

Teachers' Teaching Competencies in Relation to the Academic Performance of Grade 3 to Intermediate Elementary Pupils in Sampaloc District, Division of Quezon

Lourdine D. Maullon

University of Perpetual Help System DALTA – Las Piñas City

enidlour18@gmail.com

Date Submitted:

August 17, 2026

Date Accepted:

September 12, 2026

Date Published:

September 27, 2026

DOI:

10.5281/zenodo.22986667

ABSTRACT

This study used a quantitative descriptive-correlational design to examine the teaching competencies of 66 public elementary school teachers and their relationship with the academic performance of 941 Grade 3–6 pupils in Sampaloc District, Division of Quezon, during School Year 2025–2026. Data were collected through a structured questionnaire and pupils' academic records in English, Science, and Mathematics. The findings revealed that most teacher-respondents were 31–35 years old, female, bachelor's degree holders, and had 6–10 years of teaching experience. Teachers demonstrated a Highly Proficient level of competency across Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, and Assessment and Reporting. Pupils

attained a Very Satisfactory level of academic performance across grade levels and subject areas. No significant differences in teaching competencies were found based on age, sex, and length of service. However, educational attainment showed a significant difference. Correlation analysis revealed no significant relationship between teachers' competencies and pupils' academic performance. The study recommends sustaining professional development, pursuing advanced qualifications, strengthening instructional support, and addressing other factors affecting pupils' achievement.

Keywords: *Teacher's Teaching Competencies, Academic Performance*

INTRODUCTION

Education is widely recognized as a fundamental human right and a key driver of sustainable development. The United Nations Sustainable Development Goal 4 (SDG 4) calls for "inclusive and equitable quality education and promoting lifelong learning opportunities for all." Achieving quality education remains a global priority, particularly in preparing learners for success in a rapidly changing, technology-driven context. However, many developing countries continue to face persistent challenges in accessibility, teacher quality, and educational equity, all of which significantly affect students' learning outcomes.

In the Philippines, education is viewed as the foundation of national progress and is essential for eradicating poverty, increasing productivity, and supporting nation-building. The Philippine Constitution of 1987, Article XIV, Section 1, mandates that "the State shall protect and promote the right of all citizens to quality education at all levels." In accordance with this mandate, the Department of Education (DepEd) has introduced several innovations and reforms to improve instructional quality, such as the K to 12 Basic Education Curriculum, the transformation of the National Educators Academy of the Philippines (NEAP), and the Philippine Professional Standards for Teachers (PPST). Despite these reforms, the Philippines

continues to face difficulties in aligning its educational system with international standards. Results from international assessments, such as the Program for International Student Assessment (PISA), show that Filipino learners consistently underperform in reading, mathematics, and science. These outcomes highlight the pivotal role of teachers as primary agents of change in promoting effective learning. DepEd Order No. 42, s. 2017, requires teachers to demonstrate professional competencies in content knowledge, pedagogy, and community engagement to foster a holistic learning environment.

At both national and division levels, teachers' competencies and commitments are primary indicators of instructional effectiveness. Their dedication to teaching, learners, schools, and DepEd programs directly impacts educational quality. In local districts, teachers serve not only as educators but also as community leaders who uphold cultural values, exemplify civic responsibility, and encourage lifelong learning among students. Siddiqui and Ahamed (2020) emphasize that teachers preserve and transmit cultural heritage, while Abdallah and Alkaabi (2023) argue that teacher performance significantly shapes the academic landscape. Thus, empowering teachers to continually enhance their competencies is essential to achieving DepEd's vision of producing holistically developed Filipinos, equipped to meet the demands of the 21st century at the local level. The Philippine Informal Reading Inventory (Phil-IRI) results for Grades 4 to 6 in the Sampaloc District, Division of Quezon, for School Year 2025–2026, offer valuable insights into learners' current reading proficiency. The assessment categorizes students as Grade Ready, Instructional, Independent, or Frustration level. Although many learners demonstrate foundational reading skills, a significant proportion still requires guided instruction to improve comprehension, fluency, and accuracy. The results also reveal disparities in reading performance among schools, underscoring the need for differentiated instruction, targeted interventions, and enhanced reading programs aligned with the MATATAG curriculum. These findings inform the development of effective literacy strategies, remedial activities, and instructional support to facilitate learners' progress toward independent reading.

Teachers' competencies and commitments at both national and local levels continue to serve as key indicators of instructional success. In local districts, teachers not only impart knowledge but also act as community leaders who uphold cultural values, model civic responsibility, and foster lifelong learning among students. Supporting teachers in the ongoing development of their professional skills is essential to addressing gaps in student learning and improving literacy outcomes, particularly in reading.

This study seeks to assess and enhance teacher competencies to improve learner outcomes and overall educational quality. The research is driven by the persistent need to bridge the gap between educational standards and classroom realities. By exploring how teachers' professional growth, recognition, and community involvement influenced instructional effectiveness, this research hoped to contribute to DepEd's continuous pursuit of excellence in education. Ultimately, it sought to reaffirm that teachers, as nation-builders, were the foundation of the future of Philippine education.

Theoretical Framework

The current study is anchored in the competency framework for teachers, according to Goodwill (2017), which articulates the complex nature of teaching by describing three professional elements of 'teachers' work: attributes, practice, and knowledge. This element of the work was interrelated in its implementation in the classroom. This expresses the competency standard of teachers working within the Western Australian Government Schools. Competency standards outline the varying degrees of effectiveness of teachers who apply knowledge, skills, and attitudes in their specific teaching contexts, providing explicit standards that guide teachers in their work to improve students' educational achievement. The Framework is a valuable tool for increasing public confidence in the public school educational system. It is well-known that the teaching profession requires teachers to be lifelong learners who engage in ongoing professional learning. It recognized that teachers are highly dedicated and strive to improve outcomes for their learners. Professional learning is seen as a key input to ensuring that teachers have the skills for high-quality education throughout their careers.

This theory is applicable to the present study, as it addresses the competency level of English teachers in grade 2, which correlates with learners' academic performance. Furthermore, teachers' instructional competency would directly affect learners' performance in the quest for quality education, as it is the primary consideration in achieving the goal and objectives of the English program in the basic education setting.

Conceptual Framework

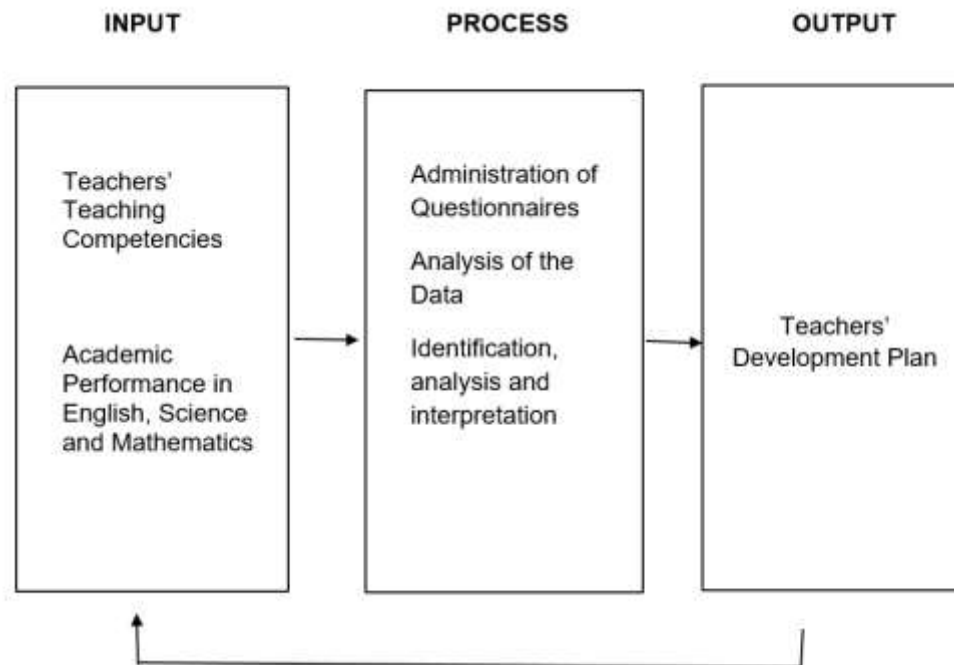


Figure 1. *Schematic Paradigm of the Study*

This study used the Input-Process-Output (IPO) model as the basis for the investigation. The INPUT (I) of the research includes teachers' teaching competencies and learners' academic performance in English, Science, and Mathematics. The PROCESS (P) of the research entails the development of survey questionnaires, assessment of teachers' competencies on the variable under study, such as classroom Management, mastery of the subjects, teaching strategies and approaches, communication skills, learning assessment and reporting, community linkages, statistical treatment of data, and analysis and interpretation of gathered data. The study's OUTPUT (O) is the Teachers' Development Plan, which serves as an intervention to improve teaching practices and academic outcomes. The feedback arrow from Output to Input indicates that, once implemented, the plan will refine and update the input variables, creating a continuous cycle of improvement.

Statement of the Problem

This study aimed to assess teachers' teaching competencies in relation to the academic performance of elementary pupils.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - a. Age
 - b. Sex
 - c. Educational Attainment

- d. Length of service
2. What is the level of the teacher respondents' teaching competencies in terms of the following domains:
 - a. Content Knowledge and Pedagogy
 - b. Learning Environment
 - c. Diversity of Learners
 - d. Curriculum and Planning
 - e. Assessment and Reporting
3. What is the academic performance of the Grade 3 to intermediate pupils in the first and second quarters in the following key areas:
 - a. English
 - b. Science
 - c. Mathematics
4. Is there a significant difference in the level of the teachers' teaching competencies when grouped according to profile?
5. Is there a significant relationship between the level of the teachers' teaching competencies and the academic performance of Grade 3 to intermediate pupils during the first quarter and second quarter?
6. What teacher's continuing professional development plan could be made from the results of the study?

