ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Teachers' Competencies and Students' Academic Performance among Public Junior High Schools in Caloocan North District III

Marylyn S. Anatalio
Our Lady of Fatima University / City College of San Jose del Monte, Philippines
marylynsanatalio@gmail.com

Date Submitted:
September 05, 2026

Date Accepted:
October 15, 2026

Date Published:
November 27, 2026

DOI:
10.5281/zenodo.24598026

ABSTRACT

Teacher quality is widely regarded as one of the school factors that most strongly influence student learning, yet concerns about teachers' competencies persist in the Philippines amid low learner performance in international assessments. This study determined the teachers' competencies and students' academic performance among the public junior high schools in Caloocan North District III and examined their relationship. Descriptive-evaluative, descriptive-comparative, and descriptive-correlational designs were employed. The respondents were 419 Teachers I–III and 1,257 Grade 7–10 students from five public junior high schools during the first grading period of School Year 2023–2024. A validated modified questionnaire (Cronbach's $\alpha = 0.857$) measured teachers' competencies in teaching content, teaching methodology, learning assessment, classroom management, technology skills, and personal traits, while students' general weighted averages measured academic performance. Data were analyzed using frequency, percentage, weighted mean, standard deviation, independent t-test, ANOVA, paired t-test, and Pearson product-moment correlation. Most teachers were female (73.3%), had MA/MS units (40.8%), and had taught for ten or more years (55.6%); their seminar attendance, organizational membership, and awards were concentrated at the school level. Teachers rated their competencies as manifested to a great extent (3.89–4.15), with classroom management highest and technology skills lowest, while students gave higher ratings (4.39–4.56). Students' academic performance was very satisfactory ($M = 85.06$). Teachers' self-assessed competencies differed significantly by highest educational attainment and seminars/training attended across all components, and by awards and recognition in four components. Teachers' and students' assessments differed significantly only in personal traits ($p = .037$), and all six competency components were significantly correlated with students' academic performance ($p < .001$). The study recommends sustained, competency-specific professional development, support for graduate studies, recognition of teachers, and stronger integration of technology in teaching.

Keywords: *Teachers' Competencies, Academic Performance, Classroom Management, Technology Skills, Professional Development, Junior High School*

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

INTRODUCTION

Quality education is the fourth of the United Nations' 17 Sustainable Development Goals, which commit countries to ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (United Nations, 2015). In the Philippines, quality education is regarded as a pillar of national development, and the Department of Education (DepEd) supports the attainment of SDG 4 through continuing reforms of basic education, including the K to 12 program instituted by Republic Act No. 10533 (2013). The quality and strength of education, however, depend largely on the quality of teachers. Goldhaber (2016) observed that teacher quality is one of the few school characteristics that significantly affect student performance, and teacher quality is commonly characterized and gauged by the level of teachers' competence—the combination of knowledge, skills, values, and behaviors that enables teachers to perform their roles and improve achievement (Podungge et al., 2020).

Research has linked teachers' competencies to student outcomes. Javed et al. (2021) found that teachers' instructional delivery, classroom management techniques, motivation of students, and leadership affect students' performance, with a strong relationship between students' performance and teachers' competence. Nevertheless, teachers' competencies remain a concern in the Philippines. Morallo and Abay (2019) identified gaps such as teachers' limited professional development opportunities and weak systems for identifying their development needs, and Pa-alisbo (2017) found that teachers assessed themselves as only moderately competent in 21st-century skills. Concerns have been heightened by the country's performance in the Programme for International Student Assessment (PISA): in 2018, the Philippines scored lowest among 79 participating countries in reading and second lowest in mathematics and science (FEU Public Policy Center, 2022), and in PISA 2022 it ranked 77th of 81 countries, with scores of 355 in mathematics, 347 in reading, and 373 in science (Ines, 2023).

In the Philippines, teachers' competencies are assessed through the Philippine Professional Standards for Teachers (PPST), adopted through DepEd Order No. 42, s. 2017, which articulates what constitutes teacher quality through domains, strands, and indicators of professional learning, competent practice, and effective engagement. Competence in these standards has been associated with teaching performance (Roberto & Madrigal, 2019), and Gepila (2020) found that teachers considered themselves highly proficient in three of the seven PPST domains and proficient in the rest, while remaining less confident in research involvement, the development of higher-order thinking skills, and the use of information and communication technology (ICT) as an instructional tool. The shift to distance and hybrid learning during and after the pandemic further underscored the importance of teachers' technology skills.

