

Teachers' Instructional Competence And Classroom Management Skill: Bases For Enhancement

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ABSTRACT This study examined the instructional competence and classroom management skills of Senior High School (SHS) teachers in the Schools Division of Iloilo, Philippines, for School Year 2024–2025, aiming to inform enhancement efforts. Using a descriptive-correlational design with a quantitative approach, the study surveyed 300 SHS teachers through a validated and reliable questionnaire. It employed both descriptive and inferential statistics—such as frequency, percentage, mean, Mann-Whitney U test, Kruskal-Wallis H test, and Spearman's rho—to analyze the data. The results showed that SHS teachers in Iloilo demonstrated very high levels of instructional competence and classroom management skills. Instructional competence was most prominent in student engagement, while classroom management excelled in discipline and teacher-student relationships. The study found significant differences in instructional competence only when teachers were grouped by educational attainment. In contrast, classroom management skills varied significantly across educational attainment, subject group, and specialization. A strong positive correlation existed between instructional competence and classroom management skills. The study concludes that SHS teachers exhibit strong instructional and classroom management abilities, but recommend improvements in engaging disengaged learners and managing time effectively. Educational attainment plays a significant role in both competencies and classroom management, highlighting the need for advanced academic preparation. Based on these findings, a targeted professional development program is recommended, focusing on differentiated strategies for learner engagement, adaptive teaching, and time management, tailored to teachers' qualifications and subject specializations.

Keywords: strategies, educational approaches, learner engagement, adaptive teaching, Philippines

INTRODUCTION

The Philippine basic education curriculum has undergone a significant overhaul with the implementation of the K to 12 program. A key aspect of this program is the inclusion of competencies tailored to each student's level of comprehension, allowing them to focus on and master specific concepts, skills, and values. Moreover, the K to 12 program affords students ample time to fully grasp the lessons required for advancement to subsequent levels (Gamayaw and Binas, 2021).

In the realm of instruction, which encompasses teaching and learning, teachers play a pivotal role. Teachers play a central role in fostering student learning and achievement, with research highlighting the pivotal role of instructional approaches and interactions with students in building effective schools (Dela Fuente, 2021; Ranjan, 2020; Talikan, 2021).

Effective teaching demands more than just pedagogical content knowledge; it requires teaching competency—a combination of knowledge, skills, and attitude that enables educators to fulfill their responsibilities effectively. Teacher competence significantly

influences student quality in academic achievement, social skills, emotional well-being, and moral development, emphasizing the need for holistic professional development programs (Mubarok, 2024).

However, success in the classroom goes beyond mere knowledge; it necessitates a genuine concern for students' development, coupled with competency across various domains to navigate the complex and dynamic educational landscape (Queroda, 2020; Dela Fuente, 2021). Effective classroom management reduces problem behaviors and increases student involvement, making it crucial for educational success (Yadav, 2022). It requires strong professional experience, knowledge, and effective teaching methods to create an effective learning environment for students (Özen and Yıldırım, 2020).

R.A. 10533, or the Enhanced Basic Education Act of 2013, introduced a 21st-century-aligned curriculum, emphasizing the need to shift from traditional teaching to a learner-centered approach. This transformation aims to equip students with vital skills like communication, critical thinking, and problem-solving to meet the evolving demands of education in the Philippines.

Teachers' competencies encompass various dimensions, including teaching effectiveness, professional recognition, scholarly abilities, and community services. The level of teaching competency exhibited by educators significantly influences student learning outcomes, underscoring the critical need for teachers to be aware of their competencies and their impact on student learning. Therefore, understanding the instructional competence and classroom management skills of senior high school teachers in Iloilo is vital in enhancing teaching effectiveness and student outcomes. This study aimed to contribute to the development of targeted professional development programs that support teachers in delivering quality education.

The main objective of this study was to determine the instructional competence and classroom management skills among Senior High School teachers in the Schools Division of Iloilo, Philippines, for School Year 2024-2025 as a basis for enhancement. Specifically this study sought answers to the following questions: (1) what is the profile of the respondents in terms of educational attainment, position, subject group, length of service and specialization; (2) what is the level of teachers' instructional competence in terms of student engagement, content mastery and adaptability when taken as a whole and when classified according to educational attainment, position, subject group, length of service and specialization; (3) what is the level of teachers' classroom management skill in terms of classroom discipline, time management and teacher-student relationship when taken as a whole and when classified according to educational attainment, position, subject group, length of service and specialization; (4) are there significant differences in the level of teachers' instructional competence in terms of student engagement, content mastery and adaptability when classified according to educational attainment, position, subject group, length of service and specialization; (5) are there significant differences in the level of teachers' classroom management skill in terms of classroom discipline, time management, and teacher-student relationship when classified according to educational attainment, position, specialization, SHS track taught and length of service; (6) is there a significant relationship between teachers' instructional competence and classroom management skill; and (7) based on the findings of the study, what enhancement can be done.

