

DERIVING INSIGHTS FROM THE NCBTS RESULTS: INPUTS FOR TEACHER DEVELOPMENT IN THE DAWN OF THE POST-IMPLEMENTATION

LORRAINE B. CASTRO

Researcher

*Master of Arts in Education
Major in Educational Management*

Abstract

This descriptive correlation study used the national Competency-based Teacher Standards (NCBTS) Questionnaire to identify the strengths and weaknesses of 50 elementary and secondary teachers in the seven domains of NCBTS from sample public schools and to determine the factors that significantly influence their strengths to derive inputs for teacher development in the dawn of the Philippine Professional Standards for Teachers (PPST) implementation. Results show that there are more Bachelor of Elementary education (64%) than Bachelor of Secondary Education (36%) respondent teachers. The majority of them are teacher 1 (60%) while very few are Master Teacher 1 (6%); 29 are Bachelor's degree holder, and 22 are Master's degree holder. Most of them (40%) have 1-5 years of teaching experience and very few (4%) have 21-25 and 31-35 years of teaching experience. The Social Regard for Learning appears to be their strength while the School, Home and Community Linkages seems to be their weakness. These findings suggest that school heads may consider addressing teacher's professional development needs a priority. It is also revealed that the number of years in teaching significantly influences their strengths in the Social Regard for Learning, Learning Environment, Diversity of Learners, Curriculum, Planning Assessing and Reporting and School, Home and Community Linkages. Their designation significantly influences their Planning, Assessing and Reporting strength. This study recommends that teachers be provided with more opportunities to be trained on establishing a strong link with the external stakeholders of the school and to further strengthen their Social Regard for learning to boost their performance in meeting tougher standards as PPST takes NCBTS' place.

Keywords: NCBTS, field of specialization, designation, educational attainment, number of years in teaching, educational leaders, PPST

INTRODUCTION

“The future of the world is in my classroom today, a future with the potential for good or bad... Several future presidents are learning from me today; so are the great writers of the next decades, and so are all the so-called ordinary people who will make decisions in a democracy. I must never forget these same young people could be the thieves and murderers of the future. Only a teacher? Thank God I have the calling to the greatest profession of all! I must be vigilant every day, lest I lose one fragile opportunity to improve tomorrow.”

-Ivan Welton Fitzwater

Indeed, teachers can either build or destroy the world for everything they do can significantly influence the students who will eventually shape the future. So, if people are to build a better world, they must first build better teachers. De Luca (2016) confirmed this by revealing that teachers' quality significantly affects the learners and Krotz (2015) noted that to improve student learning, teachers are most likely the sole most influential persons. It is therefore essential to focus on the qualities that make an effective teacher. Stansbury (2011) said that teachers must be lifelong learners and should be willing to learn not only from their colleagues but also from their learners. Patron (2013) supported this by saying that highly effective teachers are results of continuous learning and relearning. They are leaders who serve others and who can lead them to accomplish and to transform them from average to excellent. Doscocil (2016) emphasized that teachers need not just to guarantee every student's participation and learning in class but also to align their learning with the school's objectives. Couros (2016) added that teachers need to continuously ponder on the world people live in and how vital it is to captivate and develop the learners' hearts and minds. But what are the roles of teachers on the kind of world people live in today?

The roles of teachers in today's schools have changed to cope with the present demands of the society. Teachers, nowadays, serve as facilitators of learning compared to just being lecturer before. They also need to be technologically-equipped to surf the internet, to operate the computer and to make PowerPoint presentations instead of the conventional chalk face method. Teachers have also to establish teamwork with colleagues and parents who are now involved in making decision on the schooling of their children (Szucs, 2009). The schools need to adapt to technological innovations to produce graduates who can keep up with the demands of the 21st Century. The teachers have a vital role to achieve this. They need not only learn what to teach their students but also how to teach them by creating a student-centered learning environment while adhering to organizational rules and national standards (Bran, 2017). Nowadays, being a teacher means being adaptive to the fast-changing tools and innovations implemented in the schools. Teachers need to be passable with chalkboard being substituted by smart boards and textbooks being substituted by tablets (Cox, 2018). Teachers must not be scared in using technology, motivate the students to take risks and influence them to be lifelong learners (Provenzo, 2002). Over the past 20 years, people have learned that teachers as lecturers is not the best way to improve student learning. Teachers must encourage and empower students. They must make the lesson meaningful

and relevant to students' lives, giving them chance to discover and produce in means that they will be intrinsically motivated to desire further learning on the subjects they are learning (De Roche & Williams, 1998). To achieve this, teachers need to engage in continuing professional development because there would be no significant educational improvement without it ("Reading First Notebook," 2005). Continuing Professional Development is vital in the education of teachers to make their professional knowledge and skills up to date (Hyatt, 2017). To ensure effective teaching, teachers must have effective professional development (Lashwood, 2018). According to Hammond-Darling, Hyler and Gardner (2017) effective professional development is planned professional learning that produces modifications in the practices of teacher and improved learning outcomes. To improve teachers' knowledge and practice in making the students learn, they need to undergo a continuing professional development though it is time-consuming to them and costly to the school or to educational authority that funds it (Hilton, Hilton, Dole & Goos, 2015). The most vital role of continuing professional education for teachers is to deliver the needed experiences and best practices that would enhance their mastery of the subject matter, develop their skill in sharing such while helping them imbibe a sharing and caring attitude strengthened by advanced viewpoint (Salandan, 2001). Learner-centered means that professional development strategies must support different needs and views of students. Teachers, like the students they teach, must be actively engaged in their own learning in partnership with other teachers and the community (McCombs & Miller, 2007).

Now, what is the role of school leadership in providing for the continuing development of teachers? Instructional leadership is prioritized by successful principals today by teaming up, connecting and sharing responsibility with their teachers and staff despite their challenging administrative functions (Cook, 2015). Teachers' strengths and weaknesses have to be identified by the principals to effectively lead in the growth and development of teachers in their schools ("The Role of the Principal," 2017). The impact of school leaders on staff motivation, commitment and working conditions can help improve teaching and learning indirectly (Leithwood, Day, Sammons, Harris & Hopkins, 2006). The principal has the authority to influence the teachers' professional development quality in schools. One of the basic roles of the principal is to provide and keep a positive and healthy teaching-learning climate for everybody in the school (Bredeson & Johansson, 2000). Administrators should motivate their teachers to pursue their studies and provide them opportunities to do so (Hill, 2012). Teachers and school administrators should both consider what is best for the school and the students. They need to forget their own self-interest in dealing with problems (Andres, 1992). Students are less likely to be cooperative and to appreciate being in school when they feel that their concerns are not big deal to teachers and administrators (Duke, 2002). This prompted the researcher to conduct a study on the National Competency-Based Teacher Standards (NCBTS) to consciously contribute on identifying more ways to help teachers continuously improve, develop and enhance their teaching competencies to ensure effective teaching resulting in improved learning outcomes in the dawn of the Philippine Professional Standards for Teachers (PPST) implementation.