Given these persistent concerns, examining how teachers' competencies relate to students' academic performance in specific local contexts can guide targeted professional development. However, few studies have simultaneously considered teachers' self-assessment, students' assessment of their teachers, and students' actual academic performance in public junior high schools in Caloocan City. This study therefore determined the teachers' competencies and students' academic performance among public junior high schools in Caloocan North District III. Specifically, it sought to describe (a) the teachers' profile in terms of sex, highest educational attainment, number of years in teaching, engagement in continuous professional development, and awards and recognition received as a teacher and as a trainer; (b) the teachers' self-assessment of their competencies in teaching content, teaching methodology, learning assessment, classroom management, technology skills, and personal traits; (c) the students' assessment of their teachers' competencies along the same components; and (d) the students' academic performance. It also tested whether (e) teachers' self-assessed competencies differ when their profile is considered, (f) the assessments of teachers and students differ, and (g) teachers' competencies are significantly correlated with students' academic performance, and it considered (h) how the results may be used as inputs to improve teachers' competencies. The corresponding null hypotheses were tested at the 0.05 level of significance. The study covered Teachers I–III, excluding master teachers and head teachers, and Grade 7–10 students of five public junior high schools during the first grading period of School Year 2023–2024; senior high school classes were excluded.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Literature Review

Teachers' Competencies and Student Achievement

Oredina and Ebueza (2020) stated that teachers play a critical role in student learning and achievement and that competencies are the skills and knowledge that enable a teacher to be successful; of all factors under the control of a school, teachers are the most powerful influence on student success. Naz (2016) described the competent teacher as one who effectively and efficiently instructs in the classroom using appropriate knowledge, skills, attitudes, and abilities that are adjusted and developed with time and needs, who feels responsible for students' learning difficulties, provides a friendly environment, gives clear explanations and relevant examples, and maintains classroom management.

Empirical studies generally support a link between teachers' competencies and student performance. Mercado (2022) found that students' academic performance in senior high school was associated with teachers' instructional competence, particularly in ICT literacy, assessment, and life skills. Javed et al. (2021) similarly reported a strong relationship between teachers' competence and students' performance. In contrast, Francisco and Celon (2020) found that teachers' instructional management practices in planning, teaching, and assessment affected students' academic performance to varying extents but did not produce a significant combined effect, indicating that the relationship may vary across contexts.

Components of Teachers' Competencies

Nessipbayeva (2012) described teaching competencies in terms of teachers' mastery of several areas. Teaching content involves integrating effective literacy instruction across the curriculum, demonstrating appropriate content knowledge in one's specialty, relating the subject to other disciplines and to global awareness, and integrating 21st-century skills into instruction. Odumosu et al. (2018) noted that teachers' intellectual resources affect students' learning experiences, although their own study found no significant effect of mathematics teachers' content knowledge on students' achievement in algebra. Teaching methodology involves representing differing viewpoints and methods of inquiry and using multiple strategies that engage students in active learning and develop critical thinking and problem solving (Nessipbayeva, 2012). Isa et al. (2020) identified teacher-centered, student-centered, and teacher-student interactive methods and found that discussion and demonstration methods improved students' academic performance more than the passive lecture method.

Learning assessment incorporates formal tests, quizzes, evaluation of assignments, performances, and projects, and standardized achievement tests to understand what students have learned, with strategies that involve learners in self-assessment (Nessipbayeva, 2012). Rural (2021) emphasized that classroom assessment provides information on students' progress, the quality of teaching, and program accountability, and that teachers' competency in assessment should be analyzed seriously. Classroom management entails maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, evaluating progress, and making constant adjustments (Nessipbayeva, 2012). Iswan et al. (2020) found that classroom management implementation affects students' achievement; Ebimiere (2020) reported a significant relationship between classroom discipline and students' academic performance in public secondary schools in Rivers State, Nigeria; Owusu et al. (2021) examined classroom management strategies and the academic performance of junior high school students; and Jamba and Norbu (2023) found a significant increase in students' marks when classroom management techniques complemented traditional teaching.

Technology skills refer to competencies that help professionals handle the digitally mediated aspects of their roles, such as word processing, data management tools, social media, and search engines (Indeed Editorial Team, 2023). Youssef et al. (2022) found that ICT-supported activities, such as collaboration among learners and interactive learning, and a high level of digital skills positively influence student performance. Personal traits refer to relatively stable characteristics of teachers that may nonetheless be altered by major life experiences and interventions (Chimezie, 2020). Chimezie (2020) emphasized that the teacher as a person is a significant figure in the teaching-learning process and that students learn from a teacher's personality even without formal interaction,

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

whereas Alphonsine and Andala (2022) found only a low positive correlation between teachers' personality traits and students' academic performance.

Students' Academic Performance

York et al. (2015) noted that grades and grade point averages are the most commonly used measures of academic success, and that student learning is measured through summative assessments, such as tests and graded activities, and formative assessments that provide feedback to help students improve. Academic performance has been defined as the extent to which a student, teacher, or institution has attained short- or long-term educational goals, measured through continuous assessment or cumulative grade point average, and it is influenced by personal, family, and school factors, including teaching skills (Tadese et al., 2022). In the Philippine K to 12 program, junior high school covers Grades 7 to 10 and is discipline-based (Republic Act No. 10533, 2013); in this study, academic performance refers to students' general weighted average for the first grading period.

