

Teaching Competence Model of Secondary Teachers in Filipino

ABSTRACT

Objectives: To determine the best fit model of teaching competences of Filipino teachers in secondary.

Methodology: The respondents were 400 Filipino teachers from public schools in Region 11, Southern Mindanao, Philippines. The respondents were chosen using stratified random sampling. The data were collected using google forms.

Results and Discussions: The overall results showed that the respondents had a high level of professional identity, competence of teachers, professional competencies and teaching competences. It also showed a significant relationship between three variables: professional identity, competence of teachers and professional competencies in teaching competences of teachers. Among the five models, model 5 best fits the study.

Recommendations: Based on the results of the study, the researcher proposed the recommendation to continue and maintain the valuation of the four variables of professional identity, teachers' competence, professional competence, and teaching competence by using them as a basis for the selection of good teachers who possess teaching ability. Moreover, they both obtained the highest descriptive level.

Keywords: professional identity; competence of teachers; professional competencies; teaching structural equation model; Philippines.

1. INTRODUCTION

Professionals, policymakers, and scholars have been looking into the signs of teaching competency among instructors over the past few years [1]. Problems arise because learners' academic success is jeopardized by ineffective teaching practices [2]. Teaching competency improves students' capacities and caters to learners' academic achievement, which forms the basis for improving teacher practices [3].

Enhancing teaching abilities can be seen as a continuous endeavor that is crucial to opening up new avenues for developing innovative teaching

methods and disseminating scientific information.

Therefore, carrying out such a study on faculty members' skills can give the chance to impart scientific knowledge and offer innovative teaching methods. Additionally, identifying the components of teaching competences through research

projects can be very helpful in identifying the shortcomings and issues that already exist. These studies might also provide recommendations for addressing the issues and raising the standard of instruction [4].

Additionally, conclusions drawn from this study suggest that identifying the elements of a faculty member's teaching competence can provide guidelines for determining a teacher's path and strategies for cultivating programs on which university administrators can base the proper course of action in order to improve the standard of university instruction. In order to accomplish effective teaching, university teachers can also be given the freedom to modify the current paradigm in accordance with their own teaching practices [4].

On the other hand, **the purpose of this research is to answer the following**, first, ensure the level of professional identity of Filipino teachers in secondary. Second, determine the level of teachers' competence of Filipino. Third, assess the level of professional competence of Filipino secondary. Fourth, know the level of teaching

competence of Filipino teachers in secondary. Fifth, determine the significant relationship between professional identity, teacher's competence and professional competence to teaching competence. Sixth, factors that best predict the influence of professional identity, teacher's competence and professional competence to teaching competence. Lastly, determine the best fit model of teaching competence.

Therefore, the researcher would like to know if there are significant relationships between other variables such as the professional identity, competence of teachers and professional competencies of the teacher in the teaching competences.

The primary determinant of a teacher's competence is their well-being, which is the other mental factor to be considered when evaluating professional identity and professional commitment, both of which are said to be vitally important to every educator and the entire educational system [5].

The level of commitment a teacher has to their jobs, which is linked to their sense of identity and, as a result, their well-being, depends critically on their professional identity and sense of competence [6].

Professional identity is said to be a vehicle that can influence how primary and secondary teachers teach, how to develop professionally, and how to change educational practices, according to research on teacher education at the primary and secondary level of education [7].

The teacher is believed to play a substantial role in the learning of the students, and there is claimed to be a considerable relationship between teacher competency and teaching competencies. The instructor must possess sufficient knowledge of the curriculum's objectives and standards, as well as teaching abilities, personal interests, morals, and ideals [8]. To guarantee that pupils receive the best possible education, a teacher must assess and be aware of their teaching competencies. According to the results of the study, there are instructors who are strong and possess the necessary knowledge of the subject

they teach, but there are also teachers who are weak and lack it [9].

Teachers serve as role models for students and must possess the necessary knowledge and skills to impart that knowledge. Good teaching requires a very individualized approach. The student's overall growth and well-being are taken into consideration in effective instruction [10].

A teacher needs to possess a certain set of abilities in order to successfully carry out their teaching responsibilities. Competence, with a focus on teaching abilities, plays a significant role on how well a teacher performs their profession [11].

Professional competency is a crucial component of the teaching profession, it was discovered via research and analysis. Based on their own assessments, the results indicated that Malaysian agency subject teachers have a generally high degree of professional competence in all three aspects. To gain an overview of various viewpoints, professional examinations are required. To increase teachers' teaching abilities, the strategic plan must be put into action [1].

Professional identity has an impact on how committed and competent teachers are. This outcome supports the findings which demonstrated that teachers' identities can predict the efficacy of their instruction [12].

The results of the research showed that within the evolving educational environment, teachers' professional identities and the constructs that support them, such as emotions, job satisfaction, professional dedication, autonomy, and confidence, were constantly contested and negotiated. The implementation of intercultural policies was found to be impacted by contextual and professional factors, such as work intensification, a lack of resources and training, disrespect for and disregard for teachers' prior experiences, ideologies, values, and beliefs [13].

