



STRATEGIC PLAN IN IMPROVING THE INSTRUCTIONAL COMPETENCIES OF GRADE 1 TEACHERS

RAQUEL V. SALAMAT

Institution : Institute of Graduate and Professional Studies
Lyceum-Northwestern University
Dagupan City

Abstract : This study endeavors to determine the instructional competencies of Grade 1 teachers in Gitnang Bayan I, San Mateo, Rizal during the school year 2023-2024 to improve the academic performance of the learners. Grade 1 teachers are considered young in terms of age and most of them are female. Most of them have taught minimal years, and they started their master's degree and attended some seminars. The teachers often practice the behaviors of being competent in the instruction being evaluated. The learners' academic achievement is generally average. The Instructional competencies and the academic performance/ grade of the learners have significant correlation. The overall correlations made were interpreted as negligible correlations. Thus, the null hypothesis is accepted. This could be explained by studying other instructional competencies that have direct effects on the learners' academic performance. It concludes that statistically, there is no enough evidence to say that there is a significant relationship between the instructional competencies of the teaching force and their profile. Thus, the null hypothesis is accepted since the statistics reveals that the correlations made were under the range of low correlation to negligible correlation. This is also consistent with the p-values computed that out of four competencies, three are considered to be significant. This implies that it exceeds the value of probability to be considered in order to determine that the null hypothesis made is true. The researcher recommended that other factors of the instructional competencies that affect learners' performance should continually be identified and studied. Moreover, the indicator of the academic performance expressed in the grades in the corresponding subject is also in a way limited. The researcher therefore recommends the use of concrete indicators in learning the particular subject aligned with the objectives set forth in learning the subject.

Keywords: strategic planning, instructional competencies

INTRODUCTION

In the current landscape of education, the enhancement of teacher competencies is a crucial focus in both pre-service and in-service training programs. The Department of Education places a high value on the development of teacher competencies, acknowledging their pivotal role in shaping the academic success of students. These competencies are multifaceted and include elements such as effective teaching practices, professional accolades and acknowledgments, involvement in professional associations, scholarly expertise and innovation, as well as engagement in university and community outreach initiatives. By prioritizing the cultivation of these competencies, educators are better equipped to meet the diverse needs of their students and create a more enriching and impactful learning environment.

In the educational realm, students inevitably come across a wide array of teachers each day, each with their own unique teaching styles and levels of expertise. These differences in teaching competency can greatly influence the overall learning journey of students. Therefore, it is imperative for teachers to reflect on their own proficiency and understand how it directly impacts the educational development of their students. By being cognizant of their strengths and areas for growth, teachers can better tailor their teaching methods to meet the diverse needs of their students, ultimately fostering a more effective and enriching learning environment. Teachers play a significant role in shaping the educational experience of students, and by continuously striving to enhance their teaching skills, they can positively impact the academic success and overall growth of their students.

Teachers play a crucial role within the school system, as emphasized by Onike (2007). Their competence, knowledge, interest, devotion, commitment, dedication, professional training, attitude, and personality all play a significant role in determining the quality of services they provide. It is essential to recognize the impact that teachers have on student learning experiences, as noted by Muijs and Reynolds (2005). Their research highlights the importance of effective teaching practices in promoting successful learning outcomes. By enhancing teacher competencies, we can ultimately create a more conducive learning environment for students to thrive and reach their full potential.

Teachers play a crucial role in shaping the future generations by instilling not just academic knowledge, but also important moral values in their students. This is essential for creating a society of responsible citizens who contribute positively to the nation. Due to the increasing demands placed on teachers, researchers have taken an interest in studying teacher competencies to better understand the challenges they face and to explore possible solutions. This investigative approach aims to improve the quality of education and the overall development of students, ultimately leading to a more prosperous and harmonious society.

Understanding the profound influence that a high-quality education can have on molding the minds of future generations, researchers are of the opinion that there is ample opportunity for enhancing the skills and abilities of educators. The primary emphasis is placed on teachers, as they play a vital role in guiding and supporting students in their educational journey. It is crucial for teachers to employ effective teaching strategies that are instrumental in ensuring successful outcomes in terms of knowledge acquisition and overall academic achievement. By continuously improving their competencies, teachers can greatly contribute to the development and growth of their students, ultimately shaping a brighter future for society as a whole.

