

# INTEGRATION OF TRANSVERSAL COMPETENCIES IN A LOCAL UNIVERSITY IN THE PHILIPPINES: TEACHERS' PERSPECTIVE AND CONTEXT



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## **Abstract**

Despite the education reforms in the country, the focus on transversal competencies remained unclear. Little research is done to investigate the common understanding of these competencies and their integration in the curriculum, education program and activities. This descriptive-correlational research aims to examine the level of teachers' perception and experience on the integration and practice of TVCs to the University's policies and development plan. 60 BED teachers from UPHSL were selected using quota sampling who answered an adapted survey from ERI-Net APRPS. The respondents are majorly females who have four to six years of teaching experience in Grade 11 and 12 levels, handling EsP or FCL. Findings show a very high perception of the school development plan and competencies. Also, teachers highly view learning of transversal competencies as an essential part of student learning. Other major concerns that teachers observed are (1) students need more individual attention, (2) insufficient awareness of parents and community members of TVCs, and (3) lack of teacher training. Regardless of gender and years of experience, teachers should be provided with guidelines on how to implement TVCs at the classroom level. There is a significant relationship found between teachers' level of perception in school policies and plans and their experience in the integration of transversal competencies. Thus, the researchers recommend that the University should provide hands-on training to: (1) help teachers become more aware of various transversal competencies in the 21st Century, and (2) guide teachers to gain the skills needed to deal with pressing issues.

## **Keywords:**

*University of Perpetual Help Laguna; Transversal competencies; Educational policies and practice, 21st Century skills, Teacher's Perspective and Context*