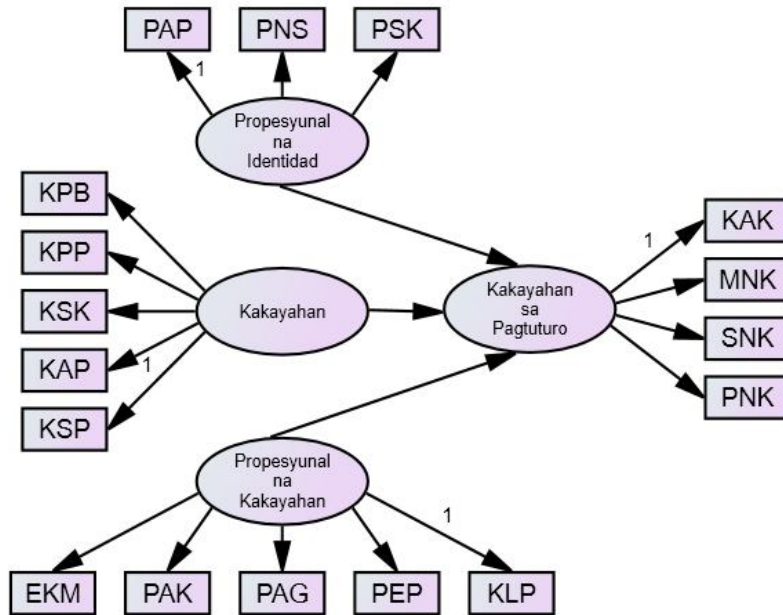


Fig. 1. Conceptual framework of the study

On the other hand, teachers' qualifications and abilities must be high in order to deliver a quality education at educational institutions and for pupils to succeed. In other words, a teacher's success in teaching and training increases with their level of quality. However, a number of factors must be met before teachers may be considered to have the necessary degree of credentials. Teacher competences are one approach to evaluate these requirements [31]. According to other research, effective teachers are those who help their students [14].

One of the most important variables in promoting high-quality education and raising student accomplishment is hiring qualified teachers and keeping them in their existing positions [15]. In reality, children require capable teachers who will provide them with the scaffolding they need to become better learners who continually improve [16].

The ability, skills, and behavior that a teacher must have in order to perform their duties as a teacher are those that must meet specific quality standards. This is known as the teacher's professional competence. This professional competence places more of an emphasis on the organization and execution of learning activities,

which are connected to teachers' broad and in-depth understanding of the teaching materials and comprehension of learning concepts and processes [17].

Constructs from the Theory of Curriculum Implementation serve as

the foundation for this study. Since it contains constructs that are crucial in curriculum implementation, Constructs of the Theory of Curriculum Implementation by Rogan & Aldous is more pertinent to this study. This theory produces a thorough list of variables influencing the methods used to implement curricula. It is made up of three basic components called constructs: the implementation profile, the capacity to support implementation, and the external elements. The degree of inventiveness used by teachers and students to make use of locally accessible resources will determine how well the curriculum is implemented in each school because each one has a distinct capacity for resources [19].

To assess the various teacher skills, Bandura developed the Self-Efficacy Conceptualization Models. These models examine teacher competency along two axes: the axis that measures how much teachers think they can influence their surroundings, for example. General Teacher Competencies (GTE) and testing teachers' capacity to affect students' learning, e.g. PTEs [20]; stand for Personal Teacher Competencies [21]. According to Edward Deci and Richard Ryan's self-determination theory, instructors' attitudes and motivations toward performance reviews will considerably influence

the results as well as the teachers' level of competence and performance [22].

According to Medly, ability is consistent with a teacher's method of instruction. Additionally, it establishes a teacher's personality and how they should approach a certain educational assignment. It frequently requires a wide range to assess a teacher's genuine performance because ability is specific.

2. MATERIALS AND METHODS

2.1 Respondents

The respondents of this study are those who teach Filipino in secondary public schools in Region XI. The respondents were selected by drawing their names. Only teachers who teach Filipino were selected by the researcher. According to Ogunlana and Ogunsami at Oke, the Structural Equation Model needs a sufficient sample size to generate a credible test. They emphasized that for the structural model, a sample size of between 300 and 400 is suitable. Bacon, who advocated for 200 but no more than 400 test sizes, agreed with this.

Thus, the researcher selected 400 teachers from various public secondary schools in Region XI. Respondents **would** be drawn from the ten divisions of Region XI as follows: Davao City Division (A) 22 respondents, Davao Oriental (B) 45 respondents, Davao del Norte (C) 36 respondents, Davao del Sur (D) 37 respondents, Davao Occidental (E) 35 respondents, Davao de Oro (F) 47 respondents, Panabo City Division (F) 39 respondents, Division of Tagum City-Apokon (G) 28 respondents, Division of Tagum City-Mankilam (I) 33 respondents, at Mati City Division (J) 78 respondents. The sample was taken in each division depending on the size of their population to get 400 respondents. During the data collection, healthy protocols were followed. Respondents **were** free to participate in the study and make voluntary decisions. Respondents also have the freedom to withdraw from participation if they feel intimidated or uncomfortable. The researcher always thinks about the physical, mental and emotional condition of the respondents so that no harm will happen in the conduct of the study.

