



American Journal of Education and Technology (AJET)

ISSN: 2832-9481 (ONLINE)

VOLUME 4 ISSUE 1 (2025)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA



Pedagogical Competence: A Study of Educators in Affiliated Programs at CapSU Pilar

Eric Esteban Contreras^{1*}

Article Information

Received: January 30, 2025

Accepted: March 03, 2025

Published: March 10, 2025

Keywords

Communication Skills, Content Knowledge, Educator, Pedagogical Competence, Professional Development

ABSTRACT

This investigation was conducted to assess the level of pedagogical competencies of teachers in affiliated courses of CapSU, Pilar, measured in terms of the teachers' purpose, professional development, content knowledge, and communication skills and determined the significant predictors to the pedagogical competencies. Descriptive statistical tools such as mean and standard deviation were employed to test the descriptive data, while the pedagogical competencies of teaching multiple linear regression using the stepwise method were used to find out the significant predictors of the pedagogical competencies of teachers. Findings on the investigations are as follows: 1. The respondents rated themselves competent in the pedagogical area of Professional Development. 2. The respondents claimed to be highly competent in the pedagogical area of communication skills. 3. In the area of the teacher's purpose, the respondents claimed to be highly competent with a 4. In the area of content knowledge, the respondents rated themselves as highly competent. Significant Predictors of the Pedagogical competencies of the respondents were having doctoral units and being single, which significantly predict Professional Development. There is a linear association between the highest educational attainment with doctoral units and the marital status, which is married. Several working hours per week and the number of preparation of teachers significantly predict a teacher's purpose. In terms of communication skills, no significant predictors were found among variables considered.

INTRODUCTION

Higher education has long been recognized as a major contributing factor to the social, cultural and intellectual life of society by improving the quality of human life (Shetty *et al.*, 2010). While primary and secondary education is concerned with transfer of knowledge from teacher to student, higher education includes analysis, synthesis and the transformation of information to knowledge. Teachers in higher education are involved not only in teaching, but also in research and discussion (Manixanan & Premila, 2009). With this conventional dynamism, tertiary education is considered the backbone of a country's sustainable development. The quality of education the institution delivers depends on the knowledge and professional skills of the teachers. Therefore, teachers are an integral component of an education system (Huberman, 2005).

CapSU Pilar is one of the higher education institutions in the province of Capiz situated in Natividad Pilar Capiz. In its goal to meet the increasing need for change and globalization trend in education, it impacted varied educational strategies employing teachers who are graduates of technology courses, medical, agriculture, business management and other social courses to take charge of the transfer of knowledge. These teachers may have or not have the professional knowledge and skills to equip them in the real transfer of educational knowledge, best referred in this study as the pedagogical competences.

A good knowledge of pedagogical competence on the

part of the teacher, their typology and principles of development, will lead to a future successful application/use in any field developing interdisciplinary thinking, creativity and managerial qualities is the field of teaching.

LITERATURE REVIEW

Pedagogical competence generally refers to the minimum professional standards required for an individual to undertake certain educational roles. Teachers with a low level of teaching ability are referred to as unskilled, while teachers with a high level of teaching ability are considered skilled and pedagogically competent. Recent educational research has primarily focused on setting up 21st-century teaching environments in classrooms, where pedagogically competent teachers can use their skills consistently and understandably to get students to do new things. The purpose of this research is to investigate the pedagogical mechanisms at work in instructors' classrooms that result in students' achieving exceptional accomplishments about teacher competency. The study is based on a review of the literature about teachers' pedagogical competencies and their relationship to students' academic achievement, which shows how teachers' competencies support the students' learning and finally their achievement in the shape of grades in examinations. The findings indicate a more nuanced picture of the relationship between pedagogical competence and students' academic achievement. The study of OLGA NESSIPBAVEVA identifies several key competencies that modern teachers need to possess to

¹ Capiz State University, Philippines

* Corresponding author's e-mail: genextractor2416@gmail.com

be effective in the 21st century. These competencies include:

Effective Classroom Management

Maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress, and making constant adjustments. Employing a range of strategies to promote positive relationships, cooperation, and purposeful learning. Organizing, assigning, and managing time, space, and activities to ensure active and equitable engagement of students in productive tasks.

Effective Teaching Practices

Representing differing viewpoints, theories, “ways of knowing,” and methods of inquiry in teaching subject matter concepts. Using multiple teaching and learning strategies to engage students in active learning opportunities that promote critical thinking, problem-solving, and performance capabilities. Helping students assume responsibility for identifying and using learning resources.

