



INSTRUCTIONAL COMPETENCE OF TEACHERS TEACHING NON-MAJOR SUBJECTS AND PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS

JESSA F. QUINAL

Teacher III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

jessa.fernandez001@deped.gov.ph

ABSTRACT

This study determines the significant relationship between the instructional competence of teachers teaching non-major subjects and the academic performance of Junior High School students in Pinamopoan National High School, Capoocan II District, Leyte Division. Utilizing a descriptive-correlational research design, the study involved 15 teachers, 1 school head, and 75 Junior High School students. A standardized questionnaire adapted from Villegas (2022), based on John Medley's teacher competencies framework, was used to assess teachers' instructional competence in four domains: Instructional Skills, Classroom Management, Guidance Skills, and Personal and Professional Skills. The learners' Quarter 1 performance was determined using their academic grades. Findings revealed that the teachers' overall instructional competence obtained a grand mean of 4.77 (Outstanding), indicating a very high level of proficiency across all domains. Meanwhile, learners achieved a weighted mean performance of 86.84 (Very Satisfactory), showing above-average academic achievement. Statistical analysis using Pearson's r yielded a moderate positive correlation ($r = 0.62$, $t = 4.85$), which exceeded the critical value at the 0.05 level, thus rejecting the null hypothesis. This indicates a significant relationship between teachers' instructional competence and learners' academic performance. The results imply that teachers' ability to deliver effective instruction, maintain classroom discipline, and demonstrate professional and guidance skills greatly influences student learning outcomes. Therefore, the study concludes

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



that enhancing teacher competence—especially among those teaching non-major subjects—is essential to sustaining student achievement and instructional quality. Based on these findings, an instructional supervision plan was proposed to strengthen teacher capability, ensure consistent classroom effectiveness, and improve overall learner performance.

Keywords: *Instructional Competence, Teachers, Teaching Non-Major Subjects, Performance, Junior High School Students*

INTRODUCTION

Teachers play a vital role in a student's development and success. It can be said that through teachers, students earn significant skills and knowledge to which students can apply into the context of their respective professions. Teachers are also the main mechanism of the educational systems around the world. They lead the course of education and maintain the direction of the curriculum through relevant and quality implementation of teaching and learning in the classroom. Teachers do not only shape a student's success but also form a better and productive society.

Seen as essential to student's success and community's development, teachers must possess the qualities and faculties that are vital in the practice of the profession. As the source of knowledge, the teacher must be equipped with relevant and updated information and must maintain integrity and honesty in the delivery of instructions in the classroom. To make education meet its fundamental goal, teachers must be a master of their teaching, strategies and pedagogical knowledge and execute well-round teaching routines that promote an environment that is conducive to students learning. Thus, teacher's mastery and content knowledge expertise are indispensable in the practice of the teaching profession. Content knowledge refers to the body of knowledge –facts, theories, principles, ideas, vocabulary– which teachers must master to be effective. Teachers should have a deep understanding of the content knowledge of the subject they teach (Manigbas III, et. al., 2024).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



However, current educational challenges pose a threat to the effectivity of teachers in the classrooms. One of these is the existence of out-of-field teaching. Out-of-field teaching is a phenomenon where teachers are assigned to teach subjects for which they have inadequate training and qualifications (Hobbs and Porsch, 2021). The concern about out-of-field teaching is substantially affecting the implementation of the curriculum as well as the whole teaching-learning process. According to Hobbs and Porsch (2021), the out-of-field phenomenon arises because of systemic teacher shortages, unequal distribution of teachers, scheduling issues in schools, and the teacher education system in several countries where teachers are trained as specialists and not as generalists.

In the Philippines, the problem of out-of-field teaching is not new. Teachers who are teaching non-major subjects are evident. One major impact of out-of-field teaching is the fact that it has a negative consequence on the quality of education as well as the amount of learning that students acquire. Moreover, several studies showed that out-of-field teachers are facing pedagogical difficulties that are affecting both their effectiveness and capacity in teaching the subject matter. One key learning area to which there is evidence of out-of-field teaching is in science. Science subjects are given to teachers that are not graduate or major in science which compromised the quality of instruction and resulted to least-learned competencies.

In Pinamopoan National High School where the researcher is employed, have recorded teachers that are teaching key learning areas that were not the teachers' area of expertise. According to the pre-survey conducted by the researcher, several teachers in the identified school were assigned subject or subjects that did not fit in their mastered discipline. Some teachers were teaching Araling Panlipunan but a graduate of mathematics major. Others were given teaching load of Filipino but not a Filipino major. TLE subjects were also given to teachers regardless of what field of specialization they graduated. This phenomenon most likely impacts students' acquisition of knowledge and mastery of the competencies of the subjects.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Prior research has primarily concentrated on the challenges and strategies associated with out-of-field teaching, neglecting to examine the lived experiences of out-of-field teachers who teach Physical Science in senior high school, including several uncharted facets that recently garnered scholarly interest in out-of-field instruction (Augusto, 2019). With this gap in the body of knowledge, this research was conducted to explore the phenomena of out-of-field teaching. Furthermore, the concern of non-major teachers motivated the researcher to conduct this study to provide a systematic documentation on the issue. Paramount of this research was to determine the instructional competence of the teachers teaching non-major subjects. In addition, this study determined the performance of the students under the teachers teaching non-major subjects and explore if there is a significant relationship. Finally, part of the objectives of this research was to propose an intervention plan based on the findings of this research.

This study determines the significant relationship between the extent of instructional competence of teachers teaching non-major subjects and performance of Junior High School students in quarter 1 in Pinamopoan National High School, Capoocan II District, Leyte Division. The findings of the study were basis for the proposed instructional supervision plan.

