



ENGLISH TEACHERS' PROFESSIONAL QUALIFICATION AS A PREDICTOR OF THEIR TEACHING PERFORMANCE IN THE DIVISION OF DAVAO DE ORO

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ABSTRACT

This study aimed to determine the relationship between English teachers' professional qualifications and teaching performance among Grade 8 teachers in the Division of Davao de Oro. Specifically, it examined the extent of teaching performance in English in terms of course organization, quality of teaching, and evaluation and feedback of learning, as well as the extent of English teachers' professional qualification across domains such as personal and professional values, professional development, following and assessing teaching and development, school environment, school-family relations, and program and content knowledge in English. A quantitative research approach employing a descriptive correlational design was utilized. The respondents consisted of one hundred fifty-two (152) Grade 8 English teachers selected from the Division of Davao de Oro. Data were collected using validated and pilot-tested survey questionnaires adapted from established instruments. Statistical tools, including weighted mean, standard deviation, Pearson Product-Moment Correlation, and multiple regression analysis, were used to analyze the data at the 0.05 level of significance. Findings revealed that both teaching performance in English and English teachers' professional qualification were at an extensive level. A significant relationship was established between the two variables, indicating that higher levels of English teachers' professional qualifications are associated with improved English teaching performance. Moreover, all domains of English teachers' professional qualifications significantly influenced English teaching performance, with program and content knowledge in English identified as the strongest predictor. It is recommended that educational stakeholders strengthen targeted professional development initiatives in English education, enhance teachers' mastery of the English curriculum, and provide sustained support systems that promote effective English instructional practices and continuous professional growth.

KEYWORDS: *English teachers' professional qualification; teaching performance; Division of Davao de Oro*

INTRODUCTION

Teaching English is both an intellectual craft and a deeply human endeavor where language, values, and practice converge in the daily realities of the classroom. In contemporary education, teaching performance in English, manifested through course organization, quality of teaching, and evaluation and feedback on learning, serves as a visible expression of teachers' competence. In contrast, English teachers' professional qualifications encompass personal and professional values, professional development, program and content knowledge in English, the school environment, school-family relations, and reflective practices, which form the foundation of that competence. Understanding how these two constructs interact is essential in strengthening teacher quality in English instruction. This study was conducted to determine whether English teachers' professional qualifications predict English teaching performance among Grade 8 teachers in the Division of Davao de Oro, where contextual challenges and evolving educational demands make such an inquiry both timely and necessary.

Globally, education systems continue to experience persistent challenges in translating English teachers' professional qualifications into effective classroom performance in English instruction. One major issue is the limited impact of professional development programs, which are often short-term, fragmented, and insufficiently aligned with the realities of English classrooms, thereby failing to improve language teaching practices and assessment strategies (Avalos-Bevan, 2021). In addition, the rapid integration of digital technologies in English language teaching has exposed disparities in teachers' readiness to design structured English lessons, facilitate communicative and interactive instruction, and provide meaningful feedback on students' language skills, particularly in blended and online learning environments (OECD, 2023). These global concerns reveal a disconnect between English teachers' knowledge and their actual teaching practices, especially in areas such as differentiated language instruction, real-life language application, and formative assessment, which are essential indicators of both teaching performance and professional qualification in English education.

At the national level, the Philippine education system faces similar structural and instructional issues that directly affect the effectiveness of English teaching. Professional development initiatives for English teachers are often compliance-driven and generic, limiting their relevance to the specific needs of language instruction and reducing their impact on teaching



quality (Philippine Institute for Development Studies, 2024). Further, many teachers are assigned to teach English without adequate specialization in language and literacy education, weakening their program and content knowledge and affecting the quality of English teaching delivery (Second Congressional Commission on Education, 2025). Inconsistencies in the quality of teacher education institutions also contribute to uneven preparation of English teachers, as reflected in disparities in licensure examination outcomes and classroom performance (PIDS, 2025). These national conditions demonstrate a clear gap between teacher preparation in English, continuous professional learning, and the actual demands of English language teaching in classrooms.

In the local context of the Division of Davao de Oro, these challenges are intensified by geographical, infrastructural, and socio-cultural constraints that directly affect English instruction. English teachers assigned in remote and far-flung areas encounter limited access to instructional materials such as reading resources, language learning tools, and multimedia support, as well as unstable internet connectivity and inadequate school facilities, which hinder their ability to organize English lessons effectively and integrate appropriate language teaching strategies (Department of Education Davao de Oro, 2024). Language barriers and cultural diversity also affect communication and classroom interactions, making it difficult for English teachers to maintain a consistent level of teaching and provide responsive feedback to develop students' listening, speaking, reading, and writing skills. These conditions create disparities in teaching performance, particularly in the implementation of structured English lessons and the delivery of meaningful language assessment practices.

