

REDEFINING CLASSROOM EFFECTIVENESS: AN ANALYSIS OF INSTRUCTIONAL COMPETENCIES OF GRADE 3 TEACHERS AND THEIR ROLE IN LEARNER ACHIEVEMENT

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Abstract :

This study aimed to determine the instructional competencies of Grade 3 teachers in the City Division of Dagupan during the School Year 2025–2026 and examine their relationship to learners' academic performance. The study utilized a descriptive–correlational research design. Data were gathered from Grade 3 teachers in public elementary schools to assess their instructional competencies and the academic achievement of their learners. Findings revealed that most Grade 3 teachers were relatively young and predominantly female. Many had only a few years of teaching experience, had begun pursuing their master's degree, and had attended several professional development seminars and trainings. Results further indicated that teachers frequently demonstrated behaviors reflecting competence in the instructional domains being evaluated. In terms of learners' academic achievement, results showed that Grade 3 learners generally performed at an average level. Statistical analysis revealed that instructional competencies and learners' academic performance had a significant relationship; however, the strength of the correlations ranged from low to negligible. Consequently, the null hypothesis stating that there is no significant relationship between teachers' instructional competencies and their profile variables was accepted. These findings suggest that other instructional or contextual factors may have a more direct influence on learners' academic performance. Based on the results, the study recommends that additional dimensions of instructional competencies that may directly affect learner achievement should be further explored. Moreover, the use of grades as the sole indicator of academic performance may be limited. Thus, it is recommended that more specific and concrete indicators aligned with learning objectives be utilized. For example, in English, learners' academic performance may be measured through English language proficiency assessments to provide a more accurate evaluation of learning outcomes.

Keywords: instructional competencies, academic performance, Grade 3 teachers

INTRODUCTION

One of the goals of today's pre-service and in-service training of teachers is to promote teacher's competencies. According to the Department of Education, it is a big factor in the academic achievement of the students. Included under teacher competencies are teaching effectiveness, professional recognition and awards, membership and participation in professional organizations, scholarly abilities and creative productiveness, and university and community service (Manual of Regulation for Private Schools, 2010). In the daily life of students, they encounter different kinds of teachers. It is a fact that the various teaching competency levels of their teachers bear different effects upon the students' learning. Because of this, teachers must be aware of their own level of competency so as to be extra conscious of how their teaching affects the learning of the students.

According to the Code of Ethics for Professional Teachers (1997), a professional teacher is a licensed professional who possesses dignity and reputation with high moral values as well as technical and professional competence. S/he adheres to observe, and practice a set of ethical and moral principles, standards and values. In connection to this, a teacher who is a keen observer of these practices should have a high level of instructional competency. In general, teachers must not be in any way, negligent of the instructional competencies that they must own so as to assure betterment and quality education on the students' part.

The teaching profession consists of members who have acquired by training experience some specialized techniques. These are basically intellectual in nature. They form associations as means of promoting the purposes of the profession, establish a degree of unity in purpose and procedure, oversee and set the standards of the training of recruits and guarantee the competence of the new members establish and enforce standards of practice that is usually embodied in a proclaimed code of ethics. It has a large degree of individual autonomy in the practice of the profession, places altruism, service and social welfare ahead of personal gain. It promotes the personal welfare of its own members, counsels the government with respect to the necessary legal regulations, informs the public and guides its expectations concerning the profession and cooperates with other professions in adjusting related overlapping functions.

The teachers being central to the achievement of instructional goals and objectives should see to it that effectiveness is assured and output is maximized. The success and failure of the school program rests entirely on their hands. In them lies the future of the educational institution that they pledge to serve enthusiastically and diligently, considered by all as a moral obligation and responsibility to the society where they belong (McLendon, 2003). Joyce, Weiland and Calhoun (2008) analyze teaching into five

processes which involve effective control over a certain area of reality that is essential to teaching. The first one is to make and use knowledge. The teacher must understand what is meant by knowledge – those methods or concepts one uses to organize life experiences – and he must know how to instill this operational knowledge in students. Knowledge is not simply data or information; it is the way one goes about seeking data and drawing generalizations. Second to that is to shape the school. Every teacher must develop strategies whereby he/she can identify critical educational problems and along with his/her colleagues, make decision towards solving them by doing the necessary solutions to the difficulty. He/she has to organize the curricula around coherent themes so that the growth of the students' knowledge from year to year is cumulative rather than dispersive or sporadic.

