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# Teachers' Competencies and Academic Performance of Intermediate Grade Pupils in English: Basis for Instructional Supervision Plan

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## ABSTRACT

One of the primary objectives of contemporary pre-service and in-service training for teachers is to enhance their competencies, which plays a crucial role in students' academic achievement, according to the Department of Education. Teacher competencies encompass a range of factors, including teaching effectiveness, recognition and awards, engagement in professional organizations, scholarly abilities, creative productivity, and contributions to both university and community service. Students interact with a diverse array of teachers each day, and the varying levels of teaching competency directly influence student learning outcomes. It is essential for teachers to reflect on their own competency levels to understand how their teaching practices impact student learning. As the Master Teacher, the researcher is tasked with assessing these competencies to inform the design of targeted mentoring activities tailored to meet teachers' specific needs, ultimately enhancing the academic performance of intermediate grade learners. This study revealed that teachers demonstrated exceptionally high levels of competency in mastery of subject matter, teaching skills, classroom management, and evaluation techniques. Correspondingly, the academic performance of intermediate grade pupils in English was found to be very satisfactory. Furthermore, the data indicated a significant relationship between teachers' competencies and the academic performance of their students in English. Thus, when teachers exhibit both high competency and dedication, it leads to improved learning outcomes for students.

*Keywords —Teacher' Competencies, Academic Performance, Intermediate Grade Pupils, English, Instructional Supervision Plan*

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## I. INTRODUCTION

One of the goals of today's pre-service and in-service training of teachers is to promote teacher's competencies. According to the Department of Education, it is a big factor in the academic achievement of the students. Included under teacher competencies are teaching effectiveness, professional recognition and awards, membership and participation in professional organizations, scholarly abilities and creative productiveness, and university and community service (Manual of Regulation for Private Schools, 2010). In the daily life of students, they encounter different kinds of teachers. It is a fact that the various teaching competency levels of their teachers bear different effects upon the students' learning. Because of this, teachers must be aware of their own level of competency to be extra conscious of how their teaching affects the learning of the students.

According to Onike (2007), a teacher occupies an important position and is a key element in the operations of the school system. Teacher's competence, knowledge, interest, devotion, commitment, dedication, professional training, attitude and personality make up matters and largely determine the quality of services provided by the teacher.

Muijs and Reynolds (2005) claim that how a teacher teaches becomes a vital key in promoting effective teaching and learning to the learners. The researchers took interest in the study of how the teachers' competencies affect the

learning of the learners whom they are teaching. Therefore, the teachers themselves are given the obligation to mold learners into learned, competent, responsible and moral citizens of the country which is aligned with the aim of every educational institution, that is to produce competent and excellent graduates.

Upon noticing the impact of the quality of education to the future of the learners, the researchers came up with a common view that the present condition of the teachers' competencies could still be raised higher. Despite of the fact that there a few numbers of learners handled by each teacher in the intermediate grades, it was found out during the conduct of Group Screening Test in Reading that there are almost 50% of the enrollment in the intermediate grades are frustration readers. As the Master Teacher in the school, it is the researcher's responsibility to know the teacher's teaching competencies to plan for appropriate mentoring activities to be given to them based on their needs to improve the academic performance of the intermediate grade learners. With the result of this study, the researcher formulated instructional supervision plan which was very useful for master teachers to help the teachers improve the teaching competencies in English.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study determines the significant relationship between the level of teachers' competencies and performance of intermediate grade pupils in English of Libertad Elementary School, Isabel II District, Leyte Division. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the level of teacher's teaching competencies in terms of the following:
  - a. General Knowledge/Mastery of the Subject Field
  - b. Teaching Skills
  - c. Classroom Management; and
  - d. Evaluation Skills?
2. What is the level of academic performance of the intermediate grade pupils in English?
3. Is there a significant relationship between the level of teachers' competencies and academic performance of the intermediate grade pupils in English?
4. What instructional supervision plan can be proposed based on the findings of this study?