Another pressing local issue is the increased instructional demand resulting from post-pandemic recovery programs and curriculum adjustments in English learning. English teachers are required to implement remedial reading and writing instruction, differentiate language learning activities, and intensify assessment and feedback practices to address gaps in students' literacy and communication skills. However, these additional responsibilities are often not matched with sufficient training in language pedagogy, resources for English instruction, or institutional support, leading to increased workload and reduced capacity to sustain high-quality teaching performance in the English subject (Department of Education, 2023). This imbalance further highlights the difficulty of aligning English teachers' professional qualifications with the heightened expectations for English instruction in the current educational context.

Despite studies documenting teachers' experiences and challenges in Davao de Oro, there remains a lack of empirical research that quantitatively examines how specific domains of English teachers' professional qualifications influence English teaching performance using validated, multidimensional indicators. Existing literature largely focuses on descriptive accounts of teacher difficulties without establishing predictive relationships between professional competencies in English teaching and instructional outcomes in language learning. This gap limits policymakers' and school leaders' ability to design targeted interventions that directly address the most influential aspects of English teacher development.

Addressing this gap, the present study seeks to determine the extent of English teachers' professional qualifications and their English teaching performance, examine their relationship, and identify which domains significantly influence English teaching performance among Grade 8 teachers in the Division of Davao de Oro. The findings are expected to provide evidence-based insights to educational stakeholders to strengthen professional development programs for English teachers, enhance English curriculum implementation, and improve language teaching practices. By generating localized empirical evidence, the study advances English teacher quality and supports the broader goal of improving students' language proficiency and learning outcomes within the division.

THE STUDY'S OBJECTIVES

This study aimed to determine the relationship between teachers' professional qualifications and teaching performance. Specifically, it sought to:

1. What is the extent of English teachers' professional qualification in terms of:
 - 1.1. Personal and professional values;
 - 1.2. Professional development;
 - 1.3. Following and assessing teaching and development;
 - 1.4. School environment;
 - 1.5. School-family relations; and
 - 1.6. Program and content knowledge.
2. What is the extent of teaching performance of teachers in terms of:
 - 2.1. Course organization;
 - 2.2. Quality of teaching; and
 - 2.3. Evaluation and feedback of learning.
3. Is there a significant relationship between the teachers' professional qualifications and teaching performance?
4. Which of the domains of the teachers' professional qualification significantly predict teaching performance?



METHODOLOGY

This chapter presents the methodological framework of the study. It outlines the research design, the respondents who provided the data, and the instruments used for data collection. It also describes the procedures undertaken to ensure accurate, reliable, and ethical data collection, as well as the techniques used to analyze the data to answer the research questions. The major sections of this chapter include research design, ethical considerations, research respondents, research instruments, data gathering procedure, and data analysis.

Method Used

In this study, a quantitative research design was employed, specifically using a descriptive-correlational approach. Quantitative research focuses on the systematic collection and statistical analysis of numerical data to objectively evaluate relationships between variables (Queirós et al., 2019). This design is suitable because it enables the measurement of teaching performance in English subject in terms of course organization, quality of teaching, and evaluation and feedback of learning, and examines its predictive relationship with English teachers' professional qualification, which includes personal and professional values, professional development, following and assessing teaching and development, school environment, school-family relations, and program and content knowledge in English. By relying on numerical data collected using standardized instruments, the study ensures reliability, replicability, and accuracy in assessing the association between the two variables.

The descriptive aspect of the research allows for the presentation of the current conditions of teaching performance in the English subject and English teachers' professional qualifications without manipulating variables, thus providing a factual picture of the phenomenon under study (McCombes, 2019). At the same time, the correlational aspect seeks to determine the strength and direction of the relationship between the independent and dependent variables. This is important because it helps determine whether higher levels of teaching performance in English predict stronger professional qualifications among English teachers, or whether gaps exist that hinder this connection. Such an approach not only measures the extent of the relationship but also identifies areas for targeted improvement in English teacher education and professional development programs.

The descriptive-correlational design is particularly appropriate for this study because it aligns with the non-experimental nature of educational research, which focuses on observing naturally occurring behaviors and attributes in authentic English classroom contexts (Creswell & Creswell, 2019). Since the study aims to predict English teachers' professional qualifications based on their teaching performance in English, this design ensures that the findings remain objective and contextually relevant. Further, it provides a scientific basis for recommendations that may inform school policies and English teacher training programs in the Division of Davao de Oro, making the design both theoretically sound and practically significant.

Sources of Data

The respondents of this study were Grade 8 English teachers from medium-sized schools in the Division of Davao de Oro, with a total population of 244. To determine the appropriate sample size, Slovin's formula was applied, where n represents the sample size, N the total population, and e the margin of error set at 0.05 or 5%. Substituting the values, the computation yielded a sample size of 152 English teachers, which is deemed sufficient to represent the target population. Slovin's formula is widely adopted in educational and social research when population sizes are finite, and sampling must be practical, ensuring that the chosen respondents adequately reflect the population under study (Tejada & Punzalan, 2012; Sequeira, 2019).