Literature Review

Teaching Competencies

Teaching competency is a multifaceted construct encompassing the knowledge, skills, and practices that teachers use to facilitate effective learning. The literature commonly frames teaching competence across key domains, including content knowledge and pedagogy, which serve as the foundation for meaningful instruction; the learning environment, which emphasizes creating safe, supportive, and engaging classrooms; and the ability to address learner diversity through inclusive and responsive teaching practices. In addition, curriculum and planning highlight the alignment of objectives, standards, and instructional activities, while assessment and reporting focus on monitoring learner progress and informing instructional decisions. Assessing instructor competence in these areas provides a solid basis for understanding instructional effectiveness and potential for professional growth.

The learning environment has been found to have an important impact on both teacher and student performance. Llego (2017) explains that the classroom is the primary setting in which educators implement managerial techniques, pedagogical approaches, and instructional strategies that directly impact learning outcomes. This is supported by international studies that still find challenges with classroom participation and administration. In contrast, Johler et al. (2022) found that Norwegian teachers perceived classroom management as a demanding task that needs ongoing professional development. In addition, Zhang and Mauhay (2024) found that Chinese teachers had difficulty creating engaging learning environments and managing students' behavior. Zhou (2022) also found that in Chinese classrooms, teachers focused on classroom management but had room for improvement in student engagement. Besides, Sanlao et al. (2024) stated that a conducive school work environment significantly enhances teachers' motivation and competence, further indicating that effective classroom management leads to better learning outcomes.

Today's classrooms require us to be more aware of learner diversity and the learning environment than ever before. As Tolentino (2022) points out, learner variety has a significant impact on the teaching and learning processes, as it is difficult for teachers to design activities that take into account the different needs, skills, and capacities of their students. This view is also supported by the OECD (2021), which emphasizes the importance of comprehensive frameworks to prepare teachers for inclusive education. However, Tacconi et al.'s (2021) research found that teachers in vocational education in Lithuania and Italy have limited pedagogical competencies due to a lack of institutional support, particularly in managing

learner variety. Cabero-Almenara et al. (2022) also highlighted the medium-to-low level of digital competence among Spanish teachers, stressing the need for targeted training to better support students with functional diversity.

It is also appreciated that curriculum planning is a prerequisite for good teaching. Gepila Jr. (2019) contends that curriculum planning provides a framework for teachers to link instructional goals, such as remediation for struggling students, to strategies, approaches, and learning activities. Järvinen et al. (2023) supported this by highlighting the need to improve training in curriculum development for Finnish vocational instructors to keep pace with industry norms and technological developments. Similarly, Vargas and Sánchez (2022) found that many vocational instructors in Mexico were unprepared to address their students' diverse needs, citing issues with curriculum sequencing and structure. All these indicate the need for continuous training in curriculum preparation for instructors, especially in technical and vocational education.

An important cross-cutting area that affects teaching competencies across disciplines is professional development. Llego (2019) states that school administrators are increasing the use of professional development and community participation to improve teaching methods and to create support systems. Instructional support and professional development positively impact reporting and assessment practices (Dioquino and Abellana, 2022). Similarly, Leparto and Ponsades (2024) emphasized that performance requirements and continuous professional development are essential for improving teaching effectiveness. More data from around the world show that while instructors may have high levels of expertise in their subject matter, they still need additional training in state-of-the-art, research-based teaching methods (Guerrero & Guerrero, 2022; Manigbas et al., 2024; Smith & Johnson, 2021; Lee & Chen, 2023).

Also, several studies have found a strong correlation between teaching competencies and students' academic achievement. Oco et al. (2022) found that higher teaching competency positively affects teachers' professional attitudes and classroom behavior. Likewise, Tilan (2017) revealed the direct relationship between teachers' skills and students' performance in English, science, and math. Similarly, Bilasa (2016) confirmed a strong correlation between teacher competency and students' academic achievement in MAPEH. In contrast, Pulgo (2017) found no significant relationship between teachers' reported teaching competencies and their demographic profiles, suggesting that competency levels may not be determined solely by qualifications. However, Rabo (2018) observed that teachers' poise and knowledge of the subject matter, good teacher-student relationships, and a positive school climate significantly improve student achievement. Research has also shown that classroom Management practices and instructional strategies impact student results. According to Teygong and Daniel (2017), using a variety of teaching strategies by educators outperforms the use of a single strategy. Sultan (2018) also stressed that classroom order and positive interactions can enhance students' confidence and academic performance. Moreover, Valiandes (2018) found that individualized instruction significantly enhances student achievement, particularly in heterogeneous classes. Langgas (2019) highlighted the significance of developing diverse activities that consider learners' interests, skills, and abilities, supporting these conclusions. In addition, Unal (2016) also agreed that a positive learning environment relies on effective classroom management and teaching knowledge.

Another important aspect of teaching competency is communication skills. Li and Ranieri (2018) found that effective communication helps teachers engage with learners from different cultural and learning backgrounds. McDonald and Elias (2017) stressed its importance in teacher collaboration and teamwork. According to Santos et al. (2017), consistent communication between teachers and students fosters positive relationships and helps prevent classroom problems. Consistent with these findings, communication skills are vital to 21st-century teaching standards, according to Kaur and Talwar (2021), UNESCO (2018), and Philippine teacher education institutions (TEC, DepEd, CHED, 2018). While some educators experience difficulty in communication and conflict resolution (Tomic, 2018), Young and Travis (2018) argued that

communication is a necessary component of good teaching practices. Studies show that involvement in the community outside of school greatly impacts student achievement. Positive school-community relationships result in improved student behavior, attendance, and academic achievement (Epstein, 2019). As Manigbas and De Luna (2024) and Pamon and Oco (2024) note, effective communication among educators, parents, and other stakeholders strengthens support systems and fosters shared responsibility for student development. Competencies in assessment and reporting further support the effectiveness of instruction. According to Suwandi (2023), many educators have low to moderate proficiency in planning and implementation of assessments. However, while Manigbas and De Luna (2024) and Pamon and Oco (2024) stressed the necessity of using assessment data to guide instructional decisions and specific interventions, Govaerts et al. (2022) emphasized the need to align assessment with instructional objectives. The results are consistent with Zamri and Hamzah (2019), who state that good assessment procedures will improve teaching and learning. Finally, expertise in the subject matter and the continuous improvement of pedagogical methods are still vital ingredients of quality education. Uzzo et al. (2018) state that subject-matter knowledge enables educators to encourage active learning and to offer clear explanations of the topics. Tripathi (2016) also suggested learner-centered approaches that enhance behavior change and problem-solving. Davies (2021) concluded that improving teaching practices is a lifelong endeavor supported by continuous professional development. Taken together, this research confirms that excellent teaching skills ultimately lead to excellent learning outcomes.

Academic Performance

Ambag (2018) refers to teaching competency as the convergence of all elements in the teaching-learning process that help students attain high standards of learning and understanding of curricular goals and objectives. These elements include the teacher's knowledge of the subject matter, teaching-learning approaches and activities, instructional materials, and learning resources. Therefore, students are expected to achieve higher levels of literacy, communication, numeracy, and critical thinking. Teachers, in turn, should communicate clear learning goals appropriate for their learners, use instructional time effectively, and select teaching methods, learning activities, and materials aligned with lesson objectives.

In relation to this, Marquez (2018) affirms that the recent thrust of the Department of Education (DepEd) has introduced new challenges in the academe to improve literacy rates among Filipinos, in response to UNESCO's Millennium Development Goal (MDG) of achieving universal primary education. However, the current state of Philippine education, as reported by DepEd, shows that only 6 out of 10 students who enter Grade 1 complete Grade 6. Furthermore, only four of those six have completed high school. Therefore, low levels of education are often associated with low levels of understanding and employability, and thus with poverty in the country. Therefore, it remains very important to improve teacher competence and teaching quality to address educational gaps.

Odumbe et al. (2020) observe that schools located in urban areas of Kenya tend to perform better than those in rural settings. This disparity exists because learning materials and examinations are designed uniformly, without considering students' varied learning environments, thereby negatively affecting rural learners' performance. Moreover, Odhiambo (2018) identified several factors contributing to poor performance in mathematics, including mismatched syllabi, negative attitudes toward the subject, and the inherent difficulty of mathematical concepts. Poor performance in mathematics has also been linked to ineffective lesson planning, ineffective teaching strategies, poor pacing, poor topic sequencing, and inappropriate learning resources.

Oredina (2020) also highlights that mathematics is one of the most important subjects in formal education, being the basis for technological and economic development. It is therefore necessary for the mathematics teachers to be highly competent in identifying, prioritizing, and delivering critical mathematical concepts. "Mathematics contributes to the development of analytical and computational thinking skills, and also enhances the ability of learners to interpret real-world problems through logical

reasoning and quantitative analysis,” Oredina commented. However, Oredina notes that while the teachers have demonstrated competence in instruction and research, students often show mastery only in some areas of mathematics, with minimal mastery in others. Thus, teachers’ instructional competence alone is not necessarily a determinant of students’ achievement in mathematics.

Moreover, Katamei and Omwono (2018) argue that continuous professional development should prepare teachers to design learning experiences that help students meet world-class standards and real-life responsibilities. This enables teachers to make informed decisions, solve instructional problems, and connect theory and practice to improve student outcomes. To buttress this, Odhiambo et al. (2018) demonstrated that mathematics performance depends largely on the quality of the teaching process, which is a multidimensional construct influenced by student motivation and teacher effectiveness. They also found that school type, resource availability, and infrastructure significantly affect mathematics achievement.

Muraina (2018) stated that Mathematics develops reasoning, creativity, spatial and abstract thinking, and problem-solving abilities, thereby promoting order and logic in life. Similarly, Akinoso (2020) argued that math is a universal language and is necessary in all fields of study, including science, the arts, commerce, and the social sciences. Throughout human history, mathematics has been essential to progress in knowledge, technology, and innovation. In fact, Akinoso (2019) further stresses that employers in different sectors are calling for more proficiency in mathematics, emphasizing the importance of mathematics in the success of the workplace and the progress of the nation.