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 students 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 students and inhibit those they wish to discourage.

When appropriate, they need to let students, individually or collectively, plan largely on their own. Most importantly, teachers must exercise self-control with students 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 – students 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 students, they must further know how to lead and how to cooperate in groups in a shared search for knowledge. All of 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 students 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 result and understanding. He/she must be able to control himself when students 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 students. He/she must learn to radiate the interpersonal climate appropriate to the task at hand and to the students 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.

Ornstein and Lunenburg (2008) identify that the teacher must have a thorough grasp of the subject he teaches. Effective learning demands that the teacher must possess a solid knowledge of his/her subject. A well trained and certificated teacher must show evidence of mastery of the subject matter. According to Dunhill (2000) teacher knowledge must be of two fold nature. A good teacher must first possess a wide general knowledge and within the confines of this general knowledge, a sound understanding of the subject he is to teach in the classroom.

Quadri, (2004) corroborates that a good teacher must be well knowledge versed in his area of specialization. He must know which to teach, when to teach and how to teach. The quantity and quality of the teacher's knowledge will give the teacher enough material and confidence to teach effectively. Knowledge of the subject matter is a definite factor in successful teaching. Lack of it may cause narrow views or bluffing on the part of the teacher and distrust on the part of students (Nem Singh, 2009).

One the other hand, present-day teaching demands that a teacher must possess a general understanding of other branches of knowledge. If a teacher expects to help children understand and appreciate the world they live in, he must understand the interrelation and interdependence of the various areas of knowledge. He must be able to show his subject fields, particularly in the solution of life's problems. Furthermore, children at present have a wide range of interests, background, experiences and abilities (Ornstein et al., 2008). The teacher must know about truth and fallacy, about evidence and bias, and about the nature of theory. He needs to know what scholarly inquiry is, how knowledge is produced, held, used and made obsolete. Because he will have to help students about scholarly discipline by practicing these disciplines with them, he needs to know what it means to practice scholarship (Joyce et al., 2008).

Classroom management is closely connected to, and often discussed in conjunction with, dealing with students' misbehavior by disciplining (Muijs et al., 2001). Lellough (2003) identifies classroom management as the process of organizing and conducting a classroom to maximize learning by creating a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. According to Rodriguez (n.d.), classroom management deals with identifying classroom problems and addresses suggestions for preventive strategies and practical solutions in response to the maintenance of the conducive learning environment for the learners.

According to Hidalgo (2001), for evaluation to be effective, the teacher must employ some general principles in evaluating the students. Evaluation must be based on the clear concept of the aims of education outlined in our constitution, of the school, and the course of study. It must also be comprehensive, continuous, functional, cooperative, diagnostic and must be made an integral part of all teaching and learning. Evaluation should be based on accepted criteria, standard, and principles of validity, reliability, objectivity, practicality, and appropriateness in the particular situation to be appraised. Evaluation must be considered as basic to guidance and must also be conceived in terms of the educational purpose of teaching and learning. Lastly, it must consider all aspects of school and community life that affect the growth of each student.

According to Jarvis (2006), the outcome of the teaching process had to be measurable so that the emphasis on behaviorism, as learning is defined as what students can actually do when they have finished a course of study obtaining a change of behavior after an experience (Central New Mexico Foundation, 2010), reflected the objectives set. If teachers could understand how the learning process occurred they could endeavor to ensure that their activity was efficient and achieved the predetermined outcome.

According to Bell (2009), academic performance reflects the learning of a student and on how well the students meet the standard set by the educational governing bodies. Peterson (2000) described this as the core concern about educational program and adding that student achievement is the most compelling evidence about teacher quality.