Effective Assessment

Incorporating formal tests, responses to quizzes, evaluation of classroom assignments, student performances and projects, and standardized achievement tests to understand what students have learned. Developing assessment strategies that involve learners in self-assessment activities to help them become aware of their strengths and needs and encourage them to set personal goals for learning.

Technology Skills

Knowing when and how to use current educational technology. Using the most appropriate type and level of technology to maximize student learning. Additionally, the study emphasizes the importance of teachers demonstrating leadership, establishing a respectful environment for a diverse population of students, knowing the content they teach, facilitating learning for their students, and reflecting on their practice. These competencies are essential for teachers to meet the complex challenges of today’s educational environment and to prepare students for the future.

Statement of the Problem

Assessment of the pedagogical competences of teachers in CapSU Pilar is the main concern of this study, for the University’s awareness of the current status of teaching–learning transfer in the University.

This endeavor aimed to assess the pedagogical competences of teachers (in affiliated courses) in CapSU Pilar. Likewise, it determined the factors that influence their competence.

Specifically, it sought to answer the following questions:

1. What demographic profile can be drawn from the teacher studied?
2. What are the pedagogical competences of the teachers

in the affiliated courses offered in CapSU, Pilar, measured through their purpose in teaching, content knowledge, professional development and communication skills?

3. What are the significant predictors of the pedagogical competences of the teachers considering all demographic characteristics of the teachers studied?

MATERIALS AND METHODS

This study used a descriptive design assessing the level of the pedagogical competences of teachers in CapSU Pilar measured in terms of their purpose, professional development, content knowledge and communication skills. The first phase of the study started with assessments of pedagogical competences by using questionnaires that had been tested previously for their validity and reliability. In descriptive studies, the researcher used to measure data such as frequency, preferences, or any similar data. This investigation was done at Capiz State University, Pilar Campus, Pilar, Capiz. CapSU Pilar is one of the satellite campuses of the Capiz State University (CAPSU), with the main office at Roxas City.

To gather the data for pedagogical competences of the teachers, they answered a rating scale with 1 to 5, where 5 was the highest and 1 was the lowest rating. Pedagogical competences were measured in the areas of professional development, communication skills, teacher purpose and content knowledge. Standard deviation and mean were used to test the validity of the data on pedagogical competences.

Multiple linear regression using a stepwise method was used to determine the significant predictors of the respondents’ pedagogical competences.

RESULTS AND DISCUSSION

This data was gathered, analyzed and interpreted according to the parameter identified. The first part presents the socio-demographic profile of the respondents; the second part presents the pedagogical competences of teachers in the affiliated courses in CapSU, Pilar Campus, and the third part presents the data on the predictor variables to the pedagogical competences of the teacher respondents.

Socio-Demographic Profile of the Respondents

The respondents were drawn from the three affiliated courses of CapSU Pilar, namely: Bachelor of Science in Information Technology (BSIT), Bachelor of Science in Social Work (BSSW) and Bachelor of Science in Hotel and Restaurant Management (BSHRM). The teacher covered a total of 32.

Of these 32 teachers, 13 or 40.60% were male and 19 or 59.40% were female. Eight (8) or 25% were within age ranges 29-36 and 37-44 years old respectively, six (6) or 18.80% belonged to age ranges 21-28 years old and 53-60 years old respectively. Three (3) or 9.40% belonged to age ranges 45 -52 years old and only one (1) or 3.10% was found above 60 years old. Majority of them (25 or 78.10%) were catholic and a minimal number (7 or 21.90%) were Non Catholic. Twenty (20) or 62.50% were

married, 9 or 28.10% were single in status. The rest were widowed (2) or 6.30% and separated (1) or 3.10%. The data revealed that more than half of the respondents were female (f = 19, %=59.40).

Five (5) or 15.60% of these teachers had doctoral degrees, 13 or 40.60% had doctoral units. 7 or 21.90% finished a Master's degree and 6 or 18.80% were with Master's units. Only one or 3.10% had a Bachelor's degree. In terms of academic rank, 15 or 46.90% occupied Assistant Professor Position, eight (8) or 25.00% were in instructors' position and nine or 28.10% remained contractual instructors.

Majority of the teachers (23 or 71.90) taught 4-6 subjects and had 4-6 preparations respectively. Eight or 25% taught 1-3 preparations and nine (9) or 28.10 had 1-3 preparations.

In terms of number of hours per week, 14 or 43.75% taught 13-22 hours, 10 or 31.25% taught 23-33 hours, seven (7) 21.90% taught seven hours and one or 3.10% taught above 33 hours.

Twenty-three or 71.90% were regular employees and nine (9) or 28.10% taught on a contractual basis.