Theoretical and Conceptual Framework

The study was founded on cognitive theories of personality, which focus on an individual's self-perception, thoughts, values, and attitudes and assert that a person's thoughts influence behavior; for instance, a person who holds a mental representation of themself as honest will tend to behave honestly (Evans & Boyd, 2022). This perspective informed the study's use of teachers' self-assessments alongside students' assessments. The study was also guided by Jorilla and Bual (2021), who posited that teachers' demographics influence their competence, drawing on the Theory of Action, which holds that teachers' continuous professional development affects their quality of instruction, and the Framework for 21st-Century Learning, which calls for teachers to integrate acquired knowledge and skills into instruction and to develop as critical, collaborative, communicative, and technologically oriented professionals through continuous teacher education.

As shown in Figure 1, the teachers' demographic profile—sex, highest educational attainment, number of years in teaching, engagement in continuous professional development, and awards and recognition received as a teacher and as a trainer—was examined in relation to teachers' competencies in teaching content, teaching methodology, learning assessment, classroom management, technology skills, and personal traits (H_{01}). The competencies were assessed by both teacher-respondents and student-respondents, whose assessments were compared (H_{02}), and teachers' competencies were examined in relation to students' academic performance (H_{03}).

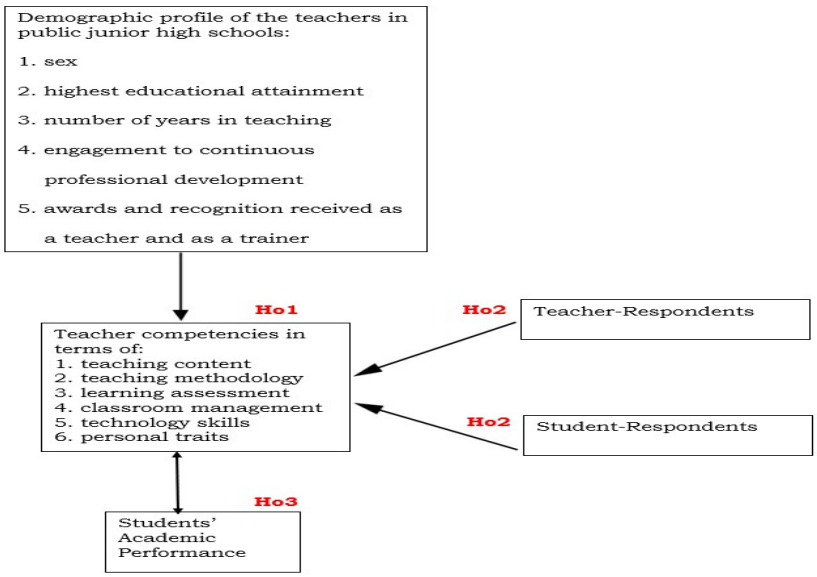

Figure 1. *Research Paradigm of the Study*

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

METHODS

Research Design

The study employed descriptive-evaluative, descriptive-comparative, and descriptive-correlational research designs. The descriptive design describes the characteristics of a population or phenomenon, focusing on the "what" rather than the "why" of the research subject (Siedlecki, 2020), and was used to describe the teachers' profile and the level of their competencies. The comparative design was used to determine the difference between teachers' and students' assessments of teachers' competencies, and the correlational design was used to determine the relationship between teachers' competencies and students' academic performance.

Research Locale

The study was conducted in the five public junior high schools of Caloocan North District III, Schools Division Office of Caloocan City, National Capital Region. Based on the classification in the 2022 Brigada Eskwela Best Implementing School Award guidelines, Schools A and C are small schools, School B is a medium school, and Schools D and E are mega schools. The district is located in Caloocan's third congressional district, which comprises Barangays 178 to 188 in the northeastern portion of the city.

Participants and Sampling Technique

All 537 Teachers I–III of the five schools, excluding master teachers and head teachers, were targeted through total population sampling, and 419 (78.0%) participated. For the students, a sample of 1,552 was computed from a population of 13,710 using Raosoft at a 95% confidence level and 5% margin of error and distributed equally across Grades 7 to 10 in each school; students were selected through convenience sampling among those eligible, available, and with signed informed and parental consent forms, and 1,257 (81.0%) participated. Table 1 presents the distribution of respondents. Full participation was not achieved because data were collected shortly before the first grading examination, some teachers were on maternity or personal leave or were ill, and some teachers, students, and parents chose not to participate.