## II. METHODOLOGY

**Design.** This study adopted a descriptive-correlational research design to explore the relationship between the level of teachers' competencies and academic performance of the intermediate grade pupils in English. Libertad Elementary School, Isabel II District, Leyte Division is the locale of the study and there are six teachers and 194 intermediate grade pupils who are involved in this study. The instrument used in this study was the survey questionnaire used by Barnuevo, et al. (2011) in their study on the Teacher's Instructional Competence its Relationship to Academic Achievement of the Students. The survey questionnaire described the teacher's teaching competencies in General Knowledge/Mastery of the Subject Field; Teaching Skills; Classroom Management; and Evaluation Skills. To measure the academic performance of the intermediate grade pupils, the researcher gathered the grades of the respondents for quarter 1. This research aims to understand how the teachers' competencies improved the academic performance of the intermediate grade pupils.

**Sampling.** The respondents of this study were six (6) teachers, and 194 intermediate grade pupils enrolled in the said locale. Complete enumeration was employed in choosing the respondents of the study.

**Research Procedure.** After obtaining research approval, data collection commenced. Letters requesting study approval were submitted to relevant authorities. Initially, a request letter was sent to the Schools Division Superintendent for permission to proceed with data collection from identified respondents. Following approval from the SDS, permission letters were also submitted to the Public Schools District Supervisor and School Principal. Upon receiving approvals, the researcher proceeded with data gathering activities. An orientation session was conducted for the respondents, and their consent through permits was obtained to participate in the study. Subsequently, survey questionnaires were distributed, and the researcher guided the respondents in completing them. The researcher also gathered the grades of the intermediate grade pupils for quarter 1 of the current school year. After the survey phase, data were collected, tallied, and submitted for statistical analysis.

**Ethical Issues.** The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the instructional supervision plan and other materials used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

**Treatment of Data.** The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean determined and assessed the level of teachers' competencies and academic performance of the intermediate grade pupils in English. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

### III. RESULTS AND DISCUSSION

**Table 1**  
**Teachers' Competencies in terms of**  
**Mastery of Subject Matter**

	<b>Statements</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	Manifests confidence and firmness with every information being given in the class	3.61	Always	Very High
2	Emphasizes difficult parts of the lesson easy to understand	4.00	Always	Very High
3	Explains the lesson by citing relevant examples and situations	3.30	Always	Very High
4	Readily defines important terms in the lesson	3.30	Always	Very High
5	Relates subject matter to previous topics and areas of interest	4.00	Always	Very High
6	Can relate lessons to other subjects	3.30	Always	Very High
7	Answers questions clearly with confidence.	4.00	Always	Very High
8	Cites current and timely information on the subject	2.90	Often	High
9	Shows a full grasp of the lesson taught each day	4.00	Always	Very High
10	Reflects mastery of the entire subject he/ she teaches	3.50	Always	Very High
	<b>AVERAGE</b>	<b>3.59</b>	<b>Always</b>	<b>Very High</b>

**Legend:**

<i>RANGES</i>	<i>DESCRIPTION</i>	<i>INTERPRETATION</i>
3.26- 4.00	<i>Always</i>	<i>Very High</i>
2.51-3.25	<i>Often</i>	<i>High</i>
1.76- 2.51	<i>Sometimes</i>	<i>Low</i>
1.00- 1.75	<i>Rarely</i>	<i>Very Low</i>

Table 1 displays the competencies of teachers regarding their mastery of subject matter. The findings indicate that the average mean score for teachers' competencies in this area is 3.59, which is interpreted as very high. This suggests that the indicators reflecting these competencies were consistently demonstrated by the teachers, indicating a strong command of the subject matter essential for effective teaching. Notably, the indicators with the highest mean scores include teachers' ability to emphasize challenging aspects of lessons in a way that is easy to understand, connect the subject matter to previous topics and areas of interest, answer questions clearly and confidently, and demonstrate a comprehensive understanding of the lessons taught each day. Conversely, the indicator with the lowest mean score pertains to teachers citing current and timely information relevant to the subject. These results underscore that teachers possess a thorough understanding of what to teach, how to effectively convey the material, and when to present specific concepts, thus enhancing their overall teaching effectiveness.