Therefore, the push to enhance academic standards and ensure top-notch education with the goal of establishing this institution as a hub of academic excellence led the researchers to embark on a study. This study aims to investigate the impact of teaching competencies possessed by English, Science, Technology, and Mathematics teachers on the academic performance of the students. The researchers are interested in understanding how the quality of instruction in these key subjects influences the learning outcomes of the students. By delving into this topic, the researchers hope to gain valuable insights that can inform future educational practices and policies within the institution. Ultimately, the goal is to elevate the overall academic achievement and success of the students through effective teaching strategies and competencies.

The Code of Ethics for Professional Teachers serves as a comprehensive guide that delineates the essential qualities and duties that are anticipated from educators who hold a valid license in the profession. It emphasizes the significance of possessing a combination of technical expertise and moral integrity, along with a solid reputation for consistently upholding ethical standards and values. To adhere to this standard, teachers are required to be vigilant in observing and implementing these ethical principles in their daily practice, while also ensuring a high level of proficiency in their instructional techniques and methodologies. By embodying these principles, teachers demonstrate their commitment to fostering a positive and conducive learning environment for all students, thereby fulfilling their role as ethical and responsible professionals in the field of education.

Teachers, as members of a specialized profession, are required to establish associations that advance their common objectives and processes. Their duties include supervising the education of new members, guaranteeing their proficiency, and establishing and upholding practice standards outlined in a code of ethics. Despite having some independence, teachers are primarily influenced by altruistic values, dedication to service, and concern for social well-being. Additionally, they are tasked with advocating for the well-being of their colleagues, advising policymakers on essential regulations, educating the public about the profession's standards, and collaborating with other professions as needed. Through these various responsibilities, teachers play a crucial role in upholding the integrity and quality of their profession.

In the realm of education, Joyce, Weiland, and Calhoun (2008) highlight five essential processes that proficient educators need to excel in. To begin with, they need to grasp the essence of "knowledge" which goes beyond mere facts or figures, encompassing the techniques and ideas that help structure real-life encounters. This knowledge must then be effectively imparted to students. Secondly, teachers must play a role in shaping the learning environment by collaborating with peers to identify key educational challenges and collectively devising strategies for addressing them through deliberate curriculum enhancements. Effective teaching involves a deep understanding of what knowledge truly entails and the ability to cultivate a conducive learning atmosphere conducive to growth and development.

The success or failure of an educational institution is ultimately dependent on the dedication and effectiveness of its teachers. Teachers play a crucial role in achieving instructional goals and objectives, serving as central figures in the educational process. It is imperative for teachers to uphold high ethical standards and continuously enhance their technical competencies to ensure that students receive a quality education that will have a lasting impact on their lives. Teachers are entrusted with the important task of shaping the minds of future generations, and their commitment to excellence is key in fostering a positive learning environment and preparing students for success in the world beyond the classroom.

These curricula, in brief, will deal with the content of subject matter, with ideas methods and values to be taught, with instructional resources, with the organization of learners into classes or group with testing and evaluation, and with every other general educational influence on students. Every teacher must learn how to cooperate with his / her colleagues to make comprehensive decisions affecting several interacting problems. The third process is to teach with strategies. For carrying out the various curricular decisions, the teacher must learn how to employ a wide range of teaching strategies – that is – the set of methods of approaching the students. They must find appropriate methods and materials and then reward the behaviors they want to encourage in learners and inhibit those they wish to discourage.

When appropriate, they need to let learners, individually or collectively, plan largely on their own. Most importantly, teachers must exercise self-control with learners so that their personal feelings or needs do not interfere with their efforts to carry out professional decisions. In short, they must learn to implement curricular decisions to the best effect. The fourth process is to create interpersonal climates. The teachers must learn how to work with groups of people – learners and colleagues. They must recognize their effect on groups and vice-versa.