In particular, the interest is in what students gain while working with the teachers. Essentially, it determines the contributions of the teacher, or teacher effects, on student learning. In Philippine colleges and universities, the letters are replaced with numerical values which correspond to the measured achievement of the student in particular subject. However, in basic education, academic achievements are expressed as percentages (De Guzman-Santos, 2007). In the Philippines, there are two types of grading systems which measure the students' academic performance: the averaging system and the cumulative grading system.

Fakeye and Yemi (2009) concluded that English language proficiency is a good indicator and predictor of academic achievement in the English subject together with other core school subjects. English language proficiency, according to Nunan (2009), is the general language ability which includes the ability to speak, read, write and listen in English. To be considered truly proficient, one should have advanced abilities in all macro-dynamic skills in communication. Science and Technology education aims to equip the learners with ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and draw evidence-based conclusions. On the other hand technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs (Cheng, 2000). To be concise in the aims of Science and Technology education, it aims to derive students with scientific concepts and principles (Swiss Federal Institute of Technology Zurich, 2011).

Balbosa (2010) came up with the special problem to determine the factors affecting Mathematics Performance of one hundred fifteen Laboratory High School Students at Laguna State Polytechnic University Academic Year 2009-2010. In the study, it revealed that Personality traits had an average weighted mean of 4.50 and interpreted as "always." Teaching skills had an average weighted mean of 4.41 and interpreted as "often." Instructional materials had an average weighted mean of 2.98 and interpreted as "sometimes." In terms of the level of performance of the students in Mathematics, the students obtained the mean grade of 88.23 with verbal interpretation of "Satisfactory" and standard deviation of 4.84.

Statement of the Problem

This study sought to assess the instructional competencies of Grade 3 teachers in public elementary schools of City Division of Dagupan during the school year 2025-2026.

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

1. What is the profile of the Grade 3 teachers in terms of the following:
 - 1.1 highest educational attainment;
 - 1.2 length of service; and
 - 1.3 relevant trainings attended.
2. What is the level of performance of the Grade 3 teachers on their instructional competencies in English in terms of the following as perceived by their school heads:
 - 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 3 teachers and their level of performance in terms of instructional competencies?
4. What is the level of performance of the Grade 3 learners during the third quarter?
5. Is there a significant relationship between the profile of the Grade 3 teachers and the level of performance of the Grade 3 learners during the third quarter?
6. Based on the findings, what strategic plan can be proposed to improve the instructional competencies of Grade 3 teachers?

METHODOLOGY

This chapter presents the research design, respondents, sampling scheme, instrument and its validation and the statistical treatment of data.

Research Design

Descriptive-correlation research design was used in this study. Descriptive-correlation research design is the most appropriate research design for this study because it seeks to determine the degree of linear relationship between the two variables; the instructional competencies and the learners' academic performance. It focused on the instructional competencies of the Grade 3 teachers to improve the academic performance of the Grade 3 learners.

Sources of Data

The respondents of this study were the Grade 3 teachers of City Division of Dagupan during the school year 2025-2026.

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 teachers.

The second part dealt on the level of performance of the Grade 3 teachers on their instructional competencies.

The third part is on the level of performance of the learners during the third 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 3 teachers, frequency counts and percentages were used.

To answer sub-problem 2, the level of performance of the Grade 3 teachers on their instructional competencies, average weighted mean was used.

To answer sub-problem 3, significant difference between the ratings of the teachers and their school heads in terms of their instructional competencies, paired t-test was used.

To answer sub-problem 4, significant relationship between the profile of the Grade 3 teachers and their level of performance in terms of instructional competencies, Chi square was used.

To answer sub-problem 5, level of performance of the learners during the third quarter, frequency counts and percentages were used.

To answer sub-problem 6, significant relationship between the profile of the Grade 3 teachers and the level of performance of the learners during the third quarter, Pearson-Product Moment Correlation Coefficient was used.

RESULTS AND DISCUSSION

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

Profile of the Grade 3 Teachers

The profile of the Grade 3 teachers in terms of highest educational attainment, number of years of teaching, and relevant trainings attended is shown in Tables 1a-1c.