Table 1: Shows the demographic profile of the respondents

Socio-Demographic Profile	Frequency	Percentage
Sex		
Male	13	40.60
Female	19	59.40
Total	32	100.00
Age		
21 – 28 years old	6	18.80
29 – 36 years old	8	25.00
37 – 44 years old	8	25.00
45 – 52 years old	3	9.40
53 – 60 years old	6	18.80
Above 60 years old	1	3.10
Total	32	100.00
Religion		
Catholic	25	78.10
Non – Catholic	7	21.90
Total	32	100.00
Marital Status		
Single	9	28.10
Married	20	62.50
Separated	1	3.10
Widow	2	6.30
Total	32	100.00
Highest Educational Attainment		
With a Doctoral Degree	5	15.60
With Doctoral Units	13	40.60
With Masteral Degree	7	21.90
With Masteral Units	6	18.80
With a Bachelor's Degree	1	3.10
Total	32	100.00
Academic Rank		
Asst. Professor	15	46.90
Instructor	8	25.00
Contractual Instructor	9	28.10
Total	32	100.00
Subject Taught		
1 – 3	8	25.00

4 – 6	23	71.90
Above 6	1	3.10
Total	32	100.00
Number of hours per week		
3 – 12	7	21.90
13 – 22	14	43.75
23 – 33	10	31.25
Above 33	1	3.1
Total	32	100.00
Number of Preparations		
1 – 3	9	28.10
4 – 6	23	71.90
Total	32	100.00
Status of Employment		
Regular Employee	23	71.90
Contractual Employee	9	28.10
Total	32	100.00

Pedagogical Competences of Teachers in Affiliated Courses of CapSU, Pilar

To test the pedagogical competencies of the respondents, they were asked to rate themselves from 1 to 5, 5 as the highest and 1 as the lowest, in terms of professional development, communication skills, teacher's purpose, and content knowledge.

The result revealed that in terms of professional development, the respondents perceived themselves as competent with a mean = 4.20, and sd = 0.48. They agreed that they often attended advance studies to gain deeper understanding of subject fields, took effort to study and discussed the curriculum among teachers, used variety of student's evaluation and assessment practices, used different approaches to individual learning, coached students with special interests and needs, taught cross curricular skills, took classes of the areas of interest, linked teaching with research, collaborated with teachers in learning and research activities, took part in institutional research, could clear student's doubts based on knowledge, used analogies, diagrams, pictures to make subject interesting, and helped integrate knowledge with modern demands.

As for the pedagogical competency of the respondents in terms of communication skills, they perceived themselves as highly competent (mean = 4.60, sd = 0.24). Thus, the result implies that they strongly agreed that they could build rapport with students and they preferred to interact with all, used variety of communication techniques to initiate student participation, could understand

student's needs, assumed roles as facilitator, resource person, coach, inquisitor, referee in drawing students to contributed knowledge and understanding of the concept at hand, used instructional materials to reinforce learning processes, used variety of communication styles, adapt content to suit students understanding capacity, could interpret complex ideas/concept is simple forum, and accepted invitation to talk specified topics/skills.

Regarding teachers' purpose, the respondents perceived themselves as highly competent (mean = 4.68, sd = 0.29). The result implies that they strongly agreed that they believed that teaching – learning must be child centered, that they facilitated student's inquiry, believed that students learn best by finding solutions to problems on their own, believed that students should be allowed to think of solutions to practical problems before the teacher showed them how they were solved, and believed that activity and reasoning processes were more important than specific curriculum content.

As for the content knowledge, the respondents perceived themselves to be highly competent (mean = 4.61, sd = 0.29). They strongly agreed that they incorporated contemporary knowledge into the lesson, they referred to knowledge based on research journals, upgraded the basic content with new information, and allowed the students to interact while teaching.

The overall mean of 4.52, sd = 0.33 indicated that respondents perceived themselves as highly competent in their pedagogical competences.

Table 2: Mean Distribution of Pedagogical Competencies Indicated

Pedagogical Competencies	Mean	Standard Deviation	Verbal Interpretation
Professional Development	4.20	0.48	Competent
Communication Skills	4.60	0.24	Highly Competent
Teacher's Purpose	4.68	0.29	Highly Competent

Content Knowledge	4.61	0.29	Highly Competent
Overall	4.52	0.33	Highly Competent

- 1. 00 – 1.80 – *strongly disagree – very incompetent*
- 1.81 – 2.60 – *disagree - incompetent*
- 2.61 – 3.40 – *undecided – somewhat competent*
- 3.41 – 4.20 – *agree - competent*
- 4.21 – 5.00 – *strongly agree – highly competent*

Significant Predictors of the Pedagogical Competencies of the Respondents

Multiple Linear Regression using stepwise method was used to determine the significant predictors of the pedagogical competencies of the respondents. The variables considered in the study were: sex, marital status, age, religion, highest educational attainment, academic rank, number of subjects taught, number of preparations, number of hours load per week, and status of employment.