As members of a team of teachers, they must know both how to lead and how to cooperate. With learners, they must further know how to lead and how to cooperate in groups in a shared search for knowledge. All these call for an ability to experiment with varieties of organization, to compromise with fellow teachers on plans and procedures, and to diagnose the needs and interest of learners who must be organized. The last process is to control a teaching personality.

The teacher must learn to cope with himself/herself. He/she must handle information and theories with flexibility and accurately, with minimal personal bias and with results and understanding. He/she must be able to control himself when learners challenge established authority and standards, and he/she must help them develop their own standards. He/she must provide a mountain of support for the brightened and insecure learners. He/she must learn to radiate the interpersonal climate appropriate to the task at hand and to the learners being taught. He/she must be able to access his/her behavior objectively and then work deliberately to improve it; he/she cannot afford to be defensive about his/her current personality or practices.

Statement of the Problem

This study sought to assess the instructional competencies of Grade 1 teachers to improve the academic performance of the Grade 1 learners in Gitnangbayan I, San Mateo, Rizal during the school year 2023-2024 as basis for strategic plan.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the Grade 1 teachers in terms of the following:
 - 1.1 highest educational attainment;
 - 1.2 length of service; and
 - 1.3 relevant training attended.
2. What is the level of performance of the Grade 1 teachers on their instructional competencies in terms of the following as perceived by themselves:
 - 2.1 Mastery of the Subject Field;
 - 2.2 Teaching Skills;
 - 2.3 Classroom Management; and
 - 2.4 Evaluation Skills.
3. Is there a significant relationship between the profile of the Grade 1 teachers and their level of performance in terms of instructional competencies?
4. What is the level of performance of the Grade 1 learners during the fourth quarter?
5. Is there a significant relationship between the profile of the Grade 1 teachers and the level of performance of the learners during the fourth quarter?
6. Based on the findings, what strategic plan can be proposed to improve the instructional competencies of Grade 1 teachers?

METHODOLOGY

Research Design

In this study, a descriptive-correlation research design was employed to determine the degree of linear relationship between two crucial variables: the instructional competencies of Grade 1 teachers and the academic performance of their learners. The purpose of this research design was to focus on improving the academic performance of Grade 1 learners by assessing the instructional competencies of their teachers. The decision to use a descriptive-correlation research design was based on its suitability for analyzing and describing relationships between variables. By utilizing this approach, it is possible to gain insights into how teacher instruction can influence student learning outcomes in Grade 1 classrooms. Overall, this study aimed to shed light on how instructional competencies can be enhanced to improve academic performance and provide valuable information for educators seeking to enhance teaching practices in early education settings.

Sources of Data

The respondents of this study were the Grade 1 teachers and Grade 1 learners from Gitnangbayan I, San Mateo, Rizal.

Instrumentation and Data Collection

The main data-gathering instrument was a questionnaire-checklist.

The first part of the questionnaire focused on the profile of the Grade 1 teachers.

The second part dealt with the level of performance of the Grade 1 teachers on their instructional competencies.

The third part is on the level of performance of the Grade 1 learners during the fourth quarter.

The researcher sought permission from the Schools Division Superintendent to conduct a study. Upon approval, the schedule for the survey was set.

Tools for Data Analysis

To derive valid and accurate results, appropriate statistical measures were employed.

To answer sub-problem 1, the profile of the Grade 1 teachers, frequency counts and percentages were used.

To answer sub-problem 2, the level of performance of the Grade 1 teachers on their instructional competencies, average weighted mean was used.

To answer sub-problem 3, significant relationship between the profile of the Grade 1 teachers and their level of performance in terms of instructional competencies, Chi square was used.

To answer sub-problem 4, level of performance of the learners in Mathematics during the first, frequency counts and percentages were used.

To answer sub-problem 5, a significant relationship between the profile of the Grade 1 teachers and the level of performance of the learners in during the fourth quarter, Pearson-Product Moment Correlation Coefficient was used.

RESULTS AND DISCUSSIONS

This chapter deals in the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

Profile of the Grade 1 Teachers

Tables 1a-1c provide a comprehensive overview of the Grade 1 teachers' profiles, with a focus on their highest educational attainment, number of years spent teaching, and relevant training attended.

