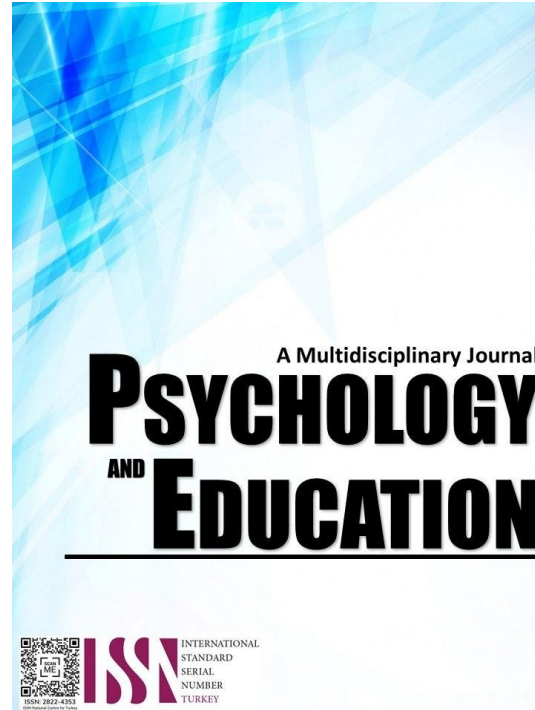


# TEACHERS' PEDAGOGICAL COMPETENCE: A PARAMOUNT BASIS FOR LEARNERS' ACADEMIC PERFORMANCE



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# Teachers' Pedagogical Competence: A Paramount Basis for Learners' Academic Performance

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## Abstract

The study sought to find out the correlation between teachers' pedagogical competence in terms of lesson planning and preparation, classroom management, teaching-learning processes, subject matter language proficiency, learning assessment, and learners' academic performance in the South District in the Division of Gingoog City for the School Year 2024-2025. The descriptive-correlational research method was utilized, and the Statistical tools used in the study were meant to determine the level of the teacher-respondents' pedagogical competence. In contrast, frequency and percentages were used to determine the learners' academic performance. Pearson's  $r$  was utilized to ascertain the significant relationship between the teachers' pedagogical competence and learners' academic performance. Results showed that teachers' pedagogical competence in terms of lesson planning and preparation, classroom management, teaching-learning processes, and subject matter language proficiency had a positive correlation to learners' academic performance. At the same time, learning assessment was not significantly related to learners' performance. As a summary, it was recommended that teachers should provide an inclusive learning activities to suit the learning levels of each learner; enhance classroom atmosphere to make it more safe and an ensuring environment to support learning, imposed positive discipline through defining classroom rules and conduct conference with parents every grading period; implement and utilize the technical-knowledge on innovative and advanced technology-supported teaching approaches and strategies, deliver the lesson in a more concise yet simple, precise, and accurate with emphasis on clarity to avoid confusion and vagueness to learners, and finally; apply all the approaches and techniques in learning assessment and strictly implement the learning assessment action plan.

**Keywords:** *lesson planning and preparation, classroom management, teaching-learning processes, subject matter language proficiency, learning assessment, learners' academic performance*

## Introduction

The proficiency of educators enhances their capacity to establish an environment that is impartial, empathetic, and inclusive of a wide range of students, concepts, experiences, and backgrounds. Pedagogical competence pertains to the aptitudes and demeanor of an instructor in managing the instructional process through the utilization of teaching methodologies, educational aids, and resources. Consequently, teachers' competencies encompass a spectrum of subject-specific knowledge, an appreciation of diverse learning modalities and techniques, and the skill to transform this knowledge into effective instructional methodologies, all the while cultivating an ability to comprehend and support each learner's distinct attributes. Furthermore, pedagogical competence also encompasses educational and instructional qualifications (Sulio, 2022).

In accordance with DepEd Order No. 42, s. 2017, also known as the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), which outlines the framework for teacher competencies in the Philippines. Thus, when assessing educators' pedagogical competencies, the paramount consideration should be the quality of instruction. Additionally, the extent, comprehensiveness, and profundity of competence carry significance, alongside the capacity to strategize, initiate, guide, and enrich education and pedagogy. Equally important is the ability to furnish research-based instruction grounded in pertinent subject-related research, subject-specific pedagogy, and higher education teaching and learning principles (Rural, 2021).

The study of Abanador (2019) revealed that teaching competency encompasses the cognitive knowledge possessed by educators, which significantly impacts students' learning outcomes. This term is also synonymous with competency-based teaching. In the context of teaching skills, it signifies a progression in teacher education that seeks to equip students with targeted classroom proficiencies. This entails the utilization of various teaching methodologies, including interaction, procedural understanding, analysis, microteaching, simulation, and more. It is important to note that teaching competency does not directly correlate with excellence; rather, it signifies a level of proficiency that has been deemed adequate for the intended instructional context. The essence of competency lies in well-defined tasks and explicitly outlined success criteria. It envelops not only intellectual and cognitive dimensions but also attitudinal facets, alongside a teacher's actual performance. A truly outstanding educator demonstrates scholarly knowledge through their teaching and exhibits personal proficiency in effectively communicating with their students.

