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## RESEARCH ARTICLE

# NATIONAL COMPETENCY BASED TEACHER STANDARD MODEL TO REDUCE THE IMPACT OF PANDEMIC IN THE ATTAINMENT OF AN EFFECTIVE TEACHING

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### ABSTRACT

This study aimed to analyze the importance of National Competency Based Teacher Standard Model in reducing the impact of pandemic in the attainment of an effective teaching. The core in every reaction to mediation rests in the utilization of National Competency Based Teachers Standard (NCBTS) instructional processes, the main basis in proposing it. Appraisal survey is being used in descriptive research like this study. The respondents were comprised of two hundred seventy-six (276) purposely selected overseas Filipino teachers/faculty members. Factual rankings centered on five-point level were used together with illustrative figures employing rate of recurrence allocation, ratio, standard, regular variation and averaging while Regression Analysis was used for inferential statistics. Results of the Regression run reveal that the occurrence of pandemic has significant effect on effective teaching related to curricular and extra-curricular activities. The positive coefficient (.000<sup>b</sup>) indicates incremental effects on the point of curricular and extra-curricular activities of students and their variables can be considered significant predictors on the level of effect of the occurrence of pandemic. It is therefore necessary to carefully examine the possible impact of our actions in the future through the study of various alternatives and be more motivated and directed after knowing the relevant effect of our actions in providing instructional interventions.

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## INTRODUCTION

The core in every reaction to mediation rests in the utilization of National Competency Based Teachers Standard (NCBTS) instructional processes. It is an integrated theoretical framework that defines the different dimensions of effective teaching and truly drives the changes everyone hopes to see in the students who are identified as being at some level of risk for not meeting academic expectations during this pandemic. The NCBTS has defined effective teaching underscoring the planned and essential role of the educator in the knowledge development of learners. Effective teaching means being able to help all types of students learn the different learning goals in the curriculum. Thus, it is essential to ascertain the teacher's strong points and limitations to facilitate teacher development with the crucial support and nurturance based on NCBTS. If teachers take personal responsibility for their own growth and professional advancement, they can promote student learning (DepEd & TEDP, 2011).

This model is appropriate because it promotes efficient instruction. Educators be able to perceive themselves as adept of attaining the aspects of excellent education. Utilizing the NCBTS as framework, teachers can look at their assets and make sure that such assets remain constantly used in education and put into practice. If flaws are discovered, educators be able to plan for numerous specialized advancement actions, including training. In short, the NCBTS describes effective or good teaching in terms of teacher's capability in enabling students to learn better (BESRA, 2011). When surprising, shocking, scary COVID-19 pandemic happens, the whole world is struggling with this problem because its effects are diverse and unpredictable. The most basic issue in this study is its impact in the attainment of an effective teaching. Education, which is also affected, should tackle the question of how to ease distress and a true contribution to revival. The most common approach is the use of NCBTS Intervention Model where all ideas and resources are translated into action. Once this action is managed to the optimum extent possible, it will have a dominating effect in the future.

To get the preferred results, the academic world must provide effective teaching in order that students' needs can still be attained despite the occurrence of pandemic. Because this research attempts to know if the interruption formed through the existence of the deadly disease to usual scenario in academic world is uncompromising, abrupt, unforeseen, and extensive, this concept of NCBTS is being projected as it levels to bring the better if not the best teaching to achieve the holistic growth of student's skill for lasting implementation.

**Theoretical Framework:** This study aimed to determine the extent of experienced effect of pandemic in the attainment of an effective teaching. This study was instigated by the term "risk theory" as it based on making decisions in the face of uncertainty. Basically, life is a risk, and making a decision in every action is a risk. But to be specific, risk has a very clear and present application when a person is faced with a decision to do or not. However, there are different approaches to taking risk: (1) Risk-Averse refers to a group who prefers a sure outcome to a risky, yet possibly more valuable outcome. (2) Risk-Neutral is a group who exhibits no pronounced preference for one over the other. (3) Risk-Loving, also known as risk-seeking, is the group who generally accepts the non-guaranteed but potentially higher-value decision (Said, 2019). Risk Theory is important in this study because it can be applied to a situation where reasons and outcomes need to be determined. Since each combined situation and decision produced a result that served some functions, this study wanted to know how this theory served as guide to appropriately understand a situation in making a decision. Piaget's philosophy generates a condition of disequilibrium, or an inequality between what is known and what is met. Individuals instinctively attempt to ease such inequalities by utilizing the stimuli that trigger off the disequilibrium and forming different methods or altering outmoded ones until equilibrium is returned. This practice of rebuilding equilibrium is called equilibration. According to Piaget, learning rests on this method. When equilibrium is disturbed, we have the chance to flourish and grow (Patti and Sandra, 2012).