Table 1A. Profile of Grade 1 Teachers in Terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
With M.A Units	27	60.00
MAEd/MEd	16	35.56
With EdD./PhD. units	2	4.44
Total	45	100

The tabulated data reveals the predominant level of educational attainment amongst the respondents, with 60 percent having undertaken studies towards a Master's degree and 35.56 percent having already earned one. A meager proportion of only 2 or 4.4 percent possess a doctoral degree, indicating that most participants are still in the nascent stages of their postgraduate education.

Table 1B. Profile of Grade 1 Teachers in Terms of Number of Years of Teaching

Number of Years of Teaching	Frequency	Percentage
1-5 years	17	37.77
6-10 years	16	35.56
11-15 years	12	26.67
Total	45	100

With regard to the number of years in teaching, the majority of the respondents or 37.77 percent of them have teaching experience within the range of 1- 5 years. Only 35.56 percent of them have teaching experience of 6-10 years. The remaining 12 or 26.67 percent have been teaching for 11-15 years. This implies that most of the respondents taught within the range of 1-5 years.

Table 1C. Profile of Grade 1 Teachers in Terms of Relevant Training Attended

Number of Relevant Training Attended	Frequency	Percentage
No. of Training =1	3	6.67
=2	17	37.78
=3	19	42.22
=4 and more	7	15.56
Total	45	100

Table 1C reveals that the majority of Grade 1 teachers have participated in three training, accounting for either 19 or 42.22 percent. Additionally, there are 17 individuals who comprise 37.78 percent that have attended two or more seminars, while seven participants (15.56 percent) have completed four or more training courses. Only a mere three teachers (6.67 percent) have attended solely one seminar, indicating the need for instructors to acquire further pertinent education to enhance their proficiency level.

Grade 1 Teachers' Perception of Instructional Competencies

The data presented revealed the perception of the Grade 1 teachers as perceived by their school heads on their instructional competencies.

General Knowledge/Mastery of the Subject Matter

The table below presents the teachers' perception on the Mastery of the Subject Matter of their subject as perceived by their school heads.

Table 2A. Mean and Standard Deviation of Each Item of the Test on Teachers' Perception of the Mastery of the Subject Matter

Indicators	WM	SD	Description
1.manifests confidence and firmness with every information being given in the class.	3.56	.619	Always
2. answers questions clearly with confidence	3.50	.636	Often
3. explains the lesson by citing relevant examples and situations	3.47	.642	Often

4. readily defines important terms in the lesson.	3.43	.632	Often
5.reflects mastery of the entire subject he/ she teaches.	3.42	.699	Often
6.cites current and timely information about the subject	3.39	.674	Often
7.emphasizes difficult parts of the lesson by making it easy to understand	3.35	.631	Often
8.shows a full grasp of the lesson taught each day	3.34	.728	Often
9.relates the subject matter to previous topics and areas of interest.	3.34	.685	Often
10. is able to relate lessons to other subjects.	3.17	.815	Often
AWM	3.40	.685	Often

It has been disclosed that the teachers responded with an "Always" rating in regards to "Manifests confidence and firmness with every information being given in the class," which was ranked highest with a mean of 3.56. The following statements received an "Often" rating in descending order: "Answers questions clearly with confidence" (3.50), "Explains the lesson by citing relevant examples and situations" (3.47), "Readily defines important terms in the lesson" (3.43), "Reflects mastery of the entire subject he/she teaches" (3.42), "Cites current and timely information about the subject" (3.39), "Emphasizes difficult parts of the lesson by making it easy to understand" (3.35), shows a full grasp of the lesson taught each day." (3.34), relays pertinent details regarding previous topics or areas of interest, "(3.34); and finally, can relate lessons to other subjects" (3.17). With a grand mean score of 3.40, along with a standard deviation .685, it is evident that teachers perceive themselves as often practicing Mastery of Subject Matter within their respective instructions adequately enough to imply their instructional competencies are sufficient for English teachers overall

Teaching Skills

The following table exhibits the Grade 1 teachers' perspectives regarding their pedagogical aptitude, arranged in descending order according to their instructional competencies as perceived by their respective school administrators.