Further, it seeks to answer the following sub-problems:

1. What is the extent of instructional competence of teachers teaching non-major subjects in terms of:
 - 1.1 Instructional Skills,
 - 1.2 Classroom Management.
 - 1.3 Guidance Skills, and
 - 1.4 Personal and Professional Skills?
2. What is the level of performance of Junior High School students in quarter 1 assessment?
3. Is there a significant relationship between the extent of instructional competence of teachers teaching non-major subjects and level of performance of Junior High School students in quarter 1 assessment?

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



4. What instructional supervision plan can be proposed based on the findings of this study?

METHODOLOGY

Design. This study adopted a descriptive-correlational research design to determine the significant relationship between the extent of instructional competence of teachers teaching non-major subjects and performance of Junior High School students. This study is descriptive because it describes the variables- instructional competence of teachers teaching non-major subjects and performance of Junior High School students in quarter 1 assessment. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted in Pinamopoan National High School, one of the schools of Capoocan District 2, Schools Division of Leyte. The twenty-two (22) teachers handling non-major subjects, 1 school head and 100 Junior High School students enrolled in the said locale were involved in the study. To gather the required data of this research, the researcher adapted the survey questionnaire utilized by Villegas (2022) in his research entitled "Technology and Livelihood Education Teachers' Competencies and Work Skills and Work Attitudes of Public High School Students". The instrument was a structured survey questionnaire in a form of five likert-typed scale. The major indicators reflected in the survey questionnaire were the components of John Medley's teacher competencies. These were Instructional Skills, Classroom Management, Guidance Skills, Personal and Professional Skills. These indicators were measured based on the extent of manifestation by which 1 was the lowest with equivalent verbal description of "needs improvement, followed by 2 with equivalent verbal description of "fairly satisfactory, then 3 which was interpreted as "satisfactory, 4 with equal verbal description of very satisfactory, and the highest is 5 with verbal description of "outstanding". Each major indicators had subsequent behavioral indicators which reflected the behavior to which the major indicators were measured. Each behavioral indicator under the major indicators was taken from established research instrument with some modifications of the behavioral indicators to make it appropriate in this

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



research. Furthermore, each major indicator had 5 behavioral indicators that matched the intended behavior to measure. Moreover, to determine the performance of the Junior High School students, the researcher gathered the result of the first quarterly test in the learning area where teachers teaching not on their major field. A table was provided to input the data needed for the study.

Sampling. The twenty-two (22) teachers handling non-major subjects, 1 school head and 100 Junior High School students enrolled in the said locale were involved in the study were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, survey questionnaires were handed out, and the researcher accompanied the respondents as they filled out the questionnaires. Researcher gathered the result of the 1st quarterly assessment and grades of the students. Once the survey was done, data were gathered, counted, and handed over for statistical processing.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the extent of instructional competence of teachers teaching non-major subjects and performance of Junior High School students. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

RESULTS AND DISCUSSION

Table 1

Instructional Competence of Teachers Teaching Non-Major Subjects

A. Instructional Skills	Weighted Mean	Interpretation
1. The teacher states objectives of the lesson for each session.	4.87	Outstanding
2. The teacher presents ideas/concepts clearly and convincingly and within the student's intellectual level.	4.93	Outstanding
3. The teacher demonstrates mastery of the subject matter by showing an aura of confidence during lecture sessions.	4.67	Outstanding
4. The teacher utilizes traditional and technological tools to ascertain students' comprehension of the different concepts & theories.	4.87	Outstanding
5. The teacher presents well-organized materials that meet students' interest and needs.	4.67	Outstanding
6. The teacher integrates lessons with other areas of discipline to show students the relevance of concepts being discussed.	4.93	Outstanding

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



A. Instructional Skills	Weighted Mean	Interpretation
7. The teacher presents lessons using the appropriate method/technique to ensure students' understanding and assimilation of lessons.	4.87	Outstanding
8. The teacher stimulates and invites students' desire and interest to learn more about the subject matter.	4.87	Outstanding
9. The teacher makes the students apply concepts to demonstrate understanding of the lesson.	4.80	Outstanding
10. The teacher gives fair tests and examinations and returns test results within a reasonable period.	4.67	Outstanding
Mean	4.81	Outstanding
B. Classroom Management	Weighted Mean	Interpretation
11. The teacher starts and ends class promptly.	4.87	Outstanding
12. The teacher maintains a responsive but disciplined classroom atmosphere.	4.73	Outstanding
13. The teacher follows a systematic schedule of routine activities.	4.73	Outstanding
14. The teacher maintains a classroom that is conducive to learning and safe from accidents.	4.73	Outstanding
15. The teacher checks closely and frequently on students' work.	4.80	Outstanding
16. The teacher stimulates students' respect and regard for the teacher.	4.80	Outstanding
17. The teacher lets students do their assigned tasks with minimum supervision.	4.80	Outstanding
18. The teacher promotes cooperation among students during activities.	4.80	Outstanding
19. The teacher builds excitement that makes students engaged in the discussion.	4.80	Outstanding
20. The teacher is consistent in rules and expectations.	4.80	Outstanding
Mean	4.79	Outstanding
C. Guidance Skills	Weighted Mean	Interpretation
21. The teacher shows genuine interest in students.	4.80	Outstanding