2.2 Research Instrument

The researcher employed a variety of techniques to collect information on his study, what should be emphasized, and where the results came from. A survey that was downloaded from the internet was used by the researcher.

The questionnaire instrument used in the evaluation of teachers' professional identity has 25 items. It contains the following indicators: teaching belief, professional socialization, and career progression[23].

As for the instrument of teachers' competence, it has 30 items. This instrument has the following indicators: teaching competency, management competency, communication competency, professional development competency, and protective and care of children competency [24].

While the professional competencies instrument has 45 items. This instrument has subsequent indicators of subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication and proficient use of information communication technologies [25].

Meanwhile, for the teaching competences of teachers it includes 44 items, with the following indicators: subject competencies, methodological competencies, social competencies, and personal competencies [26].

2.3 Research Design and Methodology

A descriptive, correlational, and causal comparative design was used for this study. When conducting research to uncover the root causes of a certain issue, descriptive language is employed to describe the current status of the situation. A distinctive characteristic of a group of people whose responses are continuous data that the basic means of the normal level would depict are described in descriptive research (Gill).

Each variable in correlational research has a connection to the other variables examined in this design. Determines the degree of correlation between two or more variables by representing, estimating, and testing the link between the

variables used in the data collection. A structural estimating model will also be used in this study to evaluate the connections between the various variables [27].

This descriptive study was analyzed using quantitative data about the problem. The quantitative aspect is an appropriate data collection method designed to target respondents who will answer the questions. The data collection process was based on the use of questionnaires.

The focus of this research is to focus on the teaching ability model, theory, and hypotheses about the problem. This nature is shown by using empirical data on the interval level of the scale from the responses of the participants.

Because the analysis went through the processes of model design, data collecting, model estimation, model analysis, and potential model modification, the Structural Equation Model (SEM) was used in this study to confirm the validity and rigor of the research. As a result, an alternative model that fits the data must be developed when the proposed model is disproved by goodness of fit statistics (Chen, Curran, Bollen, Kirby, and Paxton).

This part presents the tools used to interpret and study the data. The mean was used to determine the level of teachers' professional identification, teachers' skills, teachers' professional skills, and teaching skills. Meanwhile, Pearson's r-correlation was used to determine the significant relationship between the variables. While multiple regression is also used to determine the significant influence of professional identification, teachers' skills, professional skills, and teaching skills of Filipino teachers in secondary school.

The best and most suitable study model was also obtained using the structural estimation model. The structural equilibrium model (SEM), according to Raykov and Marcoulides, is connected to the approach that can combine complex route models with latent variables. This allows the researcher to distinguish between complex route models, regression models, and confirmatory factor analysis models. Additionally, the Alternative Model using Analysis of Moment Structure (AMOS) was employed to determine the goodness of fit statistics. According to Blunch, it is

utilized to obtain the proper learning model; each criterion includes all of the values provided in the indices.

The researcher assured the readers that the information they will get is correct and that the presented data is not fabricated because there is valid evidence. In research, there are ethics to follow. In research ethics, plagiarism is considered a grave sin. Therefore, the researcher ensured that the sources of data or information were given proper recognition.

In order to make sure that adequate and acceptable ethics were taken into account in the conduct of this study, chapters 1 and 2 were also examined by the researcher at the University of Mindanao Ethics Review Committee (UMERC)(Atienza, Bernales, and Rovira). Moreover, the identities of the respondents and selected schools were never exposed or disclosed in any of the chapters of this study.

3. RESULTS AND DISCUSSION

3.1 Level of Professional Identity of Filipino Teachers in Secondary

Table 1 shows the level of professional identity of the teachers. The total mean obtained was 4.73, with a standard deviation (SD) of 0.29 and a very high descriptive level. The professional identity of teachers based on their teaching beliefs has a very high descriptive level. This means that teaching beliefs are important to the competence of teachers. The teaching beliefs of teachers help cultivate the abilities and skills of the students. It can be seen from the data that the first indicator in teaching beliefs of the teachers achieved a very high descriptive level, showing that they always observed and obtained a standard deviation of 0.28 with a mean score of 4.85.

Professional identity level through professional socialization, with a total mean score of 4.06 and SD of 0.60 given a very high descriptive level. The study showed that professional identity through professional socialization got the second highest score. While the level of professional identity of the teachers by the career progression was obtained and had a mean score of 4.21 and SD of 0.54, the descriptive level was very high. Based on the results of the study, this means that teaching beliefs, professional socialization, and

career progression have a significant relationship to the professional identity of teachers.

Teachers' attitudes toward teaching and learning were revealed by a study. Researchers found that

Chart 1. List of scale used, description, and interpretation of the data collected in the four variables of the study

Scale	Description	Interpretation
4.20-5.00	Very High	Professional identity, competence of teachers, professional competencies, and teaching competences are always observed.
3.40-4.19	High	Professional identity, competence of teachers, professional competencies, and teaching competences are often observed.
2.60-3.39	Moderate	Professional identity, competence of teachers, professional competencies, and teaching competences are sometimes observed.
1.80-2.59	Low	Professional identity, competence of teachers, professional competencies, and teaching competences should be observed.
1.00-1.79	Very Low	Professional identity, competence of teachers, professional competencies, and teaching competences are never observed.