METHODOLOGY

This study employed a quantitative descriptive–correlational design to examine the instructional competence and classroom management skills of Senior High School teachers in the Schools Division of Iloilo. The respondents consisted of 300 purposively selected teachers from five congressional districts, with 60 teachers per district, classified according to educational attainment, position, subject group, length of service, and specialization.

Data were gathered using a researcher-made questionnaire composed of three parts: (1) demographic profile, (2) a 30-item checklist on instructional competence (student engagement, content mastery, adaptability), and (3) a 30-item checklist on classroom management skills (classroom discipline, time management, teacher–student relationship). Responses were rated on a five-point Likert scale. The instrument underwent content validation by five expert jurors and pilot testing with 30 non-respondent teachers, yielding Cronbach’s alpha coefficients of 0.970 for instructional competence and 0.744 for classroom management skills, indicating acceptable reliability.

Data collection followed the securing of permissions from the Graduate School, the Schools Division Superintendent, and School Heads. Questionnaires were personally administered and immediately retrieved to ensure completeness and confidentiality as well as adherence to the legal requirements set forth by the Data Privacy Act of 2012 (RA 10173).

Data were analyzed using descriptive statistics (frequency, percentage, mean) and inferential tests: Mann–Whitney U (differences by position), Kruskal–Wallis H (differences by educational attainment, subject group, length of service, specialization), and Spearman’s rho (relationship between instructional competence and classroom management skills).

RESULTS AND DISCUSSIONS

Profile of the Respondents

The majority of Senior High School teachers held a Bachelor's Degree (61.3%, $f=184$), indicating that most have met the basic qualification requirements but have not pursued further graduate studies. However, a notable proportion of teachers have obtained a Master's Degree (33.3%, $f=100$), reflecting significant professional development. Only a small fraction has attained a Doctorate Degree (5.3%, $f=16$), suggesting limited representation of highly specialized academic credentials.

Regarding teaching positions, 89.7% ($f=269$) of the respondents held positions from Teacher I to III, while only 10.3% ($f=31$) were in Master Teacher I to III roles. This distribution suggests that the majority of the workforce occupies foundational or progressing stages in their careers, with a smaller percentage reaching advanced or leadership positions.

Subject-wise, the largest group of teachers specialized in HUMSS (38.7%, $f=116$), followed by STEM (23.0%, $f=69$), ABM (18.0%, $f=54$), and TVL (13.7%, $f=41$). PE (5.0%, $f=15$) and Arts & Design (1.7%, $f=5$) were less represented. This distribution may reflect both student demand and the availability of qualified teachers in these areas.

In terms of years of experience, 46.7% ($f=140$) of teachers had been teaching for 1 to 5

years, and 40% ($f=120$) had 6 to 10 years of experience. Only 13.3% ($f=40$) had been teaching for more than a decade. This indicates a predominantly young to mid-career workforce, possibly influenced by the recent full implementation of the K to 12 program, which increased Senior High School teaching positions. A similar trend was noted by Avenido and Buquia (2024), who found that younger teachers with shorter service durations were prevalent in the Department of Education, helping to nurture learners capable of driving national development.

Teacher specializations were diverse, with Math (19.3%, $f=58$), Science (19.0%, $f=57$), and English (18.7%, $f=56$) being the most common. Other areas of specialization included Social Science (15.7%, $f=47$), TLE (11.0%, $f=33$), Filipino (10.3%, $f=31$), and PE (6.0%, $f=18$). This distribution aligns with the multidisciplinary nature of Senior High School education, reflecting the need to cover various strands and specializations.

These findings are consistent with other studies. Marquez (2023) reported that in the Schools Division of Rizal, the majority of teachers (40%) were aged between 31 and 40 years, with 40% having 11–20 years of service. Similarly, Asis et al. (2022) found that most teachers in the District of Naic, Cavite, were within the 26–35 age range, held MA Academic Units, and were primarily positioned as Teacher I.