According to Bachmann (2018), the effectiveness of teaching and learning hinges on teachers' exceptional proficiency in their craft. To identify these essential competencies, a thorough exploration must take place within the realm of teaching practices. These competencies should be closely linked to their academic and instructional background, professional development, student engagement, and assessment strategies, making this endeavor imperative. Professional capabilities can be broadly categorized into two distinct types: academic and pedagogical. Academic competence pertains to a teacher's mastery of a particular subject area. On the other hand, pedagogical competence relates to a teacher's adeptness in imparting subject matter, incorporating pedagogical principles such as

progressing from the familiar to the unfamiliar, transitioning from concrete to abstract concepts, and moving from simplicity to complexity. For instance, while suitable instructional methodologies foster the assimilation of new ideas, improper approaches can impede the retention and practical application of knowledge, thereby leading to a noticeable decline in students' academic performance.

While previous research has examined the effects of leadership on motivation and engagement, studies specifically focused on the Filipino educational system are sparse. This study seeks to address this gap by exploring how leadership skills in SELG influence academic performance in Filipino elementary students, particularly regarding their grades. Alfonso Ang Militante Integrated School (AAMIS), located in Gingoog City, Region X, offers an ideal context for this investigation. AAMIS is a medium-sized school within the city proper, approximately 2.5 km from the nearest public and private elementary and secondary schools. This location makes it accessible to a diverse range of students while also providing a stable environment for student engagement in leadership activities.

This study introduces several indicators that gauge teachers' pedagogical competencies. These indicators encompass teachers' proficiency in employing instructional resources, their adeptness in utilizing diverse teaching methodologies, and their skillfulness in applying various teaching techniques. Thus, the researcher is aware of the need to investigate and analyze teachers' pedagogical competence and its relationship to the academic performance of the elementary pupils in the School Year 2024-2025. The South of the Division of Gingoog City is the focus of this research investigation.

The study of Ilmiani et al. (2021) cited that the apparent positive link between effective teaching strategies and academic achievement may be described using Bandura's operant learning principle. The theory's emphasis on teacher self-efficacy also fits with the study's main objectives because it explains why educators use a variety of instructional strategies that improve student learning outcomes when they have greater levels of self-efficacy. A fundamental component of Bandura's theory, the function of modeling, describes how teachers who serve as role models for good practices lead to improved academic attainment. His study enumerated the teacher's pedagogical competences such as: Lesson Planning and Preparation, Classroom Management, Teaching-Learning process, Subject-matter Language Proficiency, and Assessment of Learning Outcome.

This research is significant to examine the direct effects of teachers' pedagogical competence and pupils' leadership skills on their academic performance and explore how specific leadership competencies—such as time management, communication, and teamwork—can help foster academic success. Additionally, the study's findings could inform educational policies and practices related to student leadership, encouraging schools across the Philippines to integrate leadership opportunities more thoroughly into the curriculum to promote personal development and academic achievement.

## Research Questions

This study generally determined the teacher's pedagogical competence. Specifically, it answered the following questions:

1. What is the pedagogical competency level of teachers in the South District of the Division of Gingoog City in terms of:
  - 1.1. lesson planning and preparation;
  - 1.2. classroom management;
  - 1.3. teaching-learning process;
  - 1.4. subject-matter language proficiency; and
  - 1.5. Assessment of learning outcome?
2. What is the academic performance of the respondents when grouped according to the following categories:
  - 2.1 outstanding;
  - 2.2 very satisfactory;
  - 2.3 satisfactory;
  - 2.4 fairly satisfactory; and
  - 2.5 did not meet the expectation?
3. Is there a significant relationship between teachers' pedagogical competence and pupils' academic success?
4. What action plan should be formulated based on the results of the study?

## Literature Review

### *Teacher's Pedagogical Competence*

As stipulated in Art. 1, Sec. 1 of CHED Memorandum Order No. 30 s. 2014, it is emphasized that quality pre-service teacher education is vital in providing quality Philippine education. It is well acknowledged that teachers have a critical and varied role in the academic, pedagogical, and social success of schools (Manigbas III et al., 2024). They further claimed that a variety of elements, including administrative support, staff relations, teacher influence, facilities and safety, motivation, personal qualities, and student body characteristics, have an impact on teachers' performance. However, according to a study by Dumaguing and Yango (2023), the teacher's performance during the previous three years was more than adequate. Regarding instructional competency, the school administrators were deemed competent. The school leaders gave a very competent assessment of their instructors' professional ability. Additionally, the school administrators showed skill in inspiring their staff.

The professional competence of teachers, according to Kearney et al. (2019), includes their knowledge, abilities, and attitudes. To contribute to the growth of the school, this competency also includes their capacity to work successfully with others from the school community, such as parents, teachers, students, the school's culture, and the neighborhood. Teachers are those who support and encourage students in their quest for knowledge, giving them the chance to harness the power of education for a better life. For teachers to function well in the classroom, they must have the appropriate attitudes, knowledge, skills, talents, and education. Teachers are key in helping students acquire information and skills; they need to grow personally and provide engaging instruction in the classroom that motivates students to pursue independent study.

Therefore, it is essential for teachers to understand the appropriate degree of professionalism and to have the abilities needed to carry out certain activities within a given environment, with the assistance of the school administrators. Teachers need to constantly improve their personal knowledge and skills to handle professional and educational obstacles, as well as classroom management concerns. Participation in conferences, workshops, seminars, experiments, and group projects might help achieve this. Teachers may keep flexibility in their approach and stay current with the most recent advancements in education by actively participating in these activities (Ascione, 2023).

