Instructional Competencies of Catholic School Teachers in Pangasinan, Philippines

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Abstract - *The study determined the instructional competencies of Catholic school teachers in Pangasinan, Philippines, to gather valuable facts as a basis for sound programs for the development of the teachers. This study used the descriptive - survey method of research with the use of questionnaire-checklist designed as data gathering tool. Some indicators from the questionnaire were adopted from the study of Dr. John N. Cabansag. The researcher used the descriptive method to describe the existing conditions and situation that prevail in the conduct of this study. This study employed a descriptive survey design because it involves measurement, classification, analysis, comparison, and interpretation. The respondents were the Catholic school teachers in Pangasinan. Most of the teachers are female, married, 21 to 30 years old, having bachelor's degree, rendering their services as teachers for 3 to 10 years and are attending school-based training/Seminar/workshops. The found out that most teachers are moderately competent regarding instructional, management, personal and social, guidance and evaluation skills. In terms of correlation between the level of instructional competencies of the teachers and their profile variables, the following results were found: the experienced the teacher, the more competent in terms of instructional, personal and social, guidance and evaluation skills; male and female teachers don't differ in terms of instructional competencies; teachers who are single are more likely more competent in terms of instructional, management, and evaluation skills. The school administrator should provide post-graduate scholarships for their teachers. Further, the school administrators should send their teachers to attend seminars, particularly on instructional competencies.*

Keywords – instructional competencies, Catholic school teachers, Catholic schools

INTRODUCTION

Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day [1]. Few jobs demand the integration of professional judgment and the proficient use of evidence-based competencies as does the teaching.

It is contended in this study that teachers' instructional competencies have a relationship with their training and the resources available to them. Instructional competencies, however, may interact with the teachers' socio-demographic characteristics such as age, sex, civil status, number of children, number of subjects taught, number of years teaching English, and problems encountered in the teaching-learning process. The familiar adage that says 'experience is the best teacher' suggests that teachers who have been in the profession for a long time have acquired the teaching skills that competent teachers possess. However, the teaching-learning atmosphere the teachers bring to class depends on their personal qualities molded by their socio-demographic characteristics and the problems they have experienced [2].

The competency of an individual that involving his/her work can be detected through

the work behavior and that will be a success indicator for the organization rather than his/her educational level or intelligence. As a result, the present human resource development should emphasize on the competency development. The life skills were congruent with our current daily life that facing a drastic change in economic, social, information and news, and technology. Therefore life skills become a necessity for people to possess in order to adjust themselves efficiently while dealing with emotional control and interacting with other persons thus live happily in the society.

Today's pre-service and in-service training of teachers is to promote teacher's competencies. According to the Department of Education, it is a big factor in the academic achievement of the students. Included under teacher competencies are teaching effectiveness, professional recognition and awards, membership and participation in professional organizations, scholarly abilities, and creative productiveness, and university and community service [3]. In the daily life of students, they encounter different kinds of teachers. It is a fact that the various teaching competency levels of their teachers bear different effects upon the students' learning. Because of this, teachers must be aware of their level of competency to be extra conscious of how their teaching affects the learning of the students. Teachers play the critical role in student learning and achievement. Research reveals that how teachers instruct and these interactions with students are the cornerstone around which to build effective schools [4].

The Catholic schools represent a major ministry of the Philippine Roman Catholic Church. According to the Catholic Educators Association of the Philippines (CEAP), which is the educational network of the Catholic Church, the total number of Catholic schools in the country in 2003, were grouped into 596 pre-elementary schools, 592 elementary schools, 1,070 high schools, 240 colleges, and 101 graduate schools. These schools are mostly exclusive boys' and girls' institutes, established by religious congregations such as the Benedictines, Dominicans, Augustinians,

Jesuits, Daughters of Charity, Assumption Sisters, Sisters of St. Paul de Chartres, Salesians, Religious of the Virgin Mary, Christian Brothers, and many more. All the 21 Catholic universities in the Philippines are coeducational [5].

Upon noticing the relevance of instructional competencies of teachers and the growing number of students which require an additional number of teachers particularly in the Catholic schools, it is in this light that the researchers came up with this study to determine the level of instructional competencies of Catholic school teachers.

Statement of the Problem

This study assessed the instructional competencies of Catholic School teachers in Pangasinan. Specifically, it identified the profile of the teachers in terms of age, sex, civil status, degree earned, length of service, grade level currently handling, training/ seminars/ workshops attended. The study determined the level of instructional competencies of Catholic school teachers along with the aspects of instructional, management, personal and social, guidance, and evaluating skills. The study further determined the relationship between teachers' instructional competencies and their profile variables.