To improve the teaching and learning quality in this country, the Department of Education (DepEd) implemented the National Competency-Based Teacher Standards (NCBTS) focusing on the Professional Teachers and the competencies they should have to promote the learning outcomes needed today. It is vital for the Department of Education to determine the teachers' strengths and training needs in order to find ways on how to address them.

The National Competency-Based Teacher Standards (NCBTS) defines effective teaching as the ability to help all types of students achieve the varied learning goals in the curriculum. It can be used by teachers as guide to assess their present practices in teaching, as basis for making new teaching practices, as guide for formulating goals in professional development and as mutual language for discussing teaching practices with colleagues (DepEd NCBTS-TSNA Orientation Manual Guide for Trainers and Implementers, pp. 33-34).

Teachers may view themselves as being able to accomplish the scope of good teaching to achieve effective teaching. They may consider realizing their strengths and make sure that such strengths be regularly used in teaching practice using NCBTS as guide. Conversely, teachers can plan for different professional development activities that include training if weaknesses are identified. Briefly, the NCBTS describes effective teaching in what the teacher can do to make the students learn better (DepEd NCBTS Handbook, p.6).

The following are the seven domains of the National Competency-Based Teacher Standards (NCBTS):

Domain 1 (D1) – Social Regard for Learning concentrates on the ideal that teachers are role model of students to regard learning.

Domain 2 (D2) – Learning Environment centers on the value of providing a learning environment where all learners despite their individual differences can participate in various activities.

Domain 3 (D3) – Diversity of Learners highlights that teachers can make learning easy for various types of learners by first knowing and respecting individual differences and designing various learning activities to make sure that all learners can achieve suitable learning objectives.

Domain 4 (D4) – Curriculum includes the teacher's content knowledge, teaching-learning strategies, instructional materials and resources to assist the learners achieve high learning standards.

Domain 5 (D5) – Planning, Assessing and Reporting refers to using assessment and planning activities that are aligned with the learner's present knowledge and levels of learning.

Domain 6 (D6) – School, Home and Community Linkages emphasizes that activities in school should have meaningful connection to the learners' experiences and goals in their homes and communities.

Domain 7 (D7) – Personal Growth and Professional Development emphasizes that teachers should have high regard for continuous professional development and their personal improvement as teachers (NCBTS A Professional Development Guide for Filipino Teachers, 2006, pp. 17, 19, 24, 27, 32, 36 & 38).

The significance of teachers' continuing professional development has been acknowledged a vital factor in effective schools as the teaching and learning environments have evolved to adapt to current demands (Day et al., 2000.).

Meanwhile, the government, with its aim of sustaining teachers' continuing development in the initial years of the K to 12 curriculum, is on its way to adopt a revised version of the NCBTS – the PPST or the Philippine Professional Standards for Teachers.

The National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) also known as the DepEd Order No. 42, s. 2017 was approved by DepEd Secretary Leonor M. Briones to continuously improve the quality of teachers in the Philippines (Mateo, 2018).

The PPST shall be used as standard for teachers' learning and development programs to guarantee that teachers are ready for the effective execution of the K to 12. Furthermore, it can serve as performance appraisals for teachers' selection and promotion (Briones, 2017).

The PPST was built on the NCBTS to complement the improvement initiatives on the quality of teachers from pre-service to in-service education. It defines what teacher quality is in the K to 12 by well-defined domains, strands and indicators providing measures of professional learning, competent practice; improved learning outcomes leading to quality education. It is based on learner-centeredness, lifelong learning and inclusivity. Hence, the professional standards become public statements of professional accountability to aid teachers reflect on and assess their own teaching as they aim for personal growth and professional development (Llego, 2018).

In this context, this study was conducted to identify the strengths and weaknesses of the respondent-teachers in the seven domains of the NCBTS, to determine the factors that significantly influence their strengths and to offer the results of this study as possible guide for teachers' continuous professional development to improve their competence to teach effectively and to offer recommendations that may assist education authorities in making decisions relevant to the shift from NCBTS to PPST.

According to Pillay (2014), strengths are things teachers can capitalize on to enhance themselves, while weaknesses are not their failures but the aspects they have to improve on,

to develop and to build. For teachers to capitalize on their strengths and to improve their weaknesses, they first need to identify them. Davies (2016) stated that knowing teachers' individual strengths and weaknesses is required in the other phases they must make to sell themselves as outstanding classroom teachers they are capable of; Mellinger (2018) said that knowing their weaknesses is the first step to surpass them. Meier (2018) added that if they can do something and transform their weaknesses into strengths, they will be others' role model. Weimer (2017) revealed that overall teaching reflection will show some of teachers' strengths and some of their weaknesses. Meador (2018) emphasized that a principal must know teachers' strengths and weaknesses to create a plan on how to help them focus on areas that need improvement. For instance, the principal can provide them opportunities based on their respective needs for professional development.

This study was founded on the national competencies that a teacher must have to make the students learn best. Competencies are the inputs which a person carries to the work or task to achieve success (Davies, Ellison & Carr, 2005).

The paradigm in Figure 1 illustrates the conceptual framework of the study which presents the use of the demographic profile of the respondents and their Assessment Results in the seven domains of the NCBTS as the variables that were analyzed for a possible connection or relationship.

The seven domains of the NCBTS were assessed in the following order: Social Regard for Learning, Learning Environment, Diversity of Learners, Curriculum, Planning, Assessing and Reporting, School, Home and Community Linkages, Personal Growth and Professional Development to determine the strengths and weaknesses of the respondents by using the mean and the standard deviation in analyzing the NCBTS data. Furthermore, the demographic profile of the respondents which include their Field of Specialization, Designation, Educational Attainment and Number of Years in Teaching were assessed by determining the significant differences in their mean scores and the significant relationship between their given variables. The NCBTS results were then utilized to determine what significantly influence the respondents' strengths in the seven domains of the NCBTS.