Table 1A
Profile of Grade 3 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 Ed.D./Ph.D. units	2	4.44
Total	45	100

The table presents the educational attainment of the respondents. Results show that **60 percent** of the Grade 3 teachers have **earned units in their master’s degree**, while **35.56 percent** have **completed their master’s degree**. Meanwhile, only **2 respondents (4.44 percent)** have **earned a doctoral degree**. This indicates that the majority of the respondents are still in the process of pursuing graduate studies, particularly at the master’s level.

This finding implies that most teachers recognize the importance of continuing professional development and are taking steps to enhance their professional competence through graduate education. However, it also suggests that only a small proportion of teachers have reached the highest level of academic qualification in the field of education.

Table 1B
Profile of Grade 3 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 data reveal that the majority of the respondents, **37.77 percent**, have teaching experience within the range of **1–5 years**. Meanwhile, **35.56 percent** have been teaching for **6–10 years**, and the remaining **26.67 percent** have **11–15 years** of teaching experience. These findings indicate that most of the respondents are relatively **early in their teaching careers**, with a large proportion having less than five years of professional teaching experience.

Table 1C
Profile of Grade 3 Teachers in Terms of Relevant Trainings Attended

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

Table 1C presents the number of trainings and seminars attended by the Grade 3 teacher-respondents. The data reveal that the majority of the teachers, **19 or 42.22 percent**, have attended **three trainings**. Meanwhile, **17 or 37.78 percent** reported attending **two or more seminars**, while **7 or 15.56 percent** have participated in **four or more trainings**. Only **3 respondents or 6.67 percent** have attended **one seminar**.

Grade 3 Teachers’ Perception of Instructional Competencies

The data presented revealed the perception of the Grade 3 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. Teachers involved ranked from highest to lowest in relation to the instructional competencies of the teacher in terms of the general knowledge or mastery of the subject matter.

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

In the subject area of **English**, the results indicate that teachers most frequently responded “**Always**” to the statement “**Manifests confidence and firmness with every information being given in the class,**” which obtained the highest mean of **3.56**. The teachers responded “**Often**” to the following items, in descending order of mean scores: “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), “Relates the subject matter to previous topics and areas of interest” (3.34), and “Is able to relate lessons to other subjects” (3.17).

The computed **grand mean of 3.40** with a **standard deviation of 0.685** indicates that teachers perceive themselves as “**Often**” practicing **mastery of the subject matter** in their English instruction. This suggests that, overall, the instructional competencies of the English teachers in terms of **subject mastery are adequate**, reflecting a strong understanding of content knowledge and the ability to confidently communicate lesson concepts to learners.

Teaching Skills

The table below presents the Grade 3 teachers’ perception on their Teaching Skills ranked from highest to lowest in relation to the instructional competencies in terms of their teaching skills as perceived by their school heads.

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 presents the Grade 3 teachers’ perception of their **teaching skills**. The results indicate that the respondents perceived themselves as practicing these skills “**Often**” across all items. Specifically, the highest-rated item was “**Organizes and presents the subject matter clearly and coherently**” with a mean of **3.48**, followed closely by “**Uses language effectively in expressing ideas in class discussions**” (3.47). Other items received the following mean scores: “**Encourages students to think and clarify lessons through effective questioning**” (3.41), “**Relates the lesson to existing conditions and real-life situations convincingly**” (3.41), “**Utilizes activities that are helpful for learners to understand the lesson**” (3.41), “**Presents the lesson systematically and analytically**” (3.40), “**Uses different teaching techniques, approaches, and strategies to make the lesson interesting and meaningful**” (3.40), “**Motivates students by asking questions effectively to develop critical thinking and creativity**” (3.39), “**Adjusts teaching methods to students’ needs, interests, and abilities**” (3.38), and “**Utilizes instructional materials that sustain students’ attention in achieving teaching objectives**” (3.38).

The **grand mean of 3.41** with a **standard deviation of 0.698** indicates that teachers perceive themselves as “**Often**” practicing **adequate teaching skills** in their instruction. This suggests that while teachers demonstrate consistent teaching competence, there is still room for enhancing and refining these skills to achieve excellence in classroom instruction.

