

KNOWLEDGE AND PRACTICE OF TRANSVERSAL SKILLS: THE CASE OF BASIC EDUCATION TEACHERS IN THE DIVISION OF EASTERN SAMAR, PHILIPPINES

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Abstract— UNESCO (2014) defined transversal skills as “those skills that are not specifically related to a particular job, task or academic discipline and can be used in a variety of situation and work settings.” COVID 19 has augured the need for these skills as all are to adapt to changes in order to lead meaningful and productive lives. It was the aim of the study to relate the knowledge and practice of transversal skills of the elementary and secondary public and private school teachers in the Division of Eastern Samar. Using descriptive statistics, the study found out that there is a moderate correlation/substantial relationship between the knowledge and practice of transversal skills among educators in Eastern Samar. The study recommends for intensive virtual and/or in-person training on the knowledge and practice of these transversal skills.

Index Terms—*descriptive, Eastern Samar, education, Philippines, transversal skills*

I. INTRODUCTION

The changes brought about by the advent of technology and that of COVID 19 which were felt in society has effects in the educational arena. The 21st century brought with it new ways of doing things and education is not exempted. As such, a new way of doing things need to be adapted which would make one be able to cope up with the challenges thus making oneself and the organizations to relevant and adaptive to the changing times.

Delors’ “Learning the Treasure Within” provided new insights into education of the 21st century. It stresses that individuals must be helped in order to be able seize learning opportunities all life long, broaden one’s knowledge, skills and attitudes in order to adapt to changing, complex and interdependent world [1]. In 2014, the United Nations Educational, Scientific and Cultural Organization [UNESCO] called these as transversal skills. These are the skills that are not specifically related to a particular job, task area that can be used in a variety of situations and work settings. These are increasingly in high demand for learners so they can easily and successfully adapt to changes making them lead meaningful and productive lives. Transversal skills are part of the building blocks that enable children to reach their full potentials. These skills are critical and innovative thinking, interpersonal skills, intrapersonal skills, global citizenship and information literacy and others [2], [3], [4], [5],[6], [7],[8], [9], [10].

As a response to the demands and needs of the 21st century, the Department of Education and other stakeholders formulated the Philippine Standard for Framework which stipulated the expectation that teachers are to increase in knowledge, practice, and professional engagement [11]. Hence, this study is conducted to determine the relationship of the level of knowledge and extent of practice of basic education teachers in the division of Eastern Samar on transversal skills as no study has been conducted yet on this matter in the country. Belonging to a teacher-training institution, it is imperative to study on this subject as the Philippines was not included in the 2015 Regional Study on transversal skills, in order to integrate the same skills to pre-service teachers being readied to be fielded in the world of education.

II. RESULTS AND DISCUSSION

Interpersonal Skills

The item “communication skills” got the highest rating (4.36) in knowledge interpreted as Very High and 4.10 in practice interpreted To a Great Extent. Teachers are engaged in communicating their lessons with their wards. Communication can be vocal or silent as in body language [12]. Organizational skills got a rating of 4.27 (Very High) in knowledge and 4.61 in practice interpreted To a Very Great Extent. As classroom managers, the respondents are responsible for the effective management of one’s class from start to finish [13]. Teamwork and sociability and collegiality both got 4.46 (Very High) in knowledge and 4.46 (To a Very Great Extent) in practice. Collaboration entails demonstrating the ability to work effectively and respectfully with diverse teams. As teachers, it is expected of them to establish clear definitions and agreements on the role of partners in the collaborative process, keep communication open within teams to carry out assigned tasks, and to carefully identify obstacles and address problems cooperatively [14, 15]. The item empathy and compassion got a Very High rating in knowledge and To a Very Great Extent in practice. Since time immemorial, teachers are recognized as exemplars of good character, attitudes and values. They are the guardians of values and traditions of different cultures around the world [16].