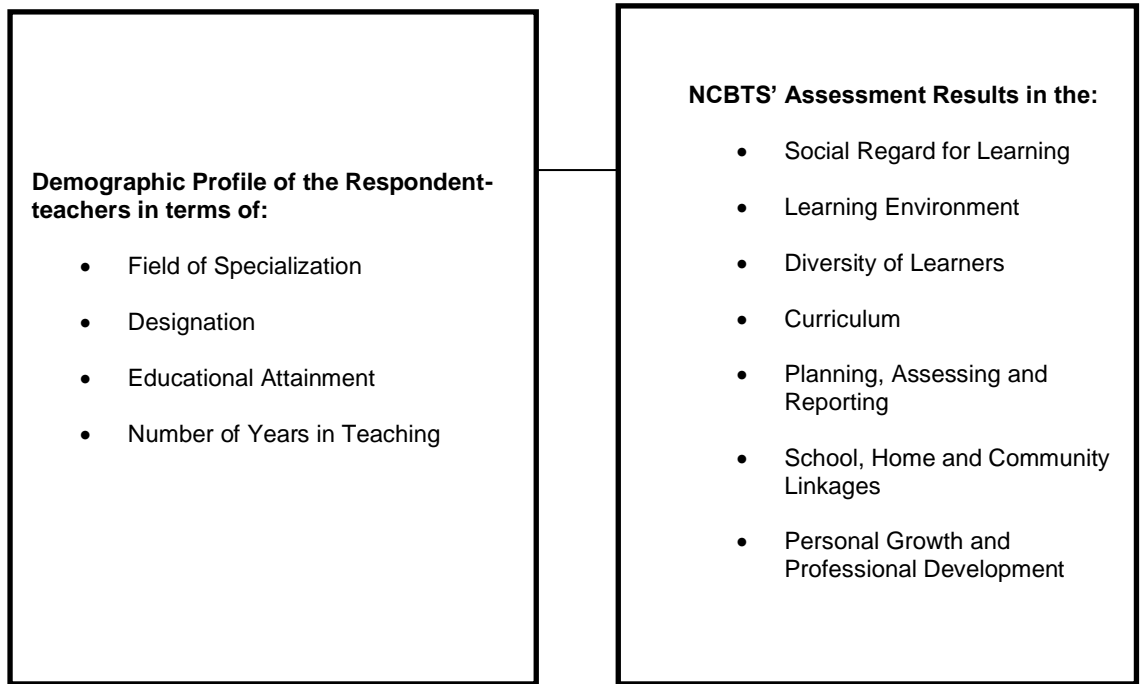


Figure 1. The Conceptual Framework

This study specifically aims (1) to identify the strengths and weaknesses of 50 elementary and secondary teachers in the seven domains of the NCBTS from sample public schools and (2) to determine the factors that significantly influence their strength based on the results of the applied tests on differences and/or relationships between and among the variables under study. Overall, the accomplishment of the research objectives is envisioned to lead into the identification of inputs for teacher development in the dawn of the PPST implementation.

In a more specific sense, it is hoped that the results of the study may serve as guide for teachers in reflecting about their strengths and weaknesses and enable them make appropriate decisions toward their continuing development.

For the school administrators, results of this study may be used in planning and performing their administrative function to improve teacher quality by prioritizing teachers' professional development needs for their continuing development.

This study was confined on the NCBTS results. Hence, it remains open to other factors that may influence teacher performance.

METHOD

This is a descriptive correlation type of research that aims to determine the possible existence of relationship between the variables under study. According to Best and Kahn (2003) descriptive research studies the connection between variables, hypotheses' testing and generalities, principles or concepts with universal validity development.

Specifically, the study identified the self-assessed strengths and weaknesses of 50 elementary and secondary respondent-teachers in the seven domains of the NCBTS. Flick (2011) said that correlation states the universal theory for describing variables' relations like the number of divorces and amount of income. In this study, the Pearson product moment correlations was utilized to determine significant relationships between variables while t-test of independent samples and analysis of variance were employed to determine significant differences in the means scores. McBurney (2001) stated that survey refers to evaluating community outlook or the distinct characteristics by using questionnaire and sampling methods. This study also made use of survey since the questionnaire was used to gather and to generate information.

The respondents of the study were 50 elementary and secondary teachers from sample public schools in a division. They were taken from the master list of teachers in the Division Office which was secured from the administrative section with the permission of the authorities. Simple random sampling was employed to select the representatives in this study.

Table 1 presents a summary of the respondents' demographic profile. The instrument used to collect data is the standardized NCBTS Questionnaire. It consisted of the inquiry on the relevant information on the profile of the respondents that cover: field of specialization, designation, educational attainment and number of years in teaching and the evaluation of their level of competence in the seven domains of the NCBTS, namely: Social Regard for Learning, The Learning Environment, The Diversity of Learners, Curriculum, Planning, Assessing and Reporting, School, Home and Community Linkages and Personal Growth and Professional Development.

Table 1
Respondent-teachers' demographic profile

Demographic Profile	Number of Teachers	Percent (%)
Field of Specialization		
BEEd	32	64
BSE	18	36
Total	50	100
Designation		
Teacher I	30	60
Teacher II	7	14
Teacher III	10	20
Master Teacher I	3	6
Total	50	100
Educational Attainment		
Bachelor's	28	56
Master's	22	44
Total	50	100
Number of years in teaching		
1-5	20	40
6-10	10	20
11-15	8	16
16-20	5	10
21-25	2	4
26-30	3	6
31-35	2	4
Total	50	100

The data gathering was done by using the questionnaire. Permission was secured from the Division Office to conduct this study. After the request was granted, the questionnaire was personally administered and retrieved from the respondent-teachers from the sample public schools. Then, the gathered data were encoded and the help of the statistician was sought for accurate and appropriate statistical treatment.

To present the profile of the respondent-teachers regarding their field of specialization, designation, educational attainment and number of years in teaching and their competency level in the seven domains of the NCBTS, frequency and percentage distributions were used. Kolmogorov-Smirnov test for Normality of the distribution was used to determine the aptness of the tests conducted.

To identify the strengths and weaknesses of the respondent-teachers in the seven domains of the NCBTS, the mean and the standard deviation were used in analyzing the NCBTS data.

To determine the factors that may significantly influence teachers' strengths, these parametric tests were used in analyzing the NCBTS data: t-test for independent samples, analysis of variance and Pearson correlation.

According to Best and Khan (2003) t-test is the significance test of two means' difference. In this study, t-test of independent samples was employed to determine significant differences in the mean scores. Lane (n.d.) stated that Analysis of Variance is utilized to assess two or more means' differences. In this study, Analysis of Variance was also utilized to determine significant difference in the mean scores. Pearson's R correlation coefficient is the frequently used correlation/regression method (Arthur, Waring, Coe & Hedges, 2013, p.120). In this study, Pearson product moment correlation was used to determine significant relationship between variables.

RESULTS

Respondents' Strengths and Weaknesses

The respondents' strengths and weaknesses in the seven domains of the NCBTS are presented in Tables 2 to 8 in the following order: Social Regard for Learning, Learning Environment, Diversity of Learners, Curriculum, Planning, Assessing and Reporting, School, Home and Community Linkages and Personal Growth and Professional Development.

Social regard for learning. As presented in Table 2, most of the respondent-teachers (56%) got High competency level in the Social Regard for Learning. On the contrary, none scored Low and very few (2%) scored Fair in the said domain. This denotes that the majority of the respondent-teachers act as a role model of students to regard learning.

Table 2
Respondents' strengths and weaknesses in the social regard for learning domain

Competency Level	Number of Respondents	Percent	Verbal Interpretation
1.00-1.50	0	0	Low
1.51-2.50	1	2	Fair
2.51-3.50	21	42	Satisfactory
3.51-4.00	28	56	High
Total	50	100	

Learning environment. As shown in Table 3, the majority of the respondent-teachers (72%) obtained satisfactory competency level in the Learning Environment domain while none obtained Low and Fair competency level. This indicates that the respondent-teachers have the majority of the competencies at high level in providing a learning environment where all learners despite their individual differences can participate in various activities.