The COVID-19 pandemic is new to everyone, its distinct and erratic effects create disequilibrium. This imbalance is an opportunity to discover how to overcome with the situation and to encounter trials that people cannot even start to think of. Disequilibrium is certain! In applying Piaget's theory, teachers will be able to adapt and integrate the conditions that they face while they employ to their job and discover to effectively fit in order to establish equilibrium.

The NCBTS spheres are areas endowed with the characteristic of educational understanding whose procedure will permit and encourage good education practice. Each domain embraces a principle of ideal teaching associated with student learning. Under each domain are strands, and under each strand are pointers. Pointers are the distinct, recognizable, and quantifiable teacher manners, acts, routines, practices, and ways identified to produce, accelerate, and encourage improved learner education (BESRA, 2011). The teacher acts as a role model and a professional, credible, dignified, and effective facilitator of learning. However, these domains depict a professional teacher who is credible role model, and an effective facilitator of learning.

**Conceptual Framework:** The use of educational mediation is crucial in lowering the effect of epidemic to the education of the students. Three reasons are considered, namely: it reduces students' academic deficiency, assures efficient response, prompt, and appropriate assistance to learners, and achieves rapid and durable recovery. This instructional intervention program will be managed by the NCBTS coordinator who will be tasked to make the teachers capable of joint performance, making their strength effective and weakness irrelevant. The activities aligned to the program will be in series that is why a continuous involvement in the process is necessary with or without the occurrence of the pandemic. The schema of the conceptual framework of the study was shown below. It helped the researcher in answering the problems of the study. The concepts presented in the schema described the sequence in which definite components were the instigating causes of certain curricular and co-curricular benefits and sustained effective teaching. The first block focused on the effects of pandemic on the curricular and co-curricular concerns of students and seven domains of teaching which were tested for significance.

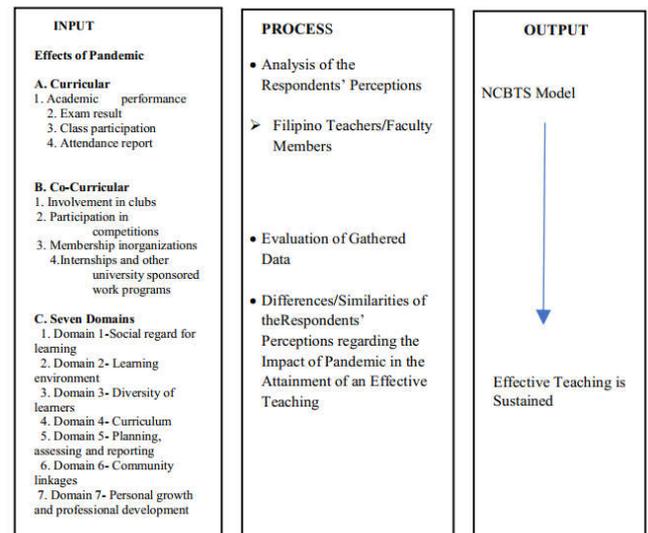


Figure 1. The Conceptual Framework of the Study

The second block took account on the procedure employed by the researcher to the data. These were the analysis of the teacher-respondents' perceptions, the evaluation of the gathered information and the differences/similarities of the respondents' observations regarding the effects of pandemic in the attainment of an effective teaching taking into considerations the application of its immediate instructional mediation.

**Statement of the Problem:** The study focused on the impact of pandemic in the attainment of an effective teaching be made basis for NCBTS Model.

**Specifically, this study sought answers to the following questions:**

- What is the range of encountered disturbance to usual scenario in academic world due to the existence of pandemic in terms of the following concerns:
- Curricular; and
- Co-curricular?
- What problems have been faced related with the interruption caused by the existence of the pandemic on the usual scenario in academic world?
- How do the respondents perceive the effects of the occurrence of pandemic in the attainment of effective teaching in terms of the following domains:
- Domain 1- Social regard for learning;
- Domain 2- Learning environment;
- Domain 3- Diversity of learners;
- Domain 4- Curriculum;
- Domain 5- Planning, assessing and reporting;
- Domain 6- Community linkages; and
- Domain 7- Personal growth and professional development?
- Is there a significant effect of the occurrence of pandemic in the attainment of effective teaching through curricular and extra-curricular activities?
- What instructional intervention model will be proposed to attain effective teaching in this new normal educational set-up?