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



C. Guidance Skills	Weighted Mean	Interpretation
22. The teacher accepts students as they are by recognizing their strengths and weaknesses as individuals.	4.87	Outstanding
23. The teacher handles class and students' problems with fairness and understanding.	4.80	Outstanding
24. The teacher shows respect with consideration of students' opinions and suggestions.	4.87	Outstanding
25. The teacher provides differentiated assignments to students if necessary.	4.33	Very Satisfactory
26. The teacher shows concern for personal and other problems presented by students outside classroom activities.	4.80	Outstanding
27. The teacher provides a line of communication with students to provide guidance.	4.80	Outstanding
28. The teacher provides crisis intervention to prevent any form of crisis that students may experience.	4.67	Outstanding
29. The teacher enforces intervention that fosters self-esteem and self-control.	4.73	Outstanding
30. The teacher shows support for student independence.	4.80	Outstanding
Mean	4.76	Outstanding
D. Personal and Professional Skills	Weighted Mean	Interpretation
31. The teacher maintains emotional balance, not over-critical or over-sensitive.	4.80	Outstanding
32. The teacher shows composure in the midst of difficult situations.	4.67	Outstanding
33. The teacher is free from mannerisms that distract the teaching-learning process.	4.80	Outstanding
34. The teacher always observes proper hygiene and good grooming.	4.67	Outstanding
35. The teacher is fair and impartial to all students: no favoritism.	4.87	Outstanding
36. The teacher is resourceful and creative: has initiative.	4.67	Outstanding
37. The teacher provides instruction based on the required competencies of the lesson.	4.73	Outstanding

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



D. Personal and Professional Skills	Weighted Mean	Interpretation
38. The teacher is organized in terms of delivering instructions and managing classroom.	4.73	Outstanding
39. The teacher is patient, showing composure to students of diverse backgrounds.	4.67	Outstanding
40. The teacher manages time efficiently and promotes WATCH (We Advocate Time Consciousness and Honesty) principle.	4.67	Outstanding
Mean	4.73	Outstanding
Grand Mean	4.77	Outstanding

Legend:

Ranges

4.21 – 5.00

3.41 – 4.20

2.61 – 3.40

1.81 – 2.60

1.00 – 1.80

Interpretation

Outstanding (Very High)

Very Satisfactory (High)

Satisfactory (Moderate)

Fairly Satisfactory (Low)

Did Not Meet Expectations (Very Low)

Table 1 presents the instructional competence of teachers teaching non-major subjects in terms of *instructional skills, classroom management, guidance skills, and personal and professional skills*. The overall grand mean of 4.77, interpreted as Outstanding (Very High), indicates that teachers exhibit exceptional competence in delivering instruction, managing classrooms, guiding learners, and demonstrating professionalism even in subjects outside their field of specialization. Among the four domains, instructional skills obtained the highest mean of 4.81 (Outstanding), suggesting that teachers are highly effective in presenting lessons clearly, utilizing appropriate methods, and integrating relevant instructional tools to enhance students' understanding and engagement. Classroom management followed closely with a mean of 4.79 (Outstanding), showing that teachers are consistent in maintaining discipline, encouraging cooperation, and fostering a positive and productive learning environment. Likewise, guidance skills garnered a mean of 4.76

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



(Outstanding), reflecting teachers' genuine concern for students' welfare, fairness in handling classroom issues, and commitment to providing emotional and academic support. Lastly, personal and professional skills achieved a mean of 4.73 (Outstanding), emphasizing teachers' strong sense of integrity, organization, time management, and emotional stability. Overall, the findings suggest that teachers teaching non-major subjects demonstrate a very high level of instructional competence, effectively balancing pedagogical expertise, classroom management, and professional demeanor to ensure quality learning experiences for their students.

Table 2
Quarter 1 Performance of Learners Based on DepEd Grading System

Score Range	Description	Frequency	%
90–100	Outstanding	30	40.00%
85–89	Very Satisfactory	23	30.67%
80–84	Satisfactory	12	16.00%
75–79	Fairly Satisfactory	10	13.33%
Below 75	Did Not Meet Expectations	0	0.00%
Total		75	100%
Weighted Mean		86.84	Very Satisfactory

Table 2 presents the Quarter 1 performance of learners based on the DepEd grading system. The data show that most of the learners, 30 or 40.00%, achieved scores within the 90–100 range, interpreted as Outstanding, while 23 learners (30.67%) obtained grades between 85–89, which is Very Satisfactory. Additionally, 12 learners (16.00%) were rated as Satisfactory (80–84), and 10 learners (13.33%) as Fairly Satisfactory (75–79). Notably, no learner fell under the Did Not Meet Expectations (below 75) category, indicating that all

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



learners met the minimum performance standards. The weighted mean of 86.84, interpreted as Very Satisfactory, suggests that the overall academic performance of the learners during the first quarter was above average. This implies that most students demonstrated strong comprehension and mastery of the subject competencies, reflecting effective instruction and active learner engagement during the grading period.

Table 3
Test of Relationships Between Instructional Competence of Teachers Teaching Non-Major Subjects and Learners' Quarter 1 Performance

Variables Correlated	r	Computed Value (t)	Table Value @ .05	Decision on Ho	Interpretation
Instructional Competence of Teachers and Learners' Academic Performance	0.62	4.85	2.00	Reject Ho	Significant Relationship (Moderate Positive)

Table 3 presents the test of relationship between the instructional competence of teachers teaching non-major subjects and the learners' Quarter 1 performance. The computed r-value of 0.62 indicates a moderate positive correlation between the two variables, suggesting that higher instructional competence among teachers is associated with better learner performance. Furthermore, the computed t-value of 4.85 exceeds the table value of 2.00 at the 0.05 level of significance, leading to the rejection of the null hypothesis (Ho). This result confirms that there is a significant relationship between the instructional competence of teachers and the academic performance of learners. The finding implies that when teachers demonstrate strong instructional, classroom management, guidance, and professional skills—even when handling non-major subjects—students tend to perform better academically. This underscores the crucial role of teacher competence in shaping positive learning outcomes and maintaining academic excellence across all subject areas.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Conclusion

The findings of the study revealed that the instructional competence of teachers teaching non-major subjects was rated Outstanding across all domains—instructional skills, classroom management, guidance skills, and personal and professional skills—with a grand mean of 4.77, indicating a very high level of teaching effectiveness. Correspondingly, the Quarter 1 performance of learners obtained a weighted mean of 86.84, interpreted as Very Satisfactory, showing that most learners performed above the minimum academic standards. More importantly, the statistical analysis revealed a moderate positive and significant relationship ($r = 0.62$, $t = 4.85$) between teachers' instructional competence and learners' academic performance, leading to the rejection of the null hypothesis. This suggests that teachers' competence—particularly their ability to deliver lessons effectively, manage classrooms efficiently, and guide learners with professionalism—has a direct and meaningful impact on student achievement. Therefore, the study concludes that maintaining high instructional competence among teachers, even when handling non-major subjects, is a vital factor in promoting better academic outcomes and overall learner success.