Table 3
Respondents' strengths and weaknesses in the learning environment domain

Competency Level	Number of Respondents	Percent	Verbal Interpretation
1.00-1.50	0	0	Low
1.51-2.50	0	0	Fair
2.51-3.50	36	72	Satisfactory
3.51-4.00	14	28	High
Total	50	100	

Diversity of learners. It can be gleaned from Table 4 that most of the respondent-teachers (78%) got satisfactory competency level in handling learners with various needs while none got Low competency level. This implies that they have the majority of the competencies at high level in addressing the needs of the various types of learners.

Table 4
Respondents' strengths and weaknesses in the diversity of learners' domain

Competency Level	Number of Respondents	Percent	Verbal Interpretation
1.00-1.50	0	0	Low
1.51-2.50	2	4	Fair
2.51-3.50	39	78	Satisfactory
3.51-4.00	9	18	High
Total	50	100	

Curriculum. It is revealed in Table 5 that the majority of the respondent-teachers (80%) scored satisfactory competency level in promoting learning by using precise content knowledge in dealing with learners' academic needs by utilizing suitable learning strategies, technologies and resources. Conversely, none scored Low and very few (6%) scored Fair. However, only 14% of the respondent-teachers scored High competency level.

Table 5
Respondents' strengths and weaknesses in the curriculum domain

Competency Level	Number of Respondents	Percent	Verbal Interpretation
1.00-1.50	0	0	Low
1.51-2.50	3	6	Fair
2.51-3.50	40	80	Satisfactory
3.51-4.00	7	14	High
Total	50	100	

Planning, assessing and reporting. As shown in Table 6, most of the respondent-teachers (66%) have satisfactory competency level in using assessment and planning activities that are aligned with the learner's present knowledge and giving updated feedback

for effective teaching. On the other hand, none has Low competency level although there are 4% Fair scorers.

Table 6
Respondents' strengths and weaknesses
in the planning, assessing and reporting domain

Competency Level	Number of Respondents	Percent	Verbal Interpretation
1.00-1.50	0	0	Low
1.51-2.50	2	4	Fair
2.51-3.50	33	66	Satisfactory
3.51-4.00	15	30	High
Total	50	100	

School, home and community linkages. It can be gleaned from Table 7 that the majority of the respondent-teachers (74%) obtained satisfactory competency level in providing meaningful connection between school activities and learner's experiences and goals in their homes and communities. Conversely, none scored Low but there are some (12%) with Fair competency level which means they only have an average of all the required competencies.

Table 7
Respondents' strengths and weaknesses
in the school, home and community linkages domain

Competency Level	Number of Respondents	Percent	Verbal Interpretation
1.00-1.50	0	0	Low
1.51-2.50	6	12	Fair
2.51-3.50	37	74	Satisfactory
3.51-4.00	7	14	High
Total	50	100	

Personal growth and professional development. It is revealed in Table 8 that most of the respondent-teachers got satisfactory competency level in having high regard for continuous professional development and personal improvement as teachers. In contrast, none got Low and Fair score.

Table 8

**Respondents' strengths and weaknesses
in the personal growth and professional development domain**

Competency Level	Number of Respondents	Percent	Verbal Interpretation
1.00-1.50	0	0	Low
1.51-2.50	0	0	Fair
2.51-3.50	32	64	Satisfactory
3.51-4.00	18	36	High
Total	50	100	

Summary of the Respondents' Strengths and Weaknesses in the NCBTS Domains

Table 9 presents the Summary of the respondents' Strengths and Weaknesses in the seven domains of the NCBTS.

As shown in Table 9, the respondents had the highest mean in Social Regard for Learning domain (3.51) with the standard deviation of .40. It means that the respondent-teachers have High competency level in being a role model of students to regard learning compared to all other domains where they obtained satisfactory competency level. Meanwhile, the respondent-teachers got the lowest mean of 3.10 with an SD of .44 in the School, Home and Community Linkages domain which indicates their need to strengthen their relationship with the external stakeholders of the school. Given the standard deviations of the NCBTS results, the School, Home and Community Linkages domain (.44) and the Personal Growth and Professional Development domain (.44) appear to have the most varied responses, that is, there are respondent-teachers who had rated themselves so highly, but there are also those who had rated themselves very low. Conversely, the Learning Environment domain (.39) and the Curriculum domain (.39) seem to have the most homogenous responses compared to the other domains.

Based on the results of the NCBTS on Table 9, the competence of the respondent-teachers in the School, Home and Community Linkages domain must be prioritized in terms of providing them opportunities for professional development since this appears to be their weakness relative to their scores in the other domains of NCBTS. This was followed by the following domains: Curriculum, Diversity of Learners, Planning, Assessing and Reporting, Learning Environment, Personal Growth and Professional Development and Social Regard for Learning respectively. Overall, the respondent-teachers garnered a Satisfactory competency level given their overall mean of 3.26. This indicates that generally, they are experienced teachers who have the majority of the competencies at high level for effective teaching.

Table 9
Summary of the respondents' strengths and weaknesses
in the seven domains of the NCBTS

NCBTS Domains	N	Mean	Verbal Interpretation	Std. Deviation	Rank
1. Social Regard for Learning	50	3.51	High	.40	1
2. Learning Environment	50	3.28	Satisfactory	.39	3
3. Diversity of Learners	50	3.21	Satisfactory	.40	5
4. Curriculum	50	3.12	Satisfactory	.39	6
5. Planning, Assessing and Reporting	50	3.25	Satisfactory	.43	4
6. School, Home and Community Linkages	50	3.10	Satisfactory	.44	7
7. Personal Growth and Professional Development	50	3.38	Satisfactory	.44	2
Overall mean	350	3.26	Satisfactory	.41	

Differences/Relationship in the Competency Levels in NCBTS According to Demographic Profiles of the Respondents

To determine any differences or relationship between and among the identified strands of the respondent-teachers' Demographic Profiles and their scores in the seven domains of the NCBTS, the T-test of independent samples, Analysis of Variance (ANOVA), and the Pearson correlation were applied. Data per group of variables are presented in Tables 10 to 37. A summary of the results is found in Table 38.

Social Regard for Learning and Demographic Profile

Tables 10 to 13 present the differences in the Social Regard for Learning Domain of the respondents according to their demographic profiles.