Bina (2018) found a significant relationship between teachers’ competence and students’ academic achievement in chemistry. Specifically, students taught by qualified and experienced teachers performed significantly better than those taught by unqualified or inexperienced ones. This finding suggests that teacher quality directly influences learners’ scientific achievement.

Similarly, Odumbe et al. (2018) noted that science performance, like mathematics, depends on the effectiveness of the teaching process, which is shaped by both teacher and student motivation. Additionally, there are differences in schools’ performance levels due to variations in learning environments, the availability of science facilities, and the types of institutions (private, public, or faith-based). Odhiambo and Toili (2018) also found that the main factors hindering students’ performance in science include poor lesson preparation, poor teaching methods, slow pace of work, poor sequencing of topics, and the use of unsuitable materials. They also found that teaching in many schools remains examination-oriented, reducing opportunities for conceptual understanding and inquiry-based learning. Moreover, Kajuru et al. (2018) stated that competence encompasses mental and behavioral aspects and comprises professional knowledge, skills, and attitudes. Hence, teacher competence is not only about content knowledge but also about performance, commitment, and adaptability. Similarly, Kiige and Atina (2020) describe science education, especially at the secondary level, as an important foundation for industrial and technological development. Many African countries and the Philippines still lack sufficient competent science and mathematics teachers, despite their best efforts to recruit qualified teachers and provide adequate materials. Thus, despite the availability of teachers, the students’ achievement in these subjects is often below the desired standard due to constraints in instructional quality and pedagogical innovations.

Synthesis

The knowledge, abilities, and strategies that teachers employ to support successful learning are encompassed by the complex concept of teaching competency. Content knowledge and pedagogy, learning environments, diversity of learners, curriculum planning, assessment and reporting, communication, and community connections are key domains in which it can be conceptualized. When combined, these domains offer a comprehensive framework for understanding instructional efficacy and guiding professional development.

Both teacher effectiveness and student outcomes are significantly impacted by the learning environment. Teachers use pedagogical approaches, Management techniques, and instructional strategies in the

classroom that directly impact student engagement and performance. While poor classroom Management can restrict learning opportunities, good classroom management encourages motivation, participation, and a supportive environment. According to research, creating stimulating and well-organized learning environments requires ongoing professional development and hands-on classroom management experience.

In modern education, it is increasingly crucial to address learner diversity. In addition to ensuring inclusive practices that support fair access to knowledge, teachers are expected to create learning activities that cater to a variety of skills, interests, and needs. Teachers' capacity to successfully accommodate learner diversity may be hampered by inadequate institutional support and a lack of focused training. To promote the best possible learning outcomes, educators must be equipped with inclusive teaching strategies.

Another crucial component of teaching competency is curriculum planning. Incorporating remediation and enrichment strategies into instructional activities ensures alignment with learning standards and objectives. To meet changing educational demands, incorporate technological advancements, and cater to the diverse needs of students, educators must continually improve their curricula.

Enhancing teaching competencies is a cross-cutting function of professional development. Teachers can maintain instructional effectiveness across domains, apply cutting-edge teaching techniques, and improve their subject-matter expertise through ongoing training. Opportunities for professional development, such as teamwork and community involvement, assist educators in implementing best practices and raising student achievement.

Students' academic achievement and teaching competencies are closely related. Higher student achievement results from competent teachers' use of a variety of instructional strategies, positive learning environments, and effective classroom behavior. The learning process is further enhanced by classroom Management, differentiated instruction, and experience, which empowers teachers to effectively address the needs of each individual student.

Collaboration among educators and the development of fruitful teacher-student interactions depend heavily on communication skills. Building relationships, reducing conflicts, and fostering an inclusive, positive classroom culture are all facilitated by effective communication. In a similar vein, building solid community ties improves student learning by fostering networks of support that include local resources, parents, and stakeholders in the educational process.

Teachers can monitor student progress, make informed instructional decisions, and create interventions to close learning gaps by applying assessment and reporting competencies. Lessons are meaningful, interesting, and learner-centered when the subject matter is mastered, and teaching techniques are continuously improved. High-quality learning experiences are facilitated by teachers who continuously improve their knowledge and skills, thereby fostering academic success in all subject areas.

The cumulative impact of teaching competencies on student achievement is reflected in academic performance. To promote literacy, numeracy, critical thinking, and problem-solving abilities, effective teachers establish clear learning objectives, select appropriate teaching strategies, and use learning resources strategically. Disparities in learning environments, instructional quality, and resources frequently lead to differences in student outcomes. Teacher competency is especially important in science and math. Teachers who can recognize key ideas, organize lessons effectively, and use techniques that encourage comprehension and the application of knowledge benefit their students. In addition to fostering analytical and computational abilities, top-notch instruction in these subjects equips students for future employability and real-world challenges. Maintaining high academic performance requires professional development and ongoing practice improvement. Skilled educators can create a supportive, stimulating learning environment, apply cutting-edge teaching techniques, and adapt to the varied needs of their students. As a result, the teacher's ability to effectively integrate knowledge, pedagogy, and management skills is directly related to student success.

In conclusion, academic performance is directly affected by teaching competency, a multifaceted concept. Learning environments that maximize student achievement and foster lifelong learning are created

by teachers who are well prepared in content knowledge, pedagogy, classroom management, assessment, communication, and community engagement.

METHODS

Research Design

The study employed a quantitative descriptive-correlational research design. The descriptive component was used to determine the level of teachers' teaching competencies, while the correlational component was used to examine whether a significant relationship existed between teachers' teaching competencies and pupils' academic performance. No variable was manipulated. The study was conducted in the public elementary schools of Sampaloc District, Division of Quezon, during School Year 2025–2026.

The quantitative approach enabled the researcher to summarize teachers' questionnaire responses and relate these data to pupils' officially recorded grades in English, Science, and Mathematics.

In addition, a quantitative approach was used to analyze the data and generalize the results to the population of interest. Structured information was formulated through the questionnaire for analysis and interpretation.

Population and Sampling Technique

This study was conducted in the Sampaloc District of the Province of Quezon, where the researcher is currently teaching. The participating schools were Sampaloc Elementary School Main, Sampaloc Elementary School I, Sampaloc Elementary School II, Alupay Elementary School, Apasan Elementary School, Banot Elementary School, Bilucan Elementary School, Caldong Resettlement Elementary School, and Pang-alalang Paaralang Amando S. Dayo. These schools collectively had 69 teachers. A total of 66 teachers participated in the study, representing the full population of subject teachers across these schools. Correspondingly, 941 Grade 3-6 pupils enrolled in School Year 2025–2026 served as the learner respondents whose academic performance was analyzed in relation to their teachers' competencies.

However, the focus of this study was specifically on teachers handling core academic subjects, particularly English, Science, and Mathematics. Therefore, the sample population consisted only of teachers who were currently assigned to teach any of these three subject areas, regardless of grade level.

The study used purposive sampling, a non-probability sampling method in which participants were selected based on specific characteristics relevant to the research objectives. In this case, purposive sampling ensured that only teachers whose teaching responsibilities directly aligned with English, Science, or Mathematics were included, as these subjects were central to assessing teaching competencies and student academic performance.

Respondents of the Study

The respondents of this study were elementary teachers and Grade 3 to 6 pupils of Sampaloc District, Province of Quezon, under the Division of Quezon, Region IV-A (CALABARZON). Teacher respondents were those teaching the core academic subjects of English, Science, and Mathematics in the nine public elementary schools in the district. A total of 66 teachers participated in the study, representing the full population of subject teachers across these schools. Correspondingly, 941 Grade 3-6 pupils enrolled in School Year 2025–2026 served as learner respondents whose academic performance was analyzed in relation to their teachers' competencies.

Instrumentation

A self-made questionnaire was used in this study. The instrument consisted of two (2) parts: Part I covered the teachers' teaching competencies in the following domains: Classroom Management, Mastery of the subjects, Communication skills, Teaching strategies and approaches, Learning assessment, and reporting. Part II covered the learners' academic performance.

Four-point Likert Scale for the extent of Influence of leadership styles

Scale	Interval	Description
4	3.26-4.00	Highly Proficient
3	2.51-3.25	Proficient
2	1.76-2.50	Basic
1	1.00-1.75	Below Basic

Validation and Test of Reliability of the Instrument

To ensure the validity of the research instrument, the researcher sought the evaluation of experts in education and statistics to assess the questionnaire for face and content validity. Their comments and recommendations were considered in revising and improving the research instrument before its administration.

To establish the instrument's reliability, a pilot test was conducted with 19 teachers who were not among the study's actual respondents. The reliability of the questionnaire was determined using Cronbach's Alpha, which measures the internal consistency of a set of items and determines how well the indicators measure the underlying construct of teachers' teaching competencies.

The pilot test yielded a Cronbach's Alpha coefficient of 0.9482, indicating very high internal consistency of the research instrument. The results showed that the questionnaire was highly reliable and appropriate for use in the study's actual conduct. The full reliability test output was attached in the appendices to support the instrument's reliability.

After the validation and reliability testing were completed, the researcher secured the necessary approval from the Schools Division Superintendent of Quezon and obtained permission from the respective school heads of the participating schools. Coordination with the thesis adviser and statistician was also made to ensure the suitability of the research methodology, statistical treatment, and overall implementation of the study.

Data Gathering Procedure

The researcher's procedures in conducting the study are as follows. First, a formal request for permission to conduct the study was made to the Office of the Schools Division Superintendent of Quezon. With approval, the researcher coordinated with the respective school heads of the participating schools to facilitate the data-gathering process. The purpose and procedures of the study were explained to the teacher respondents, and the researcher personally administered the validated and reliable survey questionnaires to them. The respondents were given sufficient time to complete the questionnaires, and their participation was handled confidentially.

After the questionnaires were completed, the researcher personally collected, checked, organized, and coded the completed instruments. The pupils' academic performance data were also obtained from the official school records of the participating schools, with permission from the concerned school heads. The pupils did not answer the questionnaire; their grades were used only as secondary data for the study. The collected data were subsequently tabulated, coded, and statistically analyzed using appropriate statistical treatments with assistance from the statistician and thesis adviser. Finally, the results were interpreted in accordance with the study's objectives and research questions.