Intrapersonal Skills

The item “self-discipline” got the highest rating of 4.58 interpreted as Very High in knowledge and 4.10 (To a Great Extent in practice. So much is demanded of the teacher as a person. One is looked up to as a model and therefore must walk one’s talk [17]. Perseverance and self-motivation as an item got a rating of 4.61 (Very High) and 4.27 (To a Very Great Extent). Teachers are said to be persevering and self-motivated especially in these trying times. As purveyors of learning, teachers need to exhibit such values because of the very delicate work they are doing. When self-efficacy improves, self-esteem improves which will lead to congruence [18]. Self-awareness got a rating of 4.46 (Very High) in knowledge and 4.46 in practice. Teachers have the capacity to being able to master themselves which means being totally aware of who one is and what one is capable of doing [19]. The item “ability to learn independently” got a Very High and To a Very Great Extent ratings in knowledge and practice respectively. By virtue of their profession, teachers are known to be experts in many fields and disciplines. They are able to generate ideas through their independent learning which they can use to penetrate all aspects of life through the wisdom, knowledge and the values they shared to their students who became leaders and citizens of the land [20]. Flexibility and adaptability got a rating of 4.38 (Very High) in knowledge and 4.55 (To a Very Great Extent) in practice. As educators brace for the changes that come their way, whatever that will be, society has high regard for them to become flexible and adaptable to everything they meet on the way [21].

Media and Information Literacy

In the cluster of skills needed for the 21st century, knowledge, information, media and technology literacy skills are among those listed as the most needed to cope with the changing times [22]. The “ability to critically evaluate information and media content” got a Very High rating in knowledge and To a Great Extent in practice. Known as digital literacy, it is an individual’s ability to access both information and methods of communication through technological tools [23]. The item “ethical use of ICT” was rated by the respondents as High both in knowledge and practice. Digital citizenship refer to being responsible when using the internet [24]. Internet and other online activities are useful to humanity but there should be limitation to its use and scope [25]. The item ‘ability to obtain and analyze information through ICT’ was rated by the respondents as High in knowledge and To a Great Extent in practice. Teachers must possess the skills and competencies that support or enable everything else within digital literacy [26].

Critical and Innovative Thinking

The item “creativity” got a High rating in knowledge and Moderate Extent in practice. In teaching, one needs to have a dose of creativity in order to deliver the teaching and learning process. Creativity means utilizing the meager resources available and turning them into new and vicarious materials that would make teaching and learning enjoyable and meaningful [27]. Reflective thinking was rated High in knowledge and To a Very Great Extent in practice. The Philippine Professional Standards for Teachers states in domain 7 that teachers are to demonstrate understanding of how professional reflection and learning can be used to improve practice [28]. The way one carries oneself in a way despite social evaluations while learning to accept and reject judgements and criticisms is an option [29], [30]. The item “resourcefulness” got a rating of To a Great Extent in practice and High in knowledge. A SEAMEO INNOTECH survey showed that developing and utilizing available teaching and learning resources are among the competencies needed by educators in the 21st century [31]. The item “application skills” got a rating of High both in knowledge and practice. It is a challenge for teachers to utilize their application skills considering the fact of the fast-paced changes happening in the world today [32]. The item “reasoned decision-making” got a rating of High in knowledge and To a Very Great Extent in practice. One of the strongest and most valuable powers a person can possess is mind power. The human mind has the power to create ideas and concepts and the thoughts that pass through one’s mind are responsible for the execution of one’s actions for everything that happens in one’s life [33]. Entrepreneurship was rated by the respondents High in knowledge and To a Moderate Extent in practice. Teaching is not seen as an enterprising career. It is more of a caring career, ensuring that the hidden talents of their wards are nurtured and utilized for their own good [34]. The item “awareness and openness” got an Average rating in knowledge but it gathered a To a Very Great Extent in practice. Teachers as human persons have certain capabilities or attributes [35] and have positive self-concept [36] as awareness of one’s strength, weakness and the like, observation of one’s moods, reactions to what is happening around; awareness of how moods emotions affect one’s state of mind, examination of how interacts with others and observation how the environment affects oneself.