## METHODOLOGY

This chapter presents the research design, population and locale of the study, data collection and procedure and treatment of data.

**Research Design:** In carrying out this research, Descriptive method was utilized. Much-needed information with respect to the basic attributes of teachers, range of encountered disturbance to usual scenario in academic world due to the existence of pandemic, problems met related with the interruption and perceived effects of the occurrence of pandemic in the attainment of effective teaching be made basis for NCBTS Model. In attaining these, online survey questionnaire was utilized.

**Population and Locale of the Study:** The study was limited to the level of perceptions on the impact of pandemic in the attainment of an effective teaching as perceived by the overseas Filipino teachers/faculty members in Asia. The researcher considered the group's insights better with respect to this matter because they are global workers, so the target respondents of the research was limited with them, but deliberately designated within the range of the researcher's knowledge and are recognized by some of the researcher's relatives, colleagues, and supports.

**Data Collection and Procedure:** The current study depended heavily on appropriate informants and as such, the researcher gained entry into the research context through informed consent, human subjects' approval, and debriefing. This was

acquired through online communication. In addition, the researcher endeavored firmly to be neutral, collaborative and objective with all the respondents, and ensure them that their answers were treated with utmost confidentiality. Standard operating procedures were followed before the conduct of the study. The researcher, to avoid threats on validity and reliability of the results, personally monitored/traced these activities.

**Treatment of Data:** Mean and Standard Deviation were appropriate for the range of encountered disturbance to usual scenario in academic world due to the existence of pandemic while Mean and Rank for the problems met related with the interruptions. Factual rankings of statistics were centered on calculated five-point Likert scale item which was used for questions one, two and three. Analyzing hypothesis was applied for the considerable impacts of the existence of pandemic on effective teaching in which the individual scores were computed using regression analysis.

## RESULTS

### CONCLUSIONS AND RECOMMENDATIONS

This section presents the results, conclusions, and recommendations.

#### Results

**Range of encountered disturbance to usual scenario in academic world.** The findings revealed the minimum and maximum rating obtained per item, mean, standard deviation and description taken from the two hundred seventy-six respondents using the 5-point Likert scale. As to standard deviation, the findings revealed the following: .81611 for curricular activities while .61662 for extra-curricular activities. The results pointed out that extra-curricular activities obtained a set of data values closer to the mean, whereas curricular activities garnered a greater dispersion of a set of data values from the mean. The results proved that; the smaller the computed standard deviation, the lesser the quantified amount of variation of a set of data values or the closer that set of data values to the mean; while the larger the computed standard deviation, the greater the measured dispersion of a set of data values to the mean. Moreover, the outcomes of respondents' ratings on the range of encountered disturbance to usual scenario in academic world with minimum of 2 and maximum of 5 responses obtained per item are presented in the computed mean. Apparently, extra-curricular activities attained a mean of 4.5399 which perceived as very serious. On the other hand, serious was the description attained by curricular activities with a mean of 4.2319.

**Perceived effects in the seven domains.** The results exhibit the minimum and maximum rating obtained per item, mean, standard deviation and description taken from the two hundred seventy-six respondents on the effects in the attainment of effective teaching using the 5-point Likert scale. As to standard deviation, the findings showed the following: .82844 for domain 3-diversity of learners, .82365 for domain 6-community linkages, .75808 for domain 7-personal growth and professional development, .75788 for domain 4-curriculum, .74544 for domain 2-learning environment, .74385 for domain 5-planning, assessing and reporting while .72849 for domain 1-social regard for learning.

The results pointed out that domain 1-social regard for learning achieved a set of data values closer to the mean, while domain 5-planning, assessing and reporting attained a lesser dispersion of a set of values from the mean. On the other hand, domain 3-diversity of learners garnered a greater dispersion of a set of data values from the mean. Likewise, the outcomes of respondents' ratings on the effects of the occurrence of pandemic in terms of the seven domains with minimum of 1 and maximum of 5 responses obtained per item are presented in the computed mean. Seemingly, domain 1 attained a mean of 4.3188, domain 2-4.2899, domain 4-4.2826, domain 5-4.2681, domain 7-4.1341, domain 3-4.0906 and domain 6-4.0399 which all perceived as great extent in effect.

