Research Article

Instructional competence of public secondary school teachers in the district of Naic: Basis for instructional enhancement program

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The study aimed to determine the level of instructional competence of Public Secondary School Teachers in the District of Naic in formulating an instructional enhancement program. Likewise, the teachers' profiles were also examined as part of the investigation. To achieve this goal, the researcher conducted a study to determine the level of instructional competence in terms of instructional delivery, assessment, classroom management, and personal competencies (skills) among public secondary high schools in the District of Naic, Cavite. In this manner, the non-experimental descriptive method was used to measure teachers' degrees of instructional competence. A qualitative design was also utilized to identify the problems met by the respondents. A total of 100 teachers who are currently employed in the public secondary schools in Naic were involved in this study using purposive sampling. Moreover, the information for the study was gathered using a valid and reliable researcher-made questionnaire. The results revealed that the instructional competencies among teachers are highly competent. The result on the significant difference of instructional competence against profile variables of teachers revealed no significant difference. Ultimately, an instructional enhancement program was proposed to improve instructional competence in addressing the problems met by public secondary school teachers.

INTRODUCTION

The Philippine basic education curriculum introduces the K to 12 program, which aims to produce globally competitive graduates and adequately prepare them for the world of work and entrepreneurship. To achieve this aim, the K to 12 programs provide competencies that may help the students focus and master certain concepts, skills, and values suited to their level of understanding. It also gives the students enough time to master the lessons that are needed for the next level (Gamayaw & Binas, 2021).

The two aspects of instruction are teaching and learning. The teacher must possess teaching competency and pedagogical content knowledge to be efficient and effective. A teacher's competencies involve a related set of knowledge, skills, and attitude that enables her/him to perform responsibility effectively. Knowledge alone is not sufficient to ensure success in the classroom. A teacher must possess a sense of caring and competencies that includes a focus on their own personal and professional development as well as attention to the various needs of their students. Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Queroda, 2020; Dela Fuente, 2021). Few jobs demand the integration of professional judgment and the proficient use of evidence-based competencies, as does teaching. The familiar adage that says 'experience is the best teacher' suggests that teachers who have been in the profession for a long time have acquired the teaching skills that competent teachers possess. However, the teaching-learning atmosphere the teachers bring to class depends on their personal qualities molded by their socio-demographic characteristics and the problems they have experienced (Cabansag, 2020; Dela Fuente, 2019).

Based on recent reports from major Asian economies China, Japan, and South Korea, there is a huge trend in work and study cultures that are toxic or non-conducive to effective instruction delivery and student learning. These unhealthy work and study practices are still widely practiced despite the achievements of the past Industrial Revolutions which have provided the speed, comforts, and conveniences related to the printing press and steam engine, wider electric supply, and internet access, to better telecommunication methods and related to automobiles and bullet trains (ABC News In-Depth, 2022). The competency of an individual that involves his/her work can be detected through work behavior, which will be a success indicator for the organization rather than his/her educational level or intelligence. As a result, the current human resource development should emphasize competency development. The life skills were congruent with our daily life facing a drastic change in economic, social, information and news, and technology. Life skills become necessary for people to adjust efficiently while dealing with emotional control and interacting with others, thus living happily in society.

Teachers' competencies include teaching effectiveness, professional recognition, awards, membership, participation in professional organizations, scholarly abilities, creative productiveness, and university and community services (Dela Fuente & Biñas, 2020; Queroda, 2020). 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 on the students' learning. Because of this, teachers must be aware of their level of competency to be extra conscious of how their teaching affects the student's learning. Teachers play a critical role in student learning and achievement. Research reveals that how teachers instruct and these interactions with students are the cornerstone to building effective schools (Dela Fuente, 2021; Ranjan, 2020). Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an exceptionally complex environment where hundreds of critical decisions are required each day (Talikan, 2021; Dela Fuente, 2021).

Given the current demands of various schools regarding the teacher's competency, the researchers chose to investigate this topic to expand their knowledge of the situations and the possible remedies to some existing problems. Upon noticing the impact of the quality of education on the student's future, the researchers came up with a common view that the present condition of the teachers' competencies could still be raised higher. The primary focus of this study is the teachers, mainly because they are in charge of facilitating their students' learning experiences. The effectiveness of their teaching is one factor determining how well the students would do in their journey toward knowledge acquisition. Teachers play a vital role in the daily lives of their students. Thus, the advocacy to promote academic excellence and quality education in the District of Naic in Cavite, Philippines, made the researchers decide to conduct the study that aims to determine the instructional competence of public school secondary teachers as a basis for an instructional enhancement program. The findings of the study are important in the K to 12 curriculums currently employed by the government to uplift the country's literacy rate.

Objectives

This study aimed to assess the level of instructional competence of public secondary school teachers in the district of Naic: Basis for instructional enhancement program for the School Year 2023-2024. Specifically, it sought to answer the following sub-problems:

1. What is the profile of the public secondary school teachers in terms of:
   1.1 age
   1.2 highest educational attainment
   1.3 teaching position
2. What is the level of instructional competence of public secondary school teachers in terms of:
   2.1 instructional delivery;
   2.2 classroom management;
   2.3 assessment; and
   2.4 personal competencies (soft skills)?
3. Is there a significant difference between the respondents' instructional competence level in instructional delivery, classroom management, assessment, and personal competencies across profile variables as to age, highest educational attainment, and teaching position?
4. What are the problems met by the public secondary school teachers affecting their level of instructional competence?
5. What instructional enhancement program can be proposed to address the problems met by public secondary school teachers?

Hypothesis

There is no significant difference between the levels of instructional competence of public secondary school teachers in the District of Naic across the profiles of the respondents.