The overall result of this table has a descriptive level of the highest, meaning that teachers agree more with all the indicators of teaching beliefs, professional socialization, and career progression.

It simply means that teachers' professional identity of teaching competence is important.

Professional identity is widely defined as a feeling of self-associated with a certain vocation [28]. The notion of agency or active participation in professional development and learning in line with teacher aims, on the other hand, has been asserted to comprise professional identity. In fact, a number of academics have characterized and theorized the development of professional identity in the context of educational research [29].

A professional identity is a vehicle that can influence how primary and secondary teachers teach, how to develop professionally, and how to change the method, according to a study of teacher education at the primary and secondary levels of education. regarding the importance of education [12].The simultaneous affirmation of an agent's involvement in the discourse (semiotic) process at the appropriate time, which is in the context of the local, social, and historical event, is highlighted in the teacher's identity, demonstrating the significance of agency in determining the teacher's identity [1].

instructors' attitudes are influenced by the experiences they have and how they might apply those experiences in their instruction. It can also be used to teach teachers about new information. Additionally, it has a significant impact on how teachers teach. They may not always be aware of it, but what they do in the classroom influences both what and how they learn to teach languages and substantially influences the decisions they make as teachers [30].

3.2 Level of Competence of Teachers in Secondary

In this part, we can see the result of the study conducted about the level of teacher's competence. Presented in the second table are five indicators that indicate that the result of the total standard deviation (SD) is 0.32 and has a mean score of 4.73, which obtained a very high descriptive level.

Table 2 shows the result of the survey conducted among the respondents in each indicator about the level of competence of teachers. The first indicator shows that the teaching competency has a standard deviation (SD) of 0.36 and a mean score of 4.73, indicating that the corresponding descriptive level is very high. But the second indicator about management competency received a very high descriptive level, indicating that it was frequently detected with a standard deviation of 0.33 and a mean score of 4.76. Thus, the third indicator, communication competency, received a very high descriptive level, showing a

standard deviation of 0.35 with a mean score of 4.75.

However, the fourth indicator, professional development competency, had a very high descriptive level, indicating that it was always recognized, with a standard deviation of 0.40 and a mean score of 4.71. On the other hand, the fifth indicator of protection and care of children's competency was very descriptive, showing that it was always detected and obtained a standard deviation of 0.36 with a mean score of 4.75. All items in this indicator have a very high descriptive level. This means that the competence of teachers also contributes to teaching competency.

In order to deliver a high-quality education in educational institutions and for pupils to succeed, teachers must have excellent qualifications and skills. In other words, a teacher's success in

teaching and training increases with their level of quality. However, a number of factors must be met before teachers may be considered to have the necessary degree of credentials. The evaluation of teacher competencies is one method for determining these requirements [32].

It is crucial to develop a system that is appropriate for boosting teacher candidates' ability in higher education. In terms of pedagogical theory and educational practice in Kazakhstan, the development of such a system is also currently a pressing issue [33].

According to other research, effective teachers are the ones who help their students [20]. In order to deliver a high-quality education in educational institutions and for pupils to succeed, teachers must have excellent qualifications and skills [37].

Table 1. Level of Professional Identity of Filipino Teachers in Secondary

Indicators	SD	Mean	Descriptive level
Teaching Beliefs	0.53	4.26	Very High
Professional Socialization	0.60	4.06	Very High
Career Progression	0.54	4.21	Very High
General Mean	0.29	4.73	Very High

Table 2. Level of Competence of Teachers in Secondary

Indicators	SD	Mean	Descriptive level
Teaching Competency	0.36	4.73	Very High
Management Competency	0.33	4.76	Very High
Communication Competency	0.35	4.75	Very High
Professional Development Competency	0.40	4.71	Very High
Protection and Care of Children Competency	0.36	4.75	Very High
General Mean	0.32	4.73	Very High

3.3 Level of Professional Competencies of Filipino Teachers in Secondary

Table 3 describes the total results of the survey conducted about the level of professional competencies of teachers. Of the five indicators, a total standard deviation (SD) of 0.29 and a mean score of 4.76 obtained the descriptive level, which is very high.

The result of each indicator is reflected in Table 3. In the first indicator related to subject matter knowledge, a standard deviation (SD) of 0.33 was

In order to improve learning processes and inspire pupils to study and achieve their potential, teachers must possess the necessary professional competence. Professional educators will be more focused on developing potential learners who include cognitive, affective, and psychomotor aspects because they will be able to implement learning strategies and present materials effectively and amicably. The researcher employed a variety of techniques to collect data and information for his study in order to highlight its significance and the basis of its findings. A survey that was downloaded from

seen, and a mean score of 4.78 obtained a very high descriptive level. The second indicator related to instructional planning and strategies had a standard deviation (SD) of 0.32 and a mean score of 4.76, with the descriptive level being very high. The third indicator related to assessment has a standard deviation (SD) result of 0.34, a mean score of 4.78, and a very high descriptive level. The fourth indicator related to learning environment had a standard deviation (SD) result of 0.33 and a mean score of 4.78, which obtained a very high descriptive level. And, the last indicator related to effective communication and proficient use of information communication technologies got a standard deviation (SD) of 0.35 and, with a mean score of 4.71, obtained a very high descriptive level. All items in this indicator achieved a very high descriptive level. This means that professional competencies are an important aspect of the teaching competence of teachers.

