organization. This is supported by the following result in terms of the number of affiliations that there was only 1 or 2.86% who has no membership in any affiliation, there were 29 or 82.86% were involved in 1-2 affiliation, and 5 or 14.29% were involved in 3-5 affiliations. In terms of the type of affiliations, there were 35 or 77.78% who were members of the church organization, 9 or 20% were members of the civic organization, and only 1 or 2.22% is a member of the non-government organization.

Church organization, 9 or 20% were members of a civic organization, and only 1 or 2.22% is a member of a non-government organization.

2. On the performance level manifested by the respondents based on the assessment of school heads and teachers the following are the results:

### **a. Social Regard for Learning**

The overall teacher's performance level is satisfactory as perceived by the respondents. This is supported by the following overall mean value of 3.58 in which the school heads have an overall mean rating of 3.69, and teachers have an overall mean rating of 3.58

which both signify that they both agree on the defined indicators measuring the level of competence.

### **b. Learning Environment**

The overall teachers' performance level garnered a verbal description rating of satisfactory (3.50) as perceived by the respondents. This is supported by the following overall mean values in which the school heads have an overall mean rating of 3.59, and teachers have an overall mean rating of 3.41 which both signify that they both agree on the defined indicators measuring the level of competence. This means that they both school heads and teachers alike agree at the same level of performance of teachers in terms of creating an environment that promotes fairness (3.64), making classroom environment safe and conducive to learning (3.51), communicating a higher learning expectations to each student (3.46), establishing and maintaining consistent standards of learners' behavior (3.47), and lastly, creating a healthy psychological climate for learning (3.45).

### **c. Diversity of Learners**

The overall teacher's performance level garnered a verbal description rating of satisfactory (3.27) as perceived by the respondents. This is supported by the following overall mean values in which the school heads have an overall mean rating of 3.35, and teachers have an overall mean rating of 3.19 which both signify that they both agree on the defined indicators measuring the level of competence. This means that they both school heads and teachers alike agree at the same level of performance of teachers in terms of obtaining information on the learning styles, multiple intelligence and needs of learners (3.33), designing or selecting learning experiences suited to different kinds of learners (3.33), establishing goals that define appropriate expectations for all learners (3.24), pacing lesson appropriate to needs and difficulties of learners (3.46), initiating other learning approaches for learners whose needs have not been met by usual approaches (3.14), recognizing multi-cultural background of learners when providing learning opportunities (3.28), adopting strategies to address needs of differently-abled students (2.99), and lastly, making appropriate adjustment for learners of different socio-economic background (3.39).

### **d. Curriculum**

The overall teacher's performance level garnered a verbal description rating of satisfactory (3.25) as perceived by the respondents. This is supported by the following overall mean values in which the school heads have an overall mean rating of 3.26, and teachers have an overall mean rating of 3.24 which both signify that they both agree on the defined indicators measuring the level of competence. This means both school heads and teachers alike agree at the same level of performance of teachers in terms of demonstrating mastery of the subject (3.32), communicating clear learning

goals for the lesson that is appropriate for learners (3.26), teachers makes good use of allotted instructional time (3.44), selecting teaching methods, learning activities and instructional materials or resources appropriate to the learners aligned to objectives of lesson plans (3.29), recognizing general learning processes of individual learners (3.22), performing purposive study (3.13), and lastly, demonstrating skills in the use of ICT in teaching and learning (3.09).

#### **e. Planning, Assessing, and Reportin**

The overall teacher's performance level garnered a verbal description rating of satisfactory (3.25) as perceived by the respondents. This is supported by the following overall mean values in which the school heads have an overall mean rating of 3.27, and teachers have an overall mean rating of 3.24 which both signify that they both agree on the defined indicators measuring the level of competence. This means that they both school heads and teachers alike agree at the same level of performance of teachers in terms of communicating promptly and clearly to learners. Parents and superiors about the progress of learners (3.18), developing and using variety of appropriate assessment strategies to monitor and evaluate learning (3.16), monitoring regularly and providing feedback on learners' understanding of content (3.40), and lastly, communicating promptly and clearly to learners, parents and superiors about progress of learners (3.28).

#### **f. Community Linkages**

Data show that overall teacher's performance level garnered a verbal description rating of satisfactory (3.22) as perceived by the respondents. This is supported by the following overall mean values in which the school heads have an overall mean rating of 3.29, and teachers have an overall mean rating of 3.16 which both signify that they both agree on the defined indicators measuring the level of competence. This means that they both school heads and teachers alike agree at the same level of performance of teachers in terms of involving community in sharing accountability for learners' Achievement (3.30), using community resources (human, materials) to support learning (3.13), using community as laboratory for learning (3.05), participating in community activities that promote learning (3.30), using community network to publicize school events and achievements (3.30), and lastly, encouraging students to apply classroom learning to the community (3.26).