METHODS

This study employed the mixed method of non-experimental descriptive and qualitative research. This research design was appropriate because the researchers determined the level of instructional competence of public secondary high school teachers in the Naic district as a basis for an instructional enhancement program. The study used a survey questionnaire and interviews to gather data about varying subjects. This data aimed to know the extent to which different conditions can be obtained among these subjects. Nonetheless, this study has no control variables and only attempted to determine the level of instructional competencies of public-school secondary teachers and how they affect the academic performance of the students. Creswell and Creswell (2017) explain

descriptive survey design is used to determine the characteristics of the subjects, including their traits, behavior, opinion, etc. This information may be gathered with the use of surveys, which are shared with the respondents who in this case, are the research subjects. Moreover, the study utilized a questionnaire survey to gather the needed data. This allowed the researchers to collect data at a certain point in time from the sample size to the target respondents of the population respective to one or more variables.

Participants and Sampling Technique

The target population of this study is public secondary school teachers in the district of Naic, Cavite. The criteria for teachers who participated in the study are listed in Table 1. This study utilized purposive sampling. Out of 282 teachers in the public secondary school in the District of Naic, 100 were involved in this study using purposive sampling.

Table 1. Inclusion and exclusion criteria for teachers

Inclusion Criteria	Exclusion Criteria
More than 18 years old	
Is currently employed in a public secondary school in Naic, Cavite	No experience in teaching
	Has a position as Master Teacher III and above
Has at least 1 year of teaching experience in a public school	

Instrument

The research instrument was personally prepared by the researchers. A seven-point Likert scale was utilized in measuring different study domains. Both the questionnaire content and the interview questions were validated first by experts, then the comments were incorporated. To measure the reliability of the tool, the researchers conducted a pre-test on random public high school teachers around the Division of Cavite. Here and Twycross (2015) observed that piloting is one way of checking the reliability of research instruments. This is important as it helps in eliminating ambiguity, misunderstanding, and inadequate items; hence, making research instruments valid and reliable. This will be necessitated the researcher to carry out a pilot study to ensure instruments are accurate without any flaws before the actual research is initiated. The reliability was measured by obtaining its Cronbach alpha value (a Cronbach alpha value >0.7 indicates an acceptable level of reliability). After pilot testing, the questionnaire was submitted to the District of Naic for further evaluation and validation.

Data Collection

The corrections made were incorporated into the final draft before it was distributed to the respondents. The researchers submitted all the requirements to the district office through the Municipal/City Research Committee for approval and permission to conduct the study. A formal letter was sent to the school principal/ head of five public high schools in Naic, Cavite, for permission to conduct the study, and another letter was given to the respondents. Upon approval of the request, the researchers asked the respondents to answer the survey questionnaire through Google Forms. The data gathering lasted up to three days. After the survey and interview, data were gathered, analyzed, and statistically interpreted. Conclusions and recommendations were made based on the findings of the said study.

Data Analysis

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The information collected through the questionnaires was organized, tabulated, analyzed, and interpreted using the following statistical tools: *Frequency Count and Percentage Distribution*. These tools were used to answer problems 1 and 4. These tools determined the demographic profile of the public-school secondary teachers as well as tallied the problems they encounter that affect their instructional competency. *Weighted Mean*. To answer problem 2, which deals with the level of instructional competence of public-school secondary teachers in terms of instructional delivery; classroom management; assessment; and personal competencies (soft skills), weighted mean was used. Furthermore, the following is a complete reference for the interpretation and description of the results:

Table 2. Coding of ranked scales, weighted mean, and verbal interpretations

Coding of Ranked Scales	Range	Verbal Interpretations
7	6.16-7.00	Very Highly Competent (VHC)
6	5.30-6.15	Highly Competent (HC)
5	4.44-5.29	Much Competent (MC)
4	3.58-4.43	Competent (C)
3	2.72-3.57	Somewhat Competent (SwC)
2	1.86-2.72	Slightly Competent (LC)
1	1.00-1.85	Not Competent (NC)

Kruskal-Wallis H Test. To test for the significant difference in different instructional competency domains per demographic profile, the Shapiro-Wilk test of normality and Levene's test of variance were conducted first to evaluate the most appropriate statistical test to be used. For parametric data, One-way ANOVA (for >2 groups) or independent T-test (for 2 groups) was implemented. Since assumptions for these tests were not satisfied, a nonparametric equivalent test (Kruskal-Wallis H-Test) was conducted. *Thematic Content Analysis*. The responses of the teachers to the interview questions were analyzed through Thematic Content Analysis. Particularly, the significant statements were analyzed and interpreted. Each meaning was coded in one category based on the description. The organized meanings were then integrated into a thorough description.

Ethical Considerations

There are guidelines that were followed and taken into consideration for the research period. First, the researchers properly coordinated with the public school district supervisor and school head of the schools in the District of Naic, Cavite for the conduct of the study. Second, the dignity and well-being of the participants were protected, and the information they provided is subjected to confidentiality and will be used for educational purposes only. The researchers also provided the appropriate consent forms to the target participants before the administration of the research instruments. Moreover, the activity is scheduled after class hours and does not disrupt classes or interfere with the regular activities of the school. Lastly, the participation of the target respondents is strictly voluntary.

RESULTS/FINDINGS AND DISCUSSION

This section discusses data presentation as well as the statistical processes needed to examine it. It comprises the display of data depending on the respondents' profiles. It also addresses and evaluates the level of instructional competence among public secondary school teachers. Moreover, it discusses the significant differences between the variables reported.

Table 3. Profile of the public secondary school teachers in terms of age

Age	Frequency	Percentage
25 years old and below	12	12.0
26-35 years old	40	40.0
36-45 years old	32	32.0
46-55 years old	13	13.0
56 years old and above	3	3.0
Total	100	100

Table 3 displays the distribution of teacher-respondents in terms of age. According to the response, 40 or 40.0% of the teacher-respondents were between 26-25 years old. Also, 3 of the teacher-respondents or 3%, were 56 years old and above.