Global citizenship

The item “respect for the environment” got the highest rating (Very High) in knowledge and To a Very Great Extent in practice. Probably as survivors of Typhoon Haiyan, the respondents must have realized the need to take care of the environment as this is the only world they are to live in. National identity and sense of belonging was rated Very High both in knowledge and practice. Teachers are supposed to be the front liners in making sure that patrimony is appreciated and

fostered. Tolerance and respect for diversity was rated High in knowledge and To a Very Great Extent in practice. Responsiveness to gender, religious, refugee status and cultural differences and sensitivity to race, ethnicity, abilities and migration status is the key to reducing discrimination and for nurturing respect [37]. The same can also be said for the item “ethical and intercultural understanding” would refer to man’s capacity to work together in achieving a common goal. Teachers realize that classrooms contain students of different temperaments, religions and cultural groups [38], [39], [40]. Democratic participation was rated High in knowledge and To a Great Extent in practice. This is surprising considering almost everybody is aware of the parliamentary procedure that happens in any organization. One’s mere casting of vote is an example of democratic participation. As teacher-managers in the classroom, it becomes imperative for them to roll out the same procedure to their wards in their daily meeting in person or in virtual.

In summation, the correlation coefficient (r-value) between Interpersonal Skills and Knowledge and Practice of Transversal Skills among Eastern Samar educators was computed at .90 which indicates a Very High correlation between the two variables. Its calculated t-value was pegged at 51.16 which is higher than the tabular t-value of 1.96 at .05 level of significance, which indicates that the r-value is statistically Insignificant. In terms of Intrapersonal Skills and Knowledge and practice of the same, the r-value was set at 0.68 which means that there is a Moderate correlation between the two variables. The computed t-value of the said correlation was 22.56, which was likewise higher than the tabular t-value of 1.96 denoting the existence of Significant relationship between the two variables. The r-value of Global Citizenship and Knowledge and Practice of the same was 0.71 which means that there is a High correlation between the said variables. Meanwhile, the calculated t-value of the said correlation-coefficient was 24.56 which exceeded the tabular value of 1.96, indicating a significant relationship between the variables. There was a Perfect correlation between Media and Information Literacy and Knowledge and Practice of the same among Eastern Samar educators as evidenced by an r-value of 1.0. Its calculated value of 5,468.46 was substantially higher than the tabular t-value of 1.96, which is indicative of statistically significant relationship between the two variables. Finally, the r-value between Critical and Innovative Thinking and Knowledge and Practice of the same among Eastern Samar educators was computed at -0.14 with a calculated t-value of -24.55. Such values mark the absence of statistically significantly relationship between the two variables.

Based on the results presented, all null hypotheses are rejected except that which states that there is no significant relationship between Critical and Innovative Thinking and Knowledge and Practice of the same Transversal Skills of Eastern Samar educators.

III.CONCLUSION

It was the aim of the study to relate the level of knowledge and extent of practice of transversal skills among basic education teachers in the Division of Eastern Samar, Philippines.

The study found out that the basic education teachers in the Division of Eastern Samar are proficient in Knowledge and Practice of Transversal Skills in Media and Information Literacy. These educators also display a High Knowledge and practice to a Great Extent Interpersonal Skills. There is also a High Knowledge on and practice to a Moderate Extent Global Citizenship and Interpersonal Skills. There is negligible correlation/no correlation between Knowledge and Practice Critical and Innovative Thinking among basic education teachers in the Division of Eastern Samar, Philippines.

The study further recommends to continue the training of teachers on the use of technology in learning to include digital citizenship among others. It is highly recommended also to sustain the activities promoting interpersonal, global citizenship and intrapersonal skills among educators for deepening and eventual practice in facilitating teaching and learning. Finally, it is hoped that activities will be initiated to develop the knowledge and practice of critical and innovative thinking among educators in order to be apt to the vulnerable, uncertain, complex and ambiguous world and turn them into educators with vision, with understanding, with clarity and agility.

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