#### **g. Personal Growth and Professional Development**

Data show that overall teacher's performance level garnered a verbal description rating of satisfactory (3.21) as perceived by the respondents. This is supported by the following overall mean values in which the school heads have an overall mean rating of 3.16, and teachers have an overall mean rating 3.26 which both signify that they both agree on the defined indicators measuring the level of competence. This means that both school heads and teachers alike agree at the same level of performance of teachers

in terms of taking place in the nobility of teachers as a profession (3.38), building professional links with colleagues to enrich teaching practice (3.04), and lastly, reflecting on the extent of attainment of professional development goals (3.21).

3. As to the significant difference on the performance of the teachers as perceived by the school heads and the teachers, the data reports the result of t-test which investigates if a difference existed heads in the ratings of both teachers and school heads on the level of performance of teachers in terms of the seven (7) NCBTS. We set our significant level of 0.05.

Data show that concerning social regards for learning, the level of performance of teachers in both strands 1.1 and 1.2 are statistically significantly lower than the school heads respectively. There are five (5) strands in terms of learning environment. The ratings of school heads are statistically significantly higher than that of the teachers only in the area of second and fourth strands. This implies that school heads and teachers have a different perspective on making the classroom environment safe and conducive to learning; also, in establishing and maintaining consistent standards of learners' behavior. This also means that school heads find a more satisfaction on the performance of teachers in these strands.

In terms of diversity of learners which have one strand only, the same findings can be glean, which the ratings of school heads are significantly higher than that of the teachers. This means that school heads are satisfied more than the teachers in teacher's performance regarding determining, understanding and accepting the learners' diverse background knowledge and experience. This is natural since teachers are the one on the frontline dealing with the students, hence, they know that they should do more than what they are doing to the students' welfare than the school heads who have no contact with the students.

Concerning curriculum which has seven strands, the same trend we can be observed on its two strands (3<sup>rd</sup> and 6<sup>th</sup> strand), that is, ratings of school heads are significantly higher than that of the teachers. This means that school heads are satisfied more than the teacher's performance in terms of making good use of allotted instructional time and promoting purposive study for the students.

Concerning planning, assessing, and reporting; school heads and teachers agree on the teacher's level of performance except for one strand that is, communicating promptly and clearly to learners, parents, and superiors about the progress of learners. Here, school heads rating is significantly much satisfied than that of the teachers' report.

Concerning community linkages, school heads and teachers are on the same level of satisfaction in establishing a learning environment that responds to the aspiration of the community.

Lastly, regarding personal growth and professional development, school heads and teachers are on the same level of satisfaction on the teacher's level performance except for that satisfaction for school heads are higher than teachers in the area of building

professional links with colleagues to enrich teaching practice. This is understandable since both respondents are assessing something outside of their periphery.

4. The overall mean rating is 3.31 which means satisfactory and that the basic education teachers of Saint Michael College of Caraga are moderately competent in their level of performance in helping students to learn better or to perform better in school. Thus, as presented in table 23, the strength of the basic education teachers is in the domain of Social Regard for Other and Learning Environment showing a mean close to each other which are 3.58 and 3.50 which has a verbal description of satisfactory level of performance of the teachers with regards to the National Competency-Based Teacher Standard (NCBTS) seven domains.

Nevertheless, Domain 3 (Diversity of Learners), Domain 4 (Curriculum), Domain 5 (Assessing, Planning, and Reporting), Domain 6 (Community Linkages) and Domain 7 (Personal Growth and Professional Development) revealed as the weakness of the teachers.

### **Significant Difference on the Performance of the Teachers as perceived by the School Heads and the Teachers**

The result of t-test which investigates if a difference existed in the ratings of both teachers and school heads on the level of performance of teachers regarding the seven (7) NCBTS domain.

We set our significant level at 0.05.

Data show that concerning social regards for learning, the level of performance of teachers in both strands 1.1 and 1.2 are statistically lower than the school heads respectively. There are five (5) strands regarding learning environment. Data shows that the ratings of school heads are statistically significantly higher than that of the teachers only in the area of second and fourth strands. This implies that school heads and teachers have a different perspective on making the classroom environment safe and conducive to learning; also, in establishing and maintaining consistent standards of learners' behavior. This means that school heads find a more satisfaction on the performance of teachers in these strands.

In terms of diversity of learners which have one strand only, the school heads are significantly higher than the teachers. This means that school heads are satisfied more than the teachers in teacher's performance concerning determining, understanding, and accepting the learners' diverse background knowledge and experience. This is natural since teachers are the one on the frontline dealing with the students; hence, they know that they should do more than what they are doing to the students' welfare than the school heads who have no contact with the students.

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In terms of community linkages, school heads and teachers are on the same level of satisfaction in establishing a learning environment that responds to the aspiration of the community.