Table 4. Profile of the public secondary school teachers in terms of educational attainment

Educational Attainment	Frequency	Percentage
BEED/BSED Graduate	34	34.0
Master's units (MA/MS/MAEd)	53	53.0
MA Graduate	11	11.0
Ph.D/ Ed.D Academic Units	2	2.0
Ph.D/ Ed. D. Graduate	0	0
Total	100	100

The distribution of teacher-respondents in terms of their highest educational attainment is shown in table 4. Most teacher-respondents has masteral units with 53 or 53.0%. On the other hand, teacher-respondents with doctoral units got the least frequency, with 2 or 2.0%.

Table 5. Profile of the public secondary school teachers in terms of teaching position

Teaching Position	Frequency	Percentage
Teacher I	66	66.0
Teacher II	23	23.0
Teacher III	7	7.0
Master Teacher I	4	4.0
Total	100	100

Table 5 depicts the distribution of teacher-respondents based on their teaching position. It is revealed that most of the teacher-respondents are Teacher I, with 66 or 66.0%. Meanwhile, 4 or 4.0% of the teacher-respondents are Master Teacher I which obtained the least frequency.

Table 6. Level of instructional competence of public school teachers in instructional delivery

Indicators	AW	Interpretation
1. States clearly the lesson objectives and demonstrates mastery of the subject matter	5.89	HC
2. Presents topic in logical sequence and paces lesson appropriately	5.82	HC
3. Stress mastery of competencies relevant to the curriculum guide	5.80	HC
4. Selects examples relevant to student experiences and make connections to a real-world context	6.02	HC
5. Shares thought-provoking questions in teaching	5.96	HC

Indicators	AW	Interpretation
6. Embeds and encourages higher-order thinking skills along with teaching foundation skills	5.90	HC
7. Incorporates various teaching aids like models, diagrams, PowerPoint, etc.	6.04	HC
8. Selects teaching methods appropriate to the content standards	5.96	HC
9. Uses relevant teaching strategy to meet learning competencies	5.97	HC
10. Demonstrates the successful use of the knowledge/ skills in problem-solving through modeling	5.82	HC
11. Provides individual opportunities for acquiring the knowledge/skills	5.88	HC
Weighted Mean	5.91	HC

*Legend: 6.16 – 7.00 Very Highly Competent (VHC); 5.30 – 6.15 Highly Competent (HC);
4.44 – 5.29 Much Competent (MC); 3.58 – 4.43 Competent (C); 2.72 – 3.57 Somewhat Competent (SwC);
1.86 – 2.71 Slightly Competent (LC); 1.00 – 1.85 Not Competent (NC)*

Table 6 indicates the Level of Instructional Competence of Public Secondary School Teachers in Instructional Delivery. It can be gleaned from the table that teachers who incorporate various teaching aids like slides, diagrams, PowerPoint, etc. (6.04) show "Highly Competent." A strong point that the teachers in the district of Naic hold are the integration of various teaching aids, slides, diagrams, PowerPoint, etc. in their lessons. The researcher observes these findings attributable to the constant supervision and monitoring of classroom observations of school heads and providing technical assistance from the Education Program Supervisor using instructional materials and teaching aids. The researchers also observe that the relationship between the curricular materials provided to a teacher and the tasks used in the classroom depends on the teacher's past experiences; contextual factors; the teacher's interpretation of the texts; the teacher's knowledge and beliefs, pedagogy, and students; and how well the provided materials meet the teacher's needs and beliefs. This supports the study by Ünlü (2018) titled "Pre-service teachers' views about using instructional materials in lessons," which found that 86.6% of the pre-service teachers thought to use materials in their lessons and 13.4% did not consider using materials in their lessons. It has been determined that the vast majority of pre-service teachers want to use instructional materials in their classes when they are teachers. In general, they are willing to use instructional materials in teaching their lessons. Furthermore, the higher-order thinking skills of public secondary teachers should be strengthened. In this regard, teachers must undergo reskilling of these teaching skills. Generally, the level of instructional competence of public secondary school teachers in instructional delivery is described as "Highly Competent" with an overall weighted mean average of (5.91).

Table 7. Level of instructional competence of public school teachers in classroom management

Indicators	AW	Interpretation
1. Maintains discipline and control	6.20	HC
2. Creates warm and welcoming room by proper positioning of chairs, displays and equipment	6.15	HC
3. Shows systematic routine work/s	6.01	HC
4. Develops classroom rules that foster respect, caring and community in the classroom	6.20	HC

Indicators	AW	Interpretation
5. Makes expectations for behavior clear at the beginning of the school year	6.08	HC
6. Keeps the class in order by staying on time and on task	6.00	HC
7. Have a regular daily schedule to helps the pupils prepare for the upcoming activities	5.97	HC
8. Set boundaries and expectations at the beginning of the class	6.08	HC
9. Involves parents and guardians in classroom discipline	6.01	HC
Weighted Mean	6.07	HC

Legend: 6.16 – 7.00 Very Highly Competent (VHC); 5.30 – 6.15 Highly Competent (HC);
4.44 – 5.29 Much Competent (MC); 3.58 – 4.43 Competent (C); 2.72 – 3.57 Somewhat Competent (SwC);
1.86 – 2.71 Slightly Competent (LC); 1.00 – 1.85 Not Competent (NC)

Table 7 indicates the Level of Instructional Competence of Public Secondary School Teachers in Classroom Management. On one hand, the strongest point of teachers in the District of Naic described maintaining control and discipline and developing classroom rules that foster respect, caring, and community in the classroom with a 6.20 average mean which implies highly competent. The researcher's claim supports the study of Gage et al., (2019) titled "The relationship between teachers' implementation of classroom management practices and student behavior in elementary school." They found that students in classrooms with low rates of classroom management practices were significantly less engaged in instruction. In general, the level of instructional competence of public elementary school mathematics teachers in classroom management was "Highly Competent."

