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INSTRUCTIONAL COMPETENCE OF BEGINNING SCIENCE TEACHERS TOWARDS THE DEVELOPMENT OF ACTION PLAN

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ABSTRACT

This study examined the instructional competence of beginning science teachers in public junior high schools within Congressional District II, Province of Batangas, during the 2025–2026 academic year. Specifically, it assessed the demographic profiles of respondents and their instructional competence across the seven domains of the Philippine Professional Standards for Teachers (PPST). The research employed a descriptive design. Data were collected from 30 beginning science teachers using a researcher-developed survey instrument validated by experts. Statistical tools, including frequency, percentage, weighted mean, Analysis of Variance (ANOVA), and Chi-Square tests, were used to analyze respondents' profiles and to determine whether significant differences or relationships existed in instructional competence when grouped by demographic variables.

The results indicated that beginning science teachers demonstrated Outstanding instructional competence, especially in the domains of Personal Growth and Professional Development, as well as Content Knowledge and Pedagogy. Statistical analyzes showed no

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significant differences in instructional competence when teachers were grouped by age, sex, baccalaureate degree, highest educational attainment, or grade level taught. This finding suggests a consistent level of proficiency across the cohort.

The study concluded that beginning science teachers in the district possess a high level of professional readiness and pedagogical skill regardless of their personal profiles. Based on these results, it is recommended that school administrators and department heads continue to provide robust support systems and mentorship programs. Further professional development initiatives should be sustained to ensure that these educators maintain their high standards of teaching and remain updated on evolving educational technologies and classroom strategies.

Keywords: *instructional competence, beginning science teachers, PPST domains, professional development, pedagogical skills*