Table 1. *Distribution of Teacher- and Student-Respondents*

School	Teacher Population	Teacher Respondents	Student Population	Student Sample	Student Respondents
School A	37	28	1,309	298	281
School B	70	47	1,448	304	203
School C	31	15	572	231	231
School D	136	108	3,829	350	272
School E	263	221	6,552	363	270
Total	537	419	13,710	1,552	1,257

Note. Population data from the Schools Division Office of Caloocan City, September 11, 2023. Student samples were distributed equally across Grades 7–10 in each school.

Research Instrument

The study used a modified questionnaire based on the instrument of Dillena (2017), which originally referred to MAPEH teachers. Statements on teaching content were revised to apply to teachers in general, one statement was moved from teaching methodology to technology skills, and two components—technology skills and personal traits—were added, with items guided by teacher technology surveys and by Vontz and Goodson's (2020) module on the personal attributes and skills of effective teachers. The teacher questionnaire had two parts: Part I gathered the teachers' demographic profile, and Part II measured teachers' competencies in teaching content (nine items), teaching methodology (nine items), learning assessment (eight items), classroom management (nine items), technology skills (seven items), and personal traits (eight items). The student questionnaire contained only Part II, with a Filipino translation of each statement. Responses were rated on a five-point scale interpreted as follows: 4.50–5.00, manifested to a very great extent; 3.50–4.49, manifested to a great extent; 2.50–3.49,

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

manifested to some extent; 1.50–2.49, manifested to a little extent; and 1.00–1.49, not manifested at all. The instrument was content-validated by a panel of five experts—the research adviser, a high school principal, a science master teacher, a Filipino teacher, and an English department head—and pilot-tested with junior high school teachers and students not included in the study, yielding a Cronbach's alpha of 0.857.

Data Gathering Procedure

After approval from the Our Lady of Fatima University Institutional Ethics Review Committee (IERC), letters requesting permission were submitted to the Schools Division Superintendent and the principals of the participating schools. The questionnaires were distributed to teachers during a Learning Action Cell (LAC) session, and teachers present were given until the end of the session to complete them. Informed consent and parental consent forms were distributed to eligible students electronically with the help of their advisers, and printed signature pages were retrieved before the questionnaires were administered. The students' general weighted averages for the first grading period of School Year 2023–2024 were then obtained from the school principals.

Data Analysis

Frequency and percentage were used to describe the teachers' demographic profile. Weighted mean and standard deviation were used to determine teachers' and students' assessments of teachers' competencies, and mean and standard deviation were used to describe students' academic performance, interpreted as Outstanding (90–100), Very Satisfactory (85–89), Satisfactory (80–84), Fairly Satisfactory (75–79), and Did Not Meet Expectations (below 75). The independent t-test and analysis of variance (ANOVA) were used to determine differences in teachers' self-assessed competencies when their profile was considered; the paired t-test was used to determine the difference between teachers' and students' assessments; and the Pearson product-moment correlation coefficient was used to determine the relationship between teachers' competencies and students' academic performance. All tests were conducted at the 0.05 level of significance.

Ethical Consideration

The study was reviewed and approved by the Our Lady of Fatima University IERC before data collection. Autonomy was observed through informed consent forms explaining the purpose, potential risks, and benefits of the study, and parental consent was secured for student-respondents so that an adult guided their decision to participate. Participation was voluntary. Confidentiality was maintained by not disclosing the names of schools, teachers, and students and by using a coding system throughout the research process.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

RESULTS AND DISCUSSION

Profile of the Teacher-Respondents

Table 2. *Profile of the Teacher-Respondents (n = 419)*

Profile	Frequency	Percentage (%)
Sex		
Male	112	26.7
Female	307	73.3
Highest Educational Attainment		
Doctoral degree	11	2.6
With doctoral units	13	3.1
Master's degree	83	19.8
With MA/MS units	171	40.8
Bachelor's degree	141	33.7
Number of Years in Teaching		
Below 1 year	6	1.4
1–3 years	34	8.1
4–6 years	91	21.7
7–9 years	55	13.1
10 years or more	233	55.6

As shown in Table 2, most teacher-respondents were female (73.3%), consistent with the continuing predominance of women in the teaching profession. Teachers with MA/MS units formed the largest group (40.8%), followed by those with a bachelor's degree (33.7%), while only 2.6% held a doctoral degree, reflecting teachers' desire to improve themselves through graduate study; Vural and Basaran (2021) similarly found that teachers pursue a master's degree to increase their knowledge, specialize, and perform better in their profession. More than half of the teachers (55.6%) had ten or more years of teaching experience, indicating dedication and resilience in the profession.

Table 3. *Teachers with at Least One Seminar/Training, Organizational Membership, or Award by Level (%)*

Indicator	International	National	Regional	Division	School
Seminars/training attended	8.8	22.4	21.2	41.5	64.9
Membership in school organizations	4.1	6.9	6.4	16.0	56.8
Awards and recognition as a teacher	1.7	4.5	5.3	17.0	34.4
Awards and recognition as a trainer	1.4	2.6	6.0	17.0	22.9

Note. Values are the percentages of the 419 teachers who reported one or more at each level; the remaining teachers reported none at that level.