In the study of Mejica and Mercado (2019), teachers' pedagogical competence is manifested in lesson planning and preparation, classroom management, teaching-learning process, subject-matter language proficiency, and assessment of learning outcomes.

### ***Lesson Planning and Preparation***

The study of Enama (2020) emphasized that learning how to design a lesson is essential for teachers, but there has been little study on how effectively teachers develop lesson plans. It investigates teachers' competency in lesson preparation, particularly emphasizing the context of primary teachers. Thus, a competent teacher's lesson planning and preparation involve a combination of subject knowledge, understanding of students, clear objectives, effective instructional strategies, assessment practices, and ongoing reflection and adaptation. These competencies contribute to creating engaging and meaningful learning experiences for students (Süral & Dedeali, 2021).

According to Fabelico and Afalla (2023), lesson preparation entails giving considerable thought to instructional goals, topic selection, and activity sequencing. It also means anticipating student misunderstandings and offering the proper scaffolding to promote learning. They also highlighted the use of formative assessment in lesson preparation since it enables teachers to assess students' knowledge and modify their instruction accordingly. The study of Emejidio (2020) also emphasizes the value of cooperation in lesson planning and preparation. They contend that cooperative lesson preparation enables instructors to capitalize on one another's knowledge, exchange resources, and gain from other viewpoints. In conclusion, recent research has highlighted the need for careful lesson preparation that takes instructional goals, student evaluation, and collaborative practices into account to improve teaching and learning.

The diverse needs and abilities of students are addressed in a well-planned class by using differentiated teaching, demonstrating the teacher's flexibility in adapting and modifying the lesson accordingly. Additionally, according to a study by Pacuno and Sanchez (2020), teachers who actively organize their lessons are likely to have students who perform better academically. This research highlights how crucial it is for instructors to develop their class planning and preparation skills to support student learning. In conclusion, lesson preparation and planning are indicators of a teacher's pedagogical proficiency and ability to provide engaging learning opportunities for their pupils.

### ***Classroom Management***

A teacher's competence in classroom management is essential for creating a positive and productive learning environment. The study of Junker et al. (2021) proves that effective classroom management helps maintain discipline, fosters student engagement, and promotes optimal learning outcomes. Thus, teachers are involved in establishing clear expectations, creating a positive and inclusive classroom environment, planning effectively, using communication strategies, employing behavior management techniques, providing individualized support, managing time efficiently, and engaging in reflective practice. The study by Eranil et al. (2018) supported that the mentioned competencies contribute to a well-managed classroom where students can thrive academically and socially.

The study of Obispo et al. (2021) also stresses the need for proactive classroom management, which includes preventative measures, such as well-structured lesson plans, interesting teaching tactics, and encouraging learning settings. Effective classroom management demonstrates a teacher's pedagogical skill in fostering a learning environment and making the most of class time. Thus, Everston, Emmer, and Worsham (2018) stress the value of proactive classroom management, which includes proactive methods to address possible behavioral concerns before they arise. A teacher's capacity to provide an organized and encouraging learning environment is demonstrated through proactive management techniques, including instructional design, seating arrangements, and reinforcement systems.

Additionally, according to a study by Allen, Pianta, Gregory, Mikami, and Lun (2019), classroom management abilities are associated with increased instructional time and student engagement. In conclusion, current research has shown that instructors' pedagogical proficiency in fostering good learning environments is reflected in their use of effective classroom management techniques.

### ***Teaching-Learning Process***

The teaching-learning process is crucial for facilitating effective learning and maximizing student achievement. According to Shanmugavelu et al. (2020), the teaching-learning process involves a combination of pedagogical knowledge, clear instructional objectives, differentiated instruction, engaging instructional strategies, formative assessment practices, effective classroom discourse, technology integration, scaffolding, classroom management, and continuous professional development. These competencies contribute to creating meaningful and impactful learning experiences for students.

In addition, it fosters successful student learning outcomes and acts as a substantial reflection of instructors' pedagogical skills. Teachers who have a thorough grasp of the learning process are better able to choose effective instructional tactics, feedback methods, and assessment procedures, claim Koehler and Mishra (2020). To provide relevant and engaging learning experiences, teachers' proficiency in guiding students through the learning journey is essential, as is the significance of pedagogical content knowledge (PCK) in the teaching-learning process. PCK is the combination of sound educational methods and subject-matter expertise. Teachers who exhibit excellent PCK can promote student learning, modify educational strategies, and effectively communicate complicated ideas.

Further, Fabelico and Afalla's (2023) study also emphasizes the importance of student-centered teaching strategies, including inquiry-based learning and group problem-solving, which enable students to participate in their learning actively. According to a recent study by Pieters and Van der Hoeven (2020), students are more engaged and achieve better learning outcomes when their teachers effectively use student-centered teaching techniques. Thus, it shows teachers' pedagogical competency, including their knowledge of learning processes, use of pedagogical content, and adoption of student-centered instructional strategies.

### ***Subject-Matter Language Proficiency***

The ability to use the language specifically effectively and accurately in the subject they are teaching. This proficiency is particularly important when teaching subjects that require specialized terminology, concepts, and skills (Çiçek & Taşpınar, 2021). In their study, they found that a strong vocabulary knowledge, language accuracy, clarity of explanations, language scaffolding skills, language integration, listening and comprehension skills, effective questioning techniques, language support for diverse learners, professional language development, and a commitment to reflection and improvement. These skills enable teachers to convey subject-specific concepts and promote student understanding and engagement effectively.