MATERIALS AND METHOD

This study used the descriptive- survey method of research with the use of questionnaire-checklist designed as data gathering tool. The researcher used a descriptive method to describe the existing conditions and situation that prevail in the conduct of this study.

This study employed a descriptive survey design because it involves measurement, classification, analysis, comparison, and interpretation. Also, descriptive survey design involved the collection of information by interviewing a sample of individuals and administering a questionnaire to a sample of individuals.

RESULTS AND DISCUSSION
Profile of the Students

Out of 445 teachers, majority are female with 281 frequency rating or 63.1%, 245 or 55.1% are married, 207 or 46.5% are 21 to 30 years old, 337 or 75.8% are holders of bachelor's degree, 194 or 43.6% are rendering their services as teachers for 3 to 10 years and are attending school-based training/Seminar/workshops.

Table 1. Teachers' Level of Competency in terms of Instructional Skills

N=445

Indicators	I	LC	MC	C	HC
1. Develops the lesson logically.	2	4	175	157	107
	.4%	.9%	39.3%	35.3%	24.0%
2. Demonstrates mastery of the lesson.	0	6	190	164	85
		1.3%	42.7%	36.9%	19.1%
3. Ability to relate previous lessons to present.	0	6	187	157	95
		1.3%	42.0%	35.3%	21.3%
4. Provides opportunities for free expression of ideas.	0	9	178	164	93
		2.0%	40.1%	36.9%	20.9%
5. Ability to ask relevant questions of various levels.	1	7	191	153	93
	.2%	1.6%	42.9%	34.4%	20.9%
6. Identifies specific needs, interests, and capacities of each student	1	11	201	146	85
	.2%	2.5%	45.3%	32.9%	19.1%
7. Communicates in a manner understood by the students.	0	9	191	158	87
		2.0%	42.9%	35.5%	19.6%
8. Ability to ask questions skillfully to develop critical thinking and creativity.	1	11	193	147	92
	.2%	2.5%	43.5%	33.1%	20.7%
9. Uses motivational techniques that elicit students' interests.	0	8	196	158	83
		1.8%	44.0%	35.5%	18.7%
10. Integrates desirable values in the lesson.	0	7	206	147	85
		1.6%	46.3%	33.0%	19.1%
11. Evolves and tries out strategies that meet peculiar needs and the problem of students.	0	8	184	167	85
		1.8%	41.4%	37.6%	19.1%
12. Provides varied learning experiences for student development, interpretation and work skills	0	9	190	156	89
		2.0%	42.8%	35.1%	20.0%

Teachers' Level of Competency in terms of Instructional Skills

Table 1 shows the level of competence of Catholic school teachers in terms of instructional skill where it can be seen that most of the teachers believed that they are moderately competent in terms of developing the lesson logically with frequency of 175 or 39.3% out of 445 while there 2 (0.4%) who believed they are not competent on the said indicator. There are 190 or 42.7% who stated that they are moderately competent in demonstrating mastery of the lesson while there are 6 or 1.3% who said they have a low competence in this field of competency. In addition, there are 187 or 42.0% who supposed that they are moderately competent in having the ability to relate previous lessons to present while 6 (1.3%) who said they

have a low competence in this field of competency. There are 178 or 40.1% who thought they are moderately competent in 9 providing opportunities for free expression of ideas while there are 9 or 2% who said that they have a low competence dealing with this indicator. There are 191 or 42.9% who believed to have a moderate competence in having the ability to ask relevant questions of various levels while there is only 1 or 0.2% who believed him/herself as an incompetent teacher in this area of instructional skills. There are 201 or 45.3% who believed to be a moderately competent teacher in terms of identifying specific needs, interests, and capacities of each student while there is only one who stated that he/she is not competent in his area. There are 191 or 42.9% who noted themselves as a moderately competent teacher in terms of communicating in a manner understood by the students of but there are 9 or 2% who stated that they have a low competence in this specific area.

In addition, there 193 or 43.5% who believed they are moderately competent in having the ability to asks questions skillfully to develop critical thinking and creativity, in contrary, there is a teacher who stated that he/she is not competent in this field. In using motivational techniques that elicit students' interests, there are 196 or 44.0% thought they are moderately competent, and 8 or 1.8% stated they have the low competence in this area. In integrating desirable values in the lesson, there 206 or 46.3% who are moderately competent but 7 or 1.6% who said they are in a low competence in this field.