Table 3 summarizes the teachers' engagement in continuous professional development and their recognition. Attendance at seminars and training was concentrated at the school (64.9%) and division (41.5%) levels, while 91.2% had attended no international-level training. This pattern reflects DepEd's school-based continuing professional development through Learning Action Cells (DepEd Order No. 35, s. 2016) and the largely top-down, cascaded delivery of training. Most teachers had no membership in school organizations except at the school level, where 50.6% reported one to three memberships, indicating a need to encourage teachers to join or sponsor organizations for personal and professional growth and collaboration. Likewise, most teachers had not received awards or recognition as teachers or trainers at any level, although 30.3% had received one to three

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

awards as teachers at the school level. Because recognition signals that teachers' efforts are valued and fosters motivation, these results suggest that efforts to recognize teachers should be strengthened.

Teachers' Competencies as Assessed by Teachers and Students

Table 4 presents the teachers' self-assessment and the students' assessment of teachers' competencies, together with the results of the test of difference between the two groups.

Table 4. *Teachers' and Students' Assessment of Teachers' Competencies and Test of Difference*

Competency	Teacher WM	SD	Description	Student WM	SD	Description	p-value
Teaching content	4.03	0.74	Great Extent	4.49	0.76	Great Extent	.698
Teaching methodology	4.03	0.74	Great Extent	4.45	0.79	Great Extent	.135
Learning assessment	4.02	0.75	Great Extent	4.41	0.87	Great Extent	.687
Classroom management	4.15	0.76	Great Extent	4.56	0.72	Very Great Extent	.137
Technology skills	3.89	0.84	Great Extent	4.39	0.85	Great Extent	.235
Personal traits	4.14	0.70	Great Extent	4.52	0.85	Very Great Extent	.037*

Note. WM = weighted mean. Scale: 4.50–5.00 = Manifested to a Very Great Extent; 3.50–4.49 = Manifested to a Great Extent; 2.50–3.49 = Manifested to Some Extent; 1.50–2.49 = Manifested to a Little Extent; 1.00–1.49 = Not Manifested at All. *Significant at $p < .05$.

Teachers' Self-Assessment

Teachers rated themselves as manifesting all six components to a great extent, with weighted means ranging from 3.89 to 4.15 and low standard deviations indicating homogeneous responses. Classroom management received the highest rating (WM = 4.15), with orienting students about class rules and encouraging active student participation rated highest (WM = 4.23 each) and taking care of equipment outside the classroom rated lowest (WM = 4.03), suggesting that teachers regard good classroom management as the foundation of successful teaching. Personal traits followed (WM = 4.14), with patience and restraint, treating academic content seriously, and openness and honesty with students rated highest (WM = 4.20 each). Teaching content and teaching methodology were rated equally (WM = 4.03); within teaching content, responding clearly to questions was highest (WM = 4.09) and relating the subject to other fields and everyday life lowest (WM = 3.97), while within methodology, giving motivating activities compatible with lessons was highest (WM = 4.11) and pacing lessons to students' needs lowest (WM = 3.97). In learning assessment (WM = 4.02), keeping accurate records of grades was highest (WM = 4.17) and managing remediation activities lowest (WM = 3.90).

Technology skills received the lowest self-rating (WM = 3.89). Teachers rated their use of new applications such as Google Classroom and Microsoft Office highest (WM = 4.05) and troubleshooting technology problems lowest (WM = 3.69). Although still within "great extent," this lower rating indicates that some teachers are not yet fully confident in using technology in teaching—the most recent skill they have had to develop, particularly for hybrid learning. This is consistent with Gepila's (2020) finding that teachers were not confident in using ICT as an instructional tool and with Mercado's (2022) observation that ICT literacy is among the competencies associated with student performance. Since "great extent" is not the highest rating, the teachers' self-assessments also indicate that they recognize room for further improvement across all components.

Students' Assessment

Students rated their teachers more highly than the teachers rated themselves, with weighted means ranging from 4.39 to 4.56. Classroom management was rated highest and manifested to a very great extent (WM = 4.56), particularly following DepEd's learning plan schedule (WM = 4.67), orienting students about class rules, and serving as facilitators of learning (WM = 4.63 each). Personal traits were also rated to a very great extent (WM = 4.52), with treating academic content seriously and respectfully (WM = 4.64) and openness and honesty (WM = 4.63) rated highest and being engaged and dramatic when teaching rated lowest (WM = 4.31). Teaching content

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

(WM = 4.49), teaching methodology (WM = 4.45), and learning assessment (WM = 4.41) were rated to a great extent; within learning assessment, the use of non-traditional assessment techniques such as portfolios, rubrics, and journals received the lowest rating (WM = 4.12). Technology skills again received the lowest rating (WM = 4.39), with troubleshooting technology problems rated lowest (WM = 4.29). The agreement between teachers and students that classroom management is strongest and technology skills weakest suggests that both groups view classroom control as central to quality teaching and recognize technology as area teachers are still developing. These results are consistent with Iswan et al. (2020) and Jamba and Norbu (2023), who linked effective classroom management to student achievement, and with Chimezie's (2020) view that teachers' personality influences how students respond to the teaching-learning process.

