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Teachers Competence and Its Influence on their Learners Academic Performance: Basis for Teachers Training Enhancement

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Abstract — This study used descriptive and inferential analyses among senior high school teachers purposively chosen from secondary schools to examine the level of teachers' competence along the seven domains of the PPST and its influence on learners' academic performance. A validated researcher-made instrument was used to gather the data. Frequency count, mean, standard deviation, Mann-Whitney U test, Kruskal-Wallis H test, and Spearman's rho rank-order correlation were used to analyze using SPSS software. Results revealed that the level of teaching competence was very much competent regardless of sex, civil status, educational attainment, and teaching experience. Most domains were described as very competent except for the plus factor, which is much competent. A non-statistically significant difference existed in the level of teaching competence and learners' academic performance as to demographic profiles emerged. Similarly, no significant influence or relationship existed between teachers' level of competence and learners' academic performance.

Keywords — Teacher Competence, Influence, Academic Performance Teachers' Training

I. Introduction

The Enhanced Basic Education Act of 2013, as stated in Section 7, aims to ensure that the state's policy for essential education graduates is rooted in sound educational principles. This act mandates that the Department of Education and the Commission on Higher Education, in collaboration with relevant government partners, conduct training programs to meet the content and performance standards of the new K-12 curriculum.

Teachers must be adequately trained to prepare competent institutes of education globally and understand current educational reforms and policies. This will make them functional in implementing the academic program and sufficiently acquainted with educational reforms and evolving contemporary issues.

The Department of Education (2013) confirmed that some teachers are more effective than others, and being taught by an effective teacher has significant consequences for student achievement. Mezieobi and Osakwe (2003), Esu and Inyang-Abia (2004), and Mezieobi (2007)

supported the idea that school instruction focuses on equipping learners with attitudes, values, knowledge, and skills for functional living in society.

As a senior high school teacher, the researcher observed the problem of teaching effectiveness, which significantly impacts learners' academic performance. Therefore, a training enhancement for teachers is necessary to keep up with the pace of education in the global perspective. The research was undertaken to determine teachers' competence in seven domains: content knowledge and pedagogy, learning environment, curriculum, planning, reporting, assessment, and factor, and how these influence learners' performance in senior high school.

This study was conducted to determine the teachers' competence and its influence on their learners' academic performance. It will serve as a basis for the teachers' training enhancement from the seven mother schools in the Fourth Congressional District of Iloilo for the school year 2019-2020.

Specifically, this study sought answers to the following questions:

1. What is the level of teachers' competence in terms of seven domains: content knowledge and pedagogy, learning environment, curriculum, planning, reporting, assessment, and factor when taken as a whole and classified according to sex, civil status, educational attainment, and teaching experience?
2. Is there a significant difference in the level of teachers' competence in terms of the seven domains of content knowledge and pedagogy, learning environment, curriculum, planning, reporting, assessment, and factor when classified according to sex, civil status, educational attainment, and teaching experience?
3. What is the level of learners' academic performance when taken as a whole and classified according to sex, grade level, and educational track?
4. Is there a significant difference in the learners' academic performance levels when classified according to sex, grade level, and academic track?
5. Is there a significant influence between teachers' competence and learners' academic performance?
6. What teacher training enhancement could be proposed based on the study?

Literature Review

This chapter discusses the importance of teachers' competence and its influence on their learners' academic performance. It highlights the role of teachers in enabling learners to become valuable assets to the community and future nation leaders. Teachers' competence refers to teachers' ability from seven mother schools in the Fourth Congressional District, Province of Iloilo,

regarding content knowledge and pedagogy, learning environment, curriculum, planning, reporting, assessment, and more.

Teacher's Competency

Teachers' competency is crucial for the future success of education and schools(Darling-Hammond (2006). Constructing 21st-century teacher education. Journal of Teacher Education, 57(3), 300-314). It is closely connected to teachers' work performance and ability to make innovations in the teaching environment, resulting in integrating new ideas into their practice. Teachers support learners and young people as they develop skills by applying them in new and more complex contexts. Teachers should be regarded as a continuum, not capped at any particular level.

Teachers can gather evidence as part of day-to-day learning, such as describing and recording, exploring and analyzing sources, interpreting and displaying information, talking and debating with peers and adults, undertaking investigations, and presenting their thinking orally, in writing, or in multimedia. Specific assessment tasks will be valuable in assessing progress from early years to senior stages.