Statistical Treatment of Data

To answer the questions and analyze the data that were collected, the following statistical tools were used:

Frequency and percentage were used to summarize the demographic profile of the teacher respondents by age, sex, educational attainment, and length of service. Frequency indicated the number of respondents in each category, while percentage showed the proportion of respondents in each category.

Weighted Mean. The weighted mean was used to determine the level of teachers' teaching competencies across the identified domains: Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, and Assessment and Reporting. It was also used to obtain the overall mean for each competency domain.

T-test. A t-test was used to determine whether there was a significant difference in teachers' teaching competency scores when respondents were grouped by sex. The test was interpreted using the 0.05 level of significance. A computed significance value less than 0.05 indicated a statistically significant difference, while a significance value greater than 0.05 indicated no statistically significant difference.

Pearson Product-Moment Correlation Coefficient (Pearson r). Pearson's r was used to determine whether there was a significant relationship between teachers' teaching competencies and pupils' academic performance in English, Mathematics, and Science. The correlation was interpreted using the resulting correlation coefficient and significance value. The 0.05 significance level was used to determine whether the observed relationship was statistically significant.

Ethical Considerations

The study strictly observed the ethical principles of respect for privacy, confidentiality, voluntary participation, informed consent, and the dignity of all participants. Before conducting the study, the researcher secured the necessary approval from the Schools Division Superintendent of Quezon and the respective school heads of the participating schools. The teacher respondents were informed about the purpose, procedures, and significance of the study, and their participation was voluntary. They were given the right to decline participation or withdraw from the study without penalty.

All information obtained from the respondents was treated with strict confidentiality and was used solely for academic and research purposes. The researcher ensured that the identities of the teacher respondents were not disclosed in the presentation, analysis, or reporting of the findings. The pupils did not answer the research questionnaire; only their officially recorded grades were obtained as secondary data. Individual names and other identifying information were excluded, and grades were presented in aggregate to protect learners' privacy. The researcher also ensured that all research data were handled securely and protected from unauthorized access throughout the study's data collection, processing, storage, analysis, and reporting.

RESULTS AND DISCUSSION

Part 1. The demographic profile of the respondents

Table 1. *The demographic profile of the respondents in terms of Age*

Age	Frequency	Percentage (%)
26–30 years old	10	15.2
31–35 years old	17	25.8
36–40 years old	15	22.7
41–45 years old	9	13.6
46 years old and above	15	22.7
Total	66	100.0

Table 1 shows that most of the respondents were 31–35 years old, with 17 respondents (25.8%). This was followed by those aged 36–40 years and 46 years and above, both with 15 respondents, or 22.7%. The fewest respondents were aged 41–45 years, with 9 respondents (13.6%). This means that the respondents came from different age groups, with most belonging to the middle-aged category.

The respondents' varied age groups provide different perspectives and experiences in teaching. This may help ensure that the study reflects the views of both younger and more experienced teachers.

Table 2. *The demographic profile of the respondents in terms of Sex*

Sex	Frequency	Percentage (%)
Male	8	12.1
Female	58	87.9
Total	66	100.0

Table 2 reveals that most of the respondents were female (58; 87.9%), while only 8 (12.1%) were male. This indicates that female teachers comprised the majority of respondents.

The findings suggest that the teaching workforce in the study is largely female. Therefore, the results may mostly reflect the experiences and teaching practices of female teachers.

Table 3. *The demographic profile of the respondents in terms of Educational Attainment*

Educational Attainment	Frequency	Percentage (%)
Bachelor's Degree	42	63.6
Master's Degree/Doctorate	24	36.4
Total	66	100.0

Table 3 shows that most respondents held a Bachelor's Degree, with 42 respondents (63.6%). This was followed by those with a Master's/Doctorate Degree, with 24 respondents (36.4%). This means that most teachers have completed the required educational qualification for teaching.

The respondents' educational backgrounds indicate they have the necessary knowledge and training for their profession. The presence of teachers with graduate degrees may also contribute to better teaching practices.

Table 4. *The demographic profile of the respondents in terms of the length of service*

Length of Teaching Experience	Frequency	Percentage (%)
1–5 years	4	6.1
6–10 years	20	30.3
11–15 years	16	24.2
16–20 years	11	16.7
More than 20 years	15	22.7
Total	66	100.0

Table 4 shows that most respondents had 6–10 years of teaching experience, with 20 respondents (30.3%). This was followed by those with 11–15 years of service, with 16 respondents (24.2%). The fewest respondents had 1–5 years of service, with only 4 respondents (6.1%). This indicates that most respondents already have considerable teaching experience.

Teachers with longer years of service may have gained valuable classroom experience and teaching skills. Their experiences can provide reliable information about teaching competencies.

Part 2. The level of the teacher respondents' teaching competencies

Table 5 . *The level of the teacher respondents' teaching competencies in terms of Content Knowledge and Pedagogy*

Indicator	Mean	Interpretation
1. I demonstrate thorough knowledge of the subject matter I teach.	3.56	Highly Proficient
2. I use effective teaching strategies to enhance student understanding.	3.41	Highly Proficient
3. I can adapt lessons based on students' needs and abilities.	3.55	Highly Proficient
4. I integrate real-life examples to make lessons more meaningful.	3.59	Highly Proficient
5. I connect previous lessons with new concepts to ensure continuity.	3.59	Highly Proficient
6. I encourage critical thinking and problem-solving in my lessons.	3.48	Highly Proficient
7. I use appropriate instructional materials to support learning.	3.50	Highly Proficient
8. I apply different teaching approaches for different topics.	3.41	Highly Proficient
Overall Mean	3.51	Highly Proficient

Table 5 shows that the overall mean was 3.51, which is interpreted as Highly Proficient. The highest-rated statements were integrating real-life examples into lessons and connecting previous lessons with new concepts, both with a mean of 3.59. The lowest-rated statements were "using effective teaching strategies" and "applying different teaching approaches," both with a mean of 3.41. Overall, the results show that the teachers have a high level of competence in content knowledge and pedagogy.

The findings imply that teachers have strong subject-matter knowledge and can apply effective teaching methods. This may help improve students' understanding and learning outcomes.

Table 6. *The level of the teacher respondents' teaching competencies in terms of the Learning Environment*

Statements	Mean	Interpretation
1. I create a safe and supportive classroom for all students.	3.64	Highly Proficient
2. I maintain classroom discipline while encouraging participation.	3.64	Highly Proficient
3. I promote respect, cooperation, and collaboration among students.	3.68	Highly Proficient
4. I arrange classroom seating to support effective learning.	3.62	Highly Proficient
5. I ensure that learning resources are accessible to all students.	3.53	Highly Proficient
6. I encourage student engagement and active participation.	3.61	Highly Proficient
7. I manage classroom time efficiently during lessons.	3.53	Highly Proficient
8. I foster a positive relationship with my students.	3.64	Highly Proficient
Overall Mean	3.61	Highly Proficient

Table 6 presents the level of teacher respondents' teaching competencies in terms of the Learning Environment. The average score was 3.61, which was interpreted as Highly Proficient. That means teachers often demonstrated effective practices in creating and maintaining a positive learning environment. This demonstrates that teachers were effective at building classrooms that fostered student learning, participation, and wellbeing.

The indicator with the highest mean score (M=3.68) was the promotion of respect, cooperation, and collaboration among students, which indicated that teachers highly valued positive social interactions and teamwork in the classroom. In contrast, the lowest mean scores (M = 3.53) were obtained for providing learning resources that are accessible to all students and managing classroom time efficiently during lessons, which were interpreted as Highly Proficient. This means that teachers were competent in these

areas, but there is still room for improvement. Overall, the results suggest that the teachers successfully created a safe, supportive, and engaging learning environment that facilitated student success.

Results point to a high level of competence among teachers in creating and maintaining a positive learning environment that can lead to higher levels of student engagement, motivation, and academic achievement. Encouraging respect, cooperation, and positive relationships helps to create an environment where learners feel safe and valued. strategies that can help teachers maximize instructional time and ensure equal access to learning materials. By strengthening these areas, the quality of the learning environment can be enhanced, supporting better learning outcomes for all students. However, the slightly lower ratings on accessibility of learning resources and time management point to a need for continuous professional development and support in these areas. School administrators may offer further resources, training, and

Table 7. *The level of the teacher respondents' teaching competencies in terms of the diversity of learners*

Statements	Mean	Interpretation
1. I address the different learning styles of my students.	3.23	Proficient
2. I accommodate learners with special needs.	3.53	Highly Proficient
3. I recognize and respect students' cultural backgrounds.	3.27	Highly Proficient
4. I differentiate instruction to meet individual student needs.	3.33	Highly Proficient
5. I provide additional support to struggling learners.	3.32	Highly Proficient
6. I challenge high-performing students to reach their potential.	3.27	Highly Proficient
7. I use inclusive teaching strategies in my lessons.	3.42	Highly Proficient
8. I adjust lesson pace according to students' learning abilities.	3.34	Highly Proficient
Overall Mean	3.34	Highly Proficient

Table 7 presents the level of teacher respondents' teaching competencies on the Diversity of Learners. The overall mean score of 3.34, interpreted as Highly Proficient, indicates that teachers were effective in meeting the diverse requirements, abilities, and backgrounds of their learners. This shows that teachers generally felt they had the capacity to practice inclusion and modify instruction to assist all students.

The indicator of support for learners with special needs had the highest mean score ($M = 3.53$), indicating that teachers showed a high commitment to providing appropriate assistance and promoting inclusiveness in the classroom. In contrast, addressing the different learning styles of the students received the lowest mean score ($M = 3.23$), which was interpreted as Proficient. This means that teachers were good in this field, but there is room for improvement to better cater to students' varying educational preferences. In conclusion, the results showed that teachers were able to handle learner diversity and provide equitable learning opportunities.