Table 8. Level of instructional competence of public school
teachers in assessment

Indicators	AW	Interpretation
1. Uses informal assessment that is aligned with the content standards	6.28	HC
2. Measures the performance abilities and skills of learners	6.13	HC
3. Assesses written works of learners	6.19	HC
4. Recognizes the results of assessment to track pupils progress	6.31	HC
5. Gathers evidence on student learning that informs instructional decisions	6.18	HC
6. Assesses learning to monitor students on a day-to-day basis	6.18	HC
7. Provide learners the ability to track their educational goals	6.24	HC
8. Gather information about the various learning styles of learners in the classroom	6.07	HC
9. Integrate assessment into the process of teaching and learning	6.02	HC
10. Supports pupils' self-regulation	5.97	HC
Weighted Mean	5.59	HC

Legend: 6.16 – 7.00 Very Highly Competent (VHC); 5.30 – 6.15 Highly Competent (HC);
4.44 – 5.29 Much Competent (MC); 3.58 – 4.43 Competent (C); 2.72 – 3.57 Somewhat Competent (SwC);

1.86 – 2.71 Slightly Competent (LC); 1.00 – 1.85 Not Competent (NC)

Table 8, indicates the level of instructional competence of public secondary school teachers in assessment. The highlights of the positive side of the competence of assessment to the participants are as follows: Recognizes the results of assessment to track student progress (6.31), uses informal assessment that is aligned with the content standards (6.28), and provides student ability to track their educational goal. This implies that teachers of the District of Naic are mindful of their roles to effectively assess the students as well as integrate assessment into the process of teaching and learning. Moreover, this can be attributed to the strict compliance of DO 8, s. 2015 on policy guidelines of classroom assessment of the K-12 Basic Education. These findings further support Farrell and Rushby (2018) explains that active assessment for learning provides meaningful information because it is learning as it unfolds within the classroom, and this can therefore nourish the teaching and the assessment. This is about how thinking, learning, and assessment can be joined together in a creative and integrated way. Thinking promotes learning, learning enables an assessment to take place and assessment acts as a stimulus to both thinking and learning. Consequently, the level of instructional competence of public secondary school teachers in assessment (5.59) is highly competitive.

Table 9. Level of instructional competence of public school teachers in personal competencies

Indicators	AW	Interpretation
1. Avoids any form of discrimination towards students, parents, or colleagues	5.91	HC
2. Establishes height but achievable expectations to encourage a love for learning	6.00	HC
3. Responds to students' requests promptly and to treat all students with respect	6.10	HC
4. Shows a feeling of responsibility towards the pupils	6.04	HC
5. Have a sense of responsibility and be a contributor towards the students' growth	5.93	HC
6. To have a sympathetic attitude toward students	5.87	HC
7. Exhibits sensitivity to gender and cultural differences and learners with special needs	5.83	HC
8. Responds appropriately in a non-threatening and proactive learning environment	5.84	HC
9. Being flexible and capable of adjusting to novel situations	5.96	HC
10. Collaborate with the members of the teaching staff in the functional activities	5.97	HC
Weighted Mean	5.94	HC

Legend: 6.16 – 7.00 Very Highly Competent (VHC); 5.30 – 6.15 Highly Competent (HC);
4.44 – 5.29 Much Competent (MC); 3.58 – 4.43 Competent (C); 2.72 – 3.57 Somewhat Competent (SwC);
1.86 – 2.71 Slightly Competent (LC); 1.00 – 1.85 Not Competent (NC)

Table 9 indicates the level of instructional competence of public secondary school teachers in personal competencies. It can be gleaned from the data the constructive observation from the secondary teachers of the District of Naic on responding to students' requests promptly and treating all students with respect. It implies that secondary teachers had shown great respect for the welfare of their learners and at the same time keep them safe and learned in a well-motivating environment. This can be credited to the degree of commitment of teachers to the teaching profession. In other words, the majority of teachers take responsibility for their learners. In addition, the teachers meet learners' needs by providing a variety of teaching methods, including direct instruction, grouping

students, and rearranging the groups as needed. To reach the individual student, one must strive to motivate each individual, involve him or her in learning, and understand how to teach everyone, not simply aim to teach the average student. Teachers must also be an advocate for students as individuals, ensuring that they have all the resources they need to succeed and are accountable for teaching skills they need to develop. According to Geisinger (2018), teachers strive to learn new technologies and 21st-century tools that can help students be able to live and succeed in the world. They create experiences that connect students beyond the classroom and teach them the skills that are necessary to live in this day and age. These skills include how to apply their knowledge, analyze information, use their higher-order skills to think critically, collaborate and communicate, as well as solve complex problems and make their own decisions. These teachers are committed to making sure their students are 21st-century learners. In general, the level of instructional competence of public elementary school mathematics teachers in personal competencies was "Highly Competent."

Table 4. Overall level of instructional competence of public secondary school teachers

Instructional Competence	AVM	Interpretation
1. Instructional Delivery	5.91	HC
2. Classroom Management	6.07	HC
3. Assessment	5.59	HC
4. Personal Competencies	5.94	HC
Weighted Mean	6.04	HC

Legend: 6.16 – 7.00 Very Highly Competent (VHC); 5.30 – 6.15 Highly Competent (HC); 4.44 – 5.29 Much Competent (MC); 3.58 – 4.43 Competent (C); 2.72 – 3.57 Somewhat Competent (SwC); 1.86 – 2.71 Slightly Competent (LC); 1.00 – 1.85 Not Competent (NC)

The overall level of instructional competence of public secondary school teachers is displayed in table 10. The results indicate that the teacher-respondents got a "highly competent" level in all the indicators given. Among the instructional competence, classroom management got the highest mean of 6.07, which was interpreted as "highly competent." Meanwhile, the assessment got the lowest mean of 5.59 and was also interpreted as highly competent. The overall weighted mean is 6.04, which means highly competent.

Table 11. Significant difference of instructional competence domains across age groups

Instructional Competence	Age Group	Mean Rank	H Value	P	Interpretation
Instructional Delivery	25 years old and below	48.08	7.498	0.112	Not Significant
	26-35 years old	44.84			
	36-45 years old	50.81			
	46-55 years old	61.77			
	56 years old and above	83.5			
Classroom Management	25 years old and below	44.54	4.445	0.349	Not Significant
	26-35 years old	49.25			
	36-45 years old	48.69			
	46-55 years old	57.73			
	56 years old and above	79.00			
Assessment	25 years old and below	47.33	5.173	0.27	Not Significant
	26-35 years old	47.33			
	36-45 years old	48.61			
	46-55 years old	61.92			
	56 years old and above	76.17			

Instructional Competence	Age Group	Mean Rank	H Value	P	Interpretation
Personal Competencies	25 years old and below 26-35 years old 36-45 years old 46-55 years old 56 years old and above	47.04 45.93 53.80 56.58 68.83	2.859	0.582	Not Significant

Table 11 shows the instructional competence mean comparison of respondents in terms of age group. As gleaned from the table, there is no significant difference yielded in all domains of instructional competence as compared to age groups. Since the value of P in all the domains is greater than 0.05, the null hypothesis is accepted. This implies further that regardless of age, the instructional competence of teachers in terms of instructional delivery, classroom management, assessment, and personal competencies is the same.

Table 12. Significant difference of instructional competence domains across educational attainment

Instructional Competence	Educational Attainment	Mean Rank	H Value	P	Interpretation
Instructional Delivery	BEED/BSED Graduate Master's units MA Graduate Ph.D/ Ed.D Units	44.21 53.86 51.59 62.5	2.684	0.443	Not Significant
Classroom Management	BEED/BSED Graduate Master's units MA Graduate Ph.D/ Ed.D Units	43.00 56.56 44.86 48.50	5.049	0.168	Not Significant
Assessment	BEED/BSED Graduate Master's units MA Graduate Ph.D/ Ed.D Units	44.85 54.82 46.09 56.25	2.825	0.419	Not Significant
Personal Competencies	BEED/BSED Graduate Master's units MA Graduate Ph.D/ Ed.D Units	46.28 53.47 48.36 55.25	1.427	0.699	Not Significant

Table 12 illustrates the instructional competence mean comparison of respondents in terms of educational attainment. As gleaned from the table, there is no significant difference yielded in all domains of instructional competence as compared to the educational attainment of teachers. Since the value of P in all the levels of educational attainment is greater than 0.05, the null hypothesis is accepted. This implies further that regardless of educational attainment, the instructional competence of teachers in terms of instructional delivery, classroom management, assessment, and personal competencies is the same.

Table 13. Significant difference of instructional competence domains across teaching position

Instructional Competence	Teaching Position	Mean Rank	H Value	P	Interpretation
Instructional Delivery	Teacher I Teacher II Teacher III Master Teacher I	47.51 49.43 63.5 83.25	7.279	0.64	Not Significant

Instructional Competence	Teaching Position	Mean Rank	H Value	P	Interpretation
Classroom Management	Teacher I	47.67	2.751	0.432	Not Significant
	Teacher II	53.54			
	Teacher III	57.00			
	Master Teacher I	68.25			
Assessment	Teacher I	47.22	6.658	0.084	Not Significant
	Teacher II	50.28			
	Teacher III	66.21			
	Master Teacher I	78.38			
Personal Competencies	Teacher I	46.82	7.52	0.084	Not Significant
	Teacher II	51.65			
	Teacher III	63.07			
	Master Teacher I	82.63			

Table 13 illustrates the instructional competence mean comparison of respondents in terms of teaching position. As seen from the table, there is no significant difference yielded in all domains of instructional competence as compared to the position of teachers. Since the value of P in all the levels of educational attainment is greater than 0.05, the null hypothesis is accepted. This implies further that regardless of the teaching position, the instructional competence of teachers in terms of instructional delivery, classroom management, assessment, and personal competencies is the same.
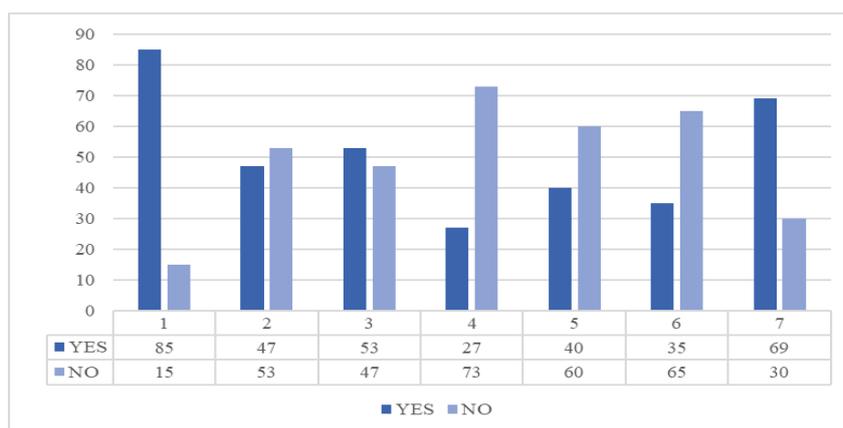

Figure 1. Percentage distribution of the problems met by public secondary school teachers affecting their level of instructional competencies