Table 1. Profile of the Respondents

Profile	f	%
Educational Attainment		
Bachelor's Degree	184	61.3
Master's Degree	100	33.3
Doctorate Degree	16	5.3
Position		
Teacher 1-3	269	89.7
Master Teacher 1-3	31	10.3
Subject Group		
HUMSS	116	38.7
ABM	54	18
STEM	69	23
TVL	41	13.7
PE	15	5.0
Arts & Design	5	1.7
Length of Service		
1 to 5 years	140	46.7
6 to 10 years	120	40.0
More than 10 years	40	13.3
Specialization		
English	56	18.7
Filipino	31	10.3
Science	57	19.0
Social Science	47	15.7

Math	58	19.3
TLE	33	11.0
PE	18	6.0
Total	300	100.0

Level of Teachers' Instructional Competence when Taken as a Whole

The instructional competence of Senior High School teachers in the Schools Division of Iloilo was exceptionally high, with an overall mean score of 4.61. This indicates that teachers effectively plan, implement, and assess instruction, promoting student learning and achievement. The findings align with similar studies, such as Tutica (2024), who found TLE Junior High School teachers in Roxas City to be "competent" and "outstanding" in instructional strategies, particularly in Home Economics. Asis et al. (2023) reported high instructional competence among public secondary school teachers in Naic, Cavite, with a recommendation for an enhancement program to address challenges. Avenido and Buquia (2024) observed similarly high competence among public elementary school teachers in teaching approaches and classroom management.

Instructional competence was evaluated across three domains: Student Engagement, Content Mastery, and Adaptability. Student Engagement recorded the highest mean score of 4.63, followed by Content Mastery at 4.62 and Adaptability at 4.59. Teachers demonstrated exceptional ability to motivate students ($M=4.74$), use real-world examples ($M=4.73$), and encourage collaboration ($M=4.72$). These findings reflect teachers' effectiveness in fostering learner autonomy and bridging theoretical knowledge with practical application. The ability to identify and assist disengaged or struggling learners was the lowest-rated aspect ($M=4.34$), though still very high.

In the domain of Content Mastery, teachers scored an overall mean of 4.62. They excelled in presenting lessons in an understandable manner ($M=4.78$), demonstrating comprehensive subject knowledge ($M=4.71$), and aligning assessments with learning objectives ($M=4.70$). Teachers also showed strong abilities in answering questions ($M=4.65$) and embedding higher-order thinking skills ($M=4.59$). The lowest score in this domain was for incorporating current developments into the curriculum ($M=4.47$), though it still reflected a very high level of competence.

Under Adaptability, teachers displayed the highest competence in selecting examples relevant to student experiences and real-world contexts ($M=4.68$), followed by adapting lessons with updated information ($M=4.61$) and aligning teaching methods with content standards ($M=4.61$). Teachers were proficient in adjusting teaching strategies based on learner abilities ($M=4.59$) and in incorporating varied assessment methods ($M=4.57$). The lowest-rated indicator in this domain was adjusting to novel or unexpected situations ($M=4.49$), suggesting room for further development in managing unforeseen instructional challenges.

These results underscore the high instructional competence of teachers in the Schools Division of Iloilo, aligning with findings from other studies that emphasize the correlation between teacher competence and student performance. However, areas such

as incorporating current developments into the curriculum and adjusting to unexpected situations present opportunities for further professional growth and enhanced instructional adaptability.