The findings suggest that teachers can create inclusive learning environments that recognize and meet the diverse needs of learners. They can help increase student participation, engagement, and academic performance by accommodating students with special needs, differentiating instruction, and employing inclusive teaching strategies.

However, the lower rating in addressing different learning styles highlights the need for continued professional development on differentiated and learner-centered instructional approaches. School administrators and education leaders may provide training, workshops, and resources to help teachers design varied learning activities suited to different learners' preferences and abilities. Further strengthening of these competencies can improve instructional effectiveness and allow for the provision of meaningful and equitable learning experiences for all learners.

Table 8. *The level of the teacher respondents' teaching competencies in terms of Curriculum and Planning*

Statements	Mean	Interpretation
1. I design lesson plans aligned with curriculum standards.	3.48	Highly Proficient
2. I sequence learning activities to ensure smooth lesson flow.	3.50	Highly Proficient
3. I incorporate resources and materials to enhance learning.	3.42	Highly Proficient
4. I set clear learning objectives for each lesson.	3.55	Highly Proficient
5. I plan activities that engage students actively in learning.	3.50	Highly Proficient
6. I integrate cross-curricular connections in lesson planning.	3.30	Highly Proficient
7. I regularly evaluate and revise my lesson plans for effectiveness.	3.23	Proficient
8. I allocate time appropriately for each lesson component.	3.32	Highly Proficient
Overall Mean	3.41	Highly Proficient

The overall mean score of 3.41, interpreted as Highly Proficient, indicates that teachers are effectively planning, organizing, and delivering lessons aligned with curriculum standards and learning objectives. This shows that teachers are generally able to prepare structured, instructional plans that encourage student learning and achievement.

Among the indicators, setting clear learning objectives for each lesson obtained the highest mean score ($M = 3.55$), indicating that teachers place strong emphasis on establishing clear learning targets to guide instruction and assessment. This was followed by sequencing learning activities to ensure smooth lesson flow and by planning activities that actively engage students in learning (both $M = 3.50$), reflecting teachers' ability to organize lessons effectively and promote student engagement. In contrast, the lowest mean score ($M=3.23$) was interpreted as Proficient and was awarded for the regular assessment and modification of lesson plans to ensure effectiveness. This shows that teachers are good at reviewing their lesson plans, but there could be room for improvement in reflective practice and ongoing improvement in instructional planning. Findings indicated that teachers were highly competent in curriculum planning and lesson preparation.

The findings indicated that teachers can design and implement high-quality instructional plans aligned with curriculum standards and that promote meaningful learning experiences. Setting specific goals, organizing learning activities, and choosing appropriate resources can result in the students' improved comprehension, motivation, and performance.

Table 9. *The level of the teacher respondents' teaching competencies in terms of Assessment and Reporting*

Statements	Mean	Interpretation
1. I use varied assessment tools to measure student learning.	3.33	Highly Proficient
2. I provide timely and constructive feedback to students.	3.30	Highly Proficient
3. I accurately record students' academic performance.	3.65	Highly Proficient
4. I monitor students' progress regularly.	3.45	Highly Proficient
5. I use assessment results to adjust my teaching strategies.	3.36	Highly Proficient
6. I communicate students' achievements clearly to parents/guardians.	3.62	Highly Proficient
7. I ensure fairness in grading and evaluation.	3.67	Highly Proficient
8. I encourage students to reflect on their own learning.	3.35	Highly Proficient
Overall Mean	3.47	Highly Proficient

Table 9 presents the Extent of teacher respondents' teaching competencies in terms of Assessment and Reporting. The mean score of 3.47, interpreted as Highly Proficient, revealed that teachers effectively

assess student learning, monitor academic progress, and communicate assessment results to learners and stakeholders. Thus, teachers can use appropriate assessment practices to support student achievement and instructional improvement.

Among the indicators, ensuring fairness in grading and evaluation obtained the highest mean score ($M = 3.67$), indicating that teachers place great importance on maintaining objectivity, consistency, and equity in assessing student performance. The next steps included accurately recording students' academic performance ($M = 3.65$) and clearly communicating students' achievements to parents/guardians ($M = 3.62$), which demonstrated teachers' commitment to accurate documentation and straightforward discussion of learning outcomes. In contrast, the lowest mean score ($M = 3.30$) was assigned to providing timely and helpful feedback to students, but it is still interpreted as Highly Proficient. This suggests opportunities to improve the timeliness and quality of feedback to better support student learning, regardless of whether teachers regularly provide it. Overall, the results showed that teachers were very competent in evaluation and reporting practices.

The results indicate that the teachers have strong competencies in assessing students' performance and using assessment data to support learning. They can increase transparency, accountability, and student achievement by providing fair grading, maintaining accurate records of academic progress, and communicating student progress clearly. These practices also help teachers make informed instructional decisions and provide appropriate interventions as needed.

Part 3. Academic Performance of Grade 3 to Grade 6 Pupils

Table 10. *The academic performance of the Grade 3 pupils*

Key Subject Areas	First Quarter Mean	First Quarter SD	Description	Second Quarter Mean	Second Quarter SD	Description	Overall Performance Mean	Description
English	85.93	1.21	Very Satisfactory	86.02	1.28	Very Satisfactory	85.975	Very Satisfactory
Science	86.08	1.20	Very Satisfactory	86.28	1.41	Very Satisfactory	86.18	Very Satisfactory
Mathematics	85.77	1.04	Very Satisfactory	85.97	0.84	Very Satisfactory	85.87	Very Satisfactory
Overall Performance	85.93	1.15	Very Satisfactory	86.11	1.18	Very Satisfactory	86.01	Very Satisfactory

Legend: Outstanding 90-100, Very Satisfactory 85-89, Satisfactory 80-84, Fairly Satisfactory 75-79, Did Not Meet the Expectation – 75 below

Table 10 presents the Academic Performance of the Grade 3 Pupils in English, Science, and Mathematics in the First and Second Quarters. The findings showed that the pupils obtained an overall mean of 85.93 in the first quarter and 86.11 in the second quarter, both of which were rated as Very Satisfactory. The general average of the two quarters is 86.01, which is also in the Very Satisfactory level. This means that across the three main subjects, the pupils consistently demonstrated a good level of academic achievement.

Of all the subjects, Science had the highest overall mean score ($M = 86.18$), followed by English ($M = 85.98$) and Mathematics ($M = 85.87$). The results show that pupils scored slightly higher in Science than in the other subjects, but the differences between the mean scores were small. Moreover, the increase in the overall mean from the first quarter ($M = 85.93$) to the second quarter ($M = 86.11$) indicates a slight improvement in pupils' academic achievement over time. The low standard deviation values across all subjects also suggest that the pupils' scores were closely clustered around the mean, suggesting consistency

in their academic achievement. The study's findings suggest that the Grade 3 pupils are well-grounded in English, Science, and Mathematics. This enables them to perform very well academically. Their consistent quarter-to-quarter performance may indicate that teachers and schools are doing a good job of teaching, implementing the curriculum, and supporting learning. The findings also show that pupils are achieving the expected learning competencies in the key learning areas.

Table 11. *The academic performance of the Grade 4 pupils*

Key Subject Areas	First Quarter Mean	First Quarter SD	Description	Second Quarter Mean	Second Quarter SD	Description	Overall Performance Mean	Description
English	86.73	1.43	Very Satisfactory	86.80	1.33	Very Satisfactory	86.64	Very Satisfactory
Science	86.47	1.15	Very Satisfactory	86.40	1.07	Very Satisfactory	86.57	Very Satisfactory
Mathematics	86.02	1.03	Very Satisfactory	86.47	1.27	Very Satisfactory	86.25	Very Satisfactory
Overall Performance	86.41	1.20	Very Satisfactory	86.11	1.18	Very Satisfactory	86.48	Very Satisfactory

Legend: Outstanding 90-100, Very Satisfactory 85-89, Satisfactory 80-84, Fairly Satisfactory 75-79, Did Not Meet the Expectation – 75 below

Table 11 presents the academic performance of the Grade 4 pupils in English, Science, and Mathematics during the first and second quarters. The results show that the pupils attained an overall mean of 86.41 in the first quarter and 86.11 in the second quarter, both of which were described as Very Satisfactory. The overall academic performance across the two quarters was 86.48, which is also described as Very Satisfactory. This indicates that the Grade 4 pupils consistently demonstrated commendable academic achievement across the three key subject areas.

In the first quarter, English obtained the highest mean score ($M = 86.73$), followed by Science ($M = 86.47$) and Mathematics ($M = 86.02$), all interpreted as Very Satisfactory. Similarly, in the second quarter, English remained the highest-performing subject with a mean score of 86.80, followed by Mathematics ($M = 86.47$) and Science ($M = 86.40$), which were likewise described as Very Satisfactory. The results show that English and Mathematics recorded slight improvements in the second quarter, while Science showed a minimal decrease. Based on the overall performance, English obtained the highest mean score ($M = 86.64$), followed by Science ($M = 86.57$) and Mathematics ($M = 86.25$). Moreover, the low standard deviation values indicate that pupils' scores were relatively consistent across all subject areas.

The findings suggest that Grade 4 pupils have a strong foundation in English, Science, and Mathematics, enabling them to achieve very satisfactory academic outcomes. Their consistent performance across the two quarters may reflect the effectiveness of classroom instruction, curriculum implementation, and academic support provided by teachers and schools. The results further suggest that pupils are meeting the expected learning competencies and standards in the key subject areas.