According to Atmaji and Sukung, the ability, skills, and behavior that a teacher must have in order to perform their job functions as a teacher are those that they must possess, value, and master in order to meet certain quality standard [23].

the internet was used by the researcher [34].

According to Law No. 14 of 2005 Concerning Teachers and Lecturers, competency is a collection of abilities, knowledge, and behaviors that teachers or lecturers who carry out their professional responsibilities must acquire, live, and master. Since teachers play a significant part in the learning process, they should be highly qualified professionals who develop people with strong human resources. SyaifulSagala claims that teacher competency is also referred to as teacher skills [30].

The capacity of instructors to grasp both broad and in-depth learning is known as professional competence. Both theoretical and practical situations can contain such mastery. In other words, teachers can both practice and apply the principles of learning theory in the classroom [36]. A teacher needs a specific set of abilities to successfully carry out their teaching responsibilities. Competence, with a focus on teaching abilities, has a significant role in how well a teacher performs their vocation[17].

Table 3. Level of Professional Competencies of Filipino Teachers in Secondary

Indicators	SD	Mean	Descriptive level
Subject Matter Knowledge	0.33	4.78	Very High
Instructional Planning and Strategies	0.32	4.76	Very High
Assessment	0.34	3.78	Very High
Learning Environment	0.33	4.78	Very High
Effective Communication and Proficient Use of Information Communication Technologies	0.35	4.71	Very High
General Mean	0.29	4.76	Very High

3.4 Level of Teaching Competences of Filipino Teachers in Secondary

The level of teaching competence of Filipino teachers in secondary shows a total standard deviation (SD) result of 0.32 and a mean score of 4.74, which obtained a very high descriptive level.

Thus, the first indicator, subject competencies, achieved a very high descriptive level, showing that it was always visible, obtained a standard deviation (SD) of 0.33, and had a mean score of 4.75. But the second indicator, methodological competencies, achieved a very high descriptive level with a standard deviation (SD) of 0.34 and a mean score of 4.75. However, with a standard deviation (SD) of 0.41 and a mean score of

4.67, the third indicator of social competencies had a very high descriptive level, indicating that it was always observed. On the other hand, the last indicator, personal competencies, achieved a very high descriptive level with a standard deviation (SD) of 0.33 and a mean score of 4.78.

It is neither acceptable or permitted to teach without a formal education; nevertheless, because it is so common, it is no longer given much attention. A teacher without the right training, he continued, might just use tried-and-true techniques that may not be very helpful to the children. The fact that a teacher is placed in a setting where he is unfamiliar with the material he is teaching has a greater negative impact [37].

According to Etxeberria, Karlos, Lizasoain, and Lukas, the effectiveness of each student's communicative skill depends on the high level of teaching competence of the teachers. The presence of the teacher who will teach a specific subject and course, the clarity of his presentation, the systematic approach, the information provided to the students about the subject discussed and will be discussed, the encouragement of active participation in class, as well as the method of answering the students' questions are all indicators of good teaching and its quality in the eyes of the students. Students' abilities can be enhanced and developed through quality instruction.

3.5 Significant Relationship between Professional Identity and Teaching Competences of Filipino Teachers in Secondary

Table 5 shows that the total result of the relationship between professional identity and teaching competence of Filipino teachers in secondary school obtained a p-value of .000, which is less than the .05 level of significance. Therefore, the two variables are correlated.

The R-value of 0.720 indicates that there is a strong relationship between professional identity and teaching competence among Filipino secondary teachers. Therefore, it is not acceptable to agree with the alternative hypothesis that there is a significant relationship between professional identity and teaching competence of Filipino teachers in secondary school.

While evaluating professional identity and professional commitment, which are claimed to be extremely important to each teacher and to the entire educational structure, it is important to keep in mind that the teaching competences of teachers have a significant relationship with professional identity, which is primarily determined by their well-being [10]. A teacher's commitment to their jobs and connection to their meaningful identity and well-being are directly related to their professional identity and teaching competencies [11].

The sociocultural theory developed by Vygotsky in 1987, which views human learning as a social process and the society or culture that children are born into as the source of human wisdom, forms the foundation of this study. Their ability to reason has fundamental biological constraints (Psychology Notes HQ, 2018). The term sociocultural theory (SCT), as described by Lantolf and Thorne (2008), is used in this article to refer to Vygotsky's theories; in reality, it is a theory of mind rather than a theory of social or cultural facets of human life. The researcher must take into account the circumstances surrounding human development if they are to comprehend human processes [38].

3.6 Significant Relationship between Competence of Teachers and Teaching Competences of Filipino Teachers in Secondary

Table 6 shows the relationship between the competence of teachers and the teaching competences of Filipino teachers in secondary education with a total R-value of .826 and a p-value of .000 lower than .05, which declares that the study has a significant correlation. In other words, the null hypothesis is not acceptable to agree with the alternative hypothesis, which says that there is a significant relationship between the competence of teachers and the teaching competences of Filipino teachers in secondary.