Recommendations

1. Teachers teaching non-major subjects should continue to enhance their instructional competence by engaging in continuous professional development programs, seminars, and workshops focused on effective teaching methodologies and classroom strategies.
2. School administrators should provide regular monitoring, mentoring, and coaching to ensure that teachers maintain high standards of instruction and classroom management across all subjects.
3. The Department of Education (DepEd) and district supervisors should develop training programs and learning action cells (LAC sessions) that specifically address the needs of teachers handling non-major subjects to strengthen their mastery and confidence.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



4. Encourage peer collaboration and team teaching, allowing teachers to share best practices, instructional materials, and innovative strategies that improve student engagement and comprehension.

5. Provide access to instructional resources and technological tools that support teachers in delivering more interactive and effective lessons in subjects beyond their specialization.

6. Recognize and reward teachers who demonstrate excellence and adaptability in teaching non-major subjects as motivation to sustain quality instruction and professional growth.

7. School leaders should promote a culture of reflective teaching, where teachers regularly assess their performance and adapt strategies based on learners' needs and outcomes.

8. Future researchers are encouraged to replicate and expand the study in other grade levels, schools, and disciplines to further examine how teacher competence influences student achievement across different learning contexts.

9. Policymakers may consider institutionalizing programs that support teacher versatility, ensuring that educators are well-equipped to handle both their major and non-major subjects with competence and confidence.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



ACKNOWLEDGEMENT

I would like to express my heartfelt gratitude to all those who have supported and guided me throughout the journey of completing this thesis. Above all, I give praise and thanks to our Almighty God—my source of strength, wisdom, and protection. His grace sustained me throughout this academic journey. I am deeply grateful to Dr. Jasmine B. Misa, my thesis adviser, for her unwavering guidance, patience, and dedication. Your wisdom and encouragement have shaped this research into what it is today. Your dedication to excellence and your patience in guiding me through the complexities of this project have been truly remarkable. To the faculty members of the Graduate Department of Western Leyte College, thank you for fostering an atmosphere of excellence and for nurturing my academic journey. My sincere appreciation also goes to my Thesis Committee and Panel Examiners headed by Dr. Bryant C. Acar, Chairman and Scribe of the Pre and Oral Examination panel, together with Dr. Annabelle A. Wenceslao and Dr. Elvin H. Wenceslao for their constructive feedback and valuable suggestions. To the DepEd Leyte Division, under the leadership of Dr. Mariza Sabino-Magan, Ed.D., CESO V, thank you for granting me the opportunity to carry out this study in my school. To the entire Pinamopoan National High School family, especially our school head, Marisol T. Liboon, your warmth and support have meant so much. To my colleagues, thank you for the encouragement, collaboration, and shared moments that made this journey lighter and more meaningful. To Dr. Jasmine B. Misa, District Supervisor of Capoocan II, I am sincerely thankful for your kind support, motivation, and guidance throughout this endeavor. To my family, my parents Papa Teloy and Mama Neneng, thank you for your endless love, understanding, and belief in me. Your encouragement kept me going through the toughest times. To my life partner, James, thank you for your unconditional love, patience, and sacrifices. Your quiet strength gave me the space and time to pursue this dream. And to my dearest daughters, Kezziah and Kendra, you are my inspiration and the light that guided me through. This thesis would not have been possible without the collective support and guidance of all these wonderful individuals. I am truly grateful for the opportunities and resources

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



provided to me throughout this academic endeavor. Thank you for being a part of this journey and for helping me reach this milestone.

REFERENCES

- [1] ABC News In-Depth (2022). Gwarosa: Working to Death in South Korea. Foreign Correspondent. https://www.youtube.com/watch?v=1Xij_cIe5_A
- [2] Abdallah, A., & Alkaabi, A. M. (2023). Role of teachers in reinforcing students' cultural and heritage awareness at Abu Dhabi schools to meet global challenges. *Cogent Social Sciences*, 9(1), Article 2194734. <https://doi.org/10.1080/23311886.2023.2194734>
- [3] Abdullahi, Z.A., Mijinyawa, A., & Danladi, G.A. (2020). Information and communication technology (ICT) competency is an integral factor in the improvement of the head teachers' effectiveness in record keeping and school management. *International Journal of Research and Scientific Innovation*, vii(1):76-80.
- [4] Abudu, K. A., & Gbadamosi, M. (2014). Relationship between teacher's attitude and student's academic achievement in senior secondary school chemistry. A case study of Ijebu-Ode and Odogbolu Local Government Area of Ogun State. *Wudpecker Journal of Educational Research*, 3, 035–043.
- [5] Aggarwal, R., & Ranganathan, P. (2019). Study designs: Part 2 – Descriptive studies. *Perspectives in Clinical Research*, 10(1), Article 34. https://doi.org/10.4103/picr.picr_154_18
- [6] Alam, A. (2022). Employing Adaptive Learning and Intelligent Tutoring Robots for Virtual Classrooms and Smart Campuses: Reforming Education in the Age of Artificial Intelligence. *SpringerLink Advanced Computing and Intelligent Technologies*. https://link.springer.com/chapter/10.1007/978-981-19-2980-9_32.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- *****
- [7] Amerstorfer, C.M. and Freiin von Münster-Kistner, C. (2021). Student Perceptions of Academic Engagement and Student-Teacher Relationships in Problem-Based Learning. *Frontiers in Psychology*, 12, Article 713057. <https://doi.org/10.3389/fpsyg.2021.713057>
- [8] Attakorn, K., Tayut, T., Pisitthawat, K., & Kanokorn, S. (2017). Soft Skills of New Teachers in the Secondary Schools of Khon Kaen Secondary Educational Service Area 25, Thailand. *Procedia-Social and Behavioral Sciences*, 112, 1010-1013.
- [9] Bal-Taştan, S., Davoudi, S. M. M., Masalimova, A. R., Bersanov, A. S., Kurbanov, R. A., Boiarchuk, A. V., & Pavlushin, A. A. (2018). The impacts of teacher's efficacy and motivation on student's academic achievement in science education among secondary and high school students. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(6). <https://doi.org/10.29333/ejmste/89579>
- [10] Balasubramanian, R. and Varadarajan, R. (2023). Big Data Analytics and Its Impact on Customer Behavior Insights. *Journal of Consumer Marketing*, 38, 234-248.
- [11] Bietenbeck, J. C. (2011). Teaching practices and student achievement: Evidence from TIMSS (Master's Thesis, Centro de Estudios Monetarios y Financieros). https://www.iea.nl/sites/default/files/2019-05/Award_Choppin_teaching_practices_student_Bietenbeck.pdf Chi, C. (2023, December 6). Philippines still lags behind the world in math, reading and science – PISA 2022. PhilStarGlobal. <https://www.philstar.com/headlines/2023/12/06/2316732/philippines-stilllags-behind-world-math-reading-and-science-pisa-2022>
- [12] Biggs, J. (2010). Constructive Alignment Theory. Data retrieved from https://www.tru.ca/_shared/assets/Constructive_Alignment36087.pdf.
- *****