Table 12. *The academic performance of the Grade 5 pupils*

Key Subject Areas	First Quarter Mean	First Quarter SD	Description	Second Quarter Mean	Second Quarter SD	Description	Overall Performance Mean	Description
English	86.50	1.20	Very Satisfactory	86.98	1.42	Very Satisfactory	86.715	Very Satisfactory

Key Subject Areas	First Quarter Mean	First Quarter SD	Description	Second Quarter Mean	Second Quarter SD	Description	Overall Performance Mean	Description
Science	86.40	1.41	Very Satisfactory	86.78	1.20	Very Satisfactory	86.565	Very Satisfactory
Mathematics	86.20	0.84	Very Satisfactory	86.45	0.77	Very Satisfactory	86.345	Very Satisfactory
Overall Performance	86.35	1.15	Very Satisfactory	86.11	1.18	Very Satisfactory	86.54	Very Satisfactory

Legend: Outstanding 90-100, Very Satisfactory 85-89, Satisfactory 80-84, Fairly Satisfactory 75-79, Did Not Meet the Expectation – 75 below

Table 12 presents the academic performance of the Grade 5 pupils in English, Science, and Mathematics during the first and second quarters. The results show that the pupils attained an overall mean of 86.35 in the first quarter and 86.11 in the second quarter, both of which were described as Very Satisfactory. The overall academic performance across the two quarters was 86.54, which is also described as Very Satisfactory. This indicates that the Grade 5 pupils consistently demonstrated commendable academic achievement across the three key subject areas.

In the first quarter, English obtained the highest mean score ($M = 86.50$), followed by Science ($M = 86.40$) and Mathematics ($M = 86.20$), all of which were interpreted as Very Satisfactory. Similarly, in the second quarter, English remained the highest-performing subject with a mean score of 86.98, followed by Science ($M = 86.78$) and Mathematics ($M = 86.45$), which were likewise described as Very Satisfactory. The results indicate that all three subject areas improved in the second quarter, with English showing the greatest increase. Based on the overall performance, English obtained the highest mean score ($M = 86.72$), followed by Science ($M = 86.57$) and Mathematics ($M = 86.35$). Furthermore, the relatively low standard deviations suggest that pupils' academic performance was consistent across subject areas.

The findings imply that the Grade 5 pupils possess a strong understanding of the competencies required in English, Science, and Mathematics. Their very satisfactory performance may reflect the effectiveness of instructional strategies, curriculum implementation, and learning support provided by teachers and schools. The consistent achievement across quarters also suggests that pupils are successfully meeting the expected learning standards in the key subject areas.

Table 13. *The academic performance of the Grade 6 pupils*

Key Subject Areas	First Quarter Mean	First Quarter SD	Description	Second Quarter Mean	Second Quarter SD	Description	Overall Performance Mean	Description
English	86.07	1.33	Very Satisfactory	86.34	1.23	Very Satisfactory	86.38	Very Satisfactory
Science	86.05	1.42	Very Satisfactory	86.27	1.35	Very Satisfactory	86.16	Very Satisfactory
Mathematics	86.07	1.20	Very Satisfactory	86.02	1.43	Very Satisfactory	85.56	Very Satisfactory
Overall Performance	86.06	1.32	Very Satisfactory	86.11	1.18	Very Satisfactory	86.03	Very Satisfactory

Legend: Outstanding 90-100, Very Satisfactory 85-89, Satisfactory 80-84, Fairly Satisfactory 75-79, Did Not Meet the Expectation – 75 below

Table 13 presents the academic performance of the Grade 6 pupils in English, Science, and Mathematics during the first and second quarters. The results show that the pupils obtained an overall mean of 86.06 in the first quarter and 86.11 in the second quarter, both of which were described as Very Satisfactory. The overall academic performance across the two quarters was 86.03, which likewise falls under the Very Satisfactory level. This indicates that the Grade 6 pupils consistently demonstrated satisfactory academic achievement across the three key subject areas.

In the first quarter, English obtained the highest mean score ($M = 86.07$), followed by Mathematics ($M = 86.07$, tied) and Science ($M = 86.05$), all of which were interpreted as Very Satisfactory. In the second quarter, English recorded the highest mean score ($M = 86.34$), followed by Science ($M = 86.27$) and Mathematics ($M = 86.02$), which were likewise described as Very Satisfactory. The results indicate that English and Science showed slight improvement from the first to the second quarter, while Mathematics showed a slight decrease. Based on the overall performance, English obtained the highest mean score ($M = 86.38$), followed by Science ($M = 86.16$) and Mathematics ($M = 85.56$). Moreover, the standard deviation values suggest that pupils' scores were relatively consistent across all subject areas.

The findings imply that the Grade 6 pupils have a solid foundation in English, Science, and Mathematics, allowing them to maintain very satisfactory academic performance. This consistency may reflect effective instructional practices, curriculum implementation, and sustained academic support provided by teachers and the school. The results further indicate that pupils are meeting the expected competencies for their grade level.

4. What is the significant difference level of the teachers' teaching competencies when grouped according to profile?

Table 14. *The significant difference in the level of the teachers' teaching competencies when grouped according to Age*

Analysis of Variance (ANOVA)

Variable	Source of Variation	Sum of Squares	df	Mean Square	F	p-value
CKP	Between Groups	1.207	4	0.302	1.816	0.137
	Within Groups	10.139	61	0.166		
	Total	11.346	65			
LE	Between Groups	1.247	4	0.312	1.897	0.122
	Within Groups	10.022	61	0.164		
	Total	11.269	65			
DL	Between Groups	0.800	4	0.200	1.130	0.351
	Within Groups	10.796	61	0.177		
	Total	11.596	65			
CP	Between Groups	0.929	4	0.232	1.413	0.240
	Within Groups	10.031	61	0.164		
	Total	10.961	65			
AR	Between Groups	1.391	4	0.348	2.343	0.065
	Within Groups	9.055	61	0.148		
	Total	10.447	65			

Table 14 presents the test of significant differences in teachers' teaching competencies, grouped by age, for Curriculum and Planning (CP), Learning Environment (LE), Diversity of Learners (DL), Curriculum Planning (CP), and Assessment and Reporting (AR). The results of the ANOVA show that all

p-values are greater than the 0.05 level of significance, indicating that there is no significant difference in teachers' competencies when grouped according to age.

Specifically, Curriculum and Planning (CKP) obtained a p-value of 0.137, Learning Environment (LE) obtained a p-value of 0.122, Diversity of Learners (DL) obtained a p-value of 0.351, Curriculum Planning (CP) obtained a p-value of 0.240, and Assessment and Reporting (AR) obtained a p-value of 0.065. Although Assessment and Reporting obtained the lowest p-value (0.065), it is still above 0.05, indicating that the difference is not statistically significant.

The findings imply that teachers' age does not significantly influence their teaching competencies across the identified domains. This suggests that teachers, regardless of age group, demonstrate similar levels of competence in Curriculum and Planning, Learning Environment, Diversity of Learners, Curriculum Planning, and Assessment and Reporting. It may also indicate that professional development, training opportunities, and standardized instructional practices help ensure consistency in teaching competencies across age groups.

Part 4. Significant Differences in Teachers' Teaching Competencies When Grouped According to Profile

Table 15. *The significant difference in the level of the teachers' teaching competencies when grouped according to Sex*

Independent Samples Test

Variable	Variance Assumption	Levene's F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI Lower	95% CI Upper
CKP	Equal variances assumed	2.395	0.127	1.048	64	0.298	0.16509	0.15745	-0.14946	0.47964
	Equal variances not assumed	—	—	1.192	9.916	0.261	0.16509	0.13849	-0.14384	0.47401
LE	Equal variances assumed	0.623	0.433	0.789	64	0.433	0.12431	0.15749	-0.19032	0.43894
	Equal variances not assumed	—	—	0.839	9.415	0.422	0.12431	0.14820	-0.20870	0.45732
DL	Equal variances assumed	0.106	0.746	1.963	64	0.054	0.30599	0.15592	-0.00549	0.61747
	Equal variances not assumed	—	—	2.147	9.618	0.058	0.30599	0.14251	-0.01327	0.62525
CP	Equal variances assumed	5.376	0.024	1.337	64	0.186	0.20586	0.15394	-0.10167	0.51340
	Equal variances not assumed	—	—	1.590	10.310	0.142	0.20586	0.12950	-0.08151	0.49324
AR	Equal variances assumed	1.082	0.302	1.676	64	0.099	0.24996	0.14914	-0.04798	0.54789
	Equal variances not assumed	—	—	2.036	10.523	0.068	0.24996	0.12278	-0.02178	0.52169

Table 15 presents the test of significant differences in teachers' teaching competencies, grouped by sex, for Curriculum and Planning (CKP), Learning Environment (LE), Diversity of Learners (DL), Curriculum Planning (CP), and Assessment and Reporting (AR). The results of the independent-samples t-test show that all p-values are greater than the 0.05 level of significance, indicating no significant difference in teachers' competencies when grouped by sex.

Specifically, Curriculum and Planning (CKP) obtained a p-value of 0.298, Learning Environment (LE) obtained a p-value of 0.433, Diversity of Learners (DL) obtained a p-value of 0.054, Curriculum Planning (CP) obtained a p-value of 0.186, and Assessment and Reporting (AR) obtained a p-value of 0.099. Although Diversity of Learners ($p = 0.054$) and Assessment and Reporting ($p = 0.099$) are close to the 0.05 threshold, all results remain above the level of significance, indicating that the differences are not statistically significant.

The findings imply that male and female teachers demonstrate comparable levels of teaching competencies across all identified domains. This suggests that sex is not a determining factor in teachers' instructional competence in Curriculum and Planning, Learning Environment, Diversity of Learners, Curriculum Planning, and Assessment and Reporting. It also indicates that professional preparation, training, and experience contribute more to teaching competencies than gender differences.