Classroom Management

The table below presents the teachers’ perception on the Classroom Management skills ranked from highest to lowest in relation to the instructional competencies in terms of the 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 presents the Grade 3 teachers' perception of their **classroom management practices**. The results indicate that the respondents perceived themselves as practicing **adequate classroom management "Often"** in nine out of ten items. Notably, the teachers responded **"Always"** to the item **"Commands respect from the learners"**, which obtained the highest mean of **3.57**. The other items received the following mean scores: **"Helps the class achieve the objectives set for the day"** (3.44), **"Is able to assist learners in doing cooperative group tasks"** (3.38), **"Establishes authority in the classroom effectively by making learners obey rules set forth"** (3.37), **"Shows a great deal of patience towards the students"** (3.34), **"Makes the learners behave according to how they are expected to"** (3.34), **"Starts learning activities on time"** (3.33), **"Sustains learners' interest in the lessons and class discussions"** (3.31), **"Comes to class early"** (3.30), and **"Makes every moment in the class active, promoting fun in learning"** (3.30).

The **grand mean of 3.37** with a **standard deviation of 0.714** indicates that teachers perceive themselves as **often practicing effective classroom management**. This suggests that while teachers demonstrate competence in maintaining order, engaging learners, and establishing authority, there remains potential to enhance consistency and maximize student engagement during class activities.

Evaluation Skills

Table 2D presents the Grade 3 teachers' perception of their **evaluation skills**. The results reveal that the respondents perceived themselves as **"Always"** practicing the item **"Evaluates students' performances fairly by using adequate standard measures of evaluation,"** which obtained the highest mean of **3.52**. The remaining items were rated **"Often"**, indicating that teachers frequently apply evaluation practices in their instruction. The items and their respective mean scores are as follows: **"Gives grades on the basis of students' actual performance"** (3.48), **"Includes items in the tests that are based on the lesson objectives and consistent with actual discussions, activities, and classroom interactions"** (3.47), **"Provides evaluative activities appropriate to students' abilities, interests, and needs"** (3.45), **"Gives evaluation results and ratings that are well-accepted by the students"** (3.45), **"Uses different methods in evaluating students' learning, aligned to the learning objectives such as oral performances, projects, and hands-on activities"** (3.43), **"Utilizes evaluation results as a basis for improving instruction"** (3.42), **"Treats each student fairly in giving grades"** (3.40), **"Bases ratings according to the objectives of the lessons and criteria set in class"** (3.39), and **"Allows students to rate their own performances in some of the activities in class"** (3.27).

The **grand mean of 3.43** with a **standard deviation of 0.81** indicates that teachers perceive themselves as **"Often"** practicing **effective evaluation skills**. This suggests that while teachers generally implement fair and varied assessment practices, there is potential for enhancing student involvement in self-assessment and further alignment of evaluations with lesson objectives.

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 learners' 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 learners' 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 learner 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 learners 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 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

The results reveal that the Grade 3 English teachers perceived themselves as **“Often” practicing the various domains of instructional competencies**. Specifically, the competency of **Mastery of the Subject Matter** obtained a mean of **3.40**, **Teaching Skills** received a mean of **3.41**, **Classroom Management** had a mean of **3.37**, and **Evaluation Skills** obtained a mean of **3.43**. The overall grand mean of **3.40** with a standard deviation of **0.695** indicates that, in general, the teachers frequently demonstrate behaviors reflecting competence in their instructional practices.

Overall, the data imply that Grade 3 English teachers possess **adequate instructional competencies**, yet targeted professional development programs, mentoring, and reflective practice may further strengthen their skills and enhance learner achievement.

Level of Learners' Academic Performance

Table 3 shows the level of academic performance of the learners. Also, the table below presents the mean as to derive with the interpretation on the learners' academic performance in the particular subject area and its' the verbal interpretation respectively.

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

Subject	Mean	SD	Description
English	83.6143	3.97732	Average

It is stated in the table above that the academic performance of the learners, is generally under the scale of average 80– 84 in English subject which connotes the learners got highest grade in English.

The Relationship of Instructional Competencies to the Academic Achievement of Learners

Table 4
Correlation between Instructional Competencies of Grade 3 Teachers and Academic Performance in English

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

When the individual instructional competencies of the Grade 3 teachers and the academic performance shown in the grade obtained by the learners in that particular subject were considered, the following correlations were revealed as shown in Table 4.