Difference Between Teachers' and Students' Assessments

As shown in Table 4, the differences between teachers' and students' assessments were not significant for teaching content ($p = .698$), teaching methodology ($p = .135$), learning assessment ($p = .687$), classroom management ($p = .137$), and technology skills ($p = .235$); hence, H_{02} was not rejected for these components, indicating that teachers and students had similar evaluations of teachers' competence in these areas. However, the difference was significant for personal traits ($p = .037$); hence, H_{02} was rejected for this component. Students rated their teachers' personal traits more positively (WM = 4.52) than the teachers rated themselves (WM = 4.14), suggesting that teachers' engaging personalities matter to students, allow them to interact with their teachers without intimidation, and reflect students' trust and confidence in their teachers' commitment.

Students' Academic Performance

The mean general weighted average of the students for the first grading period of School Year 2023–2024 was 85.06 (SD = 5.08), equivalent to a very satisfactory rating. The relatively high standard deviation indicates heterogeneous performance among students. The very satisfactory performance may be credited in part to teachers' efforts to ensure that their students learn.

Difference in Teachers' Self-Assessed Competencies When Profile Is Considered

Table 5. *Significant Difference in Teachers' Self-Assessed Competencies When Profile Is Considered (p-values)*

Competency	Sex	Educational Attainment	Years in Teaching	Seminars/ Training	Organization Membership	Awards and Recognition
Teaching content	.219	.000* (DD)	.598	.000* (4–6)	.054	.020* (1–3)
Teaching methodology	.368	.000* (DU)	.169	.000* (10+)	.054	.006* (1–3)
Learning assessment	.740	.000* (DU)	.500	.000* (7–9)	.096	.039* (1–3)
Classroom management	.781	.000* (DD)	.440	.000* (1–3)	.358	.113
Technology skills	.063	.000* (DU)	.050	.000* (4–6)	.065	.005* (1–3)
Personal traits	.765	.000* (DD)	.325	.000* (7–9)	.135	.086

Note. *Significant at $p < .05$. The group with the highest assessment is shown in parentheses: DD = doctoral degree; DU = with doctoral units; numbers refer to the number of seminars/trainings attended or awards and recognition received.

Table 5 shows that teachers' self-assessed competencies did not differ significantly by sex, number of years in teaching, or membership in school organizations for any component; hence, H_{01} was not rejected for these profile variables. In contrast, significant differences were found across all six components by highest educational attainment ($p < .001$) and seminars/training attended ($p < .001$), and in teaching content ($p = .020$), teaching methodology ($p = .006$), learning assessment ($p = .039$), and technology skills ($p = .005$) by awards and recognition received; hence, H_{01} was rejected for these variables. Teachers with doctoral degrees or doctoral units, those who had attended one to ten seminars or trainings, and those who had received one to three awards or recognitions rated themselves highest. These findings support the Theory of Action and the Framework for 21st-Century

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Learning described by Jorilla and Bual (2021), which hold that continuous professional development and further qualifications improve teachers' quality of instruction, and they suggest that graduate education, training, and recognition are associated with greater self-perceived proficiency, whereas length of service alone is not.

Relationship Between Teachers' Competencies and Students' Academic Performance

Table 6. *Correlation Between Teachers' Competencies and Students' Academic Performance*

Competency	p-value	Remark
Teaching content	.000	Significant
Teaching methodology	.000	Significant
Learning assessment	.000	Significant
Classroom management	.000	Significant
Technology skills	.000	Significant
Personal traits	.000	Significant

Note. Significant at $p < .05$.

As shown in Table 6, all six components of teachers' competencies—teaching content, teaching methodology, learning assessment, classroom management, technology skills, and personal traits—were significantly correlated with students' academic performance ($p < .001$); hence, H_{03} was rejected. The relationship was positive, indicating that teachers with a greater degree of competence are more likely to have students who succeed academically. This finding is consistent with Oredina and Ebueza (2020) and Javed et al. (2021), who found significant relationships between teachers' competence and students' performance, and with studies linking specific competencies to achievement, including teaching methods (Isa et al., 2020), classroom management (Ebimiere, 2020; Iswan et al., 2020; Owusu et al., 2021), and digital skills (Youssef et al., 2022). It differs from the findings of Francisco and Celon (2020), who found no significant combined effect of teachers' instructional practices, and of Alphonsine and Andala (2022), who reported only a low correlation between teachers' personality traits and students' performance.