Inclusion criteria were set to ensure that the selected respondents have the relevant qualifications and experience to provide reliable insights into teaching performance in the English subject and English teachers' professional qualifications. Teachers who have served at least three years in the teaching profession were included, as this threshold is generally considered sufficient for teachers to have developed stable teaching practices and professional identity (Darling-Hammond, 2019). Further, respondents were limited to full-time, licensed Grade 8 English teachers currently employed in the Division of Davao de Oro to ensure consistency in roles and responsibilities across the sample. Exclusion criteria included newly hired teachers with less than 1 year of teaching experience and those currently on leave, as their responses may not fully capture consistent teaching performance in English classrooms.

The chosen respondents provided comprehensive and reliable data on the relationship between teaching performance in the English subject and English teachers' professional qualifications. By targeting teachers who meet these criteria, the study ensured that the perspectives gathered reflect both the competence and professional development of English educators actively engaged in instructional practices. Such selection criteria align with Creswell and Creswell's (2019) assertion that carefully defined inclusion criteria for respondents enhance the credibility and validity of quantitative educational research.



Profile Variable	Category/Description	Frequency (n)	Percentage (%)
Population Size	Grade 8 English Teachers (Medium Schools, Davao de Oro)	244	100.00
Sample Size	Selected Respondents (Slovin's Formula, $e = 0.05$)	152	62.30
Teaching Position	Full-time Grade 8 English Teachers	152	100.00
Licensure Status	Licensed Professional Teachers	152	100.00
Teaching Experience	3 years and above	152	100.00
Employment Status	Currently employed (active service)	152	100.00
School Classification	Medium-sized Schools	152	100.00
Location	Division of Davao de Oro	152	100.00

Data Gathering Instrument

The primary instrument for data collection was a structured questionnaire designed to measure both teaching performance in English and English teachers' professional qualifications. The questionnaire consisted of closed-ended questions with Likert-scale items to quantify perceptions and experiences related to English teaching practices and professional competencies.

For data collection, this study utilized an adapted survey questionnaire. The questionnaire used in this study was divided into two sections. The first set focused on the extent of teaching performance in English, particularly in terms of course organization, teaching quality, and evaluation and feedback on learning in English instruction. The second set focused on the extent of English teachers' professional qualifications. The researcher sought permission from the original author of the research instrument through email correspondence to ensure proper authorization for its use in this study.

The English teachers' professional qualification questionnaire was adapted from Sarpkaya et al (2021). The instrument consisted of 27 items contextualized for English teaching. It had six indicators namely; personal and professional values in English teaching (items 1-5), professional development (items 1-4), following and assessing teaching and development in English subject (items 1-6), school environment (items 1-3), school-family relations (items 1-4), and program and content knowledge in English (items 1-5).

The English teachers' professional qualification questionnaire underwent pilot testing and yielded a Cronbach's alpha of 0.827, indicating a high level of internal consistency. This demonstrates that the items measuring personal and professional values, professional development, following and assessing teaching and development, school environment, school-family relations, and program and content knowledge in English are coherently structured and aligned with the intended construct. The implication was that the instrument effectively captured the various dimensions of English teachers' professional qualifications, ensuring that the data gathered was reliable and contributed meaningfully to the study's analysis. Below is the grading scale for the extent of English teachers' professional qualifications.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	English teachers' professional qualification is always evident.
3.40 - 4.19	Extensive	English teachers' professional qualification is oftentimes evident.
2.60 - 3.39	Moderately Extensive	English teachers' professional qualification is occasionally evident.
1.80 - 2.59	Less Extensive	English teachers' professional qualification is seldom evident.
1.00 - 1.79	Not Extensive	English teachers' professional qualification is never evident.

The teaching performance questionnaire was adapted from Henríquez et al. (2023). The instrument consisted of 23 items, contextualized for English-subject teaching. It had three indicators, namely: course organization in English (items 1-9), quality of teaching in English (items 1-7), and evaluation and feedback on learning in English (items 1-7).

The teaching performance questionnaire was pilot tested with a small group of Grade 8 English teachers outside the actual sample. The test yielded a Cronbach's alpha of 0.798, indicating that the items have a relatively high internal consistency. This indicates that the indicators of course organization, quality of teaching, and evaluation and feedback on learning in the English subject reliably measure the construct of teaching performance. This result implies that the instrument is reliable and can yield consistent responses across different groups of English teachers, thereby enhancing the validity of the findings when implemented in the main study. Below is the grading scale for the extent of English teachers' teaching performance.



Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The teaching performance of teachers is always evident.
3.40 - 4.19	Extensive	The teaching performance of teachers is oftentimes evident.
2.60 - 3.39	Moderately Extensive	The teaching performance of teachers is occasionally evident.
1.80 - 2.59	Less Extensive	The teaching performance of teachers is seldom evident.
1.00 – 1.79	Not Extensive	The teaching performance of teachers is never evident.

The instruments in this study were contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions from the adviser, panel members, and expert validators to refine the tools and achieve construct validity.

Sampling Technique

The study employed a simple random sampling technique to select respondents from the target population of Grade 8 English teachers in medium-sized schools in the Division of Davao de Oro. The total population consisted of two hundred forty-four (244) English teachers, and using Slovin's formula with a margin of error of 0.05, a sample size of one hundred fifty-two (152) respondents was determined. Simple random sampling is appropriate in this study as it ensures that every member of the population has an equal chance of being selected, thereby minimizing selection bias and enhancing the representativeness of the sample (Etikan & Bala, 2017; Taherdoost, 2016).

This sampling approach was particularly suitable for the present study because it enabled the researcher to obtain a manageable yet representative subset of respondents while preserving the integrity of population characteristics. By randomly selecting participants, the study ensured that the perspectives gathered reflected the diversity of Grade 8 English teachers across medium-sized schools in the division, thereby strengthening the validity and generalizability of the findings within the specified context.

Clearly defined inclusion and exclusion criteria guided the sampling process to ensure the relevance and reliability of the data collected. Participants were required to be full-time licensed Grade 8 English teachers currently employed in the Division of Davao de Oro, with at least three years of teaching experience. Teachers who were newly hired with less than one year of teaching experience, those on leave during the data collection period, and those not handling Grade 8 English classes were excluded from the study. These criteria ensured that the respondents had sufficient professional experience and were actively engaged in English-language instructional practices relevant to the variables under investigation.

The use of simple random sampling ensured that the study captured credible and representative data on the relationship between English teachers' professional qualifications and their teaching performance in English. This approach strengthened the reliability of the findings and provided a sound basis for concluding the target population within the Division of Davao de Oro.

Procedure of the Study

The data gathering procedure for this study followed a systematic and ethically guided process to ensure the accuracy, reliability, and integrity of the research results. The procedure included securing the ethics compliance certificate, obtaining the endorsement letter from the dean, requesting a permit to conduct the study from the Schools Division Superintendent (SDS), sending letters to the school principals, and validating the research instruments prior to administering the questionnaires. The data collection was conducted among Grade 8 English teacher-respondents in the Division of Davao de Oro to gather relevant information on teaching performance in English and English teachers' professional qualifications.

Ethics Review

Prior to conducting the study, the researcher obtained an Ethics Compliance Certificate on November 11, 2025. This process ensured that the study adhered to the ethical standards required for research involving human participants. The ethics review confirmed that the rights, dignity, and welfare of the English teacher-respondents were protected throughout the research process. Ethical principles such as voluntary participation, informed consent, confidentiality of responses, and proper handling of collected data were strictly observed in accordance with the provisions of the Data Privacy Act of 2012. The issuance of the certificate signified that the study met the required ethical guidelines and was permitted to proceed with the subsequent stages of the research.

Validation of the Instrument

Prior to the actual administration of the research instruments, the questionnaire underwent expert validation on February 12 and 18, 2026. The researcher provided validation sheets to selected experts, who evaluated the research instruments for clarity, relevance, content appropriateness, and alignment with the research variables related to teaching performance in English and English teachers' professional qualifications. The experts recorded their comments and suggestions on the



validation sheets, which the researcher carefully reviewed. Necessary revisions were incorporated to improve the questionnaire's quality before its final administration to respondents. This process ensured that the instrument was valid, reliable, and capable of accurately measuring the variables included in the study.

Endorsement from the Dean

After securing the ethics compliance certificate, the researcher requested an endorsement letter from the Dean of the Graduate School of Rizal Memorial Colleges, Inc. on November 22, 2025. The endorsement confirmed that the research had undergone proper academic review and was aligned with the requirements of the Master of Arts in Teaching major in English program. It also verified that the study was legitimate, academically sound, and appropriate for implementation in the identified research setting. This endorsement served as official institutional support, allowing the researcher to formally request permission from the Schools Division Office to conduct the study.

Permit to Conduct the Study

With the dean's endorsement letter, the researcher submitted a formal request for a Permit to Conduct the Study to the Schools Division Superintendent (SDS) of Davao de Oro on February 12, 2026. The request included the research title, the objectives of the study, the target respondents, who are Grade 8 English teachers, and the procedures for data collection. Supporting documents, including the endorsement letter, research instruments, and other required attachments, were also submitted for review. Upon approval, the permit granted the researcher official authorization to conduct the study within the schools under the division's jurisdiction.