Table 2B. Mean and Standard Deviation of Each Item of the Test on Teachers' Perception of their Teaching Skills

Indicators	WM	SD	Description
1. organizes and presents the subject matter clearly and coherently.	3.48	.636	Often
2. uses language effectively in expressing ideas in class discussions.	3.47	.696	Often
3. encourages the learners to think and clarify lessons through effective questioning towards the learners.	3.41	.698	Often
4. relates the lesson to the existing conditions and real life situations convincingly.	3.41	.678	Often
5. is able to utilize activities that are helpful for learners to understand the lesson.	3.41	.677	Often
6. presents the lesson systematically and analytically	3.40	.709	Often
7. uses different teaching techniques, approaches and strategies to make the lesson interesting and meaningful	3.40	.709	Often
8. motivates the students by asking questions effectively to develop critical thinking and creativity.	3.39	.774	Often
9. adjusts his/her teaching methods to learners' needs, interest and abilities	3.38	.692	Often
10. utilizes instructional materials that sustains learners' attention in achieving teaching objectives	3.38	.711	Often
AWM	3.41	.698	Often

Legend:

- 1.00 – 1.50 Rarely
- 1.51 – 2.50 Sometimes
- 2.51 – 3.50 Often
- 3.51 – 4.00 Always

Table 2B illustrates the instructors' perception of their teaching expertise. They consistently responded with "Often" in all areas pertaining to identifying proficient teaching skills within instruction. The rankings are as follows: "Organizes and presents subject matter coherently and lucidly" (3.48); "Effectively utilizes language when expressing ideas during class discussions" (3.47); "Encourages students to think critically and clarify lessons through effective questioning techniques" (3.41); "Relates lesson content to real-life situations convincingly" (3.41); Utilizes activities that facilitate student understanding of lesson material effectively" (3.41); "Presents lessons systematically and analytically" (3.40); "Employs diverse teaching methods, approaches, and strategies to ensure engaging and meaningful learning experiences for students" (3.40); Motivates students by asking questions that foster critical thinking skills and creativity (3.39); Adapts instructional methods according to each student's needs, abilities, interests (3.38); and Utilizes instructional materials that maintain student focus while achieving educational objectives (3.38). Henceforth, the overall assessment of teachers' proficiency in delivering adequate pedagogical practices is rated as "Often" with a grand mean of 3.41 accompanied by a standard deviation of .698.

Classroom Management

The following table displays the teachers' perspective regarding Classroom Management proficiency, organized in descending order from highest to lowest with respect to instructional capabilities concerning classroom management.

Table 2C. Mean and Standard Deviation of Each Item of the Test on Teachers' Perception of their Classroom Management

Indicators	WM	SD	Description
1. commands respect from the learners.	3.57	.602	Always
2.helps the class achieve the objectives set for the day.	3.44	.794	Often
3.is able to assist learners in doing cooperative group tasks.	3.38	.749	Often
4.establishes authority in the classroom effectively by making learners obey rules set forth.	3.37	.672	Often
5.shows a great deal of patience towards the learners.	3.34	.636	Often
6.makes the students behave according to how they are expected to	3.34	.685	Often
7. starts learning activities on time	3.33	.751	Often
8. sustains students' interest in the lessons and class discussions.	3.31	.691	Often
9. comes to class early and leaves on time.	3.30	.755	Often
10. makes every moment in the class active promoting fun about learning.	3.30	.763	Often
AWM	3.37	.714	Often

Table 2C displays the instructors' viewpoint on classroom management. They frequently acknowledged the practice of appropriate classroom management in nine out of ten items during instruction. The teachers consistently responded with "Commands respect from learners" (3.57), while all other answers were perceived as "Often" by students: "Assists the class in achieving daily objectives" (3.44); "Effectively aids learners in cooperative group tasks" (3.38); "Establishes authority within the classroom by enforcing rules effectively" (3.37); Demonstrates considerable patience towards pupils (3.34); Ensures that learners behave according to expectations(3.34); Commences learning activities promptly(3.33) ; Maintains interest among pupils during lessons and class discussions(3.31) ; Arrives early for classes (3,30); and Promotes an active learning environment that fosters enjoyment about learning throughout each moment in class(3,30). Consequently, teachers generally perceive adequate Classroom Management practices as occurring often with a grand mean of 3,37 and standard deviation value of .714.