Figure 1 displays the percentage distribution of the problems met by public secondary school teachers. Based on the results, 85% of teachers encountered problems related to learners lacking the ability to work independently on their activities. This problem was the most prevailing among the problems indicated. It was followed by the problem of insufficient teaching and learning resources, facilities, and equipment, which 69% of the teachers surveyed encountered it. Fifty-three percent of the participants also stumbled with learners who are not inclined to a learner-centered approach. Among the problems listed, the inability to manage individual differences among pupils was the least prevailing problem met by public secondary school teachers with only 27% of the teachers encountering it. Moreover, the problems recorded below 50% include having learners not seeing the relevance of the subject matter to their day-to-day living, lack of in-service training for teachers and development activities in the subject matter, and having difficulty in achieving basic competence and learning objectives. The outcome suggests that the problems met by public secondary school teachers affecting their instructional competence in the District of Naic, Cavite focused on the difficulty of learners to work independently and the insufficient educational resources. This finding

is consistent with the discussion of Bottiani, J., et al (2019) as cited by Maffea (2020), that even highly skilled teachers may be hindered by stress and burnout arising from high demands and lack of resources. Hence, instructional competence will also be probably affected.

Table 14. Problems met by public secondary school teachers in terms of instructional delivery

Participant	Responses	Emerging Themes
1	In Araling Panlipunan, the instructional delivery is quite hard since most students are not interested in history. In addition, the class hours for discussion are too short since AP and EsP subjects were divided.	Selecting the appropriate teaching strategy
2	In the technical aspect, sometimes the video that I've included in my PowerPoint is not playing which is essential to my topic.	ICT-related issue
3	Since TLE is a skill-based subject, the instructional delivery or delivery instruction is a big problem especially schools, that lack all the tools/ instructional materials which are really needed in TLE.	Lack of teaching and learning resources
4	When it comes to instructional delivery, in teaching Filipino subjects, it was then challenging when I used PowerPoint presentations as my IMs because I encountered a power shortage and all that I have prepared was in the ppt. So I had to perform my plan B, to use the chalk and board method in teaching which was on my part, very time-consuming since I have a lot of information to impart to my students.	Selecting the appropriate teaching strategy
5	A lot of problems are encountered when it comes to the aspects of instructional delivery. One factor is the level of the student's capability to express themselves in a class. It will be difficult for both me as a facilitator and the student to fully discuss the problem or the lesson when your student isn't able to communicate well. Another factor is the environment they are in while studying. In this school, I could say that the facilities and classrooms set up hinder the learners to achieve their full potential and affect their ability to understand the lesson.	Lack of teaching and learning resources
6	As an English teacher, one of the problems I encountered in instructional delivery was the language barrier. There is a student who knows the answer, but they cannot express their selves on their answer in English.	Language Barrier
7	As a science teacher, one of the problems I encountered in instructional delivery is selecting appropriate activities for the learners. Some activities in science require a lot of materials, but since most students cannot afford them, and the school also does not have enough teaching resources, I find it hard to give activities to the learners that are both enjoyable and still relevant to the learning competencies.	Lack of teaching and learning resources

Based on the participants' responses about the problems they encountered in terms of instructional delivery; the researchers exhausted significant statements and yielded the degree of

conclusion that the teachers are still having problems utilizing the available teaching and learning resources in the school. They want the learners to maximize learning through enjoyable activities that are still connected to the learning objectives. Additionally, the teachers are also adjusting to the challenges brought by the introduction of technology in teaching. Since using presentation platforms is highly relevant today, teachers are still also expected to plan if the teaching tool they are going to use will not be utilized due to unforeseen circumstances like power interruption and technical issues. Hence, the emerging themes described from teachers' experiences of their problems in terms of instructional delivery are lack of learning and teaching resources, selecting the appropriate teaching strategy, and language barrier.

Table 15. Problems met by public secondary school teachers in terms of assessment

Participant	Responses	Emerging Themes
1	Making an assessment is hard since most students are comfortable with multiple-choice type of questions. Because of the time pressure, I always create easy items only.	Selecting proper assessment
2	The assessments must be paralleled to the MELC. The problem that I encountered when it comes to assessments is there are activities that don't consider the capacities of the students also their resources.	Lack of learners' materials
3	The assessment given to students is always parallel with the MELCs when being prepared. Most of the time, the problem that I encounter is the vast range of information but there are no practices because of lack of resources.	Lack of learning resources
4	I have encountered giving assessment that was not then applicable to the level of competencies of the students. We should give a variety of assessments wherein it should be aligned with students' capabilities like giving differentiated assessments with different levels of difficulty.	Differentiated assessments
5	As far as I am concerned, I can say that the assessment activities help distinguish whether or not the learners achieve their expected results. Quizzes and interactive activities seem to be great ways to assess learners while giving them the will to enjoy learning.	Differentiated assessments
6	In terms of assessing students' skills or knowledge, they find it hard to answer questions in English. Limited words are used in answering/constructing sentences.	Language Barrier
7	Most students can only answer LOTS questions and find HOTS questions really hard. To counter this, a lot of assessments must be given for them to master the lesson.	Repeated assessments

Based on the teachers' responses, the researchers come up with significant statements about the problems encountered by the teachers in terms of assessment. Specifically, teachers are challenged in selecting assessments that are appropriate to the student's level of mastery of competencies. The respondents are also having difficulties in achieving proficiency since students are still not yet inclined to answer high-order thinking skills questions. Due to this, differentiated assessments must be used to cater to all types of learners. Additionally, repeated assessments must also be given to the students for them to master the competencies of the topic. This creates a time

constraint because there are further learning competencies that are yet to be discussed. Thus, the emerging themes described from teachers' experiences of their problems in terms of assessment are selecting proper assessments, differentiated assessments, repeated assessments, and language barriers.