Permission from the Principals

After receiving the permit from the Schools Division Superintendent, the researcher prepared and sent letters to the school principals of the identified schools in the Division of Davao de Oro on March 3 and 11, 2026. The letter informed the school heads about the purpose of the research, the respondents involved, particularly Grade 8 English teachers, and the procedures for administering the research instruments. Coordination with the principals was conducted to schedule appropriate times for the distribution and retrieval of the questionnaires, ensuring that regular English classes and school activities were not disrupted. Their cooperation was essential in facilitating smooth communication with the respondents and ensuring an organized data collection process.

Statistical Treatment

For a comprehensive interpretation and analysis of the data, the following statistical tools were employed:

Weighted Mean. To answer the first problem, which sought to determine the extent of teaching performance in English subject in terms of course organization, quality of teaching, and evaluation and feedback of learning. The weighted mean was utilized to determine the average level of responses of the English teacher-respondents based on the Likert scale used in the questionnaire. This statistical tool provided a quantitative description of English teachers' overall perceptions of their teaching performance by categorizing results into descriptive equivalents such as extensive, moderate, or low, thereby offering a clear interpretation of how frequently the indicators were observed in English classroom practice. Similarly, the weighted mean was employed to answer the second problem, which aimed to determine the extent of English teachers' professional qualification in terms of personal and professional values, professional development, following and assessing teaching and development, school environment, school-family relations, and program and content knowledge in English subject, allowing the study to identify the general level and prominence of each domain across the respondents.

Standard Deviation. This was employed alongside the weighted mean to measure the variability or dispersion of the responses and to determine the consistency of the English teacher-respondents' perceptions. For the first problem on teaching performance in the English subject, the standard deviation indicated how closely the responses were clustered around the mean across the indicators of course organization, quality of teaching, and evaluation and feedback of learning, where a lower value signified a higher level of agreement and consistency, while a higher value indicated greater variability in responses. In the same manner, the standard deviation was used in analyzing English teachers' professional qualification across its domains, providing insights into how consistent or diverse the responses were in terms of personal and professional values, professional development, following and assessing teaching and development, school environment, school-family relations, and program and content knowledge in English, thereby complementing the interpretation of the weighted mean and ensuring a more comprehensive understanding of the data.

Pearson Product-Moment Correlation Coefficient (Pearson r). To answer the third problem, which examined whether there is a significant relationship between teaching performance in English and English teachers' professional qualifications, the study used the Pearson Product-Moment Correlation Coefficient (Pearson r). This statistical tool measured the degree and direction of the relationship between the two variables, indicating whether increases in one variable correspond to increases or decreases in the other.

Multiple Regression Analysis. To address the fourth problem, which identified the domains of English teachers' professional qualifications that significantly influence teaching performance in English, the study employed Multiple Regression



Analysis. This statistical method determined the predictive power of each domain and assessed its individual and combined contributions to teaching performance. It also identified which specific indicators served as the strongest predictors of the dependent variable.

Ethical Consideration

The ethical consideration section of this study addressed the fundamental principles that safeguarded the rights, welfare, and dignity of the Grade 8 English teacher-respondents in the Division of Davao de Oro. By adhering to standards of confidentiality, informed consent, and fairness, this study upheld the highest ethical practices in conducting educational research.

Social Value. This study held significant social value as it aimed to strengthen the link between English teaching performance and English teachers' professional qualifications in the Division of Davao de Oro. By focusing on Grade 8 English teachers, the study provided practical insights that enhanced English instruction, improved teacher competence, and ultimately led to better student outcomes in English learning. The findings from this research benefited individual English teachers and advanced institutional goals by promoting professional growth and capacity-building within the division. The knowledge generated served as a basis for policymakers, school heads, and education stakeholders in implementing programs that enhanced the quality of English teaching and aligned with national education priorities.

Informed Consent. Informed consent was a vital ethical requirement in this study. Each Grade 8 English teacher-respondent was provided with a detailed explanation of the study's purpose, scope, procedures, and potential risks and benefits in clear, accessible language. Teachers were assured that their participation was voluntary and that they could withdraw at any point without consequences. Consent forms were distributed and signed prior to data collection to ensure transparency and accountability. This process ensured that participants fully understood their involvement, thereby respecting their autonomy and decision-making rights as professionals.

Vulnerability of Research Respondents. Although Grade 8 English teachers were professionals, they were still considered a potentially vulnerable group in this study due to possible concerns about performance evaluation or administrative oversight in English instruction. To address this, the researcher emphasized that responses were used solely for research purposes and not for formal teacher appraisal. This approach protected respondents from unnecessary stress, professional insecurity, or misinterpretation of their answers. Special attention was given to creating a supportive environment in which teachers felt safe expressing honest views about their English teaching performance and professional qualifications without fear of reprisal.