The overall result has an R-value of .826 and a p-value of .000, which means that there is a significant relationship between the ability of teachers and the teaching ability of Filipino teachers in secondary school.

The influence that teachers have in their

3.7 Significant Relationship between Professional Competencies and Teaching Competences of Filipino Teachers in Secondary

Table 7 shows the significant relationship between the professional competencies and teaching competences

Table 4. Level of Teaching Competences of Filipino Teachers in Secondary

Indicators	SD	Mean	Descriptive Level
Subject Competencies	0.33	4.75	Very High
Methodological Competencies	0.34	4.75	Very High
Social Competencies	0.41	4.67	Very High
Personal Competencies	0.33	4.78	Very High
General Mean	0.32	4.74	Very High

students' learning is stated to be considerable, and there is a significant relationship between teaching competences and teacher competence. The teacher needs to be knowledgeable about the curriculum's objectives and standards, as well as teaching techniques, personal interests, morals, and ideals [13].

To guarantee that pupils receive the best possible education, a teacher must assess and be aware of their teaching competencies. According to the results of the study, there are teachers who are strong and have the necessary knowledge of the subject matter to teach, but there are also teachers who are weak and lack it [14].

Based on Mead's symbolic interactionist theory, this study examined the important influences that teachers' activities in the classroom have on students' performance and learning within the same classroom. It provides the most suitable foundation for a study that normally looks for the relevance of teacher actions that have an impact on student goal accomplishment [1]. Competence is evident in a teacher's approach to instruction. Additionally, it governs your character as a teacher and how you should approach a certain teaching activity. It frequently requires a wide range to assess a teacher's genuine performance because ability is specific (Medly).

of Filipino secondary teachers in the public school of Region XI, with a total R-value of .883 and a p-value of .000 lower than .05, indicating that there is a significant correlation determined in this study. If so, the hypothesis is rejected and conforms to the alternative hypothesis that there is a significant relationship between teachers' professional competence and teaching competence.

The overall result has an R-value of .883 and a p-value of .000, which means that there is a significant relationship between the professional ability and teaching ability of Filipino teachers in secondary school.

There is a need for greater efforts in the learning process so that students are motivated to learn and achieve greatness because professional teachers can implement learning strategies and present materials well and pleasantly and are not only focused on the completion of learning alone but also on the growth process of potential students. This relationship between teaching competences and professional competence of teachers has been demonstrated in the study. It encompasses cognitive, emotional, and psychomotor elements. The researcher employed a variety of techniques to obtain information about his study, which served as the basis for the outcome. A survey that was downloaded from the internet was used by the researcher [16].

The professional competence of a teacher is a set of skills that he must have in order to successfully perform his teaching duties. A teacher's success in carrying out their profession is largely determined by their teaching ability, with an emphasis on teaching skills [17].

3.8 Significant Influence between Professional Identity,

Competence of Teachers, Professional Competencies and Teaching Competences of Filipino Teachers in Secondary

unstandardized coefficients of .130 and .130, a t-value of 2.465 and a p-value of .014 (significant); and professional ability has standardized and unstandardized coefficients of .725 and .673, a t-value of 13.702 and p-value of .000 (significant).

3.9 Best Fit Model for Teaching Competences of Filipino Teachers in Secondary

Table 8 shows the result of the significant influence of professional identity, competence of teachers, and professional competencies on teachers' teaching competences with a calculated F-value of 517.658, a R-value of .893, an adjusted R2 value of .797, and a p-value of .174, which is less than 0.05, which means maximum. The overall result was that each variable agreed to reject the null hypothesis that supported the alternative hypothesis.

The developed Structural Model 5, showing the direct causal relationship of the exogenous variables: professional identity, teachers' competence, and professional competence, was determined to be the most appropriate model. The best-fitting model is highly acceptable, as shown in Table 7. The Chi-Square divided by degrees of freedom is 1.193, with a P-value of .174. This indicates the most appropriate model. This is supported by the Root Means Square of Error Approximation index of .022, which is below the 0.05 level of significance with an associated P-close of .994. Also, other criteria such as the Normed Fit Index, Tucker-Lewis Index, and Comparative Fit are seen as highly indicative of the best fit model because all measurements are derived from the criteria.

It can be seen in the results of the collected data that professional identity has standardized and unstandardized coefficients of .145 and .132, a t-value of 3.695 and a p-value of .000 (significant); teachers' ability has standardized and

Table 5. Significant Relationship between Professional Identity and Teaching Competences of Filipino Teachers in Secondary

Professional Identity	Teaching Competences				Overall
	Subject Competencies	Methodological Competencies	Social Competencies	Personal Competencies	
Teaching Beliefs	.488**	.497**	.459**	.548**	.556**
	.000	.000	.000	.000	.000

Professional Socialization	.540** .000	.512** .000	.530** .000	.599** .000	.610** .000
Career Progression	.520** .000	.547** .000	.516** .000	.499** .000	.583** .000
Overall	.638** .000	.644** .000	.623** .000	.669** .000	.720** .000

Table 6. Significant Relationship between Competence of Teachers and Teaching Competences of Filipino Teachers in Secondary