Furthermore, there are 184 or 41.4% who are moderately competent in evolving and trying out strategies that meet peculiar needs and the problem of students while there still 8 or 1.8% who said they are nor but instead they have a low competence. Lastly, in providing varied learning experiences for student development, interpretation, and work skills, there are 190 or 42.8% who believed they are

moderately competent while there 9 or 2% who said they have a low competence.

Teachers' Level of Competencies in Terms of Management Skills

Table 2 indicates level of competence of teacher in terms of management skill where it can be seen that most of the teachers believed that they are moderately competent in terms of utilizing instructional time productively with frequency of 184 or 41.3% while there are 7 or 1.6% who said they have a low competence in this field of competency.

Also, there are 203 or 45.6% who shared that they are moderately competent in directing and controlling students' activities to attain objectives of the lesson, while 9 or 2% who said they have a low competence in this field of competency.

There are 200 or 44.9% who thought they are moderately competent in 9 providing opportunities for student participation in decision making while there are 9 or 2% who said that they have a low competence dealing with this indicator. There are 197 or 44.3% who are believed to have a moderate competence in having the ability to ask relevant questions of various levels while there is only 8 or 1.8% who believed to have a low competence in this area of competence.

Furthermore, there are 197 or 44.3% who are moderately competent in maximizing the use of available resources for developing various skills. While there still 8 or 1.8% who said they are nor but instead they have a low competence. In accepting suggestions from students in structuring the classroom, there are 204 or 45.8% who are said to be moderately competent while 9 or 2.0% of them are having a low competence.

Lastly, in providing learning activities for maximum student involvement and development there are 191 or 42.9% who believed they are moderately competent while there 11 or 2.5% who said they have a low competence.

Table 2. Level of Competencies in terms of Management Skills

N=445

Indicators	I	LC	MC	C	HC
1. Utilizes instructional time productively.	0	7	184	169	85
		1.6%	41.3%	38.0%	19.1%
2. Directs and controls students' activities to attain the objectives of the lesson.	0	9	203	146	87
		2.0%	45.6%	32.8%	19.6%
3. Provides opportunities for student participation in decision making.	0	9	200	157	79
		2.0%	44.9%	35.3%	17.8%
4. Maximizes the use of available resources for developing various skills.	0	8	197	162	78
		1.8%	44.3%	36.4%	17.5%
5. Accepts suggestions from students in structuring the classroom.	0	9	204	148	84
		2.0%	45.8%	33.3%	18.9%
6. Provides learning activities for maximum student involvement and development.	0	11	191	162	81
		2.5%	42.9%	36.4%	18.2%

Teachers' Level of Competencies in Terms of Personal and Social Skills

Table 3 shows the level of competence of teachers in terms of personal and social skills where it can be seen that most of the teachers believed that they are moderately competent in terms of exemplifying honesty and integrity with frequency of 193 or 43.4% out of 445 while there 8 or 1.8% who believed they have low competence on the said indicator. There are 201 or 45.5% who stated that they are moderately competent in exemplifying a high sense of cordial relationship with peers while there are 6 or 1.3% who said they have a low competence in this field of competency.

In addition, there are 203 or 45.6% who supposed that they are moderately competent in exemplifying a high sense of cordial relationship with school administrators while 7 or 1.6% who said they have a low competence in this field of competency. There are 202 or 45.4% who thought they are moderately competent in 9 exemplifying a high sense of cordial relationship with supervisor/principal while there are 10 or 2.2% who said that they have a low competence dealing with this indicator. There are 201 or 45.2% who are believed to have a moderate competence in exemplifying a high sense of cordial relationship with parents while there is only 1 or 0.2% who believed him/herself as an incompetent   teacher in this area of instructional skills. There are 208 or 46.8% who believed to be a moderately competent teacher in terms of exemplifying a high sense of cordial relationship with community people while there is only one or 0.2% who stated that he/she is not competent in his area.

Furthermore, there are 212 or 47.7% who are moderately competent in exemplifying a high sense of cordial relationship with Local officials while there still 2 or 0.4% who said they are nor but instead they not competence. Lastly, in exemplifying a high sense of cordial relationship with civic organizations, there are 213 or 48.0% who believed they are moderately competent while there 1 or 0.2% who said they are not competence.