Privacy and Confidentiality. In accordance with the Data Privacy Act of 2012, this study prioritized the protection of all personal and professional information shared by respondents. Data were anonymized through coding to prevent the identification of individual English teachers. Responses were securely stored in password-protected files, accessible only to the researcher. Reports and publications presented aggregated results, ensuring that no single participant was identifiable. By guaranteeing privacy and confidentiality, the study fostered trust and encouraged open, candid participation from English teachers.

Risk, Benefits, and Safety. The study posed minimal risks to participants, primarily limited to possible discomfort from answering self-reflective survey questions about their English teaching practices. To minimize these risks, the researcher ensured that the survey items were framed respectfully and that respondents could skip questions they were uncomfortable answering. On the other hand, the benefits were substantial, as the findings informed school-based training programs, strengthened English teacher development initiatives, and improved instructional practices in English. The researcher also ensured that data collection was conducted in safe, professional settings, such as schools or designated research facilities within the division, thereby safeguarding the well-being of all respondents.

Justice. Justice in research ensured fairness in both participant selection and distribution of benefits. All Grade 8 English teachers in the Division of Davao de Oro were given equal opportunity to participate, regardless of their school location, years of service, or teaching background. By doing so, the study ensured that no group was disadvantaged or excluded. Furthermore, the benefits of this study, including recommendations for English teacher professional development programs, were shared equitably among all stakeholders, ensuring that teachers across various schools in the division benefited from the findings.

Transparency. The researcher-maintained transparency throughout the study. English teachers were fully informed about the study's goals, procedures, and intended use of findings. Once the research was completed, results were shared with schools and education officials in the division through presentations and reports, ensuring that stakeholders benefited from the outcomes. Transparency enhanced trust in the research process and ensured that the knowledge generated was accessible and useful for improving English teaching performance and professional qualifications.



Qualification of the Researcher. The researcher possessed relevant academic preparation and professional experience in educational research and English teaching practice. The researcher had the degree of Bachelor of Science in Education Major in English, and had attended research-related seminars and training workshops, including seminars on quantitative research methods, statistical analysis using SPSS, and research instrument development conducted by accredited institutions. The researcher also participated in academic colloquia and research forums focusing on English education, language teaching strategies, and ethical standards in educational research. In addition, the researcher completed coursework in research methods, statistics, and English pedagogy as part of graduate studies and engaged in practical research activities such as conducting pilot testing and data validation. Guidance was sought from the Rizal Memorial Colleges research ethics committee throughout the research process to ensure strict adherence to ethical standards. These experiences ensured that the researcher was competent in designing, implementing, and ethically managing the study within English education.

Conflict of Interest. To prevent conflict of interest, the researcher clarified that the study was purely academic and not connected to administrative teacher evaluation processes in English subject. Since the researcher was part of the educational community within the division, measures were implemented to avoid undue influence, including ensuring anonymity of responses and separating research responsibilities from professional roles. The researcher refrained from directly supervising or evaluating any of the respondents. By openly addressing potential conflicts, the study ensured impartiality and integrity in both data collection and reporting.

Adequacy of Facilities. The study utilized school facilities such as classrooms and offices for data collection, ensuring that the environment was safe, quiet, and conducive to participation. Technological resources such as laptops and secure digital storage systems were used for managing survey data. These facilities were adequate to support efficient data collection, storage, and analysis while maintaining the confidentiality and comfort of the English teacher-respondents.

Community Involvement. Community involvement was central to this research, as the findings directly benefited schools within the Division of Davao de Oro. English teachers, principals, and division officials were engaged not only as respondents but also as partners in applying the results. Feedback was shared with the community to promote shared responsibility in addressing gaps in English teaching performance and professional qualifications. This participatory approach ensured that the research remained relevant, meaningful, and impactful at the local level.

Results

The study revealed that English teachers' professional qualification was **extensive**, with an overall mean of **3.98**. Among the six indicators, **professional development** obtained the highest mean ($M = 4.00$), followed by **following and assessing teaching and development** ($M = 3.99$), **personal and professional values** and **school-family relations** ($M = 3.98$), **school environment** ($M = 3.97$), and **program and content knowledge** ($M = 3.95$). These results indicate that English teachers generally demonstrate strong professional values, reflective practices, assessment competence, curriculum awareness, and collaboration with parents and the school community.

The teaching performance of English teachers was also found to be **extensive**, with an overall mean of **4.01**. The highest indicator was **evaluation and feedback of learning** ($M = 4.03$), followed by **course organization** ($M = 4.01$) and **quality of teaching** ($M = 4.00$). This suggests that English teachers frequently organize lessons effectively, use appropriate teaching strategies, provide feedback, and create supportive learning environments.