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- *****
- [13] Blomeke, S., Jentsch, A., & Ross, N. (2022). Opening the black box: Teacher competence, instructional quality, and students' learning progress. Elsevier. Learning and Instruction. <https://doi.org/10.1016/j.learninstruc.2022.101600>
- [14] Bugwak, E. R. (2021). Travails of Out-of-Field Teachers: A Qualitative Inquiry. Journal for Englishes and Educational Practices. Data retrieved from <https://media.neliti.com/media/publications/351814-travails-of-out-of-field-teachers-aqual-ad00f624.pdf>.
- [15] Cabansag, J. (2020). Competencies of Teachers in English of Northern Isabela and Selected Variables. Asian EFL Journal. Professional Teaching Articles, 2(60). https://mafiadoc.com/download-pdfasian-efljjournal_5a03006a1723dd12ce88ed89.html.
- [16] Cahilog, D., Sarong J.S., and Arcilla F. (2023). Exploring the Motivations and Challenges of Teachers Leaving DepEd for Overseas Opportunities Randwick International of Education and Linguistics Science Journal 4(3), 516-534 <https://doi.org/10.47175/rielsj.v4i3.754>
- [17] Caldis, S. (2022). Transitioning into the profession with an out-of-field teaching load. In: Hobbs, L, Porsch, R, (eds) Out-of-field teaching across teaching disciplines and contexts. https://doi.org/10.1007/978-981-16-9328-1_13
- [18] Chiang, S., & Wang, L. (2014). Age matters? Insights from matured-age teacher candidates in the teaching profession [Conference presentation]. In Teacher education, age matters and so does policy. <https://eera-ecer.de/ecer-programmes/conference/19/contribution/30865>
- [19] China's 996 overtime work culture (2022). Spotlight on China. <https://www.youtube.com/watch?v=Vqd7q0RTe0g>
- *****

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- *****
- [20] Co, A. G., Abella, C. R., and De Jesus, F. S. (2021). Teaching Outside Specialization from the Perspective of Science Teachers. Open Access Library Journal. Data retrieved from https://www.researchgate.net/publication/353603788_Teaching_Outside_Specialization_from_the_Perspective_of_Science_Teachers
- [21] Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.). Sage Publications. https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/
- [22] Creswell, J.W. & Creswell, J.D. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications.
- [23] Creswell.pdf Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf
- [24] Dela Fuente, J. A. (2021). Contributing factors to the performance of pre-service physical science teachers in the Licensure Examination for Teachers (LET) in the Philippines. Journal of Educational Research in Developing Areas, 2(2), 141-152. <https://doi.org/10.47434/JEREDA.2.2.2021.141>
- [25] Dela Fuente, J.A. (2019). Driving Forces of Students' Choice in specializing science: a science education context in the Philippines Perspective. The Normal Lights, 13(2), 225-250.
- [26] Dela Fuente, J.A. (2021). Facebook messenger as an educational platform to scaffold deaf students' conceptual understanding in environmental science subject: A single group quasi-experimental study. International Journal of Education, 14(1), 19-29. doi:10.17509/ije.v14i1.31386.
- *****

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- *****
- [27] Dela Fuente, J.A. (2021). Implementing inclusive education in the Philippines. College teacher experiences with deaf students. *Issues in Educational Research*, 31(1), 94-110. <http://www.iier.org.au/iier31/dela-fuente.pdf>
- [28] Dela Fuente, J.A. & Biñas, L.C. (2020). Teachers' competence in information and communications technology (ICT) as an educational tool in teaching: An empirical analysis for program intervention. *Journal of Research in Education, Science and Technology*, 5(2), 61-76.
- [29] Department of Education. (2016). K to 12 Curriculum Guide – Science. https://www.deped.gov.ph/wpcontent/uploads/2019/01/Science-CG_with-tagged-sci-equipment_revised.pdf
- [30] Department of Education. (2017). Philippine Professional Standards for Teachers. https://www.deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_042-1.pdf
- [31] Fitzgerald, A., & Smith, K. (2016). Science that matters: Exploring science learning and teaching in primary schools. *Australian Journal of Teacher Education*, 41(4). <http://ro.ecu.edu.au/ajte/vol41/iss4/4>
- [32] Geisinger, K.F. (2018). Psychological Assessments in Legal Contexts: Are Courts Keeping "Junk Science" Out of the Courtroom? *Psychological Science in the Public Interest*, 20(3), 135–164. <https://doi.org/10.1177/1529100619888860>.
- [33] Gitaari, E. M. E., Nyaga, G., Muthaa, G., & Reche, G. (2013). Factors contributing to students' poor performance in mathematics in public secondary schools in Tharaka South District, Kenya. *Journal of Education and Practice*, 4(7). <https://www.iiste.org/Journals/index.php/JEP/article/download/5281/5287>
- [34] Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Achievement (pp. 1–378). Routledge Taylor & Francis Group.
<https://doi.org/10.4324/9780203887332>