Table 2. Level of Teachers' Instructional Competence when Taken as a Whole

Items	Mean	Description
Student Engagement		
Create an inclusive learning environment that encourages learners' participation	4.69	Very High
Utilize real-world examples to make the content relevant to learners.	4.73	Very High
Identify and attend to disengaged or struggling learners	4.34	Very High
Motivate learners to perform the task independently with self-confidence	4.74	Very High
Provide individual equal opportunities for acquiring the knowledge/skills	4.64	Very High
Ask clear and effective questions that stimulate learners to actively participate in the discussion	4.66	Very High
Challenge learners to think critically and, at the same time, be cost-effective, innovative, and appropriate for the objective of the lesson	4.6	Very High
Create activities that foster collaboration, communication, creativity, and critical thinking	4.59	Very High
Persuade learners to cooperate and collaborate while on task	4.72	Very High
Prepare learners by asking questions with an emphasis on thoughtful exploration	4.60	Very High
Content Mastery		
Demonstrate comprehensive knowledge of the subject matter	4.71	Very High
Answer learner questions accurately and thoroughly	4.65	Very High
Incorporate current developments in the fields into the curriculum	4.47	Very High
Assess learner understanding through formative and summative assessments aligned with the learning objective	4.70	Very High
Embed and encourage higher-order thinking skills along with teaching foundation skills	4.59	Very High
Demonstrate the successful use of the knowledge/skills in problem-solving through modeling	4.57	Very High
Demonstrate current professional knowledge to effectively design and plan instruction	4.58	Very High
Present the lesson in a manner that is understandable to the learners	4.78	Very High
Use different points of view and specific illustrations when appropriate	4.55	Very High
Deliver accurate and updated content using appropriate approaches and strategies	4.57	Very High
Adaptability		
Adjust teaching methods based on learner feedback	4.55	Very High
Flexible in teaching approach to cater to diverse learning styles	4.57	Very High
Adapt lessons to integrate new or updated information	4.61	Very High
Select examples relevant to learner experiences and make connections to a real-world context	4.68	Very High

Select teaching methods appropriate to the content standards	4.61	Very High
Use a relevant teaching strategy to meet learning competencies	4.65	Very High
I am flexible and capable of adjusting to novel situations	4.49	Very High
Appropriate use of methods according to the learners' abilities	4.59	Very High
Use a variety of assessment methods to evaluate learner learning	4.57	Very High
Incorporate innovative and creative teaching approaches to engage students and foster deeper understanding	4.57	Very High
Overall Mean	4.59	Very High
Overall Mean	4.61	Very High

Scale of Means; 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Level of Teachers' Instructional Competence when grouped according to Variables

The instructional competence of Senior High School teachers in the Schools Division of Iloilo was very high, with teachers holding a Bachelor's degree demonstrating an overall mean of 4.59. This was characterized by strong performance in student engagement ($M=4.62$), content mastery ($M=4.59$), and adaptability ($M=4.57$). Teachers with a Master's degree showed similarly high competence, with an overall mean of 4.61 across all domains. Teachers with a Doctorate achieved the highest overall mean of 4.84, excelling particularly in content mastery ($M=4.86$) and student engagement ($M=4.84$). The consistent Very High level of competence across all educational attainment groups highlights that, regardless of their degree, teachers maintain excellent instructional practices.

These findings align with Canuto et al. (2024), who found no significant differences in teaching competencies based on educational attainment, suggesting that foundational teaching competencies remain strong across all educational levels. Regarding teaching positions, both Teacher I-III ($M=4.60$) and Master Teacher I-III ($M=4.63$) groups exhibited very high competence across instructional domains. Master Teachers slightly outperformed Teacher I-III in all areas, supporting Villacorta and Arnado (2023), who noted that higher academic rank is positively correlated with higher instructional competence.

In terms of subject specialization, teachers across all groups showed very high competence, with ABM ($M=4.68$), TVL ($M=4.69$), PE ($M=4.72$), and Arts & Design ($M=4.36$) exhibiting strong instructional practices. However, variations suggest that specific fields like Arts & Design and STEM may benefit from further support to enhance instructional outcomes. This is consistent with Villacorta and Arnado (2023), who found that specialization plays a key role in determining instructional competence, with teachers in their field of expertise demonstrating higher competence levels.

Teachers with 1 to 5 years of service recorded the highest overall mean of 4.63, followed by those with 6 to 10 years ($M=4.60$) and those with more than 10 years ($M=4.61$). These results reflect the incremental development of competencies over time, aligning with the findings of Asirit et al. (2022), who emphasized the role of experience in refining instructional skills.

Specialization-wise, PE teachers scored the highest overall mean of 4.70, followed by TLE teachers (M=4.69). These results highlight the strong command of practical, skills-based subjects, where teachers excel in engaging students and adapting their teaching methods. Teachers in English, Filipino, Social Science, Math, and Science showed very high competence, with English teachers scoring M=4.62, and Science teachers posting the lowest score at M=4.56. These findings suggest that specialization in a teacher's assigned subject plays a crucial role in determining their competence, confirming the importance of aligning teacher assignments with their area of expertise to maintain high instructional standards.

Overall, the findings underscore the importance of matching teachers' instructional assignments to their specialization and educational background to optimize teaching effectiveness and ensure consistently high instructional competence.