**Table 2**  
**Teachers' Competencies in terms of Teaching Skills**

	<b>Statements</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	Organizes and presents subject matter clearly and coherently	4.00	Always	Very High
2	Presents the lesson systematically and analytically	3.30	Always	Very High
3	Uses language effectively in expressing ideas in class discussions	2.90	Often	High
4	Encourages the students to think and clarify lessons through effective questioning towards the students	3.30	Always	Very High
5	Adjusts teaching methods to students' needs, interest and abilities	4.00	Always	Very High
6	Uses different teaching techniques, approaches and strategies to make the lesson interesting and meaningful	4.00	Always	Very High
7	Relates lesson to the existing conditions and real-life situation convincingly	3.00	Often	High
8	Utilizes instructional materials that sustains students' attention in achieving teaching objectives.	4.00	Always	Very High
9	Can utilize activities that are helpful for students to understand the lesson	4.00	Always	Very High
10	Motivates the students by asking questions effectively to develop critical thinking and creativity	4.00	Always	Very High
	<b>AVERAGE</b>	<b>3.65</b>	<b>Always</b>	<b>Very High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
3.26- 4.00	<i>Always</i>	<i>Very High</i>
2.51-3.25	<i>Often</i>	<i>High</i>
1.76- 2.51	<i>Sometimes</i>	<i>Low</i>
1.00- 1.75	<i>Rarely</i>	<i>Very Low</i>

Table 2 outlines the level of teachers' competencies concerning their teaching skills. The data reveals an average mean score of 3.65, which is interpreted as very high. This indicates that teachers consistently apply their teaching skills when delivering lessons, demonstrating their ability to choose appropriate instructional methods tailored to the needs of their students. Moreover, the indicator with the lowest mean score reflects the effectiveness with which teachers use language to express ideas during class discussions. This highlights the teachers' careful consideration of the language employed in each subject area. It suggests that teachers recognize the importance of using suitable language to facilitate clear communication and understanding. Overall, these findings imply that it is through their teaching skills that educators can introduce creative and effective solutions to address the challenges faced by students in the classroom. Effective teachers use technology during instruction to offer more individualized student attention, to provide hands-on experiences, and to shift the focus from the teacher to the students. Effective teachers also use the students' prior knowledge as a starting point with hands-on, inquiry-based approaches to facilitate increased levels of learning. Furthermore, effective teachers use questioning effectively.

**Table 3**  
**Teachers' Competencies in terms of Classroom Management**

	<b>Statements</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	Commands respect from the students	4.00	Always	Very High
2	Shows a great deal of patience towards the students	4.00	Always	Very High
3	Starts learning activities on time	4.00	Always	Very High
4	Comes to class early and leaves on time	4.00	Always	Very High
5	Makes every moment in class active promoting fun about learning	3.30	Always	Very High
6	Sustains students' interest in the lessons and class discussion	4.00	Always	Very High
7	Establishes authority in the classroom effectively by making students obey rules set forth	4.00	Always	Very High
8	Helps the class achieve the objectives set for the day	4.00	Always	Very High
9	Makes the students behave according to how they are expected to	4.00	Always	Very High
10	Can assist students in doing cooperative group tasks	4.00	Always	Very High
	<b>AVERAGE</b>	<b>3.93</b>	<b>Always</b>	<b>Very High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
3.26- 4.00	<i>Always</i>	<i>Very High</i>
2.51-3.25	<i>Often</i>	<i>High</i>
1.76- 2.51	<i>Sometimes</i>	<i>Low</i>
1.00- 1.75	<i>Rarely</i>	<i>Very Low</i>