Table 16. Problems met by public secondary school teachers in terms of classroom management

Participant	Responses	Emerging Themes
1	It is hard to manage students with different needs, abilities, and behavior. I have to search for different approaches for my students.	Classroom Management Approaches
2	The problem that I encountered when it comes to classroom management are diverse behavior of the students.	Diversity of Students
3	Most of the time, student behavior is the biggest factor to consider in classroom management.	Behavior of Students
4	In classroom management, it was thrilling to say that I haven't handled well most of my students when it comes to maintaining the cleanliness of the classroom. In this school, it was so hard to give time in cleaning the classroom because we have a room shortage plus the time that we were always in a hurry to catch up on our lessons.	Maintaining cleanliness of the classroom
5	When it comes to classroom management, I understand that I should use different techniques and strategies to handle different types of learners. I tend to evaluate first each student and then create alternative plans for managing each of them.	Classroom Management Approaches
6	As an adviser, handling so many students is one of my problems regarding classroom management.	Large number of learners
7	Since there is a large number of students, I have to execute an individualized approach based on the attitude and behavior of a student. Creating a house rule that was not being followed by everyone is really tough.	Large number of learners

According to the responses of the teachers, the researchers have interpreted significant statements about the problems encountered by the teachers in terms of classroom management. Particularly, the teachers are having a conflict with the large number of learners in a classroom. They have to come up with different approaches so that each individual's attitude and behavior will be monitored and acted upon appropriately. Moreover, since the students have diverse needs, the teachers are also expected to evaluate each student to manage all of them in a classroom. Maintaining the cleanliness of the classroom was also an issue for a respondent. Since time is always utilized for the facilitation of the class, minimal time is only given to the students for them to check the orderliness of the classroom. In this area, the emerging themes described from teachers' experiences of their problems in terms of classroom management are a large number of students, classroom management approaches, diversity of students, and maintaining the cleanliness of the classroom.

Table 17. Problems met by public secondary school teachers in terms of personal competencies

Participant	Responses	Emerging Themes

1	I graduated BSBM major in Marketing, it is different to teach AP since I don't have a background.	Mismatched educational background
2	The problem that I encountered with my personal skills, sometimes I am not confident to teach the subject given to me because it's not my specialization.	Mismatched educational background
3	Since TLE is too vast, I am not that confident that I can teach all the TLE specializations.	Lots of specialization
4	When it comes to personal skills, it was sad that I'm not performing my best to teach my subject, the fact that I'm an English major is part of my skills. I'm trying so hard to teach in the Filipino language, but sometimes my speaking skills aren't enough because I usually have this unconscious in my medium of instruction.	Mismatched educational background
5	I can say, putting myself in my student's shoes makes me able to create a strategy that is effective and succeed in making them learn and become confident in themselves at the same time. I think, being able to understand your learners' POV is the first step to giving them an applicable and efficient learning experience.	Understanding learners' point of view
6	I am aware that as a teacher, I need to enhance my skills and knowledge regarding my subject and be knowledgeable about the new curriculum.	Enhancement of knowledge and skills
7	I am far behind other teachers in terms of teaching strategies and it's because of not yet taking any masteral units.	Enhancement of teaching strategies through higher education

As observed from the table above, it can be concluded that there are significant statements that can be interpreted about the problems encountered by the teachers in terms of classroom personal competencies. The respondents are teaching subjects that were not related to their bachelor's degree specialization. Hence, they are having challenges teaching the subject matter because of a lack of or inappropriate educational background. Some respondents are also lacking confidence in teaching the new curriculum. The teachers are also aware that they have to enhance their knowledge and skills to teach their subjects effectively and efficiently. In this matter, the emerging themes described from teachers' experiences of their problems in terms of personal competencies are the mismatched educational background, enhancement of knowledge and skills, and enhancement of teaching strategies through higher education.

CONCLUSION/IMPLICATION OF THE STUDY

Based on the findings of this study, the following conclusions were drawn. This study concluded that most participants are from the bracket "26-35 years old". The study also concluded that most of the participants are in "MA Academic Units" in educational attainment. Finally, the study revealed that in terms of teaching positions, the majority belonged to "Teacher I". Furthermore, the level of instructional competence in terms of instructional delivery, classroom management, personal competencies, and assessment was "Highly Competent." The teachers incorporate various teaching aids like models, diagrams, PowerPoint, etc. However, stress mastery of competencies relevant to the curriculum guide must be improved. In addition, they develop classroom rules that foster respect, caring, and community in the classroom and maintain discipline and control. But they have problems with a regular daily schedule which is important to help students prepare for upcoming activities. In addition, they recognize the results of assessments to track pupils' progress. Yet, it

needs to prioritize pupils' self-regulation support. Despite demonstrating a very high competency of instructional competence, they struggle with instructional delivery, which is one of the most crucial parts of teaching and learning.

The result on the relationship of instructional competence against profile variables of teachers revealed no significant difference-based results. This further implies that instructional competence is the same regardless of the profile variables. The teachers' age, highest educational attainment, and teaching position have nothing to do with their instructional competence. In this case, the study's choice to reject the null hypothesis was deemed unsuccessful. It demonstrates that no matter the teachers' backgrounds, it has no effect on or has anything to do with their instructional competence.

Lastly, most teachers in public secondary schools encountered problems related to learners lacking the ability to work independently on their activities and the lack of facilities, tools, and resources for teaching and learning. Teachers who took part in the interview shared their personal experiences and perspectives regarding the challenges they have encountered in the delivery of instruction, assessment, and classroom management, as well as their skills concerning various areas of instructional competence.