As for the professional development, the result revealed that having doctoral units and being single were the significant predictors. Thus, the best subset of predictors that has a linear association to the dependent variable, professional development of the respondents, are the highest educational attainment with doctoral units and the marital status, which is married, with the final regression model:

$$\hat{Y} = 4.321 + 0.509 X_8 - 0.409 X_5$$

Where:

$X_8 = 1$ if the respondent has some doctoral units

0, otherwise

$X_5 = 1$ if the respondent was married

0, otherwise

Data implies the faculty become more pedagogically competent when they pursue advanced studies to equip them with the current trends in educational processes. Teachers who are single in status can focus more on teaching and they have enough time in the development of their pedagogical competence.

The regression model further revealed that each coefficient in the model, if all other predictors are considered constant, was as follows:

There is an average increase of 0.509 in the professional development of the respondents if the respondents have some doctoral units.

And, there is an average decrease of 0.409 in the professional development of the respondents if the respondent is married.

In contrast to the study of Marcial and de la Rama, being single or married does not affect ICT competency levels. Surprisingly, several years in teaching do not affect ICT competency levels, considering that age and highest educational attainment affect ICT competency. This may be explained about the nature of the respondents' teaching work, and at the same time, the diverse subject matter that the respondent is teaching.

Table 3: Coefficients of Significant Predictors of Professional Development

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.095	.081		50.582	.000
	X8	.645	.205	.498	3.149	.004
2	(Constant)	4.231	.091		46.600	.000
	X8	.509	.195	.393	2.611	.014
	X5	-.409	.157	-.392	-2.602	.014

a. *Dependent Variable: PD*

For the pedagogical competency of the respondents in terms of content knowledge, regression analysis revealed that the number of hours of load per week was the best predictor. The regression model is:

$$\hat{Y} = 4.889 - 0.014 X_{12}$$

Where:

X_{12} = number of hours of load per week

The regression model further revealed that if all other predictors are considered constant, there is an average decrease of 0.014 in the content knowledge of the respondents in every unit increase in the number of hours of load per week.

Data implies that overloaded teachers in terms of hours taught per week tend to be less competent pedagogically. Probably the excessive time of effort to teach contributed to their fatigue and stress. A stressful teacher surely

cannot be very effective in teaching. Being stressed leads them to other undesirable demonstrations of teaching behavior, such as being irritated by questions and noise among students, not being prepared well, and sometimes they tend to report late for the next class. All these demonstration weakens or lose their Teacher's Purpose.

As for the teacher's purpose, regression analysis revealed that the number of hours of load per week and the number of preparation are the significant predictors that have a linear association to the teacher's purpose. The regression model further revealed that considering other predictors constant, there is an average decrease of 0.024 in the teacher's purpose in every unit increase in the number of hours of load per week. But there is an average increase of 0.129 in the teacher's purpose in every unit increase on the number of preparations.

$$\hat{Y} = 4.643 - 0.024 X_{12} + 0.129 X_5$$

Where:

X_{12} = number of hours of load per week

X_{13} = number of preparations

Implication on Professional development and Single status as predictor variable to Pedagogical Competences.

Data implies that faculty tend to be professionally developed if they pursue advanced studies to equip them with current trends and issues in educational processes and learning. Teachers who are single in status have enough to focus on the development of their career,

hence can pursue advanced studies. They don't have children and a husband who always posed an obligation on their part.

In contrast to the study of Marcial and de la Rama, being single or married does not affect ICT competency levels. Surprisingly, several years in teaching do not affect ICT competency levels, considering that age and highest educational attainment affect ICT competency. This may be explained about the nature of the respondents' teaching work, and at the same time, the diverse subject matter that the respondent is teaching.

Table 4: Coefficients of Significant Predictors of Content Knowledge

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.889	.123		39.724	.000
	X12	-.014	.006	-.408	-2.446	.021

a. Dependent Variable: CK

However, in terms of communication, regression analysis revealed that there were no significant predictors that have a linear association to the dependent variable. Thus,

other variables aside from the ones included in the study could be considered.