As shown in Table 10, T-test of independent samples reveals a p-value of .83 which denotes that there is no significant difference in the respondent-teachers' mean scores on the Social Regard for Learning according to their Educational Attainment. This implies that the Educational Attainment does not significantly influence the teachers' Social Regard for Learning. This further means that regardless of the teachers' highest degree earned,

Table 10
Differences in social regard for learning domain of the respondents according to educational attainment

Educational Attainment	N	Mean	Std. Dev.	P-value	Verbal Interpretation
Bachelor's	28	3.6	.39	.83	No significant difference
Master's	22	3.4	.41		

Table 11 shows the T-test of independent samples with a p-value of .69 which reveals that there is no significant difference in the mean scores of the respondent-teachers when grouped according to Field of Specialization. It can then be inferred that the Field of Specialization does not significantly influence the teachers' Social Regard for Learning. This further indicates that teachers' college program does not influence their ability to serve as role model of students to regard learning.

Table 11
Differences in social regard for learning domain of the respondents according to field of specialization

Field of Specialization	N	Mean	Std. Dev.	P-value	Verbal Interpretation
BEEEd	32	3.56	.40	.69	No significant difference
BSE	18	3.44	.41		

As revealed in Table 12, Analysis of Variance shows a p-value of .26 which indicates that there is no significant difference in the respondent-teachers' mean scores on Social Regard for Learning according to Designation. This implies that the Designation does not significantly influence the teachers' Social Regard for Learning. This further suggests that regardless of the teachers' permanent position, their ability to serve as role model of students to regard learning is not affected.

Table 12
Differences in social regard for learning domain of the respondents according to designation

Designation	N	Mean	Std. Dev.	P-value	Verbal Interpretation
Teacher I	30	3.43	.42	.26	No significant difference
Teacher II	7	3.70	.37		
Teacher III	10	3.58	.39		
Master Teacher I	3	3.73	.15		
Total	50	3.51	.40		

Table 13 reveals a p-value of .03 which shows that the Number of Years in Teaching significantly influences the teachers' Social Regard for Learning. This implies that the more teaching experiences the teachers have, the more likely they can serve as role model of students to regard learning.

Table 13
Relationship between the number of years in teaching and the social regard for learning domain

Bivariates	Pearson r	P-value	Verbal Interpretation
Number of Years in Teaching Social Regard for Learning Domain	.31	.03	There is a significant relationship between the Number of Years in Teaching and the Social Regard for Learning Domain.

Note: Correlation is significant at the 0.05 level

Learning Environment and Demographic Profile

Tables 14 to 17 present the differences in the Learning Environment Domain of the respondents according to their demographic profiles.

As shown in Table 14, T-test of independent samples results reveal a p-value of .09 which denotes that there is no significant difference in the respondent-teachers' mean scores on the Learning Environment domain according to their Educational Attainment. This implies that the Educational Attainment does not significantly influence the teachers' strengths in the Learning Environment domain. This further suggests that teachers' highest degree earned

has no influence in their strengths in providing a learning environment where all learners can participate in various activities.

Table 14
Differences in the learning environment domain of the respondents according to educational attainment

Educational Attainment	N	Mean	Std. Dev.	P-value	Verbal Interpretation
Bachelor's	28	3.24	.35	.09	No significant difference
Master's	22	3.34	.43		

Table 15 shows the T-test of independent samples with a p-value of .19 which reveals that there is no significant difference in the mean scores of the respondent-teachers on the Learning Environment domain when grouped according to their Field of Specialization. It can then be inferred that the Field of Specialization does not significantly influence the teachers' strengths in the Learning Environment domain. This indicates that regardless of the teachers' college program, their strengths in providing a learning environment where all learners can participate in various activities are not affected.

Table 15
Differences in the learning environment domain of the respondents according to field of specialization

Field of Specialization	N	Mean	Std. Dev.	P-value	Verbal Interpretation
BEEd	32	3.24	.37	.19	No significant difference
BSE	18	3.35	.42		

As revealed in Table 16, Analysis of Variance shows a p-value of .09 which indicates that there is no significant difference in the respondent-teachers' mean scores on the Learning Environment domain according to Designation. This shows that Designation does not significantly influence the teachers' strengths in the Learning Environment domain. This further suggests that teachers' permanent position has no impact in their strengths in providing

Table 16
Differences in the learning environment domain of the respondents according to designation

Designation	N	Mean	Std. Dev.	P-value	Verbal Interpretation
Teacher I	30	3.17	.36	.09	No significant difference
Teacher II	7	3.40	.31		
Teacher III	10	3.42	.42		
Master Teacher I	3	3.60	.40		
Total	50	3.28	.39		

Table 17 reveals a p-value of .02 which implies that the Number of Years in Teaching significantly influences the teachers’ strengths in the Learning Environment domain. This connotes that the more teaching experiences the teachers have, the more likely they can provide a learning environment where all learners, despite their individual differences, can participate in various activities.

Table 17
Relationship between the number of years in teaching and the learning environment domain

Bivariates	Pearson r	P-value	Verbal Interpretation
Number of Years in Teaching Learning Environment	.32	.02	There is a significant relationship between the Number of Years in Teaching and the Learning Environment Domain.

Diversity of Learners and Demographic Profile

Tables 18 to 21 present the differences in the Diversity of Learners Domain of the respondents according to their demographic profiles.

As shown in Table 18, T-test of independent samples reveals a p-value of .78 which denotes that there is no significant difference in the respondent-teachers’ mean scores on the Diversity of Learners domain according to Educational Attainment. This implies that the Educational Attainment does not significantly influence the teachers’ strengths in the Diversity of Learners domain. This further means that regardless of the teachers’ highest degree earned, their strengths in making learning easy for various types of learners are not affected

Table 18
Differences in the diversity of learners domain of the respondents according to educational attainment

Educational Attainment	N	Mean	Std. Dev.	P-value	Verbal Interpretation
Bachelor's	28	3.17	.40	.78	No significant difference
Master's	22	3.26	.40		

Table 19 shows the T-test of independent samples with a p-value of .09 which reveals that there is no significant difference in the mean scores of the respondent-teachers on the Diversity of Learners domain when grouped according to the Field of Specialization. It can then be inferred that the Field of Specialization does not significantly influence their strengths in the Diversity of Learners domain. This indicates that regardless of the teachers' college program, their strengths in making learning easy for various types of learners are not affected.

Table 19
Differences in the diversity of learners domain of the respondents according to field of specialization

Field of Specialization	N	Mean	Std. Dev.	P-value	Verbal Interpretation
BEEd	32	3.18	.36	.09	No significant difference
BSE	18	3.26	.47		

As revealed in Table 20, analysis of Variance shows a p-value of .09 which indicates that there is no significant difference in the respondent-teachers' mean scores on the Diversity of Learners domain according to Designation. This shows that Designation does not significantly influence the teachers' strengths in the Diversity of Learners domain. This further suggests that the teachers' permanent position does not influence their strengths in making learning easy for various types of learners.

Table 20
Differences in the diversity of learners domain of the respondents according to designation

Designation	N	Mean	Std. Dev.	P-value	Verbal Interpretation
Teacher I	30	3.12	.38	.09	No significant difference
Teacher II	7	3.26	.37		
Teacher III	10	3.27	.42		
Master Teacher I	3	3.71	.34		
Total	50	3.21	.40		

Table 21 reveals a p-value of .01 which shows that the Number of Years in Teaching significantly influences the teachers' strengths in the Diversity of Learners domain. This may imply that the more teaching experiences the teachers have, the more likely they can make learning easy for various types of learners.