Today's educational climate focuses on learners' academic achievement, often equated to performance on the state's standardized annual assessments. Gao (2011) states that teachers' effectiveness is at the core of student success, and ongoing professional development is essential for ensuring effective teaching at any level.

Mankiewicz and Winters (2012) argue that there are gaps between teachers' professional development training and what they implement in their classrooms, leading to less sophisticated literacy instruction. Teachers are critical to student learning in the school, and they perform better when they can make choices based on what is relevant to them.

This study involved teachers who had conducted action research as a component of their Master's in Curriculum and Instruction program at one Midwest College. The findings revealed that 98% of the teachers felt they benefited from conducting action research, with the most significant professional benefits being thinking more reflectively, positively impacting student learning, and inquiring more about their practice. Teachers continued to conduct action research based on the impact they perceived the practice had on their learners' success in the classroom.

With 92% of participants desiring to continue action research, two significant factors were the most excellent support for continuation: collaboration with peers on issues that mattered to them and time in the school day to collaborate and conduct action research.

Morris (2016) conducted a qualitative study on Florida alternative education teachers' experiences in preparing learners for the Florida Standards Assessment and their perceptions of its meaningfulness. The study found that teachers faced challenges in implementing pedagogical

practices and felt they needed more resources to be available. However, they relied on self-efficacy to overcome these challenges.

Recommendations for future research include conducting a similar study using mixed methods or quantitative approaches with a larger sample size for greater generalizability. This study contributes to knowledge regarding teacher self-efficacy, preparation, pedagogical practices, and standardized assessment.

Potheroe (2008) found that teachers were more successful in meeting high standards when they believed they could positively affect student learning. VanTassel-Baska and Johnsen (2016) noted that teachers had to adjust their instructional practices to prepare learners for the demands of the new Common Core State Standards. Wyatt (2016) states that competencies encompass the art and science of teaching, and for teachers to affect student performance positively, they must implement pedagogical practices to increase student performance.

Jenkins (2016) discussed the responsibility of teachers and the education system to prepare learners for their career paths effectively. Reflective conversations were beneficial to improving classroom instruction, with 96% of campus administrators and 80% of classroom teachers agreeing. Further research is needed on reflective conversations' effectiveness, fidelity, relationship with improved student achievement, and impact on teacher evaluation.

Notgrass (2012) emphasizes the importance of continuous professional conversations in the education system for self-evaluation and professional improvement.

The Seven Domains of Teacher Competence

21st-century teaching focuses on teaching standards, which define what teachers and school leaders should be able to do (Beck et al., 2002; CEPPE, 2013). Teaching quality is widely recognized as the most critical factor affecting student learning outcomes, and enhancing teacher quality becomes of utmost importance for long-term and sustainable nation-building (Chung & Kim, 2010; CEPPE, 2013). In the Philippines, the K to 12 Basic Education Curriculum was launched in 2012, and the Philippine Professional Standards for Teachers (PPST) was established as a framework for teacher quality.

The P21 Framework for 21st Century Learning (2015) emphasizes the importance of good teachers in raising student achievement, as quality learning is contingent upon quality teaching. Enhancing teacher quality becomes of utmost importance for long-term and sustainable nation-building.

The Philippine Professional Standards for Teachers defines teacher quality in the Philippines, describing the expectations of teachers' increasing levels of knowledge, practice, and professional engagement. The standards allow for teachers' growing understanding, applied with increasing sophistication across a broader and more complex range of teaching/learning situations.

Quality teachers in the Philippines need to possess the following characteristics:

1. ***Content and Knowledge Pedagogy.*** Recognize the importance of mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of applying theories and principles of teaching and learning. They apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research.

2. ***Learning Environment.*** Provide safe, secure, fair, and supportive learning environments to promote learner responsibility and achievement. They create a learning-focused environment and efficiently manage learner behavior in a physical and virtual space.

3. ***Planning.*** Establish learning environments responsive to learner diversity, respecting learners' diverse characteristics and experiences as inputs to the planning and designing of learning opportunities.

4. ***Curriculum.*** Interact with national and local curriculum requirements, translating curriculum content into learning activities relevant to learners and based on effective teaching and learning principles.

5. ***Assessment.*** Apply various assessment tools and strategies to monitor, evaluate, document, and report learners' needs, progress, and achievement.

6. ***Reporting.*** Establish school-community partnerships to enrich the learning environment and community engagement in the educative process.

7. ***Plus Factor.*** Value personal growth and professional development, maintaining qualities that uphold the dignity of teaching, such as a caring attitude, respect, and integrity.

Learner's Academic Performance

Effective teaching is crucial for student learning and has become even more important as the emphasis on quality in higher education increases. Teachers become good at their work by evaluating their practice and understanding the effects of teaching on learners. Block (2012) supports the importance of teachers' effectiveness by stating that many of the notions in the literature as essential for effective teaching are aligned with the perceptions of educators currently enrolled in graduate school (James, 2012).

According to James (2012), effective teachers use techniques that best serve their learners' learning needs, allowing them to learn through discovery or direct teaching. They also help learners learn independently and with and from others, providing opportunities to learn from other learners and sources outside the school.

Effective teachers encourage learners to take greater responsibility for their learning by ensuring they know the goals of the learning program and how they will be assessed and are actively involved in evaluating their learning. They thoroughly know their subject content and skills, inspiring a love of learning and understanding how students best learn concepts, content, and skills.

Effective teachers constantly reflect on their effectiveness, use various assessment methods to determine the extent to which their learners are meeting the standards, and plan the next steps.

Teacher's Training Enhancement

Acosta's (2016) study on the readiness of higher education institutions in the Philippines for implementing the K-12 Senior High School program found five predisposing factors: eligibility, staffing guidelines, course streamlining, workforce surplus management, and alternative programs. These factors ensure sustainability and promote the welfare of faculty and employees in the higher education sector. Torres' (2018) study assessed the competency level of technology and livelihood education teachers, finding significant differences in motivation, opportunities for skill acquisition, renewed professionalism, and rejuvenated teaching advocacy. The findings can serve as a basis for policy formulation on teachers' training enhancement, aiming to ensure the sustainability and welfare of faculty and employees in the higher education sector.

Teacher's on Learners' Academic Performance

The Department of Education aims to improve teachers' efficiency and effectiveness by offering training and seminars on ICT, new teaching methods, K-12 curriculum orientations, and Values Formation Seminars. Felipe (2013) believes these seminars help create an effective learning environment, keep teachers updated on modern instructional devices, and inspire them to become better teachers in the contemporary world.

Good teachers become great by surpassing the call of duty and the textbook. Educators can participate in conferences, workshops, and continuing education to further their education, such as online and on-site workshops and classes. Teachers should also be aware that technology is constantly changing, and they must immerse themselves in what is new and current to better the lives and education of their learners.

However, an average of 89% of teachers in lower secondary education engage in professional development, with 11% not participating. Over half of teachers believe that professional development does not meet their needs. The most frequently required areas are teaching special learning needs learners, ICT teaching skills, and student discipline and behavior.

Effective professional development is ongoing and includes training, practice, feedback, and adequate time and follow-up support. Successful programs involve teachers in learning activities similar to those they will use with their learners and encourage the development of

teachers' learning communities. Eula (2010) states that some professional development may be compulsory, but teachers need to exercise their professional judgment and choose the development activities that best benefit them.

High-quality teachers push out the boundaries of their learning and teaching, seeking new topics and teaching methods. Teachers' ongoing professional development should be implemented in their schedules to achieve their maximum potential.

II. Methodology

This chapter details the research method, design, sampling, respondents, instrument, validity, reliability, data-gathering, analysis, and statistical tools used to assess teachers' competence and influence on students' academic performance in seven mother schools in the Fourth Congressional District of Iloilo for 2019-2020.

The study utilized a descriptive research method, combining descriptive and inferential analyses to investigate relationships among specific variables. A quantitative survey design was employed with a researcher-created questionnaire assessing teachers' competence in seven domains and its impact on students' academic performance. Respondents included 206 senior high school teachers from seven mother schools in Iloilo's Fourth Congressional District and 75 senior high school learners from Dueñas National Comprehensive High School.

Purposive sampling selected both teacher and learner respondents. The instrument's reliability was verified through a pilot test, with adjustments made based on expert validation. Data gathering involved securing permissions, distributing questionnaires, and ensuring participant anonymity. The Statistical Package for Social Sciences (SPSS) was used for data analysis, with statistical tests like the Mann-Whitney U and Kruskal-Wallis H test applied to determine significant differences in teachers' competence and student performance across variables.

III. Results and Discussion

This chapter analyzes data on Senior High School teachers' competence in content knowledge, pedagogy, learning environment, curriculum, planning, assessment, reporting, and plus factor for 2019-2020 and their academic performance.

Level of teachers' competence in terms of the seven domains when taken as a whole and classified according to sex, civil status, educational attainment, and teaching experience

The analysis showed that teachers demonstrated a "Very Much Competent" level in six domains—Content Knowledge & Pedagogy, Learning Environment, Curriculum, Planning, Assessment, and Reporting—with mean scores ranging from 4.29 to 4.49. The domain of Plus

Factor was rated as "Much Competent" with a mean score of 4.12. Standard deviations between 0.33 and 0.51 indicated a consistent level of competence among teachers across all domains. This suggests a high level of competence among senior high school teachers in the specified categories.

Table 3

Levels of Teachers' Competence as to the Mean of 7 Domains

Domains	Mean	Description
Content Knowledge & Pedagogy	4.41	VMC
Learning Environment	4.49	VMC
Curriculum	4.48	VMC
Planning	4.41	VMC
Assessment	4.29	VMC
Reporting	4.29	VMC
Plus Factor	4.12	MC

Scale Description:
4.21 – 5.00 Very Much Competent (VMC)
3.41 – 4.20 Much Competent (MC)
2.61 – 3.40 Moderately Competent (Mod. C)
1.81 – 2.60 Least Competent (LC)
1.00 – 1.80 Very Least Competent (VLC)

The table reflects teachers' competence levels across various demographic categories, assessed on seven domains and categorized by average scores. Based on the scale, which designates 4.21–5.00 as "Very Much Competent" (VMC), all groups fall within this range, indicating a high level of competence across the board. Female teachers slightly outperform male teachers, with scores of 4.37 and 4.32, respectively, within the VMC category. When examining civil status, widowed teachers have the highest competence score at 4.41, followed closely by single and married teachers at 4.33 and 4.32. Educational attainment reveals a positive correlation between higher degrees and perceived competence, with teachers holding PhD units scoring the highest at 4.49, master's degree holders at 4.41, and bachelor's degree holders at 4.36, all within the VMC range.

Regarding teaching experience, those aged 21–30 score the highest at 4.47, indicating that mid-career teachers may be slightly more competent. However, those with less or more experience still fall within the VMC category. The data suggests consistently high competence levels among teachers, with minor variations influenced by gender, civil status, educational attainment, and years of experience.

Table 4

Level of Teachers' Competence as to the Mean Score of 7 Domains of Senior High School Teachers' when classified as sex, civil status, educational attainment, and teaching experience.

Teachers' Competence	DOMAIN 1	2	3	4	5	6	7	Total x	Description
	MEAN								
Sex									
Male	4.36	4.44	4.46	4.39	4.24	4.29	4.09	4.32	VMC
Female	4.43	4.52	4.49	4.42	4.31	4.28	4.14	4.37	VMC
Civil Status									
Single	4.39	4.44	4.43	4.39	4.28	4.29	4.11	4.33	VMC
Married	4.43	4.54	4.51	4.42	4.28	4.28	4.16	4.37	VMC
Widower	4.34	4.40	4.62	4.57	4.57	4.43	3.91	4.41	VMC
Educ. Attainment									
Units in PhD	4.51	4.71	4.71	4.48	4.37	4.51	4.14	4.49	VMC
Masters Degree	4.30	4.27	4.31	4.25	4.32	4.34	4.10	4.27	VMC
Units in MA	4.42	4.51	4.52	4.38	4.31	4.30	4.11	4.36	VMC
Bachelor	4.42	4.52	4.49	4.46	4.28	4.26	4.14	4.36	VMC
Teaching Experience									
1 – 10 years	4.41	4.52	4.50	4.39	4.29	4.30	3.42	4.36	VMC
11 – 20 years	4.39	4.44	4.45	4.38	4.22	4.21	4.14	4.32	VMC
21 – 30 years	4.46	4.60	4.56	4.61	4.56	4.50	4.18	4.47	VMC
31 and above	4.50	4.48	4.38	4.50	4.22	4.35	4.20	4.36	VMC

Scale Description:
4.21 – 5.00 Very Much Competent (VMC)
3.41 – 4.20 Much Competent (MC)
2.61 – 3.40 Moderately Competent (Mod. C)
1.81 – 2.60 Least Competent (LC)
1.00 – 1.80 Very Least Competent (VLC)

Differences in the Levels of Teachers' Competence in the 7 Domains when classified according to sex

The results indicate no significant differences in teachers' competence levels across seven domains when grouped by sex. The Mann-Whitney U values (U1 to U7) and p-values (all greater than 0.05) confirm that male and female teachers demonstrate comparable competence levels in each domain: content knowledge and pedagogy, learning environment, curriculum, planning, reporting, assessment, and plus factor. Therefore, the hypothesis suggesting significant gender-based differences in teacher competence is not supported.

Table 5

Mann-Whitney U Test on the Difference in the Levels of Teachers' Competence in the 7 Domains when grouped as to sex.

Domain	***1***	***2***	***3***	***4***	***5***	***6***	***7***
Mann-Whitney U	4204.00	4110.00	4379.00	4448.00	4207.00	4616.00	4253.50
Z	-1.05	-1.29	-0.61	-0.44	-1.05	-0.009	-0.94
Sig. (2-tailed)	0.291	0.195	0.540	0.662	0.296	0.993	0.349

* p< .05, significant

Differences in the Levels of Teachers' Competence in the 7 Domains when classified according to civil status

When grouped by civil status, the data show no significant differences in teachers' competence levels across seven domains. The Chi-square values and p-values (all above 0.05) indicate that single, married, and widowed teachers have similar competence levels in each domain. Thus, the hypothesis of significant differences based on civil status is rejected, and no further post hoc analysis is needed. This finding suggests that teaching quality remains consistent, regardless of civil status, underscoring the universally recognized importance of effective teaching practices.

Table 6

Kruskal-Wallis H Test on the Difference in the Levels of Teachers' Competence in the seven (7) Domains when grouped as to the civil status

			Single	**Married**	**Widower**
DOMAINS			**MEAN RANK**		
	X^2	Asymp. Sig,			
1	0.53	0.77	100.09	106.13	100.36
2	5.62	0.06	93.07	112.00	86.36
3	2.41	0.30	96.72	107.11	124.14
4	0.87	0.65	100.67	104.44	121.43
5	2.35	0.31	100.41	103.75	135.93
6	0.51	0.77	102.30	103.43	118.86
7	3.36	0.19	98.89	108.66	72.71

* p< .05, significant

Differences in the levels of teachers' competence in the seven (7) domains when grouped as to educational attainment

The Kruskal-Wallis H-test results indicate no significant differences in teachers' competence levels across seven domains when grouped by educational attainment. The mean ranks for teachers' competence, based on educational levels, were similar, with p-values for each domain (all greater than 0.05) supporting this. Therefore, educational attainment does not influence teachers' competence levels. This suggests that teaching competence is consistent across different educational backgrounds among the teachers in the study.

Table 7

Kruskal-Wallis H Test on the Differences in the Levels of Teachers' Competence in the seven (7) domains when grouped as to Educational Attainment

			With PhD units	Masters Degree	With units in masters	Bachelor Degree
DOMAINS			**MEAN RANK**			
	X^2	Asymp. Sig,				
1	2.04	0.56	114.14	88.06	105.57	104.37
2	7.34	0.06	145.14	81.02	106.43	103.70
3	5.98	0.11	133.36	80.64	108.34	103.69
4	3.86	0.28	115.07	83.60	100.12	107.37
5	0.39	0.94	113.50	102.08	105.47	101.62
6	1.83	0.61	128.79	105.04	105.86	100.00
7	0.17	0.98	106.93	99.44	101.94	103.92

* p< .05, significant

Differences in the levels of teachers' competence in the seven (7) domains when grouped as to teaching experience

The Kruskal-Wallis H-test results show no significant differences in teachers' competence levels across seven domains when grouped by teaching experience (1-10 years, 11-20 years, 21-30 years, and above 31 years). The p-values for each domain (above 0.05) indicate that teachers' competence levels are similar regardless of years of experience. This finding suggests that teaching competence remains consistent across various experience levels among teachers in the study.

Table 8

Kruskal-Wallis H Test on the Difference in the Levels of Teachers' Competence in the seven (7) domains when grouped as to teaching experience

			1-10 yrs	11-20 yrs	21-30 yrs	>31 years
DOMAINS			MEAN RANK			
	X^2	Asymp. Sig,				
1	1.01	0.80	104.65	99.38	110.48	113.63
2	7.28	0.06	111.60	90.96	119.30	97.56
3	2.33	0.51	107.31	97.83	113.91	89.81
4	5.74	0.13	100.55	98.60	130.28	111.50
5	9.70	0.06	104.97	93.78	136.37	94.38
6	6.81	0.08	105.26	93.66	127.96	116.50
7	7.38	0.06	102.69	112.86	76.50	92.13

* p< .05, significant

The data indicates that learners' overall academic performance is rated as "Very Satisfactory," with a mean score of 86.48 (SD=4.25). When analyzed by sex, males scored slightly higher (M=86.85, SD=3.90) than females (M=86.27, SD=4.47). By grade level, both level 1 (M=86.74, SD=4.40) and level 2 (M=86.22, SD=4.14) also achieved a "Very Satisfactory" rating. Across academic tracks, all were rated "Very Satisfactory" with means of 87.20, 86.54, and 85.73, respectively.

Classification	Mean	S.D.	Description
Entire Group	86.48	4.25	Very Satisfactory
Sex			
Male	86.85	3.90	Very Satisfactory
Female	86.27	4.47	Very Satisfactory
Grade Level			
Level 1	86.74	4.40	Very Satisfactory
Level 2	86.22	4.14	Very Satisfactory
Academic Track			
Track 1	87.20	4.07	Very Satisfactory
Track 2	86.54	4.52	Very Satisfactory
Track 3	85.73	4.21	Very Satisfactory

Grading Scale: Description
90 – 100 Outstanding
85 – 89 Very Satisfactory
80 – 84 Satisfactory
75 – 79 Fairly Satisfactory
Below 75 Did Not Meet Expectations

Differences in the Level of Learners' Academic Performance when classified according to Sex and Grade Level

The Mann-Whitney U test results show no significant difference in academic performance based on sex, with male and female learners performing at similar levels (U=604.50, Z=-0.482, p=0.630). Additionally, students displayed comparable academic outcomes when classified by grade level, indicating that neither sex nor grade level significantly influenced their academic performance. Detailed data is presented in Table 9.

Table 9

Mann-Whitney U Test on the Differences in the Level of Learners' Academic Performance when classified according to sex and Grade Level

Classification		Mann-W U	Z	p-value	Interpretation
	Mean Rank				
Sex		604.50	-.482	0.630	Not significant
Male	39.61				
Female	37.09				
Grade Level		640.00	-.670	0.503	Not significant
Level 1	39.66				
Level 2	36.30				

* p< .05, significant

The Kruskal-Wallis H-test results indicate no significant difference in academic performance across different academic tracks (χ^2=1.700, df=2, p=0.427). This suggests that learners perform similarly regardless of their chosen track, as shown in Table 10.

Table 10

Kruskal-Wallis H Test on the Differences in the Level of Learners' Academic Performance when classified according to Academic Track

Classification		X^2	df	p-value	Interpretation
	Mean Rank				
Academic Track		1.700	2	0.427	Not significant
Track 1	41.40				
Track 2	39.13				
Track 3	33.69				

* p< .05, significant

The analysis sought to determine if a significant relationship exists between teachers' competence and learners' academic performance. Spearman's rho correlation coefficient was -0.205, indicating a very low and negative correlation. Additionally, the p-value was 0.078, above the typical significance threshold, indicating no statistically significant relationship between the two variables. This suggests that more evidence is needed to confirm any strong association or influence between teachers' competence and learners' academic performance, possibly due to the unbalanced sample sizes for teachers and learners.

Despite the lack of significant correlation, the analysis highlights that teaching effectiveness is crucial for enhancing student learning outcomes. Effective teaching, linked with quality education, does not happen accidentally but requires continuous evaluation. As James (2012) noted, effective teachers assess their teaching impact on learners and use various assessment tools to meet and plan for educational standards.

Table 11

Spearman's rho on the Relationship Between Teachers' Competence and Learners' Academic Performance

TEST VARIABLES	ρ	p-value	Interpretation
Techers' Competence (7 Domains)	-.205	0.078	Not significant
Learners' Academic Performance			

* p< .05, significant

IV. Conclusion

The study concludes that teaching competence in public senior high school teachers is crucial for delivering high-quality education aligned with global standards. Teachers are encouraged to take responsibility for their personal and professional growth, with school administrators playing a supportive role in fostering these skills. Lifelong professional

development is emphasized, as teaching competence is expected to improve over time through experience, contributing to holistic student development.

Structured programs that adapt to changing educational demands are recommended to maintain and enhance this competence. These programs should address general and specialized competencies, ensuring teaching practices meet established standards and effectively support educational quality management.

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