Table 5: Coefficients of Significant Predictors of Teacher's Purpose

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.943	.123		40.301	.000
	X12	-.014	.006	-.398	-2.376	.024
2	(Constant)	4.643	.165		28.112	.000
	X12	-.024	.007	-.713	-3.573	.001
	X13	.129	.052	.498	2.496	.019

a. Dependent Variable: TP

Findings

Demographic Profile of the Teachers

More than half of the respondents (19 or 59.40) were female and only 13 or 40.60% were male. Eight or (25%) of the respondents were young adults with age ranges 29-36 and 37-44 respectively. Six or 18.80% were young adults with an age range of 21-28 years old, and another six of them were mid-life adults with an age range of 53-60 years old. Only one or 3.10% was above 60 years old. Majority 25 or 78.10% were catholic and a few 7 or 21.90% were non catholic. Majority 20 or 62.50% were married, 9 or 28.10% were single, 2 or 6.30% were widowed and 1 or 3.10% was separated. Five (5 or 15.60%) of the teachers had doctoral degrees, 13 or 40% had doctoral units, 7, or 21.90% were with a Master's degree and 6 or 18.80% were with Master's units. Only 1 or 3.10% remained with a Bachelor's degree, almost half (15 or 46.90%) had an academic rank. 9 or 28.10% were contractual instructors. Twenty three teachers or 71.90% claimed they taught four to six subjects, 8 or 25.00% taught 1 to 3 subjects and only claimed that they taught per week 13.22 hours, 10 or 31.35% claimed they taught 23-33 hours, 7 or 21.90%,

3-12 and 1 or 3.10% taught 33 hours per week.

Twenty-three (23 or 71.90) of the teachers had 4-6 preparations, and 9 or 28.10% had 1-3 preparations.

In terms of status of employment, 23 71.90% of the 32 teachers were regular employees and the rest (9 or 28.10%) were contractual employees.

Findings on the Pedagogical Competences of the Respondents

- The respondents rated themselves as competent in the pedagogical area of Professional Development with a mean score of 4.20, standard deviation of 0.48.

- The respondents claimed to be highly competent (mean = 4.60, SD = .24) in the pedagogical area of communication skills.

- In the area of teachers' purpose, the respondents claimed to be highly competent with a mean score of 4.68, standard deviation of 0.29)

- In the area of content knowledge, the respondents rated themselves as highly competent with a mean score of 4.61, SD of 0.29.

Significant Predictors of the Pedagogical Competences of the Respondents

- Having doctoral units and being single significantly predict Professional Development. There is a linear association between the highest educational attainment with doctoral units and the marital status, which is married.
- Number of working hour per week and number of preparations of teachers significantly predicts teacher's purpose.
- In terms of communication skills, no significant predictors were found among variables considered.

CONCLUSIONS

The faculty perceived themselves as competent in terms of Professional Development and highly competent in Communication Skills, Content Knowledge, and Teacher's Purpose. It was found that having some Doctoral units positively influenced the faculty's Professional Development. Conversely, being married appeared to have a negative impact on their Professional Development. An increase in the number of teaching hours per week was associated with a decrease in both Content Knowledge and Teacher's Purpose. However, a greater number of class preparations contributed to enhancing the faculty's sense of Teacher's Purpose.

Recommendations

1. Faculty of the institution should be given more educational benefits, such as funding a scholarship for them to pursue advanced studies.
2. Teachers should not be overloaded to achieve good performance. Educational Managers and or Department Heads should check on the work schedule of teachers in

the opening of classes.

3. Institutional trainings and seminars should be part of the institutional program to enhance the pedagogical competencies of every teacher.

Outcomes/Deliverables

With this study, the educational performance of CapSU, Pilar in terms of assessment of Pedagogical Competences among Teachers in Affiliated courses was addressed. Issues on teaching-learning process were given focus heading to quality decisions towards educational development and progress, hence, the clientele satisfaction of educational services offered.

REFERENCES

- Channa, W. M., & Sahito, Z. (2022, July). Pedagogical competencies of teachers and the achievement of students: Explorations of best practices through a literature review. *Webology*, 19(3), 2927–2943. <https://doi.org/10.14704/web/v19i3/2927>
- Mahatvaran, L. (2010). *Ability of an individual to use a coordinated synergistic combination of tangible resources*.
- Mahatvaram, S. (2010). *Developing pedagogical competence: Issues and implications for marketing education*.
- Marcial, D. E., & de la Rama, P. A. (2015). ICT competency level of teacher education professionals in the Central Visayas Region, Philippines. *Silliman University*.
- Nessipbayeva, O. (n.d.). The competencies of the modern teacher. *Candidate of Pedagogical Sciences, Docent at Suleyman Demirel University, Almaty, Kazakhstan*.
- Suciu, A. I., & Mata, L. (2011). *Pedagogical competences: The key to efficient education*.