Teachers who are very proficient in their subject area's language can successfully scaffold their students' grasp of academic language, according to Snow and Uccelli (2020). Students' language development and material understanding are improved by their capacity to give concise explanations, serve as language role models, and lead meaningful debates. The study by Moschkovich and Schleppegrell (2019) also emphasizes the value of combining language and subject-matter training in the classroom. Teachers who have a thorough grasp of how language operates within the subject area may create lesson plans that foster both language acquisition and topic understanding.

The importance of teachers' subject-matter language competency is also emphasized by Coelho (2018) since it affects their capacity to give pupils correct and relevant language models. According to recent research by Wiliam and Thompson (2020), teachers who properly promote the language growth of their students' subject matter can have a favorable impact on their academic performance. As a result, instructors are better able to encourage students' language development and content knowledge because of their subject-matter language proficiency, according to current studies.

### ***Assessment of Learning Outcome***

The study of Ulumudin et al. (2018) characterizes assessment of learning as a process that determines whether students have learned a subject if they have complied with a standard, and/or how they rank among their peers. A learning evaluation is one that provides information to teachers so they may change their lesson plans, make differentiations, and comprehend how each student learns.

Assessment of learning outcomes is important in evaluating student progress and determining the effectiveness of instruction. In the study of Asfaw et al. (2021), teachers' knowledge of assessment principles, alignment with learning objectives, a variety of assessment methods, clear criteria, fair and unbiased assessment practices, timely feedback, data analysis and interpretation, effective communication with students and parents, continuous assessment, and a commitment to ongoing professional development. These competencies contribute to accurate and meaningful assessments that support student learning and inform instructional decision-making (Baliram et al., 2020).

Whereas Black and Wiliam (2018) claim that teachers who employ formative assessment methods have a profound grasp of successful teaching and learning. These strategies include prompt feedback, student self-evaluation, and the use of assessment data to inform instruction. They can precisely gauge student success and offer targeted help where it is required because of their expertise in devising and putting into practice assessments that are in line with learning objectives and standards. They stressed how crucial it is to use assessment as a tool for encouraging student improvement and improving teaching methods.

### ***Pupils' Academic Achievement***

The significance of teaching quality, particularly in relation to student success, has been highlighted. Numerous cross-sectional studies

have explored various predictors of academic achievement. Learners who exhibit higher mental aptitude, as evidenced by Intelligence Quotient (IQ) assessments, as well as those displaying elevated conscientiousness associated with diligence and motivation for accomplishment, tend to excel academically (Abanador, 2019). Recent meta-analytical research has additionally indicated that mental curiosity, gauged through typical intellectual engagement, wields a substantial impact on academic accomplishment, complementing the roles of intelligence and conscientiousness. Correspondingly, an analogous study uncovered a shift from a semi-structured home learning environment to a more structured one as children enter the first grade. Notably, early academic success contributes to subsequent achievements.

However, according to Oredina et al. (2020), amidst the growing expanse of research in both public and online discourse, the association between Teacher Pedagogical Competence and academic performance remains relatively underexplored. The prevailing literature predominantly explores academic achievement in connection with factors like parental marital status, parental socio-economic status, school environment, government support, motivational influences, and communal dynamics, among other aspects.

Notably absent from this discourse is an in-depth investigation into the interplay of teacher pedagogical competence and its impact on academic outcomes. Proficient educators engage in a systematic assessment of instructional resources for their unit or lesson planning. Such assessment includes considerations like grade-level appropriateness, alignment with national, state, or local educational standards, factual accuracy of content, allocation of time for the lesson or unit, and the learning advantages offered by the chosen resource (Rodriguez et al., 2022).

The studied literature indicates the significance of different pedagogical competencies possessed by teachers in developing productive learning environments. The organization of instructional activities, adherence to curricular standards, and meeting the needs of various learners are all facilitated by lesson planning and preparation, which are recognized as essential elements. School heads must also possess effective instructional leadership that involves overseeing and guiding the teaching and learning process in a school, ensuring that it aligns with educational goals and promotes student success.

This study aims to investigate how teachers' capacity to demonstrate effective pedagogical practices in areas like lesson planning, classroom management, the teaching-learning process, subject-matter language proficiency, and the assessment of learning outcomes is influenced by the leadership styles and support offered by school administrators. The goal of the study is to comprehend how instructional leadership affects teacher development, classroom efficiency, and student learning outcomes.

## **Methodology**

### **Research Design**

The study utilized descriptive-correlational research using the survey technique to determine the impact of pedagogical competence among teachers in the six schools in the South District of the Division of Gingoog City. According to QuestionPro (2023), researchers can examine links between variables and explain them in depth using the descriptive correlational approach without claiming that one variable is the cause of another.

### **Respondents**

The respondents of the study were the teachers from two (2) large schools in the South District of the Division of Gingoog City. These schools were selected as part of the study's focus on examining teachers' pedagogical competence and its relationship to learners' academic performance. The inclusion of teachers from these large schools provided a sufficient number of respondents who are actively engaged in instructional practices such as lesson planning, classroom management, teaching-learning processes, subject-matter language proficiency, and assessment of learning outcomes. Their participation enabled the researcher to obtain relevant and reliable data necessary for analyzing the variables of the study and addressing the research problems.

### **Data Analysis**

To derive a comprehensive, valid, and reliable result, the following statistical methods and techniques were utilized.