Table 3. Level of Competencies in terms of Personal and Social Skills

N=445

Indicators	I	LC	MC	C	HC
1. Exemplifies honesty and integrity.	0	8	193	166	78
		1.8%	43.4%	37.3%	17.5%
2. Exemplifies a high sense of cordial relationship with Peers	0	6	201	172	63
		1.3%	45.5%	38.8%	14.3%
3. Exemplifies a high sense of cordial relationship with School administrators	0	7	203	173	62
		1.6%	45.6%	38.9%	13.9%
4. Exemplifies a high sense of cordial relationship with Supervisor/Principal	0	10	202	173	60
		2.2%	45.4%	38.9%	13.5%
5. Exemplifies a high sense of cordial relationship with Parents	1	13	201	175	55
	.2%	2.9%	45.2%	39.3%	12.4%
6. Exemplifies a high sense of cordial relationship with Community people	1	8	208	178	50
	0.2%	1.8%	46.8%	40.1%	11.3%
7. Exemplifies a high sense of cordial relationship with Local officials	2	7	212	175	49
	.4%	1.6%	47.7%	39.4%	11.0%
8. Exemplifies a high sense of cordial relationship with Civic organizations	1	8	213	169	54
	0.2%	1.8%	48.0%	38.1%	12.2%

Teachers' Level of Competency
in Terms of Guidance Skills

Table 4 shows the level of competence of teachers in terms of guidance skill where it can be seen that most of the teachers believed that they are moderately competent in terms of utilizing the learning process effectively to develop self- discipline in students with frequency of 206 or 46.3% while there 12 or 2.7% who said they have a low competence in this field of competency. There are 201 45.4% or who supposed that they are moderately competent in stimulating and complimenting the students to elicit their positive participation while 12 or 2.7% who said they have a low competence in this field of competency. There are 195 or 44.3% who thought they are moderately competent in showing interests in student's problems, and needs, and makes provisions for these while there are 12 or 2.7%

who said that they have a low competence dealing with this indicator. There are 185 or 42.0% who are believed to have a moderate competence in giving a variety of activities adapted to the needs and interests of students while there is only 10 or 2.3% who believed him/herself to have a low competence in this area of guidance skills.

Furthermore, there are 200 or 45.5% who are moderately competent in maximizing the involvement of the students in the learning process while there still 9 or 2% who said they are nor but instead they have a low competence.

Lastly, in keeping records of observations about each student, there are 187 or 42.5% who believed they are moderately competent while there 11 or 2.5% who said they have a low competence.

Table 4. Level of Competencies in terms of Guidance Skills

N=445

Indicators	I	LC	MC	C	HC
1. Utilizes the learning process effectively to develop self- discipline in students	0	12 2.7%	206 46.3%	158 35.5%	69 15.5%
2. Stimulates and compliments the students to elicit their positive participation.	0	12 2.7%	201 45.4%	152 34.3%	78 17.6%
3. Shows interests in student's problems, and needs, and makes provisions for these.	0	12 2.7%	195 44.3%	150 34.1%	83 18.9%
4. Gives a variety of activities adapted to the needs and interests of students.	0	10 2.3%	185 42.0%	162 36.8%	83 18.9%
5. Maximizes the involvement of the students in the learning process.	0	9 2.0%	200 45.5%	155 35.2%	76 17.3%
6. Keeps records of observations about each student.	0	11 2.5%	187 42.5%	167 38.0%	75 17.0%

Teachers' Level of Competencies in Terms of Evaluation Skills

Table 5 shows the level of competence of teachers in terms of evaluation skill where it can be seen that most of the teachers believed that they are moderately competent in terms of administering tests effectively, takes time to correct student's works, and returns these promptly with frequency of 192 or 43.6% while there 9 or 2% who said they have a low competence in this field of competency. There are 192 or 43.6% who supposed that they are moderately competent in assisting individual students in recording, analysing and interpreting test results and other evaluative measures. while 12 or 2.7% who said they have a low competence in this field of competency. There are 203 or 46.2% who thought they are moderately competent in making a continuing assessment of individual students' performance while there are 11 or 2.5% who said that they have a low competence dealing with this indicator.

Furthermore, there are 190 or 43.2% who are moderately competent in selecting, developing and using varied evaluative devices to assess individual students' progress while there still 14 or 3.2% who said they are nor but instead they have a low competence. Lastly, using results of tests and other evaluative measures as bases for improving instruction, there are 196 or 44.6% who believed they are moderately competent while there 3 or 0.7% who said they are competent in this field of evaluation skills.