Table 3. Level of Teachers' Instructional Competence when grouped according to Variables

Profile	Mean	Description
Educational Attainment		
Bachelor's Degree	4.59	Very High
Master's Degree	4.61	Very High
Doctorate Degree	4.84	Very High
Position		
Teacher 1-3	4.60	Very High
Master Teacher 1-3	4.68	Very High
Subject Group		
HUMSS	4.59	Very High
ABM	4.68	Very High
STEM	4.55	Very High
TVL	4.69	Very High
PE	4.72	Very High
Arts & Design	4.36	Very High
Length of Service		
1 to 5 years	4.63	Very High
6 to 10 years	4.60	Very High
More than 10 years	4.61	Very High
Specialization		
English	4.62	Very High
Filipino	4.60	Very High
Science	4.56	Very High
Social Science	4.60	Very High
Math	4.59	Very High
TLE	4.69	Very High
PE	4.70	Very High
Overall Mean	4.61	Very High

Level of Teachers' Classroom Management Skill When Taken as a Whole

The classroom management skills of Senior High School teachers in the Schools Division of Iloilo were assessed, revealing an overall mean of 4.62, indicating a very high level of proficiency across all areas evaluated: classroom discipline, time management, and teacher-student relationships. These findings reflect teachers' exceptional abilities in effectively managing classrooms and facilitating student learning.

In the area of classroom discipline, teachers demonstrated high proficiency with a mean score of 4.67. Notably, teachers excelled in enforcing classroom rules ($M=4.80$), addressing academic dishonesty fairly ($M=4.72$), setting clear expectations for behavior ($M=4.73$), and maintaining cleanliness and orderliness ($M=4.75$). These results align with Granada and Oco (2024), who found that teachers in the Talisayan District also demonstrated high competence in proactive behavior management and rule enforcement to maintain a positive learning environment. Zainuddin and Hardiansyah (2023) similarly emphasized the importance of enthusiasm and discipline in creating a warm, engaging classroom atmosphere, which was reflected in the present study.

Time management, another crucial aspect of classroom management, also received a very high rating ($M=4.51$). Teachers were effective in starting and ending classes on time ($M=4.39$), managing transitions between activities ($M=4.47$), and maintaining a regular schedule ($M=4.55$). These findings are consistent with Gumpal and Basmayor (2024), who observed that teachers demonstrated strong organizational skills, used group work strategically, and ensured efficient classroom management through effective time management strategies.

Teacher-student relationships also showed a very high level of competence ($M=4.67$). Teachers excelled in maintaining fair and unbiased treatment ($M=4.81$), being approachable for consultations ($M=4.72$), building a classroom community ($M=4.68$), and responding sensitively to the diverse needs of students ($M=4.70$). These results align with Nafisah et al. (2023), who emphasized the importance of effective teacher-student interaction, including appropriate praise, addressing misbehavior, and actively involving students in the learning process. The strong teacher-student rapport indicated by these results reflects a nurturing classroom climate that promotes student engagement and learning.

The findings reinforce the critical role of effective classroom management in creating an optimal educational environment. As supported by the literature (Zainuddin & Hardiansyah, 2023; Granada et al., 2024; Nafisah et al., 2023; Gumpal & Basmayor, 2024), the teachers demonstrated skillful integration of discipline, efficient time use, and positive teacher-student relationships, all of which contribute to a productive learning environment.