These results provide inputs for improving teachers' competencies. Because teachers rated themselves only to a great extent rather than a very great extent in all components, and because technology skills received the lowest ratings from both groups, professional development may prioritize technology integration, non-traditional assessment, remediation, and lesson pacing. Teachers' content competence may be strengthened by assigning them to teach in their areas of expertise or, where this is not possible, by providing training and scholarships, and the high ratings given by students indicate that teachers are trusted and respected and should continue to be supported and recognized.

CONCLUSION

The teachers in the public junior high schools of Caloocan North District III were predominantly female, had mostly pursued graduate units, and had long teaching experience, but their professional development, organizational involvement, and recognition were concentrated at the school level, reflecting the largely top-down delivery of training in DepEd and the limited recognition of teachers beyond their schools. Teachers assessed their competencies as manifested to a great extent in all components, with classroom management strongest and technology skills weakest, while students rated their teachers even more favorably; the two groups agreed in their evaluations except for personal traits, which students rated more highly. The students' academic performance was very satisfactory.

Teachers with doctoral degrees or units, more seminars and training, and more awards and recognition perceived themselves as more proficient, whereas sex, length of service, and organizational membership made no difference. All components of teachers' competencies were significantly and positively related to students'

academic performance, indicating that teachers with greater competence are more likely to have academically successful students. Strengthening teachers' competencies, particularly in technology, is therefore an important avenue for improving student learning.

Recommendation

The Department of Education may provide various trainings that develop the different components of teachers' competencies, including research-based effective teaching strategies and classroom management practices, and may strengthen its efforts to recognize teachers as teachers and as trainers at all levels. DepEd and other organizations may also provide more scholarships to encourage teachers to pursue graduate education, while institutions offering graduate programs may provide more flexible arrangements and affordable rates. Teachers should be encouraged to join or sponsor school organizations at different levels, for example by making membership free or affordable and by highlighting its benefits for personal and professional growth, collaboration, and academic support.

Teachers should be made aware of and given access to new modes of assessing learners, such as ZipGrade and Canvas, and should embrace the use of technology in the classroom as it becomes the new norm in teaching. School heads may use the results to prioritize technology integration, non-traditional assessment, and remediation in school-based professional development. Future researchers may use the findings as a basis for similar or extended studies, including those that examine the magnitude of the relationships between specific competencies and student achievement, to inform policies and programs for teacher development.

References

Alphonsine, M., & Andala, H. O. (2022). Influence of teachers' personality traits on students' academic performance in public secondary schools in Kicukiro District, Rwanda. *International Journal of Research in Engineering, IT and Social Sciences, 12*(10), 1–17.

Chimezie, N. (2020). Teacher's personality traits and their teaching effectiveness: Important factors for student's success. *European Journal of Research and Reflection in Educational Sciences, 8*(3).

Department of Education. (2016). *The Learning Action Cell as a K to 12 Basic Education Program school-based continuing professional development strategy for the improvement of teaching and learning* (DepEd Order No. 35, s. 2016).

Department of Education. (2017). *National adoption and implementation of the Philippine Professional Standards for Teachers* (DepEd Order No. 42, s. 2017).

Dillena, M. L. I. (2017). *Instructional competencies of MAPEH teachers and performance of Grade Eight students in public secondary schools* [Unpublished master's thesis].

Ebimiere, A.-O. (2020). Classroom management and students' academic performance in public secondary schools in Rivers State. *International Journal of Educational Research and Management Technology, 5*(3).

Evans, A. C., & Boyd, N. (2022, October 21). *Cognitive theories and personality*. Study.com.

FEU Public Policy Center. (2022, February 24). *PISA and what it revealed about the quality of our education system*. Far Eastern University.

Francisco, C. D., & Celon, L. C. (2020). Teachers' instructional practices and its effect on students' academic performance. *International Journal of Scientific Research in Multidisciplinary Studies, 6*(7), 64–71.

Gepila, E. C., Jr. (2020). Assessing teachers using Philippine standards for teachers. *Universal Journal of Educational Research, 8*(3), 739–746. https://doi.org/10.13189/ujer.2020.080302

Goldhaber, D. (2016). In schools, teacher quality matters most. *Education Next, 16*(2), 56–62.

Indeed Editorial Team. (2023, February 28). *12 essential technology skills (and how to improve them)*. Indeed.

Ines, J. (2023, December 7). PISA result indicates PH education system is 5 to 6 years behind – DepEd. *Rappler*.