**Significant effect of the occurrence of pandemic on curricular and extra-curricular activities:** The outcomes emphasize the use of regression analysis. Results of the regression run reveal that the occurrence of pandemic has significant effect on effective teaching related to curricular activities. The positive coefficient (.000<sup>b</sup>) indicates incremental effects on the level of curricular activities of students due to the occurrence of pandemic. Similarly, the existence of pandemic has significant effect too on effective teaching in connection with extra-curricular activities. The positive coefficient (.000<sup>b</sup>) denotes positively correlated on the level of extra-curricular activities of students and the occurrence of pandemic. Further analysis of the data would show that the variables under curricular activities can be considered significant predictors on the level of effect of the occurrence of pandemic based on Sum of Squares = 130.627, df= 275, Mean Square = Reg. 4.062 and Res. .381, F =10.652 and Fsig. = .000<sup>b</sup> which denotes that  $p < .01$ . Likewise the variables under extra-curricular activities can also be considered significant predictors on the level of effect of the occurrence of pandemic based on Sum of Squares = 124.692, df= 275, Mean Square = Reg. 3.394 and Res. .377, F =9.012 and Fsig = .000<sup>b</sup> which denotes that  $p < .01$ . The assumed upcoming situation is already evident if educationalists assigned in that schools/universities are eager to accept tasks for anticipated and predicted occurrences which may require a subsequent answer for a makeover. What is required will try to discover an unconventional approaches of quality education using design, training, and alternate sources of funding. The increasing speed of change has lain to rest the often-unquestioned assumption that the future will be like the past, only a little bigger and a little better. We are becoming increasingly aware of the need to identify and strive for desirable alternative vision of the future. We create the future by our actions in the present ([www.casel.org/guide/criteria/2014](http://www.casel.org/guide/criteria/2014)).

**The Proposed NCBTS Model in Attaining Effective Teaching:** This transformation is projected to generate important variations to further hasten, expand, strengthen and maintain the endeavor to enhance education which schools/universities have started. NCBTS is the core in the reform agenda. Several research findings show recognized gaps in current provisions for in-service trainings, the vision for quality in-service development; lack of structures for systematic delivery of quality training for teachers; and the laxity of implementation of policies and standards in the conduct of these training programs. These observations are reportedly true that is why the profile of the teacher's current competencies is compared to the NCBTS standards for effective teaching. Thus, the identified differences in the current teacher's competencies in terms of Knowledge, Skills,

and Attitudes (KSAs) actually define the domains, strands, and competency indicators of the NCBTS (Dep Ed & TEDP, 2011).

## Conclusion

- The occurrence of pandemic hurt people; they cause emotional stress and trauma. They cause economic hardship and health risk too. The extreme and fundamental concern of pandemic is the effect on the learning of the students. Education, which is also affected, should tackle the issue how to lessen distress and how to obtain a real input to improvement. In this case, the current research includes the assessment of the respondents' observations on the impacts of pandemic to ascertain the extent of tackling them.
- Teachers are expected to learn about the component skills of teaching, attain an eloquent thought of the declaratory, technical and deliberate experience in dealing the underprivileged students along with the virtues, functions and suitable uses of essential learning abilities. Through deep thinking, practicing, and reviewing instruction/knowledge practices, educators are capable to enhance written straight teaching program to progress students' performance, and further create expressive education advances that foster sustainability for themselves and their students.
- It is therefore necessary to carefully examine the possible impact of our actions in the future through the study of various alternatives, as being encouraged by the researcher in her study. In managing this study, the researcher is more motivated and directed upon knowing the relevant information on teacher's actions as instructional intervention.

## Recommendations

**Based on the findings and conclusions, the following recommendations are offered for consideration:**

- Forecast teacher/faculty member requirements (per subject/per course) formulating instructional supervision plans and designing capacity building programs for them.
- Give a clear picture of the teachers/faculty members' development process, a road map which moves in the middle that connects all the points together to perform well in their teaching profession.
- Realizing the impact of pandemic, realistic instructional strategies and administrative remedies should be identified. For this reason, there is a need for a new breed of dynamic teachers and administrators whose deep concern is to improve the quality of instruction in the educational system.
- After thorough scrutiny on the effects of pandemic on students' achievements, it is worth saying that administrators should apply proactive/preventative procedures all the time to avoid the worst scenario in the educational setting to happen again.

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