Table 3 details the level of teachers' competencies in classroom management. The findings indicate that teachers have an impressive average mean score of 3.93, which is interpreted as very high. This demonstrates that teachers consistently employ appropriate classroom management techniques to discipline students effectively, ensuring a conducive learning environment during the teaching-learning process. All indicators listed in the survey received very high mean scores, except for the indicator related to teachers making every moment in class active and promoting a sense of enjoyment in learning. This highlights the ongoing need for teachers to engage students actively and foster enthusiasm for their studies. Classroom management and student conduct management are skills that teachers develop and refine over time. Successful teaching hinges on the ability to navigate the numerous tasks and situations that arise within the classroom. Effective classroom management is vital to this process and requires a blend of common sense, consistency, fairness, and courage, underscoring its centrality to the overall teaching profession.

**Table 4**  
**Teachers' Competencies in terms of Evaluation Skills**

	<b>Statements</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	Evaluates students' performances fairly and uses adequate and accurate standard measures of evaluation	4.00	Always	Very High
2	Provides evaluative activities appropriate to students' abilities, interests and needs	4.00	Always	Very High
3	Gives evaluation results and ratings that are well-accepted by the students	4.00	Always	Very High
4	Utilizes evaluation result as a basis for improving instruction	4.00	Always	Very High
5	Uses different methods in evaluating students' learning aligned to the learning objectives such as oral performance, project, hands-on and etc.	4.00	Always	Very High
6	Includes items in the tests that are based on the lesson objectives consisted with actual discussions, activities and classroom interactions.	4.00	Always	Very High
7	Gives grades based on students' actual performance	4.00	Always	Very High
8	Treats each student fairly in giving grades	4.00	Always	Very High
9	Bases ratings according to the objectives of the lessons and criteria set in class	4.00	Always	Very High
10	Allows students to rate their own performances in some of the activities in the class	1.60	Rarely	Very Low

<b>AVERAGE</b>	<b>3.76</b>	<b>Always</b>	<b>Very High</b>
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**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
3.26- 4.00	Always	Very High
2.51-3.25	Often	High
1.76- 2.51	Sometimes	Low
1.00- 1.75	Rarely	Very Low

Table 4 outlines the level of teachers' competencies in evaluation skills. The findings indicate a commendable average mean score of 3.76, which is interpreted as very high. This suggests that teachers consistently assess and evaluate students' teaching-learning performance using a variety of methods. According to Ornstein and Lunenburg (2008), effective guidance in learning necessitates that teachers understand the diverse maturity levels of their students, as this knowledge shapes the nature of assessments and evaluations employed. Most of the indicators in the survey received high mean scores, with one notable exception: teachers allowing students to rate their own performance in certain classroom activities. This indicates that such opportunities for self-assessment are rare, suggesting that there are specific activities where teachers could encourage students to reflect on and evaluate their own performance. By integrating self-assessment into their evaluation practices, teachers may foster greater student ownership of learning and enhance their evaluative skills.

**Table 5**  
**Academic Performance of Intermediate Grade Pupils in English**

<b>Range</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Description</b>	<b>Interpretation</b>
90-100	21	11	Outstanding	Very High
85-89	89	47	Very Satisfactory	High
80-84	42	22	Satisfactory	Average
75-79	39	20	Fairly Satisfactory	Low
Below 75	0	0	Did not meet Expectation	Very Low
<b>TOTAL</b>		<b>191</b>	<b>100</b>	

Table 5 presents the academic performance of intermediate grade pupils in English. The data reveals that among the 191 students assessed, 21 pupils (11%) achieved an outstanding rating, 89 pupils (47%) were rated as very satisfactory, 42 pupils (22%) received a satisfactory rating, and 39 pupils (20%) earned a fairly satisfactory rating. Collectively, these results indicate that the academic performance of intermediate grade pupils in English is notably high. This impressive performance suggests a strong correlation between the high levels of teaching competencies demonstrated by educators and the students' outcomes in English. The data highlights the effectiveness of the teaching methods and classroom management strategies employed by the teachers, which likely contribute to creating a supportive and effective learning environment. The implication here is that as teachers refine their competencies—encompassing mastery of subject matter, teaching skills, classroom management, and evaluation skills—the positive effects on student performance become evident. This points to the critical role that well-trained teachers play in driving student success, particularly in language acquisition and literacy skills. Furthermore, it underscores the importance of ongoing professional development for teachers to maintain and enhance their competencies, ultimately leading to even better academic outcomes for their students. In conclusion, the findings reinforce the idea that investing in teacher development not only benefits the educators themselves but also significantly impacts the academic achievements of their pupils, fostering a cycle of continuous improvement in educational settings.