Evaluation Skills

Table 2D displays the teachers' viewpoint on their Evaluation Skills, arranged from highest to lowest in correlation with the instructional competencies of the teacher regarding evaluation skills. The item "Evaluates students' performances fairly by using adequate standard measures of evaluation" (3.52) garnered a response of "Always." Meanwhile, the remaining items received verbal descriptions of "Often," signifying their English teachers' practice in utilizing evaluation skills. The results follow this order: "Gives grades based on learners' actual performance" (3.48); and "Includes items in tests that align with lesson objectives and are consistent with actual discussions, activities, and classroom interactions"(3.47); "Provides evaluative activities appropriate to learners' abilities, interests, and needs"(3.45);"Gives evaluation results and ratings that are well-accepted by learners"(3.45);"Uses different methods to evaluate learners' learning aligned with learning objectives such as oral performances, projects, hands-on tasks etc."(3.43);"Utilizes evaluation results as a basis for improving instruction" (3.42);"Treats each student impartially when giving grades" (3.40); "Bases ratings according to lesson objectives and criteria set in class"(3.39),and "Allows learners to rate their own performances in some class activities"(3.27). Thus, the overall perception of teachers regarding adequate Evaluation Skills is described as "Often," obtaining a grand mean score of 3.43 with a standard deviation value of .81%.

Table 2D. Mean and Standard Deviation of Each Item of the Test on Teachers' Perception of their Evaluation Skills

Indicators	WM	SD	Description
1. evaluates learners' performances fairly by using adequate standard measures of evaluation.	3.52	.628	Always
2. gives grades on the basis of learners' actual performance	3.48	.670	Often
3. includes items in the tests that are based on the lesson objectives consisted with actual discussions, activities and classroom interactions.	3.47	.656	Often
4. provides evaluative activities appropriate to students' abilities, interests and needs	3.45	.612	Often
5. gives evaluation results and ratings that are well-accepted by the learners.	3.45	.641	Often
6. uses different methods in evaluating students' learning, aligned to the learning objectives such as oral performances, projects, hands-on and etc	3.43	.687	Often
7. utilizes evaluation result as a basis for improving instructions	3.42	.666	Often
8. treats each student fairly in giving grades	3.40	.663	Often

9. bases ratings according to the objectives of the lessons and criteria set in class.	3.39	.714	Often
10. allows students to rate their own performances in some of the activities in the class.	3.27	.832	Often
AWM	3.43	1.68	Often

Summary of the Grade 1 Teachers' Perception on Instructional Competencies

The following data present the summary of the teachers' perception of instructional competencies in terms of mastery of the subject matter, teaching skills, classroom management and evaluation skills.

Table 2E. Grand Mean and Standard Deviation of Teachers' Perception of their Instructional Competencies

Instructional Competencies	Mean	SD	Description
Mastery of the Subject Matter	3.40	.685	Often
Teaching Skills	3.41	.698	Often
Classroom Management	3.37	.714	Often
Evaluation Skill	3.40	.681	Often

Legend:

1.00 – 1.50	Rarely
1.51 – 2.50	Sometimes
2.51 – 3.50	Often
3.51 – 4.00	Always

It has been disclosed that the teachers have exhibited a consistent "Often" response in all domains of instructional competencies. Specifically, the mean for "Mastery of the Subject Field," "Teaching Skills," "Classroom Management," and "Evaluation Skills" were 3.40, 3.41, 3.37, and 3.43 respectively. Additionally, the grand mean of 3.40 with a standard deviation of .695 indicates that English teachers are frequently demonstrating proficient teaching behaviors in their instructions.

Level of Grade 1 Learners' Academic Performance

Table 3 exhibits the degree of scholastic achievement attained by the pupils. Additionally, the table beneath showcases the average value utilized to deduce an explication regarding the academic performance of learners in a given subject area and its corresponding verbal interpretation.

