



TEACHING COMPETENCIES OF TEACHERS IN RELATION TO ACADEMIC PERFORMANCE OF GRADE 2 LEARNERS

MARK ANTHONY C. SORIANO

Institute of Graduate and Professional Studies,
Lyceum-Northwestern University
Dagupan City

Abstract : This study endeavors to determine the teaching competencies of Grade 2 teachers in the Division of Rizal during the school year 2023-2024 to improve the academic performance of the learners. Grade 2 teachers are considered young in terms of age and most of them are female. Most of them have taught minimal years, and they started their master's degree and attended some seminars. The teachers often practice the behaviors of being competent in the instruction being evaluated. The learners' academic achievement is generally average. The teaching competencies and the academic performance/grade of the learners have significant correlation. The overall correlations made were interpreted as negligible correlations. Thus, the null hypothesis is accