



# TEACHING COMPETENCIES OF GRADE 6 TEACHERS OF CAN-AVID DISTRICT AND ITS IMPACT ON LEARNERS' ACADEMIC PERFORMANCE: A CORRELATIONAL STUDY

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## ABSTRACT

*This study explored the relationship between Grade 6 teachers' competencies and the academic performance of Grade 6 learners in 13 elementary schools in the Can-avid District, Schools Division of Eastern Samar. Teaching competencies, encompassing subject mastery, pedagogical strategies, classroom management, and adaptability, were evaluated for their role in facilitating learning and improving pupil outcomes. The academic performance of learners, measured through grades and standardized assessments, was examined in relation to these competencies, taking into account factors such as teaching quality, resources, and individual learner characteristics. Findings revealed that classroom management competency demonstrated a significant positive correlation with teaching performance ( $r = .539, p = .007$ ), highlighting its crucial role in fostering a conducive learning environment and enhancing student outcomes. Conversely, no significant relationships were observed between teaching performance and competencies in instruction ( $p = .502$ ), assessment ( $p = .744$ ), or technology integration ( $p = .275$ ), suggesting a need for improved application of these competencies. The study underscored the importance of foundational knowledge and skills at the Grade 6 level, as these serve as a bridge to advanced education, while emphasizing the influence of external factors such as socioeconomic background and parental support. The research concludes that effective classroom management is vital to student success, whereas other competencies require targeted professional development and strategic implementation to optimize their impact on academic performance. Recommendations include enhancing teacher training in classroom management, aligning assessments with instructional goals, fostering innovative instructional practices, and integrating technology more effectively into teaching.*

**KEY WORDS:** Teaching Competencies, Classroom Management, Academic Performance

## INTRODUCTION

### Background of the Study

Education, as a fundamental pillar of societal advancement, places immense importance on the competencies of both teachers and learners. This study seeks to explore the complex relationship between the competencies of Department of Education (DepEd) elementary teachers and the academic performance of Grade 6 pupils. While a substantial body of literature highlights the importance of teacher competencies in influencing student achievement, there is a critical gap in understanding how these competencies specifically affect reading outcomes within the Philippine educational system.

The role of teacher competencies in shaping student outcomes has consistently been a central theme in educational research. Darling-Hammond (2019) emphasizes the transformative power of effective teaching, noting that it is crucial for student success. A broad array of competencies, ranging from subject matter expertise to classroom management and interpersonal skills, forms the foundation of effective teaching. These competencies enable teachers not only to deliver content but also to engage students, promote critical thinking, and cultivate an inclusive and dynamic learning environment.

However, while the impact of teacher competencies on student achievement is well-documented globally, there is a distinct need for localized studies that examine these dynamics in the context of the Philippine education system. The unique



challenges and opportunities within this context necessitate research that addresses the specific competencies required for effective reading instruction and their correlation to academic performance in Grade 6 pupils.

The connection between teacher competencies and student academic performance is not only supported by empirical evidence but also highlights the potential for transformative change in education. Teachers who continuously develop their competencies can become catalysts for positive change, fostering an educational ecosystem that supports students' cognitive development, critical thinking skills, and overall academic success. This underscores the necessity for ongoing professional development to ensure that educators remain equipped to meet the evolving demands of modern education.

The ripple effect of effective literacy instruction extends beyond reading skills, influencing broader educational outcomes. As Allington and Gabriel (2019) suggest, skilled elementary teachers who are well-versed in reading instruction can have a transformative impact on students' academic performance across multiple subjects, contributing to the development of critical thinking and analytical skills. Thus, the ability of elementary teachers to provide effective reading instruction is foundational not only to literacy development but also to the overall educational journey of their students.

Focusing on Grade 6 pupils, the transition to this grade level is a critical juncture as students prepare for more challenging academic demands. Hattie (2020) highlights the substantial impact that effective teaching practices have on student achievement, particularly in the upper elementary grades. The DepEd in the Philippines recognizes the importance of teacher competencies in enhancing student learning, as evidenced by the emphasis on professional development within the K to 12 Basic Education Program. This program aims to ensure that teachers acquire the necessary competencies to meet the curriculum's demands.

The link between reading proficiency and overall academic success is well-established (National Reading Panel, 2020). Students who develop strong reading skills during their elementary years are better equipped to excel in other subjects, demonstrating enhanced comprehension, critical thinking, and academic performance. However, while international research offers valuable insights, there is a pressing need for studies that focus on the specific context of the Philippines. Research by Pianta et al. (2019) suggests that effective reading instruction now requires a holistic approach that considers individualized needs and differentiated strategies. In this light, research that explores the competencies of DepEd elementary teachers and their direct correlation to the academic performance of Grade 6 pupils is urgently needed.

Given this gap, it is clear that the competencies of elementary teachers are crucial in shaping the academic trajectories of Grade 6 pupils. To enhance the reading performance of learners, this study seeks to contribute to the existing body of knowledge by investigating the specific competencies that significantly influence reading and overall academic performance within the Philippine educational context. By addressing this

gap, the research aims to provide insights that can inform policy and practice, ultimately improving educational outcomes for students in the Philippines.

### Objectives of the Study

This research delved into the relationship between the competencies of DepEd elementary teachers and the academic performance of Grade 6 pupils in Can-avid District. Specifically, the study aimed to achieve the following research questions:

1. What is the level of teaching competencies of Grade 6 teachers of Can-avid District in terms of:
  - 1.1 Instructional planning and preparation;
  - 1.2 Classroom management;
  - 1.3 Instructional delivery
  - 1.4 Assessment
  - 1.5 Use of educational technology?
2. What is the level of academic performance of Grade 6 learners in elementary schools?
3. Is there a significant relationship between the level of teaching competencies of Grade 6 teachers of Can-avid District and the level of academic performance of Grade 6 learners in elementary schools of Can-avid District?

## METHODOLOGY

### Research Design

This quantitative study utilized a descriptive and correlational design. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research is a research approach that focuses on quantifying the collection and analysis of data. It is formed from a deductive approach where the emphasis is placed on the testing of theory, shaped by empiricist and positivist philosophies (Bhandari, 2020).

In this study, the use of descriptive-correlational was appropriate since the researchers looked into the relationship between the competencies of DepEd elementary teachers and the academic performance of Grade 6 pupils among elementary schools Can-avid District in the Schools Division of Eastern Samar.

### Locale of the Study

The study was conducted at the 13 schools of Can-avid District, Eastern Samar Division. The choice of Can-avid District as the locale for the study on the competencies of Grade 6 teachers and the academic performance of Grade 6 pupils holds particular significance. Can-avid District serves as an ideal setting for several reasons. The selection of Can-avid District aligns with the broader objective of the study to gain insights into the competencies of DepEd elementary teachers within a specific local context specifically on the presence of struggling readers as posted by M and E data. By focusing on these particular schools, the research aimed to provide a deeper understanding of the challenges and successes faced by teachers and learners with the end view of improving the reading proficiency of learners of Can-avid District.



### Respondents of the Study

The respondents of this study were the Grade 6 Teachers from different elementary schools of Can-avid District in the Schools Division of Eastern Samar. Inclusion of the respondents was based on the following criteria: 1. Must be a regular permanent teacher stationed in Can-avid District, Schools Division of Eastern Samar, 2. Must be currently handling Grade 6 subjects, and 3. Must be willing to participate in the study by voluntarily answering the survey.

### Research Instruments

In this study, an adopted survey questionnaire from a similar study of Laurito (2022) was the main instrument for data collection. As the material was borrowed from a published study of similar focus to this proposed study, no validation was conducted before the use of the instrument. The adopted questionnaire was a self-report assessment for Grade 6 teachers. The survey was divided into five parts of self assessment namely; instructional planning and preparation, classroom management, instructional delivery, assessment and use of educational technology. The Likert scale options was provided from the highest to the lowest levels: (5) Strongly Agree, (4) Agree, (3) Uncertain, (2) Disagree, and (1) Strongly Disagree. The respondents chose the option scales to represent their perceptions of the statements.

### Data Gathering

This study started on the last week of November 2024. Grade 6 teachers were made to answer a printed survey questionnaire with complete enumeration as sampling technique. Prior to the fielding of the survey questionnaire, approval from the research panel was secured, then, permit was solicited from the Can-avid District Principal In-Charge through communication letters stating the request to conduct the online survey and the promise to adhere to the confidentiality protocols.\

### Analysis of Data

Data was tabulated, tallied, organized, statistically treated and analyzed. Descriptive statistics was used to give attributes of the respondents' level of competency and learners' academic performance in English in terms of the mean scores, gain scores, and standard deviation. Since this study used a correlational design, data was also analyzed and treated using correlation analysis specifically in finding out any relationships level of competencies of Grade 6 Teachers among elementary schools and the level of academic performance of Grade 6 learners in Can-avid District, Schools Division of Eastern Samar.

### Ethical Considerations

The ethical framework of this research underscored a commitment to the highest standards of integrity, confidentiality, and respect for the rights and welfare of the participants. In alignment with Republic Act 10173, the Data Privacy Act of 2012, participants were assured that their information was handled with utmost confidentiality and respect.

In the conduct of this study, informed consent was obtained from all participants, ensuring they were fully aware of the study's purpose, procedures, and their right to withdraw at any time without penalty. Confidentiality was strictly maintained, with all personal data anonymized to protect participants' privacy. The study avoided any form of bias or coercion, ensuring that participation was voluntary and that the data collected was accurate and unbiased.

### RESULTS

The evaluation of Grade 6 teachers' instructional planning and preparation, as shown in Table 1.1, reveals a consistently high level of competence across all indicators, with a grand mean of 4.00.

**Table 1.1 Teaching competencies of the Grade 6 teachers in terms of instructional planning and preparation:**

Statement	Mean	Interpretation
I am confident in setting clear and achievable learning goals for my lessons.	4.18	High Competence
I consistently align my lesson plans with grade-level standards and curriculum requirements.	4.20	High Competence
I regularly use student performance data to guide my instructional planning.	4.10	High Competence
I design lesson plans that effectively address the diverse learning needs and abilities of my students.	3.82	High Competence
I create lesson sequences that build upon students' prior knowledge to enhance learning.	4.19	High Competence
I effectively integrate various teaching methods and instructional materials to make my lessons engaging.	4.10	High Competence
I am skilled in preparing assessment tools that align with my lesson objectives.	4.04	High Competence
I manage time efficiently within my lessons to cover all planned activities.	4.08	High Competence
I prepare alternative plans for addressing unexpected challenges in my instruction.	3.50	High Competence
I am competent in selecting and using digital resources and technology to enhance my lesson preparation.	3.79	High Competence
<b>Grand Mean</b>	<b>4.00</b>	<b>High Competence</b>

The data on the teaching competencies of Grade 6 teachers particularly instructional planning and preparation highlights a consistent level of high competence across various instructional practices, as indicated by a grand mean score of 4.000. This signifies that teachers are effectively utilizing instructional

strategies to enhance teaching competencies among their students.

The highest mean score was observed in the integration of literacy instruction across the curriculum (4.20). This aligns



with current educational best practices, which emphasize the importance of integrating literacy skills into all subject areas to promote comprehensive learning (Shanahan & Shanahan, 2019; International Literacy Association, 2020). Teachers appear well-equipped to implement these strategies effectively, which is crucial for student success in teaching.

Leadership in professional learning and preparing supplementary teaching materials both scored 4.18, underscoring the importance of continuous professional development and resource preparation. Engaging in professional learning communities helps teachers stay updated on the latest instructional techniques and educational research (Darling-Hammond et al., 2017).

However, areas such as conducting oral teaching tests through home visitation and capability building for parents scored slightly lower (3.79). While these areas still indicate high competence, there is room for growth. Enhancing parent involvement and conducting home visits can significantly

impact student teaching development (Jeynes, 2018). Providing additional support and resources to parents can empower them to better assist their children’s teaching practices at home.

Regular monitoring of pupils at home had the lowest mean score (3.50). Although this score falls within the high competence range, it indicates a potential area for targeted improvement. Regular and systematic monitoring of student progress is vital for identifying and addressing teaching difficulties early (Connor et al., 2014). Schools might consider implementing more structured monitoring systems to ensure consistent follow-up on student progress.

Table 1.2 presents the detailed assessment on classroom management, showcasing the competencies through various indicators rated on a standardized scale. The mean scores for each indicator reflect a high level of proficiency, with an overall grand mean of 4.092, categorizing the teachers' classroom management skills as highly competent.

**Table 1.2 Teaching competencies of the Grade 6 teachers in terms of Classroom management:**

Statement	Mean	Interpretation
Prepares learning activities accomplished on a time allotted for the teaching subject.	4.12	High Competence
Uses different teaching methods and strategies on the activities provided in the teaching materials.	4.17	High Competence
Creates valuable learning experiences through the activities provided for the learners in the teaching materials.	4.08	High Competence
Draws learners’ attention through the activities in the teaching class.	4.04	High Competence
Analyzes answers of pupils on the activities provided on the modules and prepare innovative projects to enhance learning.	4.12	High Competence
Treats students as individuals by maintaining a learning environment that conveys high expectations of every student.	4.13	High Competence
Works collaboratively with families of students and other significant adults by communicating and collaborating with the home and community for the benefit of students.	3.96	High Competence
Provides an environment in which each child has a positive, nurturing relationship with caring adults by maintaining a positive and nurturing learning environment.	4.08	High Competence
Embraces diversity in the school community and in the world by using materials or lessons that counteract stereotypes and acknowledge the contributions of all cultures.	4.08	High Competence
Leads in the classroom by positive management of student behavior, effective communication to defuse and deescalate disruptive or dangerous behavior, and safe and appropriate seclusion and restraint techniques.	4.12	High Competence
<b>Grand Mean</b>	<b>4.092</b>	<b>High Competence</b>

The highest score was observed in the use of different teaching methods and strategies (4.17), indicating that teachers are particularly adept at diversifying their instructional approaches. This is crucial for catering to diverse learner needs and enhancing engagement and comprehension in teaching activities. Current literature supports the efficacy of varied instructional strategies in improving teaching skills and overall student performance (Begeny, 2019; Jones & Conradi, 2020).

However, the slightly lower mean score in collaborating with families and the community (3.96) suggests room for improvement. Strengthening these partnerships could further enhance the learning experience and provide a more holistic support system for students (Epstein & Sheldon, 2016). Effective communication and collaboration with families can

lead to better educational outcomes and a more supportive learning environment (Van Voorhis et al., 2013).

Maintaining a positive and nurturing environment scored a mean of 4.08, reflecting high competence but also highlighting an area that requires continuous effort. Research indicates that a positive classroom climate significantly contributes to student learning and well-being (Hamre & Pianta, 2006; Marzano, 2017). Therefore, ongoing professional development focusing on emotional and social support strategies could be beneficial.

Embracing diversity and leading the classroom with effective management techniques also scored high, which aligns with the current educational emphasis on inclusivity and positive behavior support (Gay, 2018; Sugai & Horner, 2020). These



competencies are essential for fostering an environment where all students feel valued and capable of achieving success.

**Table 1.3 Teaching competencies of the Grade 6 teachers in terms of instructional delivery:**

Statement	Mean	Interpretation
I demonstrate leadership by engaging in collaborative and collegial professional learning activities and identifying the characteristics or critical elements of a school improvement plan.	4.17	High Competence
I develop and applies lessons based on an effective course of study by integrating effective literacy instruction throughout the curriculum and across content areas to enhance student learning.	4.21	High Competence
I make their instructions relevant to students by integrating 21st -century skills and content in instruction	4.13	High Competence
I conduct oral teaching test through home visitation	3.79	High Competence
I prepare teaching materials to supplement the modules.	4.17	High Competence
I provide intervention to pupils with difficulty in teaching.	4.12	High Competence
I provide other supplementary learning materials to the pupils to enhance their teaching ability.	4.08	High Competence
I provide video clips for the pupils to use in the production of sounds of the letters of the alphabet.	4.04	High Competence
I provide capability building to parents to help in assisting and guiding the pupils improve their teaching ability.	3.79	High Competence
I conduct regular monitoring to pupils at home.	3.50	High Competence
<b>Grand Mean</b>	<b>4.000</b>	<b>High Competence</b>

Table 1.2 presents the teaching competencies of Grade 6 teachers concerning instructional strategies. The data on the teaching competencies of Grade 6 teachers highlights a consistent level of high competence across various instructional practices, as indicated by a grand mean score of 4.000. This signifies that teachers are effectively utilizing instructional strategies to enhance teaching competencies among their students.

The highest mean score was observed in the integration of literacy instruction across the curriculum (4.21). This aligns with current educational best practices, which emphasize the importance of integrating literacy skills into all subject areas to promote comprehensive learning (Shanahan & Shanahan, 2019; International Literacy Association, 2020). Teachers appear well-equipped to implement these strategies effectively, which is crucial for student success in teaching.

Leadership in professional learning and preparing supplementary teaching materials both scored 4.17, underscoring the importance of continuous professional development and resource preparation. Engaging in

professional learning communities helps teachers stay updated on the latest instructional techniques and educational research (Darling-Hammond et al., 2017).

However, areas such as conducting oral teaching tests through home visitation and capability building for parents scored slightly lower (3.79). While these areas still indicate high competence, there is room for growth. Enhancing parent involvement and conducting home visits can significantly impact student teaching development (Jeynes, 2018). Providing additional support and resources to parents can empower them to better assist their children’s teaching practices at home.

Regular monitoring of pupils at home had the lowest mean score (3.50). Although this score falls within the high competence range, it indicates a potential area for targeted improvement. Regular and systematic monitoring of student progress is vital for identifying and addressing teaching difficulties early (Connor et al., 2014). Schools might consider implementing more structured monitoring systems to ensure consistent follow-up on student progress.

**Table 1.4 Teaching competencies of the Grade 6 teachers in terms of Assessment:**

Statement	Mean	Interpretation
Demonstrate leadership by engaging in collaborative and collegial professional learning activities and identifying the characteristics or critical elements of a school improvement plan	4.00	High Competence
Develop and apply lessons based on an effective course of study by integrating effective literacy instruction throughout the curriculum and across content areas to enhance student learning.	4.12	High Competence
Make their instructions relevant to students by integrating 21st -century skills and content in instruction	4.00	High Competence
Conducts oral teaching test through home visitation	3.87	High Competence
Prepare teaching materials to supplement the modules.	4.00	High Competence



Provide intervention to pupils with difficulty in teaching.	4.17	High Competence
Provide other supplementary learning materials to the pupils to enhance their teaching ability.	4.12	High Competence
Provide video clips for the pupils to use in the production of sounds of the letters of the alphabet.	4.00	High Competence
Provide capability building to parents to help in assisting and guiding the pupils improve their teaching ability.	3.79	High Competence
Conduct regular monitoring to pupils at home.	3.63	High Competence
<b>Grand Mean</b>	<b>3.971</b>	<b>High Competence</b>

The data on the teaching competencies of Grade 6 teachers regarding assessment practices as seen on Table 1.4 highlights a generally high level of competence, as evidenced by the grand mean score of 3.971. This suggests that teachers are effectively employing assessment strategies to enhance student teaching skills.

The highest mean score was observed in the provision of interventions for pupils with teaching difficulties (4.17). This aligns with best practices in education, which emphasize the importance of timely and effective interventions to support struggling readers (Wanzek & Vaughn, 2018). Teachers appear proficient in identifying and addressing the needs of students who require additional support in teaching.

Leadership in professional learning and the preparation of supplementary teaching materials both scored 4.00, indicating that teachers are actively engaging in professional development and resource preparation. Engaging in professional learning communities allows teachers to stay informed about the latest educational research and strategies, which is crucial for continuous improvement (Hattie, 2015).

The slightly lower scores in conducting oral teaching tests through home visitation (3.87) and capability building for parents (3.79) indicate areas where further enhancement could be beneficial. Research has shown that parental involvement and home-based assessments can significantly impact student teaching achievement (Goodall, 2017). Providing additional support and resources to parents can empower them to assist their children more effectively at home

**Table 1.5 Teaching competencies of the Grade 6 teachers in terms of Use of educational technology**

Statement	Mean	Interpretation
Displays awareness of technology’s potential to enhance learning by integrating technology into their instruction to maximize student learning.	4.04	High Competence
Introduces the use of technology to the pupils	4.04	High Competence
Uses technology in producing learning materials.	4.08	High Competence
Produces video lessons to supplement teaching materials provided to the pupils.	4.08	High Competence
Uses different platforms in teaching teaching.	4.08	High Competence
Creates valuable experiences to pupils using technology in teaching teaching.	4.00	High Competence
Displays awareness of technology’s potential to enhance learning by integrating technology into their instruction to maximize student learning.	4.04	High Competence
Reaches pupils best using technology-based communication.	4.00	High Competence
Uses technology in monitoring the pupils.	3.83	High Competence
Participates trainings and seminars using technology for professional development.	4.04	High Competence
<b>Grand Mean</b>	<b>4.03</b>	<b>High Competence</b>

Table 1.5 presents the teaching competencies of Grade 6 teachers concerning the integration of information technology (IT) in their instructional practices. Each competency was evaluated based on various statements, with the mean scores indicating the level of competence. The overall grand mean score was 4.03, signifying high competence in utilizing IT to enhance teaching instruction.

The highest scores were observed in using technology for producing learning materials, creating video lessons, and using various platforms (all 4.08). This reflects current educational trends that emphasize the importance of multimedia and diverse digital tools in engaging students and enhancing their learning experiences (Mayer, 2021; OECD, 2020). The proficiency in these areas suggests that teachers are well-equipped to leverage technology to make teaching instruction more interactive and effective.

The consistent scores of 4.04 in multiple areas, such as integrating technology to enhance learning, introducing technology to pupils, and participating in technology-based professional development, indicate a broad understanding and application of IT in education. Teachers’ engagement in professional development through technology is particularly noteworthy as it ensures they remain updated with the latest educational technologies and pedagogical strategies (Darling-Hammond et al., 2017).

However, the slightly lower score in using technology for monitoring pupils (3.83) suggests a potential area for improvement. Effective use of technology for student monitoring can provide real-time insights into student progress and help in timely interventions (Means et al., 2016). Schools



might consider providing additional training or resources to enhance teachers' skills in this area.

The use of technology-based communication scored 4.00, indicating high competence but also highlighting the importance of continuous improvement in maintaining effective communication channels with students, especially in remote or hybrid learning environments (Schwartz et al., 2020).

Overall, the high competence levels across various IT-related competencies suggest that Grade 6 teachers in Policarpo District are effectively integrating technology into their teaching instruction. Continued focus on professional development and addressing specific areas like technology-based student monitoring can further enhance their instructional practices and student outcomes.

### Academic Performance of Grade 6 Learners of Can-avid District

Academic performance as an indicator of quality of education can be evaluated based on the grades on the performance of learners. Table 2 illustrates the academic performance of Grade 6 learners in Can-avid District. The data indicates that the majority of learners performed exceptionally well during the

assessed period. Specifically, 25.94% (n=89) achieved an Outstanding rating (90-100), while the largest group, 50.15% (n=172), earned a Very Satisfactory rating (85-89). Combined, these categories account for over three-fourths of the learners (76.09%), reflecting a strong overall academic performance.

A smaller proportion of learners demonstrated Satisfactory performance (80-84), comprising 11.08% (n=38). Meanwhile, 12.83% (n=44) were categorized under Fairly Satisfactory (75-79). Significantly, no learners were classified under the Did Not Meet Expectation category, suggesting that all students achieved at least the minimum learning competencies.

These results are consistent with recent research emphasizing the effectiveness of targeted instructional strategies and adaptive learning modalities in promoting academic success among elementary learners (Garcia & Mendoza, 2023). The high percentage of learners in the Outstanding and Very Satisfactory categories reflects the successful implementation of teaching methods tailored to the needs of the learners. However, the presence of a notable proportion of students in the Fairly Satisfactory range highlights the need for enhanced interventions to address individual learning gaps and ensure equitable academic achievement.

**Table 2. Academic performance of Grade 6 Learners of Can-avid District**

Academic Performance	Frequency (n=343)	Percent
Outstanding (90-100)	89	25.94
Very satisfactory (85-89)	172	50.15
Satisfactory (80-84)	38	11.08
Fairly Satisfactory (75-79)	44	12.83
Did not Meet Expectation	0	0

### Relationship Between the Teaching Competencies of Teachers and the Level of Academic Performance of Grade 6 Learners

This section examined the significant relationship between the teaching competencies of Grade 6 teachers and the academic performance levels of their students in elementary schools, as presented in Table 3. The findings indicate varying degrees of correlation between specific teaching competencies and learner performance.

A significant positive relationship was found between Instructional Planning and Preparation and the Level of Academic Performance ( $r = .432, p = .007$ ). Similarly, Classroom Management demonstrated a stronger significant relationship ( $r = .539, p = .007$ ). These results suggest that effective instructional planning and preparation, as well as sound classroom management practices, play a crucial role in enhancing the academic performance of learners. These

findings align with recent studies emphasizing that well-structured lesson plans and a conducive learning environment significantly influence students' learning outcomes (Lopez et al., 2023).

Conversely, no significant relationships were observed for other competencies. Specifically, Instructional Delivery ( $r = .144, p = .502$ ), Assessment ( $r = .070, p = .744$ ), and the Use of Educational Technology ( $r = .232, p = .275$ ) did not show statistically significant correlations with learner performance. These findings imply that while these competencies are important, their direct influence on academic performance may be less pronounced in the context of the Can-avid District. It is also possible that factors beyond these competencies, such as learner motivation, parental involvement, or socio-economic conditions, contributed to the learners' academic performance.



**Table 3. Test on significant relationship between the teaching competencies of the teachers and the level of academic performance of Grade 6 learners in elementary schools of Can-avid District**

Independent Variable	Dependent Variable	r-value	p-value	decision	Interpretation
Instructional planning and preparation	Level of academic performance	.432	.007	Reject H <sub>0</sub>	Significant
Classroom Management		.539	.007	Reject H <sub>0</sub>	Significant
Instructional delivery		.144	.502	Fail to reject H <sub>0</sub>	Not significant
Assessment		.070	.744	Fail to reject H <sub>0</sub>	Not significant
Use of educational Technology		.232	.275	Fail to reject H <sub>0</sub>	Not significant

Level of significance is set at 0.05

The findings of this study underscore the nuanced and multifaceted relationship between teaching competencies and student academic performance in the Can-avid District. The significant positive correlations between Instructional Planning and Preparation and Classroom Management with learners' academic performance highlight these competencies as critical pillars of effective teaching. These results emphasize that meticulous lesson planning and a well-organized classroom environment provide the foundation for meaningful learning experiences, enabling students to reach higher levels of achievement. However, the lack of significant relationships observed for Instructional Delivery, Assessment, and Use of Educational Technology suggests that these areas may require further attention and support. It is possible that instructional delivery methods lack the necessary dynamism or alignment with diverse learner needs, assessment practices are not being effectively utilized to guide and improve learning, and technology is underutilized or not fully integrated into the instructional process. These gaps point to opportunities for targeted interventions, such as professional development focused on innovative teaching methods, more robust assessment strategies, and effective technology integration. The absence of a significant impact in these areas also invites further exploration of contextual factors, such as resource availability, learner engagement, and external influences like parental support or socio-economic conditions, which may mediate the relationship between teaching competencies and academic performance.

Overall, while the results affirm the importance of certain core teaching competencies, they also highlight the need for a comprehensive and balanced approach to teacher development, ensuring that all aspects of instruction are optimized to address the diverse needs of learners and foster equitable academic success.

### CONCLUSIONS

Based on the study conducted in 13 elementary schools in the Can-avid District of the Schools Division of Eastern Samar regarding the relationship between teaching competencies and the academic performance of Grade 6 pupils, the following are the conclusions of this research:

1. On teaching competencies—comprising skills, knowledge, and attitudes such as subject mastery, pedagogical strategies, classroom management, and adaptability—are critical in facilitating effective learning. Among these, classroom management emerged as a significant factor influencing academic outcomes,

underscoring its importance in fostering a conducive learning environment.

2. The level of academic performance among Grade 6 learners varies due to factors such as teaching quality, resources, and individual characteristics, the findings emphasize the need for foundational skills and knowledge at this stage. Effective teaching, coupled with support from parents and a positive school environment, plays a significant role in preparing learners for higher education. Academic performance, typically assessed through grades and standardized tests, is reflective of both teacher input and broader contextual influences.
3. The study revealed a significant positive correlation between classroom management and teaching performance, indicating its critical role in student success ( $r = .539, p = .007$ ). However, no significant relationships were observed between teaching performance and competencies in instruction, assessment, or information technology, suggesting that while these areas are vital, their impact may be dependent on more effective application or integration within the teaching process. This highlights the need for targeted professional development to optimize the influence of these competencies on student outcomes.

### RECOMMENDATIONS

Based on the findings of the study exploring the relationship between the competencies of Grade 6 teachers and the level of academic performance of Grade VI pupils in Can-avid District, the following recommendations are provided:

1. Focus on Classroom Management: Given the significant impact of classroom management on student teaching performance, professional development for teachers should prioritize effective classroom management strategies.
2. Enhancing Instructional Practices: Although instruction did not show a significant correlation with teaching performance, continuous improvement and innovative instructional strategies should be encouraged to support student learning.
3. Effective Use of Assessments: The non-significant correlation between assessment practices and student performance suggests a need for better alignment of assessment methods with instructional goals and formative use of assessment data.
4. Leveraging Technology: While technology competencies were high, their non-significant impact on teaching performance indicates a need for more effective



integration of technology in teaching instruction to fully realize its potential benefits.

### Conflict of Interest

The authors declare no conflict of interest regarding the conduct of this study. All efforts were made to ensure the objectivity and integrity of the research process, and the findings were derived independently without any influence from external entities or stakeholders.

No external funding, sponsorships, or affiliations have compromised the objectivity of this research process or its findings. The authors declare full transparency in the development, execution, and reporting of this study, ensuring that the conclusions drawn are free from bias and solely grounded in the data collected and analyzed. This statement reflects the authors' commitment to maintaining ethical research practices and upholding the integrity of academic inquiry.

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