Table 3. Grand Mean and Standard Deviation of the Level of Learners' Academic Performance

	Mean	SD	Description
GWA	83.6143	3.97732	Average

The aforementioned table indicates that the learners' academic performance is predominantly within the range of 80-84, which denotes a superior level of achievement.

The Relationship of Instructional Competencies to the Academic Achievement of Learners

The presented data illustrates the correlation between the instructional competencies demonstrated by Grade 1 teachers and their learners' academic achievement, as evidenced by the grades obtained in the corresponding subject matter.

Table 4. Correlation between Instructional Competencies of Grade 1 Teachers and Academic Performance

Instructional Competencies	Pearson Correlation (r)	Sig. (p)	Interpretation	Correlation Interpretation
Mastery of the Subject Matter	.190	.004	Significant	Negligible Correlation
Teaching Skills	.139	.038	Significant	Negligible Correlation
Classroom Management	.037	.585	Not Significant	Negligible Correlation
Evaluation Skills	.100	.136	Not Significant	Negligible Correlation
Overall Score	0.127	.058	Not Significant	Negligible Correlation

Upon analysis of the individual instructional competencies of Grade 1 teachers and their learners' academic performance in a particular subject, Table 4 revealed several correlations. Mastery of Subject Matter and Learners' Academic Performance ($r = .190$) had a significant correlation at the 0.01 level, while Teaching Skills and Learners' Academic Performance ($r = .139$) also showed a negligible correlation but was deemed significant at the .05 level. Classroom Management and Evaluation Skills obtained negligible values with no significant relationship to learners' academic performance as indicated by r values of .037 and .100

respectively. Overall, it was found that statistically speaking, there was a negligible correlation between instructional competencies of teachers and academic performance in Mathematics ($r=.127$), with no significant correlation detected.

Table 5. Correlation between the Profile and Instructional Competencies of the Grade 1 Teachers

Instructional Competencies	Pearson Correlation (r)	Sig. (p)	Interpretation	Correlation Interpretation
Mastery of the Subject Matter	.211	.002	Significant	Low Correlation
Teaching Skills	.214	.001	Significant	Low Correlation
Classroom Management	.181	.001	Significant	Low Correlation
Evaluation Skills	.219	.001	Significant	Low Correlation
Overall Score	.221	.001	Significant	Low Correlation

After conducting an analysis, it was found that the instructional competencies of teachers and their profile have a low correlation ($r = .221$). However, the p-value of 0.001 indicates that the correlations made are highly significant, with a probability of error less than 1% in the null hypothesis. Therefore, statistically speaking, there is not enough evidence to suggest a significant relationship between instructional competencies and teacher profiles. As such, the null hypothesis is accepted since the statistics reveal that the correlations made were either low or negligible. This finding is also consistent with computed p-values, which show that out of four competencies, three are considered significant at either 0.01 or 0.05 level. This implies that the probability exceeds what is required to determine if the null hypothesis holds true.

Recommendations

1. It is crucial to continuously identify and study various factors related to instructional competencies that can influence the performance of learners. This is because there are several elements beyond teaching techniques that can impact how well students comprehend and retain information. As such, educators must remain vigilant in their efforts to uncover any additional factors that may be contributing to the success or challenges faced by their students. By doing so, they can adjust their approach accordingly and help ensure that every learner has the best possible chance at achieving academic excellence.
2. The indicator of the academic performance expressed in the grades in the corresponding subject is also in a way limited. The researcher therefore recommends the use of concrete indicators in learning the particular subject aligned with the objectives set forth in learning the subject.
3. In order to validate the findings of the present study, it is highly recommended that other teachers in different districts make use of the proposed output. This will not only help to corroborate the results obtained but also ensure that the conclusions drawn are applicable and relevant across a wider range of settings. By sharing and implementing this output, educators can gain insights into effective teaching practices that can benefit their own students and contribute to improving educational outcomes on a larger scale. Therefore, it is crucial for teachers everywhere to consider adopting this proposed output as a means of enhancing their own professional development and advancing the field of education as a whole.

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