- [35] Hernando-Malipot, M. (2023, December 7). 2022 PISA results a 'clear indication' that PH education system is in 'worst state' -PBE. Manila Bulletin.
<https://mb.com.ph/2023/12/6/2022-pisa-results-a-clear-indication-that-ph-education-system-is-in-worst-state-pb-ed>
- [36] Hobbs, L. and Porsch, R. (2021). Teaching Out-of-Field: Challenges for Teacher Education. European Journal for Teacher Education. Data retrieved from
<https://www.tandfonline.com/doi/full/10.1080/02619768.2021.1985280>
- [37] Hofer, M. J., & Harris, J. B. (2019). Topics and sequences in experienced teachers' instructional planning: Addressing a ~30-year literature gap. School of Education Book Chapters, 43. <https://scholarworks.wm.edu/educationbookchapters/43>
- [38] Horn, A. S., & Jang, S. T. (2017, March). The impact of graduate education on teacher effectiveness: Does a master's degree matter?. Midwestern Higher Education Compact (MHEC) Research Brief. <https://www.mhec.org/resources/impact-graduate-education-teacher-effectiveness-doesmasters-degree-matter>
- [39] Hughes, J. N., & Chen, Q. (2011). Reciprocal effects of student–teacher and student–peer relatedness: Effects on academic self-efficacy. Journal of Applied Developmental Psychology, 32(5), 278–287. <https://doi.org/10.1016/j.appdev.2010.03.005>
- [40] Islahi, F., & Nasreen (2013). Who make effective teachers, men or women? An Indian perspective. Universal Journal of Educational Research, 1(4), 285–293.
<https://doi.org/10.13189/ujer.2013.010402>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- *****
- [41] Jackson D. (2017). Business Graduate Performance in Oral Communication Skills and Strategies for Improvement. The International Journal of Management Education. 2017 Mar 1; 12(1):22- 34.
- [42] Jan, H. (2017). Teacher of 21st century: Characteristics and development. Research on Humanities and Social Sciences, 7(9). <https://core.ac.uk/download/pdf/234675955.pdf>
- [43] Javed, T., Asghar, M. A., & Nazak, N. (2020). Association of teacher feedback with scholastic attainment at secondary level in Pakistan. South African Journal of Education, 40, S1–S9. <https://doi.org/10.15700/saje.v40ns2a1679>
- [44] Jimenez, A., & Menendez Alvarez-Hevia, D. (2021). Perceptions of primary school students toward learning about science: The case of Spain. Education 3-13, 50(8), 1046–1058. <https://doi.org/10.1080/03004279.2021.1929381>
- [45] Keiler, L. S. (2018). Teachers' roles and identities in student-centered classrooms. International Journal of STEM Education, 5(1). <https://doi.org/10.1186/s40594-018-0131-6>
- [46] Klassen, R. M., & Tze, V. M. C. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. Educational Research Review, 12, 59– 76. <https://doi.org/10.1016/j.edurev.2014.06.001>
- [47] Kowalczyk-Waledziak, M., Clipa, O., & Daniela, L. (2017). Do teachers really need a master's degree? Student teachers' perspectives. Journal of Educational Sciences, 18(35), 38–58 2017. <https://eric.ed.gov/?id=EJ1260380> Leбата, M.C. (2014). An investigation of performance in the biology 5090 at selected high schools in Lesotho (Master's Thesis, University of South Africa). UNISA. <http://hdl.handle.net/10500/14136>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- *****
- [48] Lim, J., & Meer, J. (2017). The impact of teacher-student gender matches, random assignment evidence from South Korea. *Journal of Human Resources*, 52(4), 979–997. <https://doi.org/10.3368/jhr.52.4.1215-7585R1>
- [49] Maazouzi, K. (2019). The impact of teachers' personality and behaviour on students' achievement. *Global Journal of Human-Social Science*, 19(G9), 25–30. <https://socialscienceresearch.org/index.php/GJHSS/article/view/3026> Martin, J. (2018). Putting the spotlight on teacher performance. UNICEF Think Piece Series: Teacher Performance. https://www.unicef.org/esa/media/641/file/EducationThinkPieces_4_TeacherPerformance.pdf
- [50] Maffea, J. (2020). Lack of Resources in Classrooms. English Department: Research for Change - Wicked Problems in Our World. 38. <https://research.library.kutztown.edu/wickedproblems/38>.
- [51] Manigbas, J. and Ollet A. (2024). Teachers' Competency in Content Knowledge and Pedagogy in Buhi South District, Philippines. *International Trend Issues*. 2(1). <https://doi.org/10.56442/ieti.v2i1.365>
- [52] Mir, A. A., & Bhat, A. A. (2022). Green Banking and Sustainability—A Review. *Arab Gulf Journal of Scientific Research*, 40, 247-263. <https://doi.org/10.1108/AGJSR-04-2022-0017>
- [53] Moeini, M., Abbasi, S., Shahriari, M., Ebrahimi, M., & Khoozani, E. K. (2018). Designing and manufacturing of educational multimedia software for preventing coronary artery disease and its effects on modifying the risk factors in patients with coronary artery disease. *Electronic Journal of General Medicine*, 15(3). <https://doi.org/10.29333/ejgm/85942>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- *****
- [54] Morgan, P. L., Farkas, G., & Maczuga, S. (2015). Which instructional practices most help first-grade students with and without mathematics difficulties? *Educational Evaluation and Policy Analysis*, 37(2), 184–205. <https://doi.org/10.3102/0162373714536608>
- [55] Muijs, D. et al. (2017). "State of the art–teacher effectiveness and professional learning." *School effectiveness and school improvement* 25.2 (2017): 231-256.
- [56] Muijs, D., & Reynolds, D. (2011). *Effective teaching. Evidence and practice* (3rd edition). London: Sage. <http://dx.doi.org/10.1002/9780470686584.ch4>
- [57] Nessipbayeva, O. (2012). The competencies of the modern teacher. Part 2: Pre-service and in-service teacher training. <https://files.eric.ed.gov/fulltext/ED567059.pdf>
- [58] Nurhayati, D. A. W. (2018). Investigating self-professional development in teaching English: The case of English college teachers' role as models. *Dinamika Ilmu*, 18(1), 91–108. <https://doi.org/10.21093/di.v18i1.1034>
- [59] OECD. (2023). *PISA 2022 Results (Volume I): The state of learning and equity in education*. PISA, OECD Publishing. <https://doi.org/10.1787/53f23881-en>
- [60] Overschelde, J. P. and Piatt, A. N. (2020). Negative Impacts of Teaching Out-of-Field. *Research in Educational Policy and Management*. Data retrieved from <https://core.ac.uk/download/pdf/324306043.pdf>
- [61] Ozfidan B., Cavlazoglu B., Burlbaw L. & Aydin H. (2017). Reformed teaching and learning in science education: A comparative study of Turkish and US teachers. *Journal of Education and Learning*, 6(3). <http://doi.org/10.5539/jel.v6n3p23>
- [62] Porsch, R., and R. Whannell (2019). "Out-of-Field Teaching Affecting Students and Learning: What Is Known and Unknown." In *Examining the Phenomenon of "Teaching Out-of-Field": International Perspectives on Teaching as a Non-Specialist*, edited by L.
- *****