**Table 6**  
**Test of Relationships**

<b>Variables Correlated</b>	<b>p value</b>	<b>level of sig</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>Mastery Of Subject Matter vs Academic Performance</b>	0.00	0.05	Reject Ho	Significant Relationship
<b>Teaching Skills vs Academic Performance</b>	0.00	0.05	Reject Ho	Significant Relationship
<b>Classroom Management vs Academic Performance</b>	0.00	0.05	Reject Ho	Significant Relationship
<b>Evaluation Skills vs Academic Performance</b>	0.00	0.05	Reject Ho	Significant Relationship

Table 6 illustrates the relationship between various dimensions of teachers' competencies—specifically mastery of the subject matter, teaching skills, classroom management, and evaluation skills—and the academic performance of intermediate grade pupils in English. The findings indicate a p-value of 0.00 at a 0.05 level of significance, leading to the rejection of the null hypothesis. This clearly establishes a significant relationship between the teachers' competencies and the academic performance of their students in English. These results imply that when teachers exhibit very high levels of competencies in their respective areas, it is highly likely that students will demonstrate corresponding high academic performance. Such a relationship underscores the vital role that dedicated and skilled teachers play in fostering student achievement. Furthermore, the findings suggest that teachers' commitment and dedication to imparting knowledge are essential in nurturing students' development to their full potential. A strong correlation between teaching effectiveness and student outcomes highlights the importance of investing in teacher training and professional development. By enhancing their competencies, educators can create more engaging and supportive learning environments, ultimately driving better academic results for their pupils. Overall, this reinforces the notion that effective teaching is a cornerstone of student success in the classroom.

#### IV. CONCLUSIONS

The data clearly indicates a significant relationship between teachers' competencies—specifically in mastery of the subject matter, teaching skills, classroom management, and evaluation skills—and the academic performance of intermediate grade pupils in English. This finding underscores the critical role that teacher effectiveness plays in influencing student outcomes; when teachers exhibit high levels of competency and commitment to their profession, it leads to positive learning experiences and enhanced academic achievement for their students. The results highlight the interconnectedness of various teaching competencies and their impact on student learning. Mastery of the subject matter ensures that teachers can provide accurate and relevant information, while effective teaching skills enable them to engage students in meaningful ways. Strong classroom management fosters a conducive learning environment, and proficient evaluation skills allow teachers to assess and address students' needs effectively. Together, these competencies create a robust framework for facilitating student success. The evidence suggesting that highly competent and dedicated teachers significantly contribute to student success reinforces the necessity of ongoing professional growth and support within educational institutions. Emphasizing teacher development not only benefits educators but also plays a crucial role in shaping the future success of their students.



## V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated to achieve the desired goal of the study.
2. Actively engage in workshops and courses to enhance mastery of subject matter, teaching skills, and classroom management.
3. Work with peers in professional learning communities to share best practices and receive feedback.
4. Implement strategies that engage students and cater to diverse learning styles, such as differentiated instruction.
5. Use formative assessments to adapt instruction and identify areas where students struggle.
6. Regularly reflect on lessons to evaluate effectiveness and identify areas for improvement.
7. Foster a culture of continuous professional growth by providing resources and collaboration time for teachers.
8. Organize workshops focused on key competencies like classroom management and evaluation skills.
9. Implement regular observation processes to provide constructive feedback to teachers.
10. Establish mentorships where experienced teachers guide newer educators, and
11. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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