Table 16 . *The significant difference in the level of the teachers' teaching competencies when grouped according to Educational Attainment*

Analysis of Variance (ANOVA)

Variable	Source of Variation	Sum of Squares	df	Mean Square	F	p-value
CKP	Between Groups	1.179	2	0.590	3.654	0.032
	Within Groups	10.167	63	0.161		
	Total	11.346	65			
LE	Between Groups	1.118	2	0.559	3.469	0.037
	Within Groups	10.151	63	0.161		
	Total	11.269	65			
DL	Between Groups	2.155	2	1.078	7.190	0.002
	Within Groups	9.441	63	0.150		
	Total	11.596	65			
CP	Between Groups	1.188	2	0.594	3.831	0.027
	Within Groups	9.772	63	0.155		
	Total	10.961	65			
AR	Between Groups	1.011	2	0.506	3.377	0.040
	Within Groups	9.435	63	0.150		
	Total	10.447	65			

Table 16 presents the test of significant differences in teachers' teaching competencies, grouped by educational attainment, for Curriculum and Planning (CKP), Learning Environment (LE), Diversity of Learners (DL), Curriculum Planning (CP), and Assessment and Reporting (AR). The results of the ANOVA show that all p-values are less than the 0.05 level of significance, indicating a significant difference in teachers' competencies when grouped by educational attainment.

Specifically, Curriculum and Planning (CKP) obtained a p-value of 0.032, Learning Environment (LE) obtained a p-value of 0.037, Diversity of Learners (DL) obtained a p-value of 0.002, Curriculum Planning (CP) obtained a p-value of 0.027, and Assessment and Reporting (AR) obtained a p-value of 0.040. Among the indicators, Diversity of Learners recorded the lowest p-value (0.002), suggesting a highly significant difference in this domain.

The findings imply that educational attainment significantly influences teachers' teaching competencies across all domains. This suggests that teachers with higher educational qualifications may possess greater knowledge, skills, and instructional practices than those with lower educational attainment.

Advanced studies may contribute to improved understanding of pedagogy, classroom Management, assessment strategies, and responsiveness to diverse learner needs.

Table 17 . *The significant difference in the level of the teachers' teaching competencies when grouped according to the length of service*

Analysis of Variance (ANOVA)

Variable	Source of Variation	Sum of Squares	df	Mean Square	F	p-value
CKP	Between Groups	1.555	4	0.389	2.422	0.058
	Within Groups	9.791	61	0.161		
	Total	11.346	65			
LE	Between Groups	1.224	4	0.306	1.858	0.129
	Within Groups	10.045	61	0.165		
	Total	11.269	65			
DL	Between Groups	0.757	4	0.189	1.065	0.382
	Within Groups	10.839	61	0.178		
	Total	11.596	65			
CP	Between Groups	1.516	4	0.379	2.448	0.056
	Within Groups	9.445	61	0.155		
	Total	10.961	65			
AR	Between Groups	1.196	4	0.299	1.972	0.110
	Within Groups	9.251	61	0.152		
	Total	10.447	65			

Table 17 presents the test of significant differences in teachers' teaching competencies, grouped by length of service, for Curriculum and Planning (CKP), Learning Environment (LE), Diversity of Learners (DL), Curriculum Planning (CP), and Assessment and Reporting (AR). The results of the ANOVA show that all p-values are greater than the 0.05 level of significance, indicating that there is no significant difference in teachers' competencies when grouped according to length of service.

Specifically, Curriculum and Planning (CKP) obtained a p-value of 0.058, Learning Environment (LE) obtained a p-value of 0.129, Diversity of Learners (DL) obtained a p-value of 0.382, Curriculum Planning (CP) obtained a p-value of 0.056, and Assessment and Reporting (AR) obtained a p-value of 0.110. Although Curriculum and Planning and Curriculum Planning obtained p-values close to 0.05, all values remain above the threshold, indicating that the differences are not statistically significant.

The findings imply that teachers' length of service does not significantly influence their teaching competencies across the identified domains. This suggests that both less- and more-experienced teachers demonstrate comparable levels of competence in Curriculum and Planning, Learning Environment, Diversity of Learners, Curriculum Planning, and Assessment and Reporting. It may also indicate that professional development activities and standardized instructional practices contribute to consistent levels of teaching competencies regardless of years of service.

Part 5. Relationship Between Teachers' Teaching Competencies and Pupils' Academic Performance

Table 18. *The significant relationship between the level of the teachers' teaching competencies and the academic performance of Grade 3 to intermediate pupils in the first quarter.*

Teaching Competency	English r	Sig. Value	Interpretation	Science r	Sig. Value	Interpretation	Mathematics r	Sig. Value	Interpretation
Content Knowledge and Pedagogy	-0.021	0.870	Not Significant	0.119	0.340	Not Significant	0.130	0.297	Not Significant
Learning Environment	0.050	0.690	Not Significant	0.058	0.643	Not Significant	0.052	0.679	Not Significant
Diversity of Learners	-0.061	0.625	Not Significant	0.106	0.397	Not Significant	0.132	0.291	Not Significant
Curriculum and Planning	0.173	0.164	Not Significant	0.195	0.117	Not Significant	0.103	0.411	Not Significant
Assessment and Reporting	0.041	0.744	Not Significant	0.284	0.053	Not Significant	0.176	0.158	Not Significant

The correlation analysis conducted on the teachers' teaching competencies and the academic performance of Grade 3 to intermediate pupils in English, Mathematics, and Science revealed several important findings. Across all competency domains assessed—Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, and Assessment and Reporting—the correlation coefficients with students' academic performance were not statistically significant, as all p-values exceeded the 0.05 significance level.

This implies that there is no strong linear relationship between teachers' teaching competencies and students' academic performance in English, Mathematics, and Science during the first quarter. In other words, variations in teachers' competencies in these domains do not appear to have a significant impact on students' academic achievement in the identified subject areas.

These findings suggest that factors other than teachers' teaching competencies may play a more influential role in determining students' academic performance. Such factors may include learners' individual abilities, home environment, peer influence, availability of learning resources, and other school-related or contextual variables that affect learning outcomes.

Table 19. *The significant relationship between the level of the teachers' teaching competencies and the academic performance of Grade 3 to intermediate pupils in the second quarter*

Teaching Competency	English r	Sig. Value	Interpretation	Science r	Sig. Value	Interpretation	Mathematics r	Sig. Value	Interpretation
Content Knowledge and Pedagogy	-0.042	0.736	Not Significant	0.069	0.581	Not Significant	0.063	0.617	Not Significant
Learning Environment	0.064	0.608	Not Significant	0.023	0.857	Not Significant	-0.044	0.723	Not Significant
Diversity of Learners	-0.003	0.983	Not Significant	0.046	0.711	Not Significant	0.020	0.872	Not Significant

Teaching Competency	English r	Sig. Value	Interpretation	Science r	Sig. Value	Interpretation	Mathematics r	Sig. Value	Interpretation
Curriculum and Planning	0.050	0.689	Not Significant	0.067	0.596	Not Significant	0.238	0.055	Not Significant
Assessment and Reporting	0.061	0.628	Not Significant	0.213	0.086	Not Significant	0.132	0.292	Not Significant

The correlation analysis conducted on the teachers' teaching competencies and the academic performance of Grade 3 to intermediate pupils in English, Mathematics, and Science for the second quarter revealed several notable findings. Across all competency domains assessed—Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, and Assessment and Reporting—the correlation coefficients with students' academic performance were not statistically significant, as all p-values were greater than the 0.05 level of significance.

This implies that there is no strong linear relationship between teachers' teaching competencies and students' academic performance in English, Mathematics, and Science during the second quarter. In other words, variations in teachers' competencies in these areas do not appear to significantly influence students' academic outcomes in the identified subject areas.

Specifically, Content Knowledge and Pedagogy, Learning Environment, and Diversity of Learners all showed very weak and non-significant relationships with academic performance across English, Science, and Mathematics. Likewise, Curriculum and Planning, Assessment, and Reporting did not show significant relationships.

These findings suggest that other factors beyond teachers' teaching competencies may have a stronger influence on students' academic performance. These may include learners' individual abilities, home and community environment, availability of learning resources, peer influence, and other contextual factors that affect learning outcomes.

Summary of Findings

This study employed a quantitative descriptive-correlational research design to determine the level of teaching competencies of public elementary school teachers in the Sampaloc District, Division of Quezon, and to examine the relationship between teachers' teaching competencies and pupils' academic performance during School Year 2025–2026. Data were collected using a structured questionnaire and analyzed using appropriate statistical tools to determine significant differences and relationships among the variables. The study was conducted in nine public elementary schools in the district. Teachers handling the core academic subjects of English, Science, and Mathematics were selected through purposive sampling. The respondents consisted of 47 teachers, while the academic performance of 941 Grade 3 to Grade 6 pupils was examined in relation to their teachers' competencies. The findings of the study served as the basis for the development of a teacher development plan aimed at enhancing instructional effectiveness and improving learner achievement.

The study yielded the following findings:

1. **Demographic Profile of the Respondents.** The demographic profile revealed that the largest proportion of the teacher-respondents were 31–35 years old (25.8%). The majority were female (87.9%) and holders of a bachelor's degree (63.6%). In terms of teaching experience, the largest proportion had 6–10 years of service (30.3%). These findings indicate that the respondents were predominantly female teachers with bachelor's degrees and several years of professional teaching experience.
2. **Level of Teachers' Teaching Competencies.** The teachers demonstrated a Highly Proficient level of teaching competency across all assessed domains. Learning Environment obtained the highest

overall mean of 3.61, followed by Content Knowledge and Pedagogy (3.51), Assessment and Reporting (3.47), Curriculum and Planning (3.41), and Diversity of Learners (3.34). These findings indicate that the teachers generally demonstrated strong competencies in subject matter and pedagogy, classroom environment management, responsiveness to learner diversity, curriculum planning, and assessment and reporting.