Table 4. Level of Teachers' Classroom Management Skill When Taken as a Whole

Items	Mean	Description
Classroom Discipline		
Enforce classroom rules and policies	4.80	Very High
I am effective in the management of disruptive behavior	4.50	Very High
Create an environment that minimizes distractions	4.57	Very High
Address issues of academic dishonesty promptly and fairly	4.72	Very High
Develop classroom rules that foster respect, caring, and community in the classroom	4.76	Very High
Make clear expectations for behavior at the beginning of the school year	4.73	Very High
Involve parents and guardians in classroom discipline	4.46	Very High
Create a warm and welcoming room by proper positioning of chairs, displays, and equipment	4.70	Very High
Set boundaries and expectations at the beginning of the class	4.74	Very High
Manage cleanliness and orderliness inside and outside the classroom	4.75	Very High
Time Management		
Start and end class on time	4.39	Very High
Allocate time effectively for different classroom activities	4.47	Very High
Manage time well to cover all planned content	4.43	Very High
Provide time for learner questions and discussions	4.55	Very High
Observe an effective transition between different segments of the lesson	4.47	Very High
Keep the class in order by staying on time and on task	4.58	Very High
Have a regular daily schedule to help the learners prepare for the upcoming activities	4.55	Very High
Manage the transition of class discussions from one activity to another	4.55	Very High
Establish routine procedures to use time wisely in the class discussions and activities	4.60	Very High
Minimize time spent on discipline and a lot more time for discussions and activities	4.48	Very High
Teacher-student relationship		
I am approachable and available for student consultations	4.72	Very High
Build a sense of community within the classroom	4.68	Very High
Maintain fair and unbiased treatment of all learners	4.81	Very High
Gather information about the various learning styles of learners in the classroom	4.59	Very High
Provide learners with the ability to track their educational goals	4.56	Very High
Respond to learners' requests promptly and treat all students with respect	4.72	Very High
Exhibit sensitivity to gender and cultural differences, and learners with special needs	4.70	Very High
Respond appropriately in a non-threatening and proactive learning environment	4.63	Very High

Initiate pleasant conversation with and among the learners	4.70	Very High
Hold significant class meetings to help learners familiarize themselves with each other	4.61	Very High
	4.67	Very High
Overall Mean	4.62	Very High

Scale of Means; 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Level of Teachers' Classroom Management Skill when grouped according to Variables

The data indicate that Senior High School teachers consistently demonstrate a very high level of classroom management skills, with an overall mean score of 4.62. Teachers with a Doctorate reported the highest mean (4.82), suggesting that advanced academic preparation may contribute to more refined classroom management practices. However, the difference across educational attainment groups was small, with all groups scoring in the very high range, consistent with Bulilan (2022), who found that faculty performed well in classroom management regardless of academic qualifications. This supports Yadav's (2022) view that effective classroom management is influenced more by teaching practices and organizational skills than by educational attainment alone.

In terms of position, Master Teachers ($M=4.68$) slightly outperformed Teacher I–III, likely reflecting their experience and leadership roles. This aligns with Malitic (2020), who observed greater classroom management expertise among senior teachers.

By subject, PE teachers received the highest rating ($M=4.81$), while Arts & Design teachers received the lowest ($M=4.42$), though still within the very high range. This difference may be attributed to variations in subject structure and classroom dynamics. These findings are consistent with Ahmed and Pierre (2024), who highlighted the role of teacher preparedness and emotional proficiency in effective classroom management.

Regarding years of service, teachers with 1–5 years of experience ($M=4.65$) demonstrated slightly higher ratings than those with 6–10 years of experience ($M=4.56$). This suggests that recent training and exposure to modern strategies may contribute to stronger classroom management early in a teacher's career, echoing Albayrak and Ateşkan (2022), who emphasized the importance of training for novice teachers. Cansing (2024) also found that newly hired teachers displayed strong instructional competence, which likely extends to their classroom management skills.

While teachers of varying experience levels all demonstrated very high levels of classroom management, novice teachers tended to excel in student discipline and teacher-student relationships, likely due to their fresh perspectives and focus on establishing authority. In contrast, mid-career teachers were more relaxed in their approach but still maintained high competency in classroom management.

Specializations such as PE ($M=4.80$) and TLE ($M=4.70$) demonstrated the highest levels of classroom management, possibly due to the interactive and activity-driven nature of these subjects, which require strong behavioral control and organization. These findings are in line with Pacuno and Sanchez (2020), who emphasized the role of effective classroom management in the instructional competence of teachers.

Overall, the results indicate that teachers across all specializations possess very high classroom management skills. Subjects that require more physical or interactive components, such as PE and TLE, appear to encourage stronger classroom management practices. These results suggest that teachers, regardless of their background or specialization, are well-equipped to foster effective learning environments.