Competence of Teachers	Teaching Competences				
	Subject Competencies	Methodological Competencies	Social Competencies	Personal Competencies	Overall
Teaching Competency	.649** .000	.675** .000	.579** .000	.625** .000	.705** .000
Management Competency	.626** .000	.673** .000	.622** .000	.623** .000	.712** .000
Communication Competency	.647** .000	.686** .000	.662** .000	.633** .000	.737** .000
Professional Development Competency	.700** .000	.734** .000	.655** .000	.600** .000	.753** .000
Protection and Care of Children Competency	.658** .000	.714** .000	.613** .000	.604** .000	.723** .000
Overall	.747** .000	.793** .000	.713** .000	.700** .000	.826** .000

4. CONCLUSION

This part will reflect the results of the study, where the researcher gave a conclusion and recommendation based on the interpretation and study of the data. The use of the structural assessment model strengthened this study because the analysis conformed to the sequential process of the specific model. The result showed that the level of professional identity, teacher competence, and teaching competences of teachers is high, and there is an indication that these variables are often

expressed and displayed by Filipino teachers in public secondary schools in Region XI.

The following variable in professional identity, teachers' competence, has a significant relationship with teachers' teaching competence. So, the null hypothesis was not accepted. Of the five investigated models, model 5 had indices that were consistent and indicated that the data fit best. Therefore, it was identified as the most appropriate model. The result of the goodness of fit of model 5 is very acceptable because all the indices meet the set criteria against the obtained value of the best-fitting model.

This is supported by Piaget's theory of constructivism responding to planned behavior, which states that constructivism is founded on the premise that knowledge is developed through experience and the two cannot be separated [39]. Since knowledge is known only through experience, teachers in professional development combine their past experiences and knowledge with information delivered through current professional development [40]. In other words, a teacher's professional development is essential to having the ability to deliver a smooth classroom environment.

Based on the results of the study, the researcher proposed the recommendation to continue and maintain the valuation of the four variables of professional identity, teachers' competence, professional competence, and teaching competence by using them as a basis for the selection of good teachers who possess teaching ability. Moreover, they both obtained the highest descriptive level.

ETHICAL APPROVAL AND CONSENT

The researcher followed and complied with all the study criteria, following the assessment protocol and standardized measures. Voluntary Participation, Privacy and confidentiality, Informed consent process, Conflict of Interest (COI), Permission from Organization/Location, and Technology Issues were thoroughly followed as stipulated by the University of Mindanao Ethics Review Committee. Certification was issued to the UMERC researcher with the number UMERC-2022-046 for the implementation of the study.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

Authors' contributions

This work was carried out in collaboration between both authors. Author MAAM designed the study, performed the statistical analysis, wrote the protocol, wrote the draft of the manuscript, managed the literature searches and discussed the paper. Author MYL gave advised and directions. Both authors read and approved the final manuscript.

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Table 7. Significant Relationship between Professional Competencies and Teaching Competences of Filipino Teachers in Secondary

Professional Competencies	Teaching Competences				Overall
	Subject Competencies	Methodological Competencies	Social Competencies	Personal Competencies	
Subject Matter Knowledge	.667** .000	.686** .000	.628** .000	.630** .000	.730** .000
Instructional Planning and Strategies	.715** .000	.761** .000	.630** .000	.697** .000	.781** .000
Assessment	.715** .000	.775** .000	.644** .000	.689** .000	.788** .000
Learning Environment	.755** .000	.767** .000	.668** .000	.736** .000	.816** .000
Effective Communication and Proficient Use of Information Communication Technologies	.708** .000	.724** .000	.671** .000	.589** .000	.754** .000
Overall	.813** .000	.848** .000	.741** .000	.762** .000	.883** .000

Table 8. Significant Influence between Professional Identity, Competence of Teachers, Professional Competencies and Teaching Competences of Filipino Teachers in Secondary

Exogenous Variables	Teaching Competences			
	<i>B</i>	β	<i>t</i>	<i>Sig.</i>
Constant	-.011		-.089	.929
Professional Identity	.145	.132	3.695	.000
Competence of Teachers	.130	.130	2.465	.014
Professional Competencies	.725	.673	13.702	.000
R	.893			
R ²	.797			
ΔR	.795			
F	517.658			
ρ	.000			

Table 9. Summary of the goodness of fit measure of the five structural models

Model	P-value (>0.05)	CMIN / DF (0<value <2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA A (<0.05)	P-close (>0.05)
1	.000	11.408	.759	.807	.793	.774	.162	.000
2	.000	5.695	.859	.915	.899	.898	.108	.000
3	.000	3.161	.896	.960	.943	.953	.704	.000
4	.000	3.052	.900	.962	.945	.955	.072	.000
5	.174	1.193	.977	.998	.986	.997	.022	.994

Legend: CMIN/DF – Chi Square/Degrees of Freedom NFI – Normed Fit Index
 GFI – Goodness of Fit Index TLI – Tucker-Lewis Index
 RMSEA – Root Mean Square of Error Approximation CFI – Comparative Fit Index