Table 21
Relationship between the number of years in teaching and the diversity of learners domain

Bivariates	Pearson r	P-value	Verbal Interpretation
Number of Years in Teaching Diversity of Learners Domain	.35	.01	There is a significant relationship between the Number of Years in Teaching and the Diversity of Learners Domain.

Curriculum and Demographic Profile

Tables 22 to 25 present the differences in the Curriculum domain of the respondents according to their demographic profiles. As shown in Table 22, T-test of independent samples reveals a p-value of .59 which denotes that there is no significant difference in the respondent-teachers' mean scores on the Curriculum domain according to Educational Attainment. This implies that Educational Attainment does not significantly influence the teachers' strengths in the Curriculum domain. This means that regardless of the teachers' highest degree earned, their content knowledge, teaching-learning strategies, instructional materials and resources to assist the learners achieve high learning standards are not affected.

Table 22
Differences in the curriculum domain of the respondents according to educational attainment

Educational Attainment	N	Mean	Std. Dev.	P-value	Verbal Interpretation
Bachelor's	28	3.10	.38	.59	No significant difference
Master's	22	3.14	.42		

Table 23 shows the T-test of independent samples with a p-value of .05 which reveals that there is no significant difference in the mean scores of the respondent-teachers on the Curriculum domain when grouped according to their Field of Specialization. It can then be inferred that the Field of Specialization does not significantly influence the teachers' strengths in the Curriculum domain. This indicates that regardless of the teachers' college program, their content knowledge, teaching-learning strategies, instructional materials and resources to assist the learners achieve high learning standards are not affected.

Table 23
Differences in the curriculum domain of the respondents according to field of specialization

Field of Specialization	N	Mean	Std. Dev.	P-value	Verbal Interpretation
BEEd	32	3.04	.34	.05	No significant difference
BSE	18	3.26	.45		

Meanwhile, in Table 24, the Analysis of Variance shows a p-value of .18 which indicates that there is no significant difference in the respondent-teachers' mean scores on the Curriculum domain according to Designation. This shows that the Designation does not significantly influence the teachers' strengths in the Curriculum domain. It can then be inferred that teachers' permanent position has nothing to do with their content knowledge and the teaching-learning strategies they used to assist the learners achieve high learning standards.

Table 24
Differences in the curriculum domain of the respondents according to designation

Designation	N	Mean	Std. Dev.	P-value	Verbal Interpretation
Teacher I	30	3.04	.37	.18	No significant difference
Teacher II	7	3.16	.40		
Teacher III	10	3.22	.43		
Master Teacher I	3	3.50	.26		
Total	50	3.12	.39		

Table 25 reveals a p-value of .03 which shows that the Number of Years in Teaching significantly influences the teachers’ strengths in the Curriculum domain. This may imply that the more teaching experiences the teachers have, the more likely they can utilize their content knowledge, teaching-learning strategies, use of instructional materials and resources to assist the learners achieve high learning standards.

Table 25
Relationship between the number of years in teaching and the curriculum domain

Bivariates	Pearson r	P-value	Verbal Interpretation
Number of Years in Teaching Curriculum Domain	.30	.03	There is a significant relationship between the Number of Years in Teaching and the Curriculum Domain.

Planning, Assessing and Reporting and Demographic Profile

Tables 26 to 29 present the differences in the Planning, Assessing and Reporting domain of the respondents according to their demographic profiles.

Presented in Table 26 is the T-test of independent samples that reveals a p-value of .57 which denotes that there is no significant difference in the respondent-teachers’ mean scores on the Planning, Assessing and Reporting domain according to Educational Attainment. This implies that the Educational Attainment does not significantly influence the teachers’ strengths in the Planning, Assessing and Reporting domain. This further means that regardless of the teachers’ highest degree earned, their ability to use assessment and planning activities is not affected.

Table 26
Differences in the planning, assessing and reporting domain of the respondents according to educational attainment

Educational Attainment	N	Mean	Std. Dev.	P-value	Verbal Interpretation
Bachelor's	28	3.20	.42	.57	No significant difference
Master's	22	3.31	.44		

Table 27 shows the T-test of independent samples with a p-value of .09 which reveals that there is no significant difference in the mean scores of the respondent-teachers on the Planning, Assessing and Reporting domain when grouped according to Field of Specialization. It can then be inferred that the teachers' Field of Specialization does not significantly influence their strengths in the Planning, Assessing and Reporting domain. This indicates that regardless of their college program, their ability to use assessment and planning activities is not affected.

Table 27
Differences in the planning, assessing and reporting domain of the respondents according to field of specialization

Field of Specialization	N	Mean	Std. Dev.	P-value	Verbal Interpretation
BEEd	32	3.20	.39	.09	No significant difference
BSE	18	3.34	.49		

As revealed in Table 28, the Analysis of Variance shows a p-value of .04 which indicates that there is a significant difference in the respondent-teachers' mean scores on the Planning, Assessing and Reporting domain when grouped according to Designation. This shows that the Designation significantly influences the teachers' strengths in the Planning, Assessing and Reporting domain. This further suggests that the higher the designation the teachers have, the more tendency they can utilize assessment and planning activities that are aligned with the learners' present knowledge and levels of learning.

Table 28
Differences in the planning, assessing and reporting domain of the respondents according to designation

Designation	N	Mean	Std. Dev.	P-value	Verbal Interpretation
Teacher I	30	3.14	.41	.04	There is a significant difference
Teacher II	7	3.43	.35		
Teacher III	10	3.28	.44		
Master Teacher I	3	3.80	.17		
Total	50	3.25	.43		

Table 29 reveals a p-value of .01 which shows that the Number of Years in Teaching significantly influences the teachers' strengths in the Planning, Assessing and Reporting domain. This may imply that the more teaching experiences the teachers have, the more likely they can use assessment and planning activities that are aligned with the learners' present knowledge and levels of learning.

Table 29
Relationship between the number of years in teaching and the planning, assessing and reporting domain

Bivariates	Pearson r	P-value	Verbal Interpretation
Number of Years in Teaching Planning, Assessing and Reporting Domain	.36	.01	There is a significant relationship between the Number of Years in Teaching and the Planning, Assessing and Reporting Domain.

School, Home and Community Linkages and Demographic Profile

Tables 30 to 33 present the differences in the School, Home and Community Linkages domain of the respondents according to their demographic profiles.

As shown in Table 30, T-test of independent samples reveals a p-value of .80 which denotes that there is no significant difference in the respondent-teachers' mean scores on the School, Home and Community Linkages domain according to Educational Attainment. This implies that Educational Attainment does not significantly influence the teachers' strengths in the School, Home and Community Linkages domain. This further means that regardless of

the teachers' highest degree earned, their strengths in providing meaningful connections between the School, Home and Community are not affected.