Average Weighted Mean was used to analyze the data. Frequency and Percentage distribution were used to analyze the data on the academic performance of pupils. Pearson Product-Moment Correlation was used to determine the relationship between the respondents' academic performance and the teachers' pedagogical competence.

### **Ethical Considerations**

The researcher sought approval from the District Supervisor before conducting the study. Also, the parents of the pupils were informed, allowing them to consent to their children's participation in the study; thus, a parent's consent form was used. The researcher assured parents that the information and responses gathered would be kept confidential. Furthermore, the researcher protected the identity and personal information of the study participants; thus, codes were used instead of real names in data analysis. The data gathered was secured both digitally and physically, and the findings were reported to ensure integrity.



## Results and Discussion

This section presents the data gathered to answer the study's problems. It also analyses and interprets the data collected by the researcher to solve the issues in the study. The presentation, interpretation, and analysis were supported by tables and arranged in the same manner as the questions presented in the statement of the problem.

### *Pedagogical Competency Level of Teachers in terms of Lesson Planning and Preparation, Classroom Management, Teaching-Learning Process, Subject-matter Language Proficiency, and Assessment of Learning Outcomes*

Table 1. *Competency Level of Teachers in terms of Lesson Planning and Preparation*

Indicators	Mean	Description
1. In lesson planning and preparation, I highly reflect on high-level learning related to curriculum frameworks and standards.	3.24	Practiced
2. Adapt where necessary to the needs of individual learners.	3.15	Practiced
3. Engage all the elements of the instructional design support the stated instructional objectives.	3.18	Practiced
4. Engage all lesson unit which is highly coherent and has a clear structure.	3.40	Highly Practiced
5. Consider the taxonomy of educational objectives from Bloom's to Anderson	3.42	Highly Practiced
6. Follow the affective domain: feeling, emotions, attitude	3.24	Practiced
7. Structure and design my plan with physical skills, along with performance tasks and OBE.	3.26	Highly Practiced
8. Engage all materials and resources that support the instructional objectives and key concepts, and most engaged learners in meaningful learning.	3.20	Practiced
<b>Weighted Mean</b>	<b>3.26</b>	<b>Highly Practiced</b>

Legend: 1.00 -1.74 Extremely Not Practiced (ENP) 2.50 - 3.24 Practiced (P) 1.75 - 2.49 Not Practiced (NP) 3.25-4.00 Highly Practiced (HP)

Table 1 shows the competency level of teachers in terms of lesson planning and preparation. The result showed Indicator 5 has the highest mean of 3.42 Highly Practiced (HP), which means that in lesson planning and preparation, teachers consider the taxonomy of educational objectives from Bloom's and Anderson Taxonomy of learning domains. However, Indicator 2, with the mean of 3.15 teachers, adapts where necessary to the needs of individual learners. The high mean score for indicator 5 (3.42 Highly Practiced) suggest that in lesson planning and preparation teachers classified the different objectives and skills that they set for their learners otherwise known as the learning objectives which follow the Bloom's Taxonomy of learning domains which was revised by Anderson such as knowledge which make the learners remember information; comprehension in which the learners will explain the meaning of information; application in which learners use abstractions in concrete situations; analysis in which learners break down a whole concepts into parts; synthesis where learners put parts together to form a new and integrated whole and finally; evaluation where learners evaluate information. It can be inferred based on findings that teachers followed Bloom's taxonomy in lesson planning and preparation because it is the educators' goal to develop the higher-order thinking skills of learners by building from lower-level cognitive skills. The behavioral and cognitive learning outcomes are given to highlight how Bloom's Taxonomy can be incorporated into large-scale educational goals or guidelines.

Chandio et al. (2022) averred that following the Anderson and Bloom's Taxonomy of learning in lesson planning and preparation is most commonly used to assess learning on a variety of cognitive levels. Lesson presentation allows learners to learn from the lower degree, like remembering, understanding, applying, to the higher degree, such as analyzing, evaluating, and creating.

In a similar investigation, Lee (2023) pointed out that the use of Anderson and Bloom's Taxonomy in the lesson planning and preparation of teachers contributes to successful learning outcomes for learners and teachers in the design of the lesson. Further, it helps learners and teachers understand the goals of instructional materials, which allows teachers to translate the curriculum into learning activities.

Table 2. *Competency Level of Teachers in terms of Classroom Management*

Indicators	Mean	Description
1. In classroom management, I highly manage classroom routines and procedures so that they are seamless in their operation, and learners assume considerable responsibility for their smooth functioning.	3.65	Highly Practiced
Consider the ideas that classroom is safe, and learners contribute to ensuring that the physical environment supports the learning of all learners.	3.58	Highly Practiced
3. Display classroom routines and work-to-do lists.	3.62	Highly Practiced
4. Initiate discipline of learners, including classroom rules, guidelines, and individual and group tasks.	3.58	Highly Practiced
5. Praise and punish learners for every work accomplished.	3.60	Highly Practiced
6. Display bulletin board containing the assigned tasks, things to ponder, and monthly celebrations.	3.62	Highly Practiced
7. Conduct follow-ups and conferences of parents every grading period.	3.58	Highly Practiced
<b>Weighted Mean</b>	<b>3.60</b>	<b>Highly Practiced</b>

Legend: 1.00 -1.74 Extremely Not Practiced (ENP) 2.50 - 3.24 Practiced (P) 1.75 - 2.49 Not Practiced (NP) 3.25-4.00 Highly Practiced (HP)

Table 2 shows the competency level of teachers in terms of classroom management. The result showed Indicator 1 has the highest



mean of 3.65 Highly Practiced (HP), which means that in classroom management, the teachers highly manage classroom routines and procedures that are seamless in their operation. Learners assume considerable responsibility for their smooth functioning.