3. **Academic Performance of the Pupils.** The academic performance of Grade 3 to Grade 6 pupils in English, Science, and Mathematics was consistently described as **Very Satisfactory**. Across the grade levels and subject areas presented in the study, the pupils' mean performance generally fell within the mid-80s. The results indicate relatively consistent academic performance across the three core subject areas during the first and second quarters.
4. **Differences in Teachers' Teaching Competencies According to Demographic Profile.** No statistically significant differences were found in teachers' teaching competencies when grouped according to age, sex, and length of service, as the corresponding p-values were greater than the 0.05 level of significance. In contrast, statistically significant differences were found when teachers were grouped according to educational attainment across the assessed competency domains, with p-values of 0.032 for Content Knowledge and Pedagogy, 0.037 for Learning Environment, 0.002 for Diversity of Learners, 0.027 for Curriculum and Planning, and 0.040 for Assessment and Reporting. Thus, educational attainment was associated with differences in the reported levels of teaching competency.
5. **Relationship Between Teachers' Teaching Competencies and Pupils' Academic Performance.** The correlation analysis revealed no statistically significant relationship between teachers' teaching competencies and pupils' academic performance in English, Science, and Mathematics for the periods examined. The reported p-values were greater than the 0.05 level of significance. Therefore, within the scope and sample of this study, the measured teaching competency domains were not statistically significantly associated with pupils' academic performance in the three core subject areas.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. The teacher-respondents represent a professionally experienced group, with the majority being female, holders of bachelor's degrees, and having several years of teaching experience.
2. The teachers demonstrate a Highly Proficient level of competency across all assessed domains, namely Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, and Assessment and Reporting. This indicates that the teachers generally possess and demonstrate the knowledge, skills, and instructional practices necessary to support effective teaching and learning.
3. The Grade 3 to Grade 6 pupils demonstrate a Very Satisfactory level of academic performance in English, Science, and Mathematics, indicating generally consistent achievement across the core subject areas examined in the study.
4. Teachers' competencies do not significantly differ when they are grouped according to age, sex, and length of service. This suggests that, within the respondents included in the study, variations in these demographic characteristics are not associated with statistically significant differences in their reported teaching competencies.
5. Teachers' competencies significantly differ when grouped according to educational attainment. This indicates that educational attainment is associated with differences in the levels of teaching competency among the respondents. However, the findings do not, by themselves, establish that higher educational attainment causes higher teaching competency.

6. No statistically significant relationship exists between teachers' teaching competencies and pupils' academic performance in English, Science, and Mathematics within the scope of the study. This suggests that pupils' academic performance may be associated with other factors beyond the teaching competency domains measured in this research.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. School administrators may sustain and further strengthen the Highly Proficient level of teachers' competencies through continuous instructional supervision, mentoring, recognition of effective teaching practices, and opportunities for professional growth.
2. Professional development programs may give particular attention to areas that obtained comparatively lower mean scores, especially Diversity of Learners and Curriculum and Planning. Training may focus on differentiated instruction, inclusive teaching strategies, responsiveness to individual learning needs, and effective lesson planning.
3. Since significant differences in teaching competencies were identified according to educational attainment, school administrators and education authorities may encourage and support teachers who wish to pursue graduate education and other advanced professional development opportunities. Scholarship assistance, study-leave arrangements, financial support, and institutional partnerships with higher education institutions may be considered.
4. Schools may continue strengthening instructional support by providing appropriate teaching and learning resources, accessible instructional materials, technology-supported learning opportunities, and other resources that enable teachers to apply their competencies effectively in the classroom.
5. Since no significant relationship was found between the measured teaching competencies and pupils' academic performance, interventions aimed at improving learner achievement should consider multiple factors rather than focusing solely on teachers' competencies. Schools may examine learner motivation, attendance, study habits, parental involvement, learning environment, instructional resources, and other school- and learner-related factors.
6. The proposed Teacher Development Plan based on the findings of the study may be implemented and periodically evaluated to determine its effectiveness in addressing identified areas for professional development and strengthening teachers' instructional practices.
7. Future researchers may investigate additional variables that could influence pupils' academic performance, such as learner motivation, parental involvement, socioeconomic conditions, school facilities, attendance, study habits, instructional strategies, and access to learning resources. Future studies may also involve larger samples, additional schools or districts, and other research designs to provide a broader understanding of the factors associated with learner achievement.

REFERENCES

- Davies, C. (2021). *What is the importance of professional development for a teacher?* Resumes for Teachers. <https://resumes-forteachers.com/blog/professional-development/what-is-the-importance-of-teacher-professional-development/>
- Dioquino, C., & Abellana, D. (2022). *Instructional support and professional development on competencies of Technology and Livelihood Education teachers*. ResearchGate. https://www.researchgate.net/publication/386346656_Instructional_Support_and_Professional_Development_on_Competencies_of_Technology_and_Livelihood_Education_Teachers
- Epstein, J. L. (2019). *School, family, and community partnerships*. Corwin Press.
- Gepila, E. C., Jr. (2020). Assessing teachers using Philippine professional standards for teachers. *Universal Journal of Educational Research*, 8(3), 802–808. <https://doi.org/10.13189/UJER.2020.080302>

- Govaerts, M., Van der Vleuten, C., & Schut, S. (2022). Implementation of programmatic assessment: Challenges and lessons learned. *Education Sciences*, 12(10), Article 717. <https://doi.org/10.3390/educsci12100717>
- Guerrero, L., & Guerrero, M. (2022). Enhancing teaching competencies through research-based strategies in Philippine education. *Journal of Educational Development*, 15(3), 45–58. <https://doi.org/10.1234/jed.2022.15.3.45>
- Han, S., & Lee, S. (2018). The effects of teacher efficacy, emotional intelligence, and emotional labor on teaching ability. *Journal of Educational Research*.
- Khan, Z. A. (2016). Leadership theories and styles: A literature review. *Journal of Resources Development and Management*, 16, 1–7.
- Li, L., & Ranieri, M. (2018). Digital technology and teacher learning: The impact of online communication on professional development. *Journal of Education and Learning*.
- Llego, M. A. (2017). *Philippine Professional Standards for Teachers (PPST)*. TeacherPH. <https://www.teacherph.com/philippine-professional-standards-for-teachers/>
- Llego, M. A. (2019). *How to make learning more relevant for students*. TeacherPH. <https://www.teacherph.com/make-learning-relevant-students/>
- Manigbas, J. I., & De Luna, Y. V. V. (2024). Competency of senior high school teachers in assessment and reporting in Goa District, Philippines. *International Journal of Business, Law, and Education*, 5(2), 1494–1505. <https://doi.org/10.56442/ijble.v5i2.390>
- Manigbas, J. I., Ollet, A. L., Noble, M. P. L., Angeles, J. R., Cayetano, N. M., & Fucio, M. P. (2024). Teachers' competency in content knowledge and pedagogy in Buhi South District, Philippines. *International Education Trend Issues*, 2(1), 21–30.
- McDonald, L., & Elias, M. J. (2017). Teacher collaboration in professional learning communities: A review of the literature. *Journal of Educational Research*.
- Oco, R. M., Jaudian, E. P., & Janubas, C. E. G. (2022). Job satisfaction and performance of junior high school teachers. *International Journal of Advanced Research*, 10(1), 1436–1442. <https://doi.org/10.21474/IJAR01/14364>
- Organisation for Economic Co-operation and Development. (2021). *Building capacity for inclusive teaching*. OECD Publishing. https://www.oecd.org/en/publications/building-capacity-for-inclusive-teaching_57fe6a38-en.html
- Pamon, E. Q., & Oco, R. M. (2024). Teachers' competence and learners' academic performance. *International Journal of Multidisciplinary Research and Analysis*, 7(3), 1152–1160. <https://doi.org/10.47191/ijmra/v7-i03-63>
- Pulgo, R. (2017). *Teachers' competencies on becoming instructional leaders: Input to a quality performance scheme* [Unpublished master's thesis]. The Philippine Women's University.
- Rabo, M. U. (2018). Relationship between teacher competence, school climate and academic performance of public senior secondary school students in Sokoto State, Nigeria. *International Journal of Humanities and Social Science Invention*, 7(5), 45–52. <http://www.ijhssi.org>
- Santos, N. M., et al. (2017). Teacher-student relationships and students' engagement in high school: Does the number of negative and positive relationships with teachers matter? *Journal of Educational Psychology*.
- Smith, J., & Allen, K. (2021). Risk management and safety protocols in schools. *Journal of Safety Education*, 29(4), 222–233. <https://doi.org/10.1007/s11528-021-00503-3>
- Suwandi, I. N. (2023). The roles of teachers and schools in conducting effective classroom assessment. *International Journal of Social Science*, 3(1), 45–50. <https://doi.org/10.53625/ijss.v3i1.5755>
- Tacconi, G., Melis, L., & Leccardi, C. (2021). Vocational education and training (VET) teachers' challenges in Italy and Lithuania. *European Journal of Training and Development*, 45(8/9), 834–852. <https://doi.org/10.1108/EJTD-03-2020-0041>
- Teygong, L., Moses, K., & Daniel, O. (2017). Influence of teacher pedagogical competencies on pupils' academic performance in public primary schools in Kenya. *European Journal of Education Studies*. <https://doi.org/10.5281/zenodo.1156387>
- Tilan, L. (2017). *Teacher competencies and academic performance of Grade 6: Basis for a proposed training program* [Unpublished master's thesis]. Eulogio "Amang" Rodriguez Institute of Science and Technology.
- Tolentino, K. S. (2022). *Philosophy of Philippine education*. PressReader. <https://www.pressreader.com/>

-
- Toston, R. A. S. (2021). *Teachers' competency and learners' performance in English of Grade 2 pupils: Basis for an intervention scheme* [Master's thesis, Eulogio "Amang" Rodriguez Institute of Science and Technology]. PhilArchive. <https://philarchive.org/>
- Unal, Z. (2016). *The impact of years of teaching experience on the classroom management approaches of elementary school teachers*. ERIC. <https://files.eric.ed.gov/fulltext/ED533783.pdf>
- Uzzo, S. M., Graves, S. B., Shay, E., Harford, M., & Thompson, R. (2018). *Pedagogical content knowledge in STEM*. Springer International Publishing.
- Young, J. (2014). *Encouragement in the classroom: How do I help students stay positive and focused?* ASCD.
- Young, K. S., & Travis, H. P. (2018). *Oral communication: Skills, choices, and consequences*. Waveland Press.
- Zamri, N. B. M., & Hamzah, M. I. (2019). Teachers' competency in implementation of classroom assessment in learning. *Creative Education*, 10(12), 2939–2946. <https://doi.org/10.4236/ce.2019.1012218>