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Hobbs and G. Törner, 179–191. Singapore: Springer. https://doi.org/10.1007/978-981-13-3366-8_7

- [63] Queroda, P. (2020). Instructional Competencies of Catholic School Teachers in Pangasinan, Philippines. Ranjan, R. (n.d.). Teacher Competencies. <https://www.teacheron.com/maths-tutorsinpostcode410218?lat.19.0318314&lng73.1054544>
- [64] Rajagopalan, I. (2019). Concept of teaching. Shanlax International Journal of Education, 7(2), 5–8. <https://doi.org/10.34293/education.v7i2.329>
- [65] Rauf, R. A. A., Rasul, M. S., Mansor, A. N., Othman, Z., & Lyndon, N. (2013). Incultation of science process skills in a science classroom. Asian Social Science, 9(8). <https://doi.org/10.5539/ass.v9n8p47> Rockstroh, A. H. (2013). Teacher characteristics on student achievement: An examination of high schools in Ohio. MPA/MPP/MPFM Capstone Projects, 49. https://uknowledge.uky.edu/mpampp_etds/49
- [66] Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. American Educational Research Journal, 50(1), 4–36. <https://doi.org/10.3102/0002831212463813>
- [67] Sadik, F., & Akbulut, T. (2015). An evaluation of classroom management skills of teachers at high schools (Sample from the City of Adana). Procedia - Social and Behavioral Sciences, 191, 208–213. <https://doi.org/10.1016/j.sbspro.2015.04.539>
- [68] Sahlberg, P. (2015). Finnish lessons 2.0: What can the world learn from educational change in Finland? Teachers College Press.
- [69] Shah, S. M. A., Kiani, K. M., Mahmood, Z., & Hussain, I. (2011). In-service training of secondary level teachers: A follow up of teachers' performance in comparative

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



perspective. Journal of Education and Practice, 2(11 & 12).
<https://core.ac.uk/download/pdf/234633267.pdf>

[70] Siddiqui, S., & Ahamed, Md. M. (2020). Teachers' roles beyond and within the context: An ever-changing concept. Arab World English Journal, 11(1), 282–296.
<https://doi.org/10.24093/awej/vol11no1.21>

[71] Sieberer-Nagler, K. (2015). Effective classroom-management positive teaching. English Language Teaching, 9(1), 163. <https://doi.org/10.5539/elt.v9n1p163>

[72] Sivasakthi Rafammal, T., & Muthumanickam R. (2012). A study on teachers' effectiveness of school teachers. International Journal of Current Research, 4(2), 222–226. <https://www.journalcra.com/sites/default/files/issue-pdf/1701.pdf>

[73] Skaalvik, E. M., & Skaalvik, S. (2013). School goal structure: Associations with students' perceptions of their teachers as emotionally supportive, academic self-concept, intrinsic motivation, effort, and help seeking behavior. International Journal of Educational Research, 61, 5–14. <https://doi.org/10.1016/j.ijer.2013.03.007>

[74] South African Council for Educators (SACE). (2010). A review of teacher demand and supply. https://www.sace.org.za/assets/documents/uploads/sace_29250-2016-08-31-A%20review%20on%20teacher%20demand%20and%20supply%20in%20South%20Africa.pdf

[75] Spaul, N. (2013, October). South Africa's education crisis: The quality of education in South Africa. Centre for Department & Enterprise. <https://section27.org.za/wp-content/uploads/2013/10/Spaul-2013-CDE-report-South-Africas-Education-Crisis.pdf>