Profile	Mean	Description
Educational Attainment		
Bachelor's Degree	4.62	Very High
Master's Degree	4.58	Very High
Doctorate Degree	4.82	Very High
Position		
Teacher 1-3	4.61	Very High
Master Teacher 1-3	4.68	Very High
Subject Group		
HUMSS	4.59	Very High
ABM	4.67	Very High
STEM	4.54	Very High
TVL	4.69	Very High
PE	4.81	Very High
Arts & Design	4.42	Very High
Length of Service		
1 to 5 years	4.65	Very High
6 to 10 years	4.57	Very High
More than 10 years	4.64	Very High
Specialization		
English	4.66	Very High
Filipino	4.54	Very High
Science	4.57	Very High
Social Science	4.61	Very High
Math	4.56	Very High
TLE	4.70	Very High
PE	4.80	Very High
Overall Mean	4.62	Very High

Differences in the Level of Teachers' Instructional Competence when grouped according to Variables

A significant difference in teachers' instructional competence was observed when grouped according to educational attainment ($H=10.948$; $p=.004$). This indicates that teachers' instructional competence varies based on their educational qualifications. These findings align with Bulilan (2022), who noted that higher educational attainment is associated with greater teaching competencies, suggesting that teachers' mastery of teaching skills and professional adaptability improve as they pursue advanced degrees.

However, these results contrast with Canuto et al. (2024), who found no significant difference in teaching competencies based on educational attainment. The discrepancy between the studies may be due to variations in sample populations or the contexts of the studies, indicating that the impact of educational attainment on teaching competence may differ depending on the setting or the specific teaching domains evaluated.

In contrast, no significant differences were found in instructional competence when teachers were grouped according to subject specialization ($H=9.437$; $p=.093$), length of service ($H=.857$; $p=.652$), or specialization ($H=3.226$; $p=.780$). These findings suggest that regardless of whether teachers handle HUMSS, ABM, STEM, TVL, PE, or Arts & Design, their level of instructional competence remains comparable. This reinforces the idea that effective instructional strategies are applicable across different subject areas and that teaching competence is more likely to be influenced by general pedagogical skills rather than content specialization.

These results are consistent with the findings of Canuto et al. (2024), who reported no significant differences in teaching competencies across 1 to 30 years of teaching experience. However, this contrasts with Villacorta and Arnado (2023) and Avenido and Buquia (2024), who argued that longer teaching experience correlates with higher instructional competence.

Overall, these findings suggest that teachers, regardless of their specialization in fields such as English, Filipino, Science, Social Science, Math, TLE, or PE, all demonstrated very high levels of instructional competence. This supports the notion that effective teaching transcends subject areas and is more influenced by universal teaching skills than by content-specific expertise.

Table 6. Differences in the Level of Teachers' Instructional Competence when grouped According to Educational Attainment, Subject Group, Length of Service, and Specialization

Variable	H-test	df	p-value	Remarks
Educational Attainment	10.948	2	.004	Significant
Subject Group	9.437	5	.093	Not Significant
Length of Service	.857	2	.652	Not Significant
Specialization	3.226	6	.780	Not Significant

Results indicate that there were no significant differences in the overall level of instructional competence of teachers when grouped according to their position (U-test value=3466.500; $p\text{-value}=0.124$). This indicates that regardless of whether a teacher holds a junior or senior position, the level of competence in areas such as student engagement, content mastery, adaptability, and overall instructional competence remains comparable.

These findings are consistent with Asis et al. (2024), who found that educational attainment does not significantly influence the instructional competence of teachers. This indicates that other factors—such as teaching experience, professional development, or teaching environment—may play a more significant role in shaping instructional competence than the teacher's position within the hierarchy.

Table 7. Differences in the Level of Teachers' Instructional Competence when grouped According to Position

Position	U test	p-value	Remarks
Teacher 1-3 MT 1-3	3466.500	.124	Not Significant
p<0.05 level of significance			

There were significant differences in the teachers' classroom management skills when grouped according to educational attainment ($H=7.102$; $p=.029$). Higher levels of education, such as having a master's degree or postgraduate units, are associated with more effective classroom management, particularly in maintaining discipline and fostering positive relationships with students. This finding is consistent with the research of Cabasag (2024), who emphasized the influence of educational attainment on lesson organization and the classroom's psychosocial environment. However, it contrasts with Gumpal and Basmayor's (2024) assertion that educational attainment does not significantly predict teaching performance, indicating that while it may not directly determine overall effectiveness, it does impact specific classroom management competencies.

Significant difference was also found when grouped according to subject group ($H=12.751$; $p=.026$). This indicates that the subject area a teacher handles may influence how they plan and manage classroom activities. It is possible that teachers in more structured or time-sensitive subjects, such as HUMMS, ABM, STEM, TVL, PE, and Arts & Design, have honed stronger time management practices due to the nature of the content and instructional demands.