Table 5. Level of Competencies in terms of Evaluation Skills

N=445

Indicators	I	LC	MC	C	HC
1. Administer tests effectively, takes time to correct student's works, and returns these promptly.	0	9	192	184	55
		2.0%	43.6%	41.8%	12.5%
2. Assists individual students in recording, analyzing and interpreting test results and other evaluative measures.	0	12	192	187	49
		2.7%	43.6%	42.5%	11.1%
3. Makes a continuing assessment of individual students' performance.	0	11	203	164	61
		2.5%	46.2%	37.4%	13.9%
4. Selects, develops and uses varied evaluative devices to assess individual students' progress.	0	14	190	180	56
		3.2%	43.2%	40.9%	12.7%
5. Uses results of tests and other evaluative measures as bases for improving instruction.	3	16	196	170	54
	.7%	3.6%	44.6%	38.7%	12.3%

**Overall Findings on the Teachers'
Level of Competencies**

Table 6 shows the overall findings on the Catholic school teachers' level of competencies in all aspects. As a whole, the teachers' level of competency is competent with the value of 3.66.

In particular, the level of competency of teachers in terms of instructional, management, personal and social, guidance, and evaluation is competent with mean values of 3.73, 3.70, 3.63, 3.65 and 3.58 respectively.

Table 6. Overall Findings on the Teachers' Level of Competencies

N=445

Competencies	Weighted Means	Descriptive rating
Instructional Skills	3.73	Competent
Management Skills	3.70	Competent
Personal and Social Skills	3.63	Competent
Guidance Skills	3.65	Competent
Evaluation Skills	3.58	Competent
Overall Rating	3.66	Competent

Correlative Analysis between the Teachers Personal Profile and the Level of Competencies in Terms of Instructional Skills

Table 7 shows that there is a significant relationship between the profile variable (sex) and the level competencies in terms of instructional. On the other hand, there is no significant relationship between profile variables (age and civil status) and the level competencies in terms of instructional skills. Therefore, the null hypothesis was rejected.

Table 7. Correlative Analysis between the Teachers Personal Profile and the Level of Competencies in terms of Instructional Skills

Personal Profile	Instructional Skills	
	Pearson Correlation	Sig. (2-tailed)
AGE	.145	.002
SEX	-.020	.677
CIVIL STATUS	-.186	.000

Level of significance = 0.05

Correlative Analysis between the Teachers Personal Profile and the Level of Competencies in Terms of Management Skills

Table 8 shows that there is a significant relationship between the profile variables (age and sex) and the level competencies in terms of management skills. On the other hand, there is no significant relationship between the profile variable (civil status) and the level competencies in terms of management skills. Therefore, the null hypothesis was rejected.

Table 8. Correlative Analysis between the Teachers Personal Profile and the Level of Competencies in terms of Management Skills

Personal Profile	Management Skills	
	Pearson Correlation	Sig. (2-tailed)
AGE	.089	.061
SEX	-.008	.863
CIVIL STATUS	-.184**	.000

Level of significance = 0.05

Correlative Analysis between the Teachers Personal Profile and the Level of Competencies in terms of Personal and Social Skills

Table 9 shows that there is a significant relationship between the profile variables (sex and civil status) and the level competencies in terms of personal and social skills. On the other hand, there is no significant relationship between profile variable (age) and the level competencies in terms of personal and social skills. Therefore, the null hypothesis was rejected.

Table 9. Correlative Analysis between the Teachers Personal Profile and the Level of Competencies in terms of Personal and Social Skills

Level of significance = 0.05

Personal Profile	Personal and Social Skills	
	Pearson Correlation	Sig. (2-tailed)
AGE	.243	.000
SEX	.025	.595
CIVIL STATUS	-.053	.268

Correlative Analysis between the Teachers Personal Profile and the Level of Competencies in terms of Guidance Skills

Table 10. Correlative Analysis between the Teachers Personal Profile and the Level of Competencies in terms of Guidance Skills

Personal Profile	Guidance Skills	
	Pearson Correlation	Sig. (2-tailed)
AGE	.254	.000
SEX	-.019	.697
CIVIL STATUS	-.050	.293

Level of significance = 0.05

Table 10 shows that there is a significant relationship between the profile variables (sex and civil status) and the level competencies in terms of guidance skills. On the other hand,

there is no significant relationship between profile variable (age) and the level competencies in terms of guidance skills, therefore, the null hypothesis was rejected.

Correlative Analysis between the Teachers Personal Profile and the Level of Competencies in terms of Evaluation Skills

Table 11 shows that there is a significant relationship between the profile variables (sex) and the level competencies in terms of evaluation skills. On the other hand, there is no significant relationship between profile variable (age and civil status) and the level competencies concerning evaluation skills, therefore, the null hypothesis was rejected.