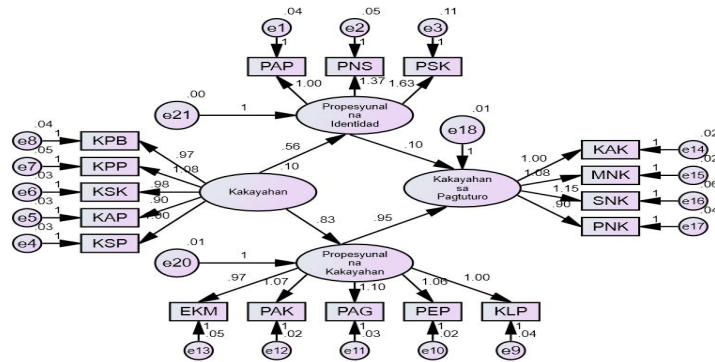


Fig. 2. Best fit model for Teaching Competences of Filipino Teachers in Secondary

Legend:

PAP-paniniwalangpampagtuturo

KSP-kakayahansapamamahala

PNS-propesyunalnasosyalisasyon

KPP- kakayahansapropesyunalnapag-unlad

PSK-pag-unladsakarera

EKM-epektibongkomunikasyon at mahusaynapaggamitngmga

KPB-KakayahansaProteksyon at Pangalangangmga Bata

komunikasyon

KSK-kakayahansakomunikasyon

teknolohiyangimpormasyon

KAP-kakayahansapagtuturo

teknolohiyangimpormasyon

PAP-paniniwalangpampagtuturo

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komunikasyon

KSK-kakayahansakomunikasyon

teknolohiyangimpormasyon

KAP-kakayahansapagtuturo

teknolohiyangimpormasyon

PAP-paniniwalangpampagtuturo

KSP-kakayahansapamamahala

PEP-pagpapalano at estratehiyasapagtuturo

KSP-kakayahansapamamahala

<i>PNS-propesyunalnasosyalisasyon</i>	<i>KPP- kakayahansapropesyunalnapag-unlad</i>
<i>PSK-pag-unladsakarera</i>	<i>EKM-epektibongkomunikasyon at</i>
<i>KPB-KakayahansaProteksyon at Pangangalagangmga Bata</i>	<i>mahusaynapaggamitngmga</i>
<i>KSK-kakayahansakomunikasyon</i>	<i>teknolohiyangimpormasyonsa</i>
<i>KAP-kakayahansapagtuturo</i>	<i>komunikasyon</i>
	<i>PAK-kaalamansapaksa</i>
	<i>PEP-pagpaplano at estratehiyasapagtuturo</i>
<i>PAP-paniniwalangpampagtuturo</i>	<i>KSP-kakayahansapamamahala</i>
<i>PNS-propesyunalnasosyalisasyon</i>	<i>KPP- kakayahansapropesyunalnapag-unlad</i>
<i>PSK-pag-unladsakarera</i>	<i>EKM-epektibongkomunikasyon at</i>
<i>KPB-KakayahansaProteksyon at Pangangalagangmga Bata</i>	<i>mahusaynapaggamitngmga</i>
<i>KSK-kakayahansakomunikasyon</i>	<i>teknolohiyangimpormasyonsa</i>
<i>KAP-kakayahansapagtuturo</i>	<i>komunikasyon</i>
	<i>PAK-kaalamansapaksa</i>
	<i>PEP-pagpaplano at estratehiyasapagtuturo</i>
<i>PAP-paniniwalangpampagtuturo</i>	<i>KSP-kakayahansapamamahala</i>
<i>PNS-propesyunalnasosyalisasyon</i>	<i>KPP- kakayahansapropesyunalnapag-unlad</i>
<i>PSK-pag-unladsakarera</i>	<i>EKM-epektibongkomunikasyon at</i>
<i>KPB-KakayahansaProteksyon at Pangangalagangmga Bata</i>	<i>mahusaynapaggamitngmga</i>
<i>KSK-kakayahansakomunikasyon</i>	<i>teknolohiyangimpormasyonsa</i>
<i>KAP-kakayahansapagtuturo</i>	<i>komunikasyon</i>
	<i>PAK-kaalamansapaksa</i>
	<i>PEP-pagpaplano at estratehiyasapagtuturo</i>
<i>PAP-paniniwalangpampagtuturo</i>	<i>KSP-kakayahansapamamahala</i>
<i>PNS-propesyunalnasosyalisasyon</i>	<i>KPP- kakayahansapropesyunalnapag-unlad</i>
<i>PSK-pag-unladsakarera</i>	<i>EKM-epektibongkomunikasyon at</i>
<i>KPB-KakayahansaProteksyon at Pangangalagangmga Bata</i>	<i>mahusaynapaggamitngmga</i>
<i>KSK-kakayahansakomunikasyon</i>	<i>teknolohiyangimpormasyonsa</i>
<i>KAP-kakayahansapagtuturo</i>	<i>komunikasyon</i>
	<i>PAK-kaalamansapaksa</i>
	<i>PEP-pagpaplano at estratehiyasapagtuturo</i>

Table 10. Direct and indirect effect of the independent variable on the teaching competences of Filipino teachers in secondary

Variables	Direct Effect	Indirect effect	Total effect
Professional Identity	.100	-	.100
Competence of Teachers	-	.848	.848
Professional Competencies	.951	-	.951

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