The correlation results showed a **significant positive relationship** between teachers' professional qualification and teaching performance. The overall correlation was strong ($r = .770$, $p = .001$), indicating that higher professional qualification is associated with better teaching performance. All domains of professional qualification were significantly related to teaching performance, with correlation values ranging from moderate to strong.

The regression analysis further showed that teachers' professional qualification significantly predicted teaching performance ($R = .895$, $R^2 = .801$, $F = 97.452$, $p < .001$). This means that **80.1% of the variation in teaching performance** was explained by the combined domains of professional qualification. Among the predictors, **program and content knowledge** had the strongest influence ($\beta = .478$), followed by **school environment** ($\beta = .290$) and **following and assessing teaching and development** ($\beta = .225$). These findings imply that English teachers perform better when they possess strong curriculum knowledge, understand their school context, and use assessment results to improve instruction.

Overall, the findings confirm that professional qualification plays a vital role in improving English teachers' teaching performance. Teachers who demonstrate strong values, continuous professional growth, assessment competence, curriculum mastery, and collaboration with families and the school community are more likely to deliver effective English instruction. These results highlight the need for sustained professional development programs, curriculum-based training, and assessment-focused support to further strengthen teaching performance in English classrooms.



Summary

The main focus of the study was to determine the significance of the relationship between English teachers' professional qualification and teaching performance in English among Grade 8 teachers in the Division of Davao de Oro. The study involved one hundred fifty-two (152) teacher-respondents selected from medium schools within the division, all of whom are teaching English subjects. A quantitative approach was employed using a descriptive correlational research design to examine the relationship between the variables and identify the extent to which English teachers' professional qualification predicts their teaching performance in English. The research utilized adapted survey questionnaires based on the frameworks of Henriquez et al. (2023) for teaching performance and Sarpkaya and Altun (2021) for teachers' professional qualification, contextualized for English instruction. These instruments were validated by a panel of experts and subjected to pilot testing to ensure reliability and internal consistency prior to full administration. For data analysis, statistical tools such as weighted mean, Pearson Product Moment Correlation, and multiple regression analysis were used. The hypotheses of the study were tested at a 0.05 level of significance.

1. The major findings of the study revealed that the extent of English teachers' professional qualification is extensive across all indicators, including personal and professional values, professional development, following and assessing teaching and development, school environment, school-family relations, and program and content knowledge in English. This indicates that English teachers in the Division of Davao de Oro consistently demonstrate strong professional competencies that support effective English teaching practices.

2. Similarly, the extent of teaching performance in English was also found to be extensive in terms of course organization, quality of teaching, and evaluation and feedback of learning in English instruction. These findings suggest that English teachers frequently exhibit effective instructional practices, maintain organized and engaging English learning environments, and apply appropriate assessment strategies to support students' English language development.

3. Further, the results showed that there is a significant relationship between English teachers' professional qualification and their teaching performance in English. This implies that higher levels of professional qualification are associated with improved teaching performance in English among teachers. Each domain of English teachers' professional qualification was found to have a significant correlation with teaching performance in English, indicating that competencies such as strong values, continuous professional growth, effective assessment practices, and collaboration with the school community contribute meaningfully to effective English instruction.

4. Also, the regression analysis revealed that English teachers' professional qualification significantly predicts teaching performance in English. Among the domains, program and content knowledge in English emerged as the strongest predictor, followed by school environment and following and assessing teaching and development in English instruction. This indicates that English teachers who possess strong mastery of English language content, effectively utilize their teaching context, and engage in reflective assessment practices are more likely to demonstrate higher teaching performance. Other domains such as school-family relations, personal and professional values, and professional development also contributed significantly, although to a lesser degree, emphasizing that all aspects of professional qualification play an important role in shaping effective English teaching.

Based on these findings, the hypotheses stating that there is no significant relationship between English teachers' professional qualification and teaching performance in English and that none of the domains of English teachers' professional qualification significantly predict teaching performance in English were rejected. The results underscore the importance of strengthening English teachers' professional competencies as a means of enhancing teaching performance in English. This highlights the need for sustained professional development programs in English education, supportive school environments, and continuous capacity-building initiatives to further improve the quality of English teaching and learning in the Division of Davao de Oro.

Conclusions

1. The findings of the study lead to the conclusion that English teachers in the Division of Davao de Oro demonstrate a consistently extensive level of professional qualification across all domains, including personal and professional values, professional development, following and assessing teaching and development, school environment, school-family relations, and program and content knowledge in English. This indicates that English teachers possess the essential competencies required to effectively perform their professional roles in English instruction. Such a result affirms that English teachers are not only academically prepared in the English subject but are also capable of integrating values, reflective practices, and contextual awareness into their English teaching responsibilities. This conclusion supports the assumptions of situated learning theory, which posits that professional competence develops through active engagement in authentic English teaching contexts and social interaction within the school environment.