However, Indicators 2, 4, and 7 obtained the lowest means of 3.58 (Highly Practiced) which indicate that teachers consider the ideas that classroom is safe, and learners contribute to ensuring that the physical environment supports the learning; teachers initiate discipline of learners including classroom rules, guidelines, and individual and group tasks; and teachers conduct follow-ups and conferences of parents every grading period.

The highest mean score for indicator 1 (3.65 Highly Practiced) suggests that teachers highly practiced effective classroom management, which begins with strong organizational skills that include preparing teachers' teaching materials carefully, practicing with the technology, and getting a sense of how to organize best and move around in the room. Further, the heart of effective classroom management is the teacher. They are the architects of the classroom. Teachers are responsible for establishing a positive climate, setting clear expectations, and establishing a love of learning, which is beyond the physical structure and arrangements of the classroom, which would lead to

Arun (2025) emphasized that teachers' design of the classroom as part of the classroom management should stimulate learners to work effectively. They engaged, motivated, and collaborated effectively. Teachers play a great role in classroom management as it requires a blend of skills, strategies, and a deep understanding of the learners' needs, especially in the improvement of their learning outcomes and academic performance.

Oliver et al. (2024) revealed that classroom management creates a positive learning environment, which is essential for learners to learn and grow. A classroom is a space where each learner feels safe, supported, and motivated to learn. It should be created in an engaging physical space that is visually appealing and well-organized, ensuring a positive emotional climate for a safe and inclusive environment, and welcoming to learners. Further, it was emphasized that a welcoming classroom stimulates learners to engage in learning activities, which help improve learners' outcomes and academic performance.

Table 3. *Competency Level of Teachers in Terms of the Teaching-Learning Process*

Indicators	Mean	Description
1. In teaching and learning process, I highly identify appropriate learning objectives, strategies, and accompanying materials in the plan.	3.75	Highly Practiced
2.) Achieved an increase of at least 3% proficiency level in the periodical test in the subject taught;	3.71	Highly Practiced
3.) Engaged with the new trends of teaching learned from the conducted seminar trainings.	3.65	Highly Practiced
4.) Equipped with extensive knowledge of content and pedagogy, showed evidence of a continuing search for improved practice.	3.73	Highly Practiced
5.) Engage in challenging content through well-designed learning tasks and suitable scaffolding by the teacher, and fully aligned with instructional outcomes.	3.75	Highly Practiced
6.) Equip with learning activities that are highly relevance to students.	3.72	Highly Practiced
7.) Redouble the efforts in improving learning/teaching methods.	3.67	Highly Practiced
<b>Weighted Mean</b>	<b>3.71</b>	<b>Highly Practiced</b>

Legend: 1.00 -1.74 Extremely Not Practiced (ENP) 2.50 - 3.24 Practiced (P) 1.75 - 2.49 Not Practiced (NP) 3.25-4.00 Highly Practiced (HP)

Table 3 shows the competency level of teachers in terms of teaching - learning process. The result showed Indicator 1 had the highest mean of 3.75 Highly Practiced (HP), which means that teachers identify the appropriate learning objectives and strategies as well as the accompanying materials in the lesson plan, and allow learners to engage in challenging content through well-designed learning tasks and provide suitable scaffolding or support to the learners.

However, Indicator 3 obtained the lowest means of 3.65 (Highly Practiced), which indicates that teachers are engaged with the new trends of teaching learned from the conduct of seminars and trainings attended. The highest mean score for indicators 1 and 5 (3.75 Highly Practiced) suggests that teachers were systematic and sequential in planning their lessons, which include inclusive learning activities that stimulate learners' participation and learning engagement. This means that teachers analyze first, then gauge the learners' learning needs, then establish learning objectives before they utilize or employ teaching-learning strategies to impart knowledge and improve learners' academic performance.

Further, teachers stimulate learners' active engagement in learning through motivation, cognitive development, emotional well-being, feedback, and assessment, as well as collaboration, which are the key aspects that facilitate learning and improve academic performance.

Munna et al. (2021) emphasized that the teaching-learning process, as a systematic and reflective inquiry, helps improve teachers' teaching strategies, approaches, and methods and overall learning outcomes of the learners. The process contributes to the improvement of learners' learning outcomes in addition to the selection of inputs and other external factors that influence learners' learning performance.

In a similar investigation, Daliman et al. (2022) averred that the best teaching-learning strategies to improve learners' learning participation and collaboration include lectures, small group discussions, problem-based learning, and team-based learning approaches. These teaching-learning approaches and strategies impact learners' academic performance, physical and socioemotional, as well as



psychological well-being.

**Table 4. Competency Level of Teachers in terms of Subject-Matter Language Proficiency**

Indicators	Mean	Description
1. Formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.	3.75	Highly Practiced
2. Express teachers' spoken and written language correctly and expressively with well-chosen vocabulary that enriches the lesson.	3.71	Highly Practiced
3. Convey information and ideas with clarity.	3.65	Highly Practiced
4. Express ideas and thoughts with no inhibitions and gender biases	3.73	Highly Practiced
5. Articulate ideas in a meaningful manner that is easy to understand or comprehend;	3.75	Highly Practiced
6. Choose selected words which is highly useful in a context approach.	3.72	Highly Practiced
<b>Weighted Mean</b>	<b>3.72</b>	<b>Highly Practiced</b>

Legend: 1.00 -1.74 Extremely Not Practiced (ENP) 2.50 - 3.24 Practiced (P) 1.75 - 2.49 Not Practiced (NP) 3.25-4.00 Highly Practiced (HP)

Table 4 shows the competency level of teachers in terms of subject-matter language proficiency. The result showed Indicators 1 and 5 had the highest mean of 3.75 Highly Practiced (HP), which means that in teaching, teachers encouraged learners to participate in the class discussion and articulate ideas in a meaningful manner that is easy to understand. However, Indicator 3, with a mean of 3.65 Highly Practiced, indicates that teachers highly practice conveying information and ideas with clarity so that learners may understand. The high mean scores for indicators 1 and 5 (3.75 Highly Practiced) suggest that teachers who extremely encouraged learners to participate in class discussion may develop language proficiency and improve academic performance. Further, learners who are profoundly proficient in language can articulate ideas meaningfully that are easy to understand. Furthermore, learners who are more motivated to engage or actively participate in the discussion can better understand the material being taught.

Budiman et al. (2023) pointed out that, recognizing the importance of language proficiency for both personal and professional lives, teachers have been focusing on developing strategies to enhance English language proficiency among learners. It was also emphasized that teachers must create an immersive language learning environment that is essential for improving language proficiency. Further, it was highlighted that the immersion language program should involve an activity where learners are actively using English in real-life situations. It will significantly improve their language skills because it provides opportunities for the learners to practice listening, speaking, reading, and writing in the target language, which also positively impacts learners' academic performance.

Subsequently, Cummins (2024) emphasized that to address the gap between learning proficiency and academic performance, teachers as curriculum implementers need to create a language environment where every single learner is actively involved in a wide variety of language interaction patterns at home and in school.

**Table 5. Competency Level of Teachers in Terms of Assessment of Learning Outcomes**

Indicators	Mean	Description
1. In assessing learning outcome, I highly monitor, evaluate, and maintain learners' progress.	3.66	Highly Practiced
2. Showcase a learner's work for a particular purpose, as well as where and how they need to improve to meet academic goals.	3.66	Highly Practiced
3. Define the specified/target outcomes or competencies to be achieved/measured in terms of skills, knowledge, attitude, and values.	3.70	Highly Practiced
4. Engage with the assessment, which is completely congruent with the instructional objectives and key concepts both in content and process.	3.68	Highly Practiced
5. Align with the instructional outcomes with clear criteria and standards that show evidence of learner contribution to their development, and	3.66	Highly Practiced
6. Monitor learner's progress systematically from class records to the parents' involvement.	3.66	Highly Practiced
<b>Weighted Mean</b>	<b>3.72</b>	<b>Highly Practiced</b>

Legend: 1.00 -1.74 Extremely Not Practiced (ENP) 2.50 - 3.24 Practiced (P) 1.75 - 2.49 Not Practiced (NP) 3.25-4.00 Highly Practiced (HP)

Table 5 shows the competency level of teachers in terms of assessment of learning outcomes. The result showed Indicator 3 had the highest mean of 3.70 Highly Practiced, which means that teachers defined the specified or target outcomes or competences to achieve, which are measured in terms of skills developed, knowledge, learners' attitude, and values.

However, Indicators 1, 2, 5, and 6 obtained the lowest mean of 3.66 Highly Practiced which indicate that teachers highly practiced monitoring and evaluating as well as maintaining learners' academic progress, showing learners how to improve their work, specified in their lesson the target competencies to achieve those, align instruction to expected learning outcomes, and maintaining systematic recording of learners' learning and academic progress. The high mean scores for indicator 3 (3.70 Highly Practiced) suggest that to achieve the specified learning outcomes, the teachers make the learning outcomes specific and measurable by using clear, action-oriented, and articulate what the learners should acquire by the end of a particular assignment, task, class, or program.

Amoudi et al (2023) avowed that in attaining the clearly-defined objectives in learning, teachers need to clearly define and measurable statements that articulate what learners are expected to know, do, or value by the end of a learning experience, as well as the changes teachers expect to result from their class or learning activity.



### Learner-Respondents' Academic Performance

Table 6. Competency Level of Teachers in Terms of Assessment of Learning Outcomes

Academic Performance	Frequency	Percentage (%)
Outstanding	81	32
Very Satisfactory	161	64
Satisfactory	8	3
Fairly Satisfactory	0	0
Did Not Meet Expectation	0	0
Total	250	100.0

Table 6 presents the learner-respondents' academic performance when categorized as Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did Not Meet Expectations. The highest percentage of respondents (64%) reported that learners had a "Very Satisfactory" academic performance, followed by 32% for learners with "Outstanding" academic performance, while only 3% for learners who achieved a "Satisfactory" academic performance. This indicates that the majority of learners had achieved a "Very Satisfactory" performance in their academic activities. Learners' academic performance can be attributed to teachers' competencies in terms of lesson planning and preparation, classroom management, teaching-learning process, subject-matter language proficiency, and assessment of learning outcomes.

Benjamin et al. (2024) pointed out that teachers' teaching competence in terms of lesson planning and preparation, classroom management styles, and teaching-learning approaches, as well as methods of assessment of learning outcomes, significantly influenced learners' learning and academic performance.

Moran et al. (2024) emphasized that teachers' competence is conceptualized as a framework that describes the specific personal and teaching qualities that teachers need to meet to foster conceptual understanding of the actual behavior of teacher-learner interactions in the classroom.

Further, it was also emphasized that teaching competence in terms of lesson planning and preparation, classroom management, teaching-learning processes, and the like is positively related to teaching quality, which in turn affects learners' outcomes in terms of their academic performance.

Consequently, teachers' teaching competence may serve as an important lever that can be used to improve the quality of teaching through proper lesson preparation and planning, using teaching-learning approaches and strategies that stimulate learners' participation and engagement in learning activities, which help improve learners' academic performance.

### Relationship between the Teachers' Pedagogical Competence and Learners' Academic Performance

Table 7. Relationship Between Teachers' Pedagogical Competence and Learners' Academic Performance

Teachers' Pedagogical Competence in terms of;	Learners' Academic Performance		Remarks	Decision
	r-value	p-value		
Lesson Planning and Preparation	0.184	0.004	Significant	Reject Ho
Classroom Management	0.295	0.000	Significant	Reject Ho
Teaching-Learning Process	0.124	0.050	Significant	Reject Ho
Subject Matter	0.214	0.001	Significant	Reject Ho
Assessment of Learning Outcomes	0.115	0.169	ns	Accept Ho

Legend: 1 – based on Pearson's r Correlation  
 \*\* - P < 0.01      \*\*\* - P < 0.001    ns - P > 0.05    \* - P < 0.05

Table 7 shows significant positive correlations between learner-respondents' academic performance and teachers' pedagogical competence in terms of lesson planning and preparation (r=0.184; p-value of 0.004); classroom management (r=0.296; p-value of 0.000); teaching-learning processes r=0.124; p-value of 0.050); and subject matter (r=0.214; p-value of 0.001) while learners' academic performance is not significant with teachers' pedagogical competence in terms of assessment of learning (r=0.115; p-value of 0.169). This analysis indicates that in this study, respondents' academic performance is influenced only by teachers' lesson planning and preparation, classroom management, teaching-learning processes, and the subject matter. The findings are supported by Lee (2023), who pointed out that the use of Anderson and Bloom's Taxonomy in the lesson planning and preparation of teachers contributes to successful learning outcomes for learners and teachers in the design of the lesson. Further, it helps learners and teachers understand the goals of instructional materials, which allows teachers to translate the curriculum into learning activities.

Consequently, the findings of the study were also supported by Arun (2025), who emphasized that classroom management stimulates learners to work effectively. They engaged, motivated, and collaborated effectively. Teachers play a great role in classroom management as it requires a blend of skills, strategies, and a deep understanding of the learners' needs, especially in the improvement of their learning outcomes and academic performance. In the study of Daliman et al (2022), they found that the best teaching-learning strategies to improve learners' learning participation and collaboration include lectures, small group discussions, problem-based learning, and team-based learning approaches. These teaching-learning approaches and strategies impact learners' academic performance.

Consequently, the findings of the study were also supported by Cummins (2024), who emphasized that to address the gap between learning proficiency and academic performance, teachers as curriculum implementers need to create a language environment where every single learner is actively involved in a wide variety of language interaction patterns at home and in school.

## Conclusions

The findings of this study highlight the significant influence of teachers' pedagogical competence in terms of lesson planning and preparation, classroom management, teaching-learning processes, and subject-matter language proficiency on learners' academic performance in the South District of the Division of Gingoog City. The findings indicate that in lesson planning and preparation, teachers should consider stating the learning objectives following the Bloom's and Anderson learning objectives in the following order: knowledge, comprehension, application, analysis, synthesis, and evaluation. The process helps improve lesson understanding and mastery of the competencies, which enhance learners' academic performance.

A well-designed and structured classroom facilitates stimulating learning and learners' engagement in classwork and performance tasks, which influence academic performance. Additionally, teachers' pedagogical competence in the teaching-learning process allows them to use functional and inclusive teaching approaches and strategies that promote learners' academic performance. Teachers' pedagogical competence in organizing subject matter to inspire language proficiency inspires and motivates learners to enhance participation in learning activities, which foretell learners' academic performance.

Based on the conclusions drawn, the following recommendations were formulated:

To adapt to the needs of the learners in lesson planning and preparation, it is recommended that teachers provide inclusive learning activities to suit the learning levels of each learner. To address the issues of classroom management, it is recommended that teachers should enhance the classroom atmosphere to make it safer and provide a safe and secure classroom environment to support learning, impose positive discipline through defining classroom rules, and conduct regular conferences with parents every grading period to discuss issues in performance, remediation, and parents' support.

To address issues on teachers' pedagogical competence in terms of teaching-learning processes, it is recommended that teachers implement and utilize all technical knowledge, especially on innovative and advanced technology-supported teaching approaches and strategies to intensify learners' engagement. To enhance conveying information and ideas with clarity to learners, it is recommended that teachers deliver the lesson in a more concise yet simple, precise, and accurate manner, with emphasis on "repetition" for clarity to the learners to avoid confusion and vagueness. To properly assess the learning outcomes of learners, it is recommended that teachers apply all the approaches and techniques in learning assessment and strictly implement the learning assessment action plan.

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