Table 30
Differences in the school, home and community linkages domain of the respondents according to educational attainment

Educational Attainment	N	Mean	Std. Dev.	P-value	Verbal Interpretation
Bachelor's	28	3.07	.45	.80	No significant difference
Master's	22	3.15	.44		

Table 31 shows the T-test of independent samples with a p-value of .27 which reveals that there is no significant difference in the mean scores of the respondent-teachers on the School, Home and Community Linkages domain when grouped according to Field of Specialization. It can then be inferred that the Field of Specialization does not significantly influence the teachers' strengths in the School, Home and Community Linkages domain. This indicates that teachers' college program does not influence their strengths in providing meaningful connection between the School, Home and Community.

Table 31
Differences in the school, home and community linkages domain of the respondents according to field of specialization

Field of Specialization	N	Mean	Std. Dev.	P-value	Verbal Interpretation
BEEEd	32	3.11	.42	.27	No significant difference
BSE	18	3.09	.49		

As revealed in Table 32, Analysis of Variance shows a p-value of .13 which indicates that there is no significant difference in the respondent-teachers' mean scores on the School, Home and Community Linkages domain according to Designation. This reveals that the Designation does not significantly influence the teachers' strengths in the School, Home and Community Linkages domain. This further suggests that teachers' permanent position does not influence their strengths in providing meaningful connection between the School, Home and Community.

Table 32
Differences in the school, home and community linkages domain of the respondents according to designation

Designation	N	Mean	Std. Dev.	P-value	Verbal Interpretation
Teacher I	30	3.00	.49	.13	No significant difference
Teacher II	7	3.33	.31		
Teacher III	10	3.21	.31		
Master	3	3.37	.31		
Teacher I					
Total	50	3.10	.44		

Table 33 reveals a p-value of .02 which shows that the Number of Years in Teaching significantly influences the teachers’ strengths in the School, Home and Community Linkages domain. This may imply that the more teaching experiences the teachers have, the more likely they can provide meaningful connection between the School, Home and Community.

Table 33
Relationship between the number of years in teaching and the school, home and community linkages domain

Bivariates	Pearson r	P-value	Verbal Interpretation
Number of Years in Teaching School, Home and Community Linkages Domain	.32	.02	There is a significant relationship between the Number of Years in Teaching and the School, Home and Community Linkages Domain.

Personal Growth and Professional Development and Demographic Profile

Tables 34 to 37 present the differences in the Personal Growth and Professional Development Domain of the respondents according to their demographic profiles

As shown in Table 34, T-test of independent samples reveals a p-value of .48 which denotes that there is no significant difference in the respondent-teachers’ mean scores on the Personal Growth and Professional Development domain according to Educational Attainment. This implies that the Educational Attainment does not significantly influence the Personal

Growth and Professional Development of Teachers. This further means that regardless of the teachers' highest degree earned, their personal growth and professional development is not affected.

Table 34

Differences in the personal growth and professional development of the respondents according to educational attainment

Educational Attainment	N	Mean	Std. Dev.	P-value	Verbal Interpretation
Bachelor's	28	3.30	.43	.48	No significant difference
Master's	22	3.48	.43		

Table 35 shows the T-test of independent samples with a p-value of .54 which reveals that there is no significant difference in the mean scores of the respondent-teachers on the Personal Growth and Professional Development domain when grouped according to Field of Specialization. It can then be inferred that the Field of Specialization does not significantly influence the Personal Growth and Professional Development of Teachers. This further indicates that teachers' college program does not influence their personal growth and professional development.

Table 35

Differences in the personal growth and professional development of the respondents according to field of specialization

Field of Specialization	N	Mean	Std. Dev.	P-value	Verbal Interpretation
BEEEd	32	3.31	.42	.54	No significant difference
BSE	18	3.51	.49		

As reflected in Table 36, Analysis of Variance shows a p-value of .26 which indicates that there is no significant difference in the respondent-teachers' mean scores on the Personal Growth and Professional Development domain according to Designation. This shows that the Designation does not significantly influence the teachers' strengths in the Personal Growth and Professional Development domain. This further suggests that regardless of the teachers' permanent position, their personal growth and professional development is not affected.

Table 36
Differences in the personal growth and professional development domain of the respondents according to designation

Designation	N	Mean	Std. Dev.	P-value	Verbal Interpretation
Teacher I	30	3.31	.42	.26	No significant difference
Teacher II	7	3.50	.45		
Teacher III	10	3.39	.46		
Master Teacher I	3	3.80	.35		
Total	50	3.38	.44		

Table 37 reveals a p-value of .08 which shows that the Number of Years in Teaching does not significantly influences the Personal Growth and Professional Development of Teachers. This implies that the teachers' creditable years of service rendered has no influence on their personal growth and professional development.

Table 37
Relationship between the number of years in teaching and the personal growth and professional development of teachers

Bivariates	Pearson r	P-value	Verbal Interpretation
Number of Years in Teaching Personal Growth and Professional Development of Teachers Domain	.25	.08	There is no significant relationship between the Number of Years in Teaching and the Personal Growth and Professional Development of Teachers Domain.

Table 38 shows that the number of years in teaching significantly influences the strengths of the respondent-teachers in the following domains: Social Regard for Learning, Learning Environment, Diversity of Learners, Curriculum, Planning, Assessing and Reporting as well as School, Home and Community Linkages. This suggests that the more teaching experiences teachers have, the more likely they can have better instructional competence, that is, they can have better classroom management in teaching-learning in the natural setting. Likewise, they can more likely establish better relationship with the external stakeholders of the school to improve learning outcomes. It was also revealed based on the NCBTS results that the Designation significantly influences the Planning, Assessing and Reporting strength

of the respondent-teachers. This implies that the higher the designation the teachers have, the more tendency they can plan, gather, analyze and utilize data to assess learning development, guide teaching and provide appropriate feedback for the learners to learn best.

Table 38
Seven domains of the NCBTS results according to respondents' demographic profile summary

NCBTS Domains	Educational Attainment	Field of Specialization	Designation	Number of Years in Teaching
D1 – Social Regard for Learning	.83	.69	.26	.03
D2 – Learning Environment	.09	.19	.09	.02
D3 – Diversity of Learners	.78	.09	.09	.01
D4 – Curriculum	.59	.05	.18	.03
D5 – Planning, Assessing and Reporting	.57	.09	.04	.01
D6 – School, Home and Community Linkages	.80	.27	.13	.02
D7 – Personal Growth and Professional Development	.48	.54	.26	.08

DISCUSSION

Based on the results of the validated and statistically treated NCBTS data, the Social Regard for Learning domain appears to be the strength of the respondent-teachers since they garnered the highest mean of 3.51 that indicates they have High competency level in being role models of students to regard learning compared to all other domains where they obtained Satisfactory competency level. Meanwhile, they got the lowest mean of 3.10 in the School, Home and Community Linkages domain which suggests that such areas need attention for addressing their professional development requirements such as providing them opportunities on how to establish a strong link with the external stakeholders of the school which are the parents, community experts, officials and other members of the community.