2. Similarly, the study concludes that teaching performance in English among Grade 8 teachers is also extensive in terms of course organization, quality of teaching, and evaluation and feedback of learning in English instruction. This suggests that English teachers are able to plan English lessons systematically, deliver English content effectively, and employ appropriate assessment strategies that enhance students' English language learning. The consistency in these instructional practices implies that English teachers are able to translate their professional qualifications into actual classroom performance in English. This outcome resonates with experiential learning theory, which emphasizes that



teaching competence is strengthened through continuous cycles of experience, reflection, and improvement in real English classroom situations.

3. Also, the study establishes that there is a significant relationship between English teachers' professional qualification and their teaching performance in English. This means that as English teachers' professional qualification increases, their teaching performance in English also improves. The rejection of the first null hypothesis confirms that professional qualification is a critical factor influencing how effectively English teachers perform in the classroom. This finding aligns with self-determination theory, which explains that teachers who feel competent, supported, and connected to their professional environment are more motivated to perform effectively and sustain high levels of instructional quality in English teaching. It further implies that teachers' internal motivation and professional competence work together to enhance English teaching outcomes.

4. Further, the study concludes that all domains of English teachers' professional qualification significantly predict teaching performance in English, leading to the rejection of the second null hypothesis. Among these, program and content knowledge in English, school environment, and following and assessing teaching and development in English instruction emerged as the strongest predictors of teaching performance. This indicates that English teachers who possess strong mastery of the English language and curriculum, effectively utilize their teaching context, and continuously assess and refine their English instructional practices are more likely to demonstrate superior teaching performance. However, the significance of all domains suggests that effective English teaching is a multidimensional construct that requires the integration of knowledge, skills, values, and contextual engagement.

The study concludes that English teachers' professional qualification is a strong and significant determinant of teaching performance in English. The interplay between teachers' competencies in English instruction, motivation, and experiential learning processes highlights the importance of continuous professional development and supportive educational environments. Grounded in Situated Learning Theory, Self-Determination Theory, and Experiential Learning Theory, the findings emphasized that enhancing English teachers' qualifications through sustained training, reflective practice, and collaborative engagement led to improved teaching performance in English and better educational outcomes.

Recommendations

In the light of the foregoing findings and conclusions, the following recommendations are offered:

It is highly recommended that higher officials in the Department of Education design and implement sustained, competency-based professional development programs specifically for English teachers that directly address areas with relatively lower emphasis such as program and content knowledge in English and school environment utilization in English instruction. These programs should include specialized training on English curriculum alignment, language content mastery, and contextualized English teaching strategies that respond to diverse learner needs. Structured mentoring systems, content-focused workshops in English education, and continuous monitoring mechanisms should be institutionalized to ensure that English teachers are equipped with updated pedagogical and subject-specific knowledge. Allocation of resources for English instructional materials, digital tools for language learning, and community-based literacy initiatives should also be strengthened to support teachers in maximizing the school environment as a resource for English learning.

It is recommended that school principals intensify instructional leadership practices by closely monitoring and supporting English teachers in areas that require improvement, particularly in English curriculum implementation, contextualization of English lessons, and reflective assessment practices in language teaching. School heads should establish professional learning communities focused on English instruction within the school to encourage collaboration, sharing of best practices, and peer coaching among English teachers. Regular classroom observations of English classes followed by constructive feedback sessions should be conducted to guide teachers in refining their English teaching strategies. School principals should also strengthen school-family engagement programs that support English learning at home to encourage more active parental participation in students' English language development, which was observed to have relatively lower emphasis among the domains.

It is recommended that English teachers actively engage in continuous self-improvement by focusing on enhancing their program and content knowledge in English through participation in advanced training in English education, independent study, and collaborative learning with peers. Teachers should consistently review and align their English instructional materials with curriculum standards and adapt them based on students' language proficiency levels and developmental needs. Greater effort should be exerted in utilizing the school environment and community resources, such as reading programs and language-rich activities, to enrich English learning experiences. English teachers should also strengthen their practices in involving parents in the English teaching-learning process by organizing regular communication activities and collaborative learning opportunities that extend beyond the classroom. Reflective teaching practices should be consistently applied by analyzing English assessment results and using them to improve lesson planning and instructional delivery.

It is recommended that future researchers conduct similar studies focusing on English teachers and English instruction in different educational contexts, grade levels, or school settings to validate and expand the findings of this study. Future



investigations may explore additional variables that could influence teaching performance in English, such as teacher workload, leadership support, or technological competence in language teaching. Mixed-method approaches may also be utilized to provide deeper insights into how professional qualification translates into effective English classroom practices. Longitudinal studies are encouraged to examine how continuous professional development in English education impacts teaching performance over time and to identify sustainable strategies for improving English teacher effectiveness.

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