

PERCEPTIONS OF COMPETENCE, CHALLENGES, AND NEEDS OF NON-MAJOR FILIPINO TEACHERS: A BASIS FOR A TEACHER TRAINING PROGRAM

Sheryll Ann M. Dadal

University of Perpetual Help System Laguna
PHILIPPINES

Mr. Jesus M. Purificacion, MAT

University of Perpetual Help System Laguna
PHILIPPINES

ABSTRACT

This study examined the perceptions of thirty (30) non-major Filipino teachers handling Filipino subject at the Junior High School level in the Schools Division of San Pedro City, focusing on their teaching competence, challenges, and professional needs, with the aim of developing an appropriate and suitable training program as an intervention. A descriptive-correlational research design was utilized. Data were collected using a researcher-constructed questionnaire and analyzed through weighted mean, Mann-Whitney U Test, Kruskal-Wallis H Test, and Spearman Rank-Order Correlation using SPSS Version 24. Results showed that the majority of respondents were female (96%), aged 30 to 39 years (74%), with a college major in English (84%), and had five to ten years of teaching experience (77%). Teachers reported high levels of perceived self-efficacy, particularly in constructing test items ($M = 3.74$) and modifying lessons based on learners' ability levels ($M = 3.70$), while relative weaknesses were noted in grammar knowledge ($M = 3.30$) and literature instruction ($M = 3.48$). The primary challenge identified was the lack of instructional materials ($M = 2.61$). The study likewise found high levels of need for continuous professional development ($M = 3.43$) and targeted in-service training ($M = 3.35$). Inferential analysis indicated no significant differences in professional needs across all demographic profile variables ($p > 0.05$). A statistically significant negative correlation was found between teaching competence and challenges (Spearman $\rho = -0.550$, $p = 0.007$), suggesting that higher teacher confidence was associated with fewer reported challenges. In contrast, the relationship between competence and professional needs was not significant ($\rho = -0.028$, $p = 0.900$), confirming that the demand for professional support remained high regardless of confidence level. Based on these findings, a Training Program comprising three modules was developed: (1) Content Knowledge and Grammar, (2) Pedagogy and Assessment, and (3) Development of Instructional Materials.

Keywords: non-major teachers, Filipino subject, teacher self-efficacy, teaching challenges, professional development needs, training program, descriptive-correlational research