Table 11. Correlative Analysis between the Teachers Personal Profile and the Level of Competencies in terms of Evaluation Skills

Personal Profile	Evaluation Skills Pearson Correlation	Sig. (2-tailed)
AGE	.152	.001
SEX	-.003	.943
CIVIL STATUS	-.099	.037

Level of significance = 0.05

Correlative Analysis between the Teachers Educational Qualification and the Level of Competencies

Table 12 displays the correlative analysis between teachers' educational qualification and level of competency wherein it can be seen that the r-value (Pearson r Value), is 0.246 significant at 0.000 in terms of instructional skills. For the competency, management skills, the Pearson r correlation is 0.214 significant at 0.000. In personal and social skills, the Pearson r value is 0.247 significant at 0.000. Moreover, for the guidance skills, the

Pearson r value is 0.315 significant at the level of 0.000. And lastly, for the evaluation skills, the Pearson r value is 0.289 significant at the level of 0.000.

Having a significant value less the level of significance, we have to reject the null hypothesis. Therefore, there is a significant relationship between the degree earned or educational qualification and all the competencies being indicated. Furthermore, all Pearson r values are said to be positive. Therefore, it indicates that those teachers having a higher educational qualification have the higher competency in terms of instructional skills, management skills, personal and social skills, guidance skills and evaluation skills.

Correlative Analysis between the Problems Encountered and the Level of Competencies

Table 13 presents the correlative analysis between teachers' problem encountered and level of competency wherein it can be seen that the r-value (Pearson r Value), is 0.315 significant at 0.000 in terms of Instructional Skills. For the competency: Management Skills, the Pearson r correlation is 0.296 significant at 0.000. In Personal and Social Skills, the Pearson r value is 0.30significant at 0.000. Moreover, for the Guidance Skills, the Pearson r value is 0.336 significant at the level of 0.000. And lastly, for the Evaluation skills, the Pearson r value is 0.325 significant at the level of 0.000.

Having a significant value less the level of significance, we have to reject the null hypothesis.

Therefore, there is a significant relationship between the level of seriousness of the problem encountered and all the competencies being indicated. Furthermore, all Pearson r values are said to be positive. Therefore, it indicates that the more serious the problem encountered by the teachers, the higher competency in terms of instructional skills, management skills, personal and social skills, guidance skills and evaluation skills.

**Table 12. Correlative Analysis between the Teachers Educational
Qualification and the Level of Competencies**

Variable	Instructional Skills		Management Skills		Personal and Social Skills		Guidance Skills		Evaluation Skills	
	r	Sig.	r	Sig.	r	Sig.	r	Sig.	r	Sig.
Degree	.246	.000	.214	.000	.247	.000	.315	.000	.289	.000

*Level of significance = 0.05

**Table 13. Correlative Analysis between the Problems Encountered
and the Level of Competencies**

Variable	Instructional Skills		Management Skills		Personal and Social Skills		Guidance Skills		Evaluation Skills	
	r	Sig.	R	Sig.	r	Sig.	r	Sig.	r	Sig.
Problems Encountered	.315	.000	.296	.000	.30	.000	.336	.000	.325[*]	.000

*Level of significance = 0.05

CONCLUSION

In the light of the above findings in this study, the following results were derived.

Most of them are in the age range of 21 to 30 years old, female and are married teachers having a bachelor degree and rendering their services as teachers for 3 to 10 years.

Most of the teachers are attending a school-based training/Seminar/workshops.

Most teachers in Catholic Schools in Pangasinan are moderately competent in terms of instructional, management, personal and social, guidance and evaluation skills but in general, they are technically competent.

The experienced the teacher, the more competent in terms of instructional skills, personal and social skills, guidance skills and evaluation skills. Male and female teachers in Catholic Schools don't differ in terms of competencies. Teachers who are single are more likely more competent in terms of instructional skills, management skills, and evaluation skills.

RECOMMENDATIONS

On the basis of the findings and conclusion of the study, the following are hereby recommended.

School Administrator can give a Post graduate scholarship for those teachers who want to have their Masters' degree or even those who are aiming for a Doctorate Degree

The school Administrator should let teachers in Catholic Schools attend National and International training, Seminars and workshops subsidized by the institution for them to improve themselves in teaching.

In line with the second recommendation, it is a must to let them have better chance to attend and participate in a national and training, Seminars and workshops for them to improve their competencies.

Textbooks should be updated and more available all the time.

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