Mastery of the Subject Matter and Learners' Academic Performance ($r = .190$) had a significant correlation at the 0.01 level negligible correlation. Teaching Skills and Learners' Academic Performance ($r = .139$) also had a negligible correlation and significant correction but at the .05 level. Both Classroom Management and Evaluation Skills obtained negligible and no significant relationship with the Learners' Academic Performance as these got values of $r .037$ and $.100$ respectively. Overall, the results revealed that statistically, instructional competencies of the Grade 3 teachers and academic performance ($r = .127$) had negligible correlation and no significant correlation.

Table 5
Correlation between the Profile and Instructional Competencies of the Grade 3 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

The results revealed that statistically, instructional competencies of the English teachers and their profile ($r = .221$) had low correlation. The p-value 0.001 would suggest that, overall, correlations made are highly significant which gives probability of error less than 1% (i.e. 0.1%) in the null hypothesis.

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 either at 0.01 or 0.05 level. This implies that it exceeds the value of probability to be considered in order to determine that the null hypothesis made is true.

Summary

This study endeavors to determine the instructional competencies of Grade 3 teachers in City Division of Dagupan to improve the academic performance of the Grade 3 learners during the school year 2025-2026. It was delimited to the profile of the Grade 3 teachers; level of perception of teachers on their instructional competencies; level of performance of the Grade 3 learners in English during the third quarter.

Profile of the Grade 3 Teachers

The educational attainment of the respondents states that 60 percent of them have some earning units in their Master's; while 35.56 percent of them obtained the masters degree. Only 2 or 4.4 percent have doctoral degree.

With regard to the number of years in teaching, 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 has 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.

That majority of the teachers attended 3 trainings with 19 or 42.22 percent. There are also 17 or 37.78 percent who have attended 2 or more seminars while 7 or 15.56 percent have attended 4 or more trainings. The remaining 3 or 6.67 percent have attended only 1 seminar.

2. The result of the survey showed that overall, the Grade 3 teachers perceived themselves as "Often" practicing the manifesting behaviors of being competent in the instruction that includes their mastery of the subject matter, teaching skills, classroom management and evaluation skills.

3. The level of the respondents' academic performance is found to be on the average level as indicated in their obtained grades in the corresponding subject English which is equivalent to 80-84.

4. The statistics shows that among the variables of the instructional competencies, some which have significant correlation whether at 0.01 level or 0.05 level and this also differs in the subject area of the teachers being evaluated. The correlations made were interpreted under the scale of low and negligible correlations.

5. The results revealed that statistically, instructional competencies of the Grade 3 teachers and their profile ($r=.221$) had low correlation. The p-value 0.001 would suggest that, overall, correlations made are highly significant which gives probability of error less than 1% (i.e. 0.1%) in the null hypothesis.

Conclusion

In the course of the findings of this study, the following conclusions are formulated:

1. With regards to the profile of the respondents, they were within the age range of 30-39 years old and all of them were female and. Most of them have taught within the range of 1-5 years, and they started their masters' degree and attended some seminars.
2. The teachers "Often" practicing the manifesting behaviors of being competent in the instruction being evaluated. The correlations made were interpreted under the scale of low and negligible correlations.
3. The learners' academic achievement is generally average.
4. The instructional competencies of Grade 3 teachers have significant correlation at 0.01 level or 0.05. The overall correlations made were interpreted as negligible correlations. Thus, the null hypothesis, "There is no significant relationship between the teachers' instructional competencies and the learners' academic performances in English" is accepted. This could be explained by studying other instructional competencies that have direct effects on the learners' academic performance.
5. 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 either at 0.01 or 0.05 level. This implies that it exceeds the value of probability to be considered in order to determine that the null hypothesis made is true.

Recommendations

1. Other factors of the instructional competencies that affect learners' performance should continually be identified and studied.
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 like for instance in English, by measuring English language proficiency.
3. The proposed output should be utilized by other teachers in other districts in order to validate the findings of the present study.

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