Lastly, concerning personal growth and professional development, school heads and teachers are on the same level of satisfaction on the teacher's level performance except for that satisfaction for school heads are higher than teachers in the area of building professional links with colleagues to enrich teaching practice. This is understandable since both respondents are assessing something outside of their periphery.

### **Proposed development program can develop for the Basic Education Teachers**

This part presents proposed development program based on the result of the study which is the satisfactory level of performance with regards to the National Competency-based Teacher Standard (NCBTS) among the Basic Education teachers of Saint Michael College of Caraga. The development program has the following components: key areas focused on the NCBTS seven domains, objectives, strategies, time frame, persons' involved, financial/budget requirement, and expected outcome. It is necessary that this development program proposal was created to cope with the teachers' level of performance. It is anticipated that once these programs are considered and implemented, most likely this would influence in the improvement and development on the level of performance of the teachers in helping students achieve their endeavors in the future.

a. Program Title: **"Performance of the Basic Education Teachers of Saint Michael College of Caraga"**

b. Program Description: This development program will help the teachers cope with their performance in achieving optimum development of their profession and achievement of the students as well. The program has two parts which consist of the enhancement program for the domains in all its strands and indicators have a verbal description of satisfactory. The second part will be the intervention program for the domains for which its strands and indicators have a verbal description of fair. With the following persons involved; the Administrators, BOT, Teachers of the Basic Education, Students and Community.

c. Program Objective: The main objective of this program is to help the teachers cope with the teachers' level of performance. It is anticipated that once these programs are considered and implemented, most likely this would influence the improvement and development on the level performance of the teachers in helping students achieve their endeavors in the future.

## CONCLUSIONS

Majority of the basic education teachers are still in the process of upgrading themselves on their educational qualification. Teachers also have attended seminars, training, and other activities relevant to the improvement of the teachers in both personal and professional endeavors. Most of the Basic Education teachers of SMCC are still new in the school since most of them are in the range of 5 years and below in teaching and majority of them were already permanent in their status of employment in the school. While, as to the community affiliation, the Basic Education teachers of SMCC did not only focused on academics but exposed them also on spiritual growth and knowledge of the Catholic faith, thus, developing them holistically.

The NCBTS performance of the basic education teachers is satisfactory.

As to the significant difference on the performance of the teachers as perceived by the school heads and the teachers, it was found out that in most of the domains like social regard for learning, learning environment, diversity of learners, curriculum, and planning, assessing, and reporting, school heads' rating are significantly higher than the teachers. School heads are more satisfied with the performance of teachers than the teachers themselves. Nevertheless, on the domains community linkages and personal growth and professional development, the ratings of both the school heads and the teachers are on the same level of satisfaction.

Since the level of performance of the teachers is satisfactory based on the result and that the basic education teachers of Saint Michael College of Caraga are moderately competent in their level of performance in helping students to learn better or to perform better in school. Thus, the strength of the Basic Education teachers is in the domain of Social Regard for Other and Learning Environment was showing a consistent verbal description of the satisfactory level of performance of the teachers with regards to the National Competency-Based Teacher Standard (NCBTS) seven domain.

Domain 3 (Diversity of Learners), Domains 4 (Curriculum), Domain 5 (Assessing, Planning, and Reporting), Domain 6 (Community Linkages) and Domain 7 (Personal Growth and Professional Development) revealed as the weakness of the teachers.

## RECOMMENDATIONS

1. A Proposed development program will be done based on the result of the study which is the satisfactory level of performance with regards to the National Competency-Based Teacher Standard (NCBTS) among the Basic Education teachers of Saint Michael College of Caraga. The development program has the following components: key areas focused on the NCBTS seven domains, objectives, strategies, time frame, persons' involved, financial/budget requirement, expected outcome, and mode of verification. It is necessary that this development program proposal was created to cope with the teachers' level of performance. It is anticipated that once these programs are

considered and implemented, most likely this would influence in the improvement and development on the level performance of the teachers in helping students achieve their endeavors in the future.

2. For School Administrators, to make this study useful to its purpose, an enhancement program is designated and must be implemented and be given appropriate administrative and financial support.

As to the level of performance of the basic education teachers found to be satisfactory, much effort is needed to improve this level. School administrators should always convey teachers to continue to uplift their education and ask to perform well in their job and above all be the best teacher that they could be for the betterment of the school and the whole students of SMCC.

3. Teachers, since achievement and performance of learners depend on the ability and capability of the teachers, it is essential that they should uplift their knowledge and skills in teaching. Teachers should continuously engage themselves in attending seminars and training to hone their teaching performance both in the use of methods and strategies and should always sustain themselves concerning classroom instructions.

It also recommended that teachers should take an active part in their community involvement activities to enhance their relationship with the community. A teacher should build and develop interrelationship with all the stakeholders of the institution.

4. For Other Researchers, those who wish to conduct a study along with this subject, this research could be of help. It can be replicated to explore other factors not covered in this study so that new findings can be added to the pool of knowledge.

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