[76] Stronge, J. H. (2012). Stronge Teacher Effectiveness Performance Evaluation System. Stronge and Associate Educational Consulting, LLC. <http://mnprek-3.wdfiles.com/local--files/teachereffectiveness/TEPES%20-%20Stronge.pdf>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- *****
- [77] Tsanwani, A., Harding, A., Engelbrecht, J., & Maree, K. (2014). Perceptions of teachers and learners about factors that facilitate learners' performance in mathematics in South Africa. *African Journal of Research in Mathematics, Science and Technology Education*, 18(1), 40–51. <https://doi.org/10.1080/10288457.2014.884262>
- [78] Tucker, J., & Fushell, M. (2013). Graduate programs in education: Impact on teachers' career. *Journal of Educational Administration and Policy*, (48). <https://files.eric.ed.gov/fulltext/EJ1017213.pdf>
- [79] Unal, Z., & Unal, A. (2012). The impact of years of teaching experience on the classroom management approaches of elementary school teachers. *International Journal of Instruction*, 5(2). <https://files.eric.ed.gov/fulltext/ED533783.pdf>
- [80] Villegas, C. H. (2022). Technology and Livelihood Education Teachers' Competence and Work Skills and Attitudes of Public High School. *European Online Journal of Natural Science and Social Science*, 1. Data retrieved from <https://europeanscience.com/eojnss/article/view/6308>
- [81] Waseka, E. L., Simatwa, E. M. W., & Okwach, T. (2016). Influence of teacher factors on students' academic performance in secondary school education. A case study of Kakamega County, Kenya. *Greener Journal of Educational Research*, 6(4), 151–169. <https://doi.org/10.15580/gjer.2016.4.060216102>
- [82] Wechsler, M., Melnick, H., Maier, A., & Bishop, J. (2016). The building blocks of high-quality early childhood education programs. Learning Policy Institute - California Policy Brief. <https://files.eric.ed.gov/fulltext/ED606352.pdf>
- [83] Wood, T. D. (2012). Teacher perceptions of gender-based differences among elementary school teachers. *International Electronic Journal of Elementary Education*, 4(2), 317–345. <https://files.eric.ed.gov/fulltext/EJ1070480.pdf>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



AUTHOR'S PROFILE



MS. JESSA F. QUINAL

Jessa F. Quinal, born on August 14, 1995, in Sitio Pikas, Masarayao, Kananga, Leyte, is a dedicated educator known for her commitment to nurturing continuous learning and empowerment among her students. Her journey in education began at Masarayao Elementary School, followed by her secondary education at Kananga National High School, where she was deployed for her practice teaching.

Throughout her early years, Jessa was actively involved in sports and dance, which fostered her physical development. These abilities provide significant support in finishing her degree and molding her character. Her interactions with various groups through sports, academic pursuits, and community events enriched her experience, fostering her growth and resilience.

Jessa continued her academic journey at Visayas State University - Villaba Campus (VSU-V), where she earned her Bachelor of Secondary Education, specializing in English, in 2017. The following year, she passed the Licensure Examination for Teachers (LET), marking the official start of her teaching career.

Despite the demands of being a full-time mom to her daughters, Kezziah Zaireen and Kendra Zyrh, Jessa has consistently pursued professional growth. Her commitment to lifelong

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue II

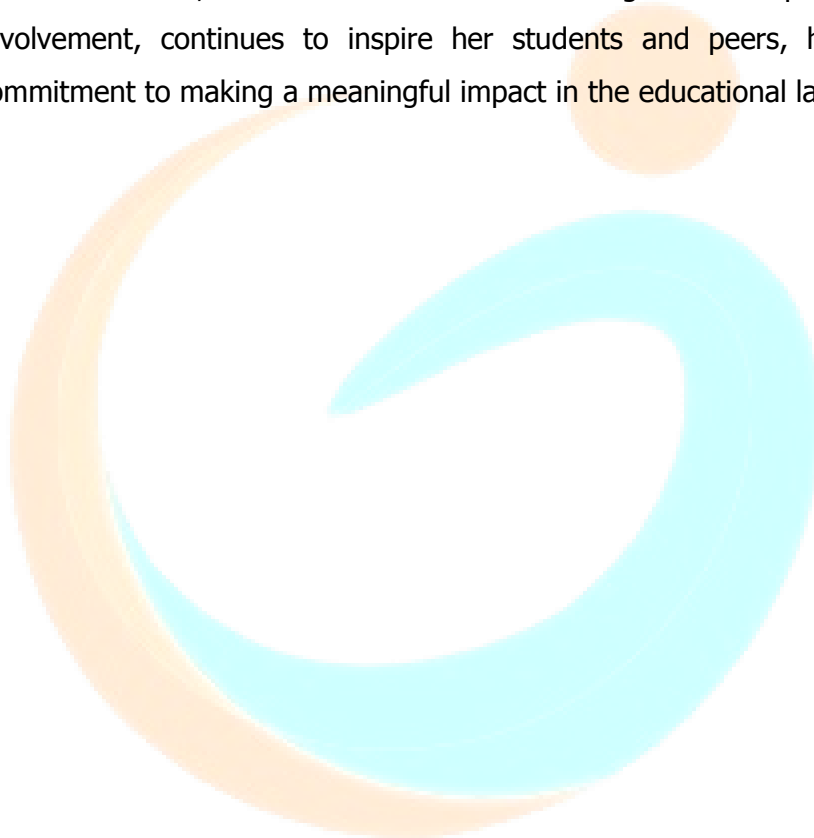
November 2025

Available online at <https://www.instabrightgazette.com>



learning led her to enroll in a Master of Arts in Education (MAEd) program, majoring in School Administration and Supervision. She successfully completed the academic requirements for her MAEd in August 2022, driven by her diverse experiences and the support of different groups she encountered through her sports and academic journey.

Currently, Jessa is an esteemed Grade 7 teacher at Pinamopoan National High School. Her dedication to education, combined with her rich background in sports, dance and community involvement, continues to inspire her students and peers, highlighting her unwavering commitment to making a meaningful impact in the educational landscape.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