Based on their responses, the researchers encoded and examined the emergent themes. The unavailability of learning and teaching materials, choosing the appropriate instructional technique, and the language barrier are the three main themes that have been identified from teachers' experiences of their difficulties with the delivery of instruction. Selecting proper assessments, differentiated assessments, repeated assessments, and language barriers are teachers' experiences of their assessment-related challenges. When it comes to classroom observation, teachers have to deal with issues including a large number of students, classroom management approaches, diversity of students, and maintaining the cleanliness of the classroom. The mismatched educational background, improving knowledge and abilities, and enhancing teaching strategies through higher education are the recurring themes revealed from teachers' experiences of their challenges with personal competencies.

RECOMMENDATION

Based on the conclusions, the following recommendations may be suggested. It is recommended other teachers' profile should be evaluated for their instructional competence. A future study may look at whether the other personality characteristic has anything to do with their instructional competence, such as the number of years in teaching, number of training attended, and gender.

In South Korea, it is called Gwarosa or working to death while in China it is called 996 overtime work culture. How do we call our tendencies that lessen our overall learning and instructing capacities? How do we encourage observing and identifying it and its effect on us as we continue with our daily study and work performance struggles? The study suggests that teachers should examine a variety of instructional competence that may aid them in providing better education to their students. Looking at the other teacher profiles can benefit future research. Moreover, highly competent teachers combine their instructional competence and always learn and adjust to enhance their teaching and students' learning experiences.

Schools should invest in instructional enhancement programs that plan, implement, and evaluate professional development and its impact on teacher practice to assist in this endeavor. It is recommended that the instructional enhancement program of this study will show the way forward for instructional competency and teacher education in the future to address the problems met in different areas or aspects of the teaching and learning process. How can the locality characteristics

(economic, social, technological, and environmental) be a basis for various improvements in student self-regulated or independent learning and improvements in instructional delivery of teachers? One example may be teaching methods that combine venue-based and classroom lessons that are neither field trips nor homework after school. After-hours work or study tend to consume the time of students and teachers which may be allotted for learning-supportive daily living activities based on a holistic health-based perspective of creating and maintaining a person's best learning conditions. Thus, this also applies to the school community of the district. Future researchers must study further the other areas for improvement of instructional competence. Moreover, they should carry out an experimental study on the implementation of an instructional program, and they should then determine the efficiency of the constructed and validated instructional enhancement program.

Appendix A

Proposed Instructional Enhancement Program of Teachers
School Year (S.Y.) 2023-2024

Rationale

Department of Education (DepEd) Secretary Leonor Magtolis Briones in her speech during the 3rd Annual EduTECH Philippines Conference and Exhibition, held from 20 to 21 February 2020 at the SMX Convention Center in Pasay City emphasized the importance of teaching all students 21st-century skills. In her keynote address, Briones clarified the Department's main deliverables with a focus on making education important to the nation's immediate needs and opportunities. This is in keeping with the event's theme, "Quality Education for All in the Twenty-First Century in the Philippines." As described in DepEd Order 42 s., 2017, the Philippine Professional Standards for Teachers defines teacher quality in the Philippines. Teachers' increasing levels of expertise, practice, and professional engagement are described in the standards. Simultaneously, the requirements enable teachers' expanding knowledge to be extended with increasing complexity through a wider and more nuanced spectrum of teaching/learning circumstances. It is stipulated in DepEd Order 21, s.2019, the K to 12 graduates is a holistically established Filipinos who has created life-long foundations for learning. They are people equipped with information, media, and technology skills, skills in learning and creativity, life and career skills, and communication skills required to overcome challenges and take advantage of 21st-century opportunities.

Corollary to this, the District of Naic envisions becoming a premier District Office in the Schools Division Office of Cavite embracing competent teachers. Attaining such vision requires strengthening and enhancing the teacher's competence in the district through instructional enhancement programs such as: selecting examples relevant to student experiences and making connections to real-world context; sharing thought-provoking questions in teaching; embedding and encouraging higher-order thinking skills along with teaching foundation skills; recognizing the results of assessment to track pupils progress; gathering evidence on student learning; involving parents and guardians in classroom discipline; exhibiting sensitivity to gender and culture differences and learners with special needs; and, responding appropriately in a non-threatening and proactive learning environment.

Upon noticing the impact of the quality of education on the future of the students, the researchers came up with a common view that the present condition of the teachers' competencies could still be raised higher. The effectiveness of their teaching is one of the factors that determine how well the students would do in their journey toward knowledge acquisition. Teachers play a vital role in the daily lives of their students. Thus, the advocacy to promote academic excellence and quality education in the District of Naic is given to make this District Office a center of academic excellence, and an instructional enhancement program for public secondary teachers will be conducted.

Goals and Objectives

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The researchers set the goals and objectives of the instructional enhancement program to:

1. improve the district and division program by increasing national achievement test results and enhancing its academic reputation;
2. provide professional development activities to enhance secondary teachers' competence in instructional delivery, classroom management, assessment, and soft skills to enable them to perform their teaching effectively;
3. develop special programs in the division that will cater to teachers to improve the delivery of instructions;
4. Observe, study, and determine the improvements made without enhancement programs in the past 5 to 10 years, to describe the basis of the non-standard and additional training content and how it may help create savings in time and energy by serving as feedback for the standard teacher qualifying training programs and tests; and
5. Observe and measure ways that present training programs for teachers and students prevent them from learning beyond what is required or developing to its best.

Expected Outcomes

The instructional enhancement program will stimulate academic excellence by developing teachers' competence. Likewise, the program will address the problem of low academic achievement and is designed to foster a conceptual approach to teaching and learning. The view of the teacher as a facilitator of learning in the classroom is ingrained in these programs. The teacher is required to build an atmosphere conducive to students' participation in investigations. It is reasonable to assume that a teacher's ability to teach affects students' success.

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