Similar study in Pakistan showed that principals do not execute a dynamic role in supporting the participation of parents in the schooling of their children. It was therefore recommended that principals be trained on the idea of involvement of parents in education. The teachers are to be trained in maintaining a strong link with parents by inviting them to

attend school's conferences, meetings and events to enhance the link between school and home and improve education quality (Ahmad & Said, 2013). According to Blase and Blase (2004), building links between people is the objective in a learning community. Control separates people from one another while commitment enhances interpersonal relationship. To inspire a commitment to shared learning is to build a learning community. Thus, it is necessary for teachers to inspire commitment from school's stakeholders by involving them in activities pertaining to overall teaching-learning improvement such as conducting regular HRPTA meeting, parents' conference and home visitation.

Bull, Brooking and Campbell (2008) emphasized that the important first step in creating effective home-school collaboration is creating good relationships with the principal, teachers and parents. O'keefe (2011) believed that the key to educational transformation is strong community linkages and actions. The learners accomplish further, stay longer and enjoy the experience in school when families, community groups, industry and schools work in team to encourage learning. According to the American Federation of Teachers (2007) significant proof exists that revealed parents' involvement helps learners achieve higher in academics. There are also additional benefits for learners when their parents are involved such as increased learning motivation, improved behavior, regular attendance and a good attitude towards assignment and schooling generally. Burgess (2008) added that students do better in school when their parents are more involved in their schooling. Schools must build an effective collaboration by establishing an open and unrestrained setting with the community, establishing a connection between the classroom-home and school-family.

For the learners to achieve the best in school, Castillo (2003) stated that collaboration between parents, community leaders and teachers is needed while for Lavoie (2008) it is important to establish collaboration with parents where all work together as equals having particular rights and roles to achieve a shared goal. Sahagun (2015) supported them by saying that establishing an effective working relationship with parents and teachers is a very vital part of the academic achievement of the learners. Meanwhile, as emphasized in Epstein (2015) the family and community participation is in part of good school society, linked to plans for improvement in school and concentrated on the learning and development of the learners. Schargel (2011) recommends a dynamic school-community collaboration to deal with the learners' social, personal and academic needs to ensure high academic achievement of all learners in any school program.

Parents and learners all approve that parental involvement in schools has improved although it is still a challenge for many schools (Obrien, 2012). Hence, parental involvement in school must be strengthened to maximize learning.

Overall, the respondent-teachers in the present study obtained a satisfactory competency level given their total mean of 3.26. This indicates that generally, they are experienced teachers who have the majority of the competencies at high level for effective teaching. Training and professional development is recommended to further enhance their strengths. Blase and Blase (2004) stated that staff development encourages teachers

generally and develops their self-confidence. There is a great impact on teacher when principal always create opportunities for staff development. Staff development becomes meaningful when teachers' needs are addressed. Hence, if teachers' actual needs will be addressed, effective teaching will most likely be delivered.

Moreover, it was revealed based on the NCBTS' Assessment Results that the number of years in teaching significantly influences the strengths of the respondent-teachers in the following domains: Social Regard for Learning, Learning Environment, Diversity of Learners, Curriculum, Planning, Assessing and Reporting as well as School, Home and Community Linkages. This suggests that the more teaching experiences the teachers have, the more likely they can have better instructional competence. They can have better classroom management in teaching-learning in the natural setting. Likewise, they can more likely establish a better relationship with the external stakeholders of the school to improve learning outcomes. Walker (2016) reveals that teachers who have more teaching experiences promote better learning for their students, for other teachers and for the school, in general. According to Klnt and Podolsky (2016), teaching experience significantly influences student learning outcomes. As teachers accumulate experience, their students learn more and tend to have better school attendance. Research shows that for the majority of teachers, effectiveness increases with experience. However, it does not guarantee that the passage of time will make all teachers better or incompetent teachers effective. The advantages of having more teaching experience will be best achieved if teachers are meticulously selected and well prepared upon entering the teaching force. Likewise, they have to be thoroughly mentored and strictly evaluated before getting permanent positions. These actions will guarantee that teachers who enter the teaching profession have passed a competency standard where they can continuously enhance their expertise during their teaching careers. Sawchuk (2015) added that teachers' expanding experience tend to benefit students like the decreasing rates of student absenteeism. Nevertheless, experience will only promote teaching expertise when teachers are learning from it. To gain from experience requires the teachers to continuously reflect on their teaching practices. The bottom line for Walker (2016) is that a more experienced teaching force provides many advantages to students and schools which includes superior individual and group effectiveness to improve learning outcomes and better stability and coherence in instruction and in building relationship—the schools' main duty.

In this study, it is found that teachers' Designation significantly influences their Planning, Assessing and Reporting strength. This implies that the higher the designation the teachers have, the more tendency they can utilize assessment and planning activities that are aligned with the learner's present knowledge and levels of learning. This may be due to the teachers' better qualifications as they progress in rank so they become more expert in planning, assessing and reporting learning outcomes of students. Hence, during the accumulation of the teaching experiences, it is imperative that teachers may be provided with opportunities to continue updating their knowledge of content and be consistently updated such as **Teacher's Induction Program (TIP)** – 0-3-year teachers can attend this initial program to keep abreast in the current trends in Education like the NCBTS, the PPST, the

Educational Laws, the Transformative Education and the Life skills of 21st Century Teacher. It is intended for new employees to develop commitment to public service; **Values Development Program** – teachers can be guided with good values and principles pertaining to effective teaching. This can foster their commitment to teaching so they can be role models of excellence to students; **Career Pathing** – set of professional activities to develop one's skills and capabilities for professional growth and promotion in service. This includes the progression in rank of teachers. This can be attained through advancement in Education qualifications, innovativeness, creativity, outstanding accomplishments and research conducted by teachers per DepEd Order No. 66 series of 2007; and **Festival of Teaching Strategies** – teachers can attend and/or participate to diverse workshops to adopt innovative teaching strategies such as cooperative learning, cineography and video presentation using ICT materials to facilitate learning and to improve learning outcomes. These are for the teachers to have high regard for learning. These can also be used for their promotion for their career path in Education. Likewise, it is recommended that they attend graduate and post-graduate studies which are pre-requisites for ranking.

This study further recommends that educational leaders provide teachers with more opportunities to be trained on establishing a strong link with the external stakeholders of the school and to further strengthen their Social Regard for Learning. Teachers also need to be responsible in pursuing their own continuous development based on their own training needs.

It is hoped that this study may contribute to teacher development by enhancing teachers' strengths and improving on their weaknesses because teachers may affect the students and their learning permanently. As Henry Adams puts it "A teacher affects eternity; he can never tell where his influence stops". Therefore, teacher development is very vital to ensure that teachers are equipped with the required competencies in making the students learn best.

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