Isa, S. G., Mammam, M. A., Bala, Y., & Bala, T. (2020). The impact of teaching methods on academic performance of secondary school students in Nigeria. *International Journal of Development Research, 10*(7), 37382–37385. https://doi.org/10.37118/ijdr.18223.07.2020

Iswan, I., Bahar, H., Suradika, A., Susanto, A., Farihen, F., Misriandi, M., & Hassan, Z. (2020). The effect of classroom management implementation on students' achievement. *Universal Journal of Educational Research, 8*(11C), 1–13. https://doi.org/10.13189/ujer.2020.082316

Jamba, N., & Norbu, L. (2023). Effective classroom management and students' academic performance: A study in one of the middle secondary schools in Bumthang district. *Polaris Global Journal of Scholarly Research and Trends, 2*(1), 11–25. https://doi.org/10.58429/pgjsrt.v2n1a112

Javed, Z., Dilshad, S. A., & Khalid, M. (2021). Exploring the effect of teachers' competence on students' performance. *Ilkogretim Online – Elementary Education Online, 20*(4), 2002–2008.

Jorilla, C. D., & Bual, J. M. (2021). Assessing the teachers' competence in diocesan Catholic schools relative to the Philippine Professional Standards for Teachers. *Philippine Social Science Journal, 4*(2). https://doi.org/10.52006/main.v4i2.343

Mercado, H. A. R. (2022). Instructional competence and students' academic performance in senior high school. *International Journal of Education Humanities and Social Science, 5*. https://doi.org/10.54922/IJEHSS.2022.0360

Morallo, M., & Abay, J. (2019). Gaps on quality teaching: Assessing teachers' needs towards the creation of a framework for an extension program on teachers' professional development. *International Multidisciplinary Research Journal, 1*, 28–36. https://doi.org/10.54476/iimrj396

Naz, K. (2016). *Effect of teachers' professional competence on students' academic achievements at secondary school level in Muzaffarabad District*. GRIN Verlag. https://www.grin.com/document/352095

Nessipbayeva, O. (2012). *The competencies of the modern teacher* [Conference paper]. Bulgarian Comparative Education Society. https://files.eric.ed.gov/fulltext/ED567059.pdf

Odumosu, M. O., Olisama, O. V., & Areelu, F. (2018). Teachers' content and pedagogical knowledge on students' achievement in algebra. *International Journal of Education and Research, 6*(3).

Oredina, N., & Ebueza, R. (2020). Teachers' competence and students' academic performance in mathematics: A brief cross-sectional case in Don Mariano Marcos Memorial State University, Philippines. *Universal Journal of Educational Research, 8*(12), 7766–7774. https://doi.org/10.13189/ujer.2020.082564

Owusu, M. K., Dramanu, B., & Amponsah, M. (2021). Classroom management strategies and academic performance of junior high school students. *International Journal of Education and Management Engineering, 11*(6), 29–38. https://doi.org/10.5815/ijeme.2021.06.04

Pa-alisbo, M. C. (2017). The 21st century skills and job performance of teachers. *Journal of Education and Practice, 8*(32), 7–12. https://files.eric.ed.gov/fulltext/ED578609.pdf

Podungge, R., Rahayu, M., Setiawan, M., & Sudiro, A. (2020). Teacher competence and student academic achievement. In *Proceedings of the 23rd Asian Forum of Business Education (AFBE 2019)* (pp. 69–74). Atlantis Press. https://doi.org/10.2991/aebmr.k.200606.011

Republic Act No. 10533. (2013). *Enhanced Basic Education Act of 2013*. https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/

Roberto, J., & Madrigal, D. V. (2019). Teacher quality in the light of the Philippine Professional Standards for Teachers. *Philippine Social Science Journal, 1*(1). https://doi.org/10.52006/main.v1i1.13

Rural, J. D. (2021). Competency in assessment of selected DepEd teachers in National Capital Region. *European Online Journal of Natural and Social Sciences, 10*(4), 639–646.

Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist, 34*(1), 8–12. https://doi.org/10.1097/NUR.0000000000000493

Tadese, M., Yeshaneh, A., & Mulu, G. B. (2022). Determinants of good academic performance among university students in Ethiopia: A cross-sectional study. *BMC Medical Education, 22*, Article 395. https://doi.org/10.1186/s12909-022-03461-0

United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. https://sdgs.un.org/2030agenda

Vontz, T., & Goodson, L. (2020). *Module 3: The personal attributes and skills of effective teachers* [Course module, EDCI 702: Curriculum, Instruction, and Assessment]. Kansas State University.

Vural, Ö. F., & Başaran, M. (2021). The reasons for teachers' preference for master's degree. *International Journal of Curriculum and Instruction, 13*(1), 589–613.

York, T. T., Gibson, C., & Rankin, S. (2015). Defining and measuring academic success. *Practical Assessment, Research, and Evaluation, 20*(5). https://doi.org/10.7275/hz5x-tx03

Youssef, A. B., Dahmani, M., & Ragni, L. (2022). ICT use, digital skills and students' academic performance: Exploring the digital divide. *Information, 13*(3), Article 129. https://doi.org/10.3390/info13030129