However, no significant differences were found when grouped according to length of service ($H=2.368$; $p=.306$) and specialization ($H=11.821$; $p=.066$). His result aligns with the findings of Gumpal and Basmayor (2024), reinforcing the idea that experience alone is not a sufficient predictor of classroom management ability. Interestingly, this contrasts with Cabasag's (2024) findings, which identified significant relationships between years of service and classroom organization and environment.

Table 8. Differences in the Level of Teachers' Classroom Management Skills when grouped According to Educational Attainment, Subject Group, Length of Service, and Specialization

Variable	H-test	df	p-value	Remarks
Educational Attainment	7.102	2	.029	Significant
Subject Group	12.751	5	.026	Significant
Length of Service	2.368	2	.306	Not Significant
Specialization	11.821	6	.066	Not Significant

Similarly, no significant difference was found in the teachers' classroom management skills when grouped according to position ($U=3636.000$; $p=.243$). The level of classroom management skills of teachers does not vary whether a teacher holds the position of Teacher I–III or Master Teacher I. These findings are consistent with Gumpal et. al. (2024), who also found no significant predictive relationship between teaching position and classroom management skills. This indicates that the hierarchical rank or title held by a teacher does not necessarily correspond to better or more effective classroom management.

Table 9. Differences in the Level of Teachers' Classroom Management Skills when grouped According to Position

Position	U test	p-value	Remarks
Teacher 1-3 MT 1-3	3636	0.243	Not Significant

$p < 0.05$ level of significance

Relationship Between Teachers' Instructional Competence and Classroom Management Skill

There was a statistically significant positive relationship between teachers' instructional competence and classroom management skills, as indicated by a correlation coefficient of .790 ($p = .000$). The more competent teachers are in teaching, the more skillful they are in classroom management.

This finding is in line with Granada and Oro (2024), who emphasized that effective classroom management—particularly behavior reduction—supports uninterrupted teaching and promotes a harmonious learning environment. When teachers are competent in instruction, they are more capable of implementing strategies that minimize distractions and maintain classroom order. Furthermore, this strong correlation supports the findings of Villacorta and Arnado (2023), who identified a close link between teaching competencies and instructional skills.

Table 10. Relationship Between Teachers' Instructional Competence and Classroom Management Skill

Correlations		Instructional Competence	Classroom Management Skill	Remarks
Instructional Competence	Correlation	1.000		
	Coefficient		.790**	Significant
	p-value	.	.000	
	N	300	300	
Classroom Management Skills	Correlation	.790**		
	Coefficient		1.000	
	p-value	.000	.	
	N	300	300	

CONCLUSIONS

The findings affirm that all Senior High School teachers in the Schools Division of Iloilo possess a very high capacity to plan, implement, and assess instruction in ways that foster student learning and achievement. Teachers consistently apply sound pedagogical frameworks, align learning activities with curriculum standards, and employ assessment strategies that support the attainment of learning objectives. Such competence reflects both professional commitment and mastery of content, ensuring that instruction remains purposeful, engaging, and learner-centered.

Teachers also exhibit very high levels of ability, talent, and expertise in managing their classes to facilitate learning effectively. This indicates not only control over classroom dynamics but also the capacity to create a supportive environment that encourages active

participation, fosters mutual respect, and addresses diverse learner needs. Their classroom leadership extends beyond discipline, encompassing the skillful orchestration of activities, resources, and interpersonal interactions that sustain productive learning climates.

Moreover, results show that educational attainment significantly influences instructional competence, with higher academic qualifications—particularly postgraduate degrees—contributing to greater pedagogical effectiveness and adaptability. Teachers with advanced education likely have deeper theoretical knowledge, exposure to current educational research, and broader professional training, enabling them to design more innovative, responsive, and differentiated learning experiences.

Classroom management skills are found to be partly shaped by teachers' educational background, teaching subject, and area of specialization. Variations were noted particularly in discipline and time management, indicating that subject-specific demands and training backgrounds can influence how teachers organize activities, enforce rules, and maximize instructional time. This implies that professional development programs may benefit from being tailored to the unique classroom management challenges of different subject areas.

A strong positive relationship exists between instructional competence and classroom management skills. Teachers who excel in lesson planning and delivery are also more adept at managing classroom behavior, time allocation, and teacher–student relationships. This reinforces the idea that instructional quality and classroom control are mutually reinforcing: well-prepared, engaging lessons reduce behavioral issues, while effective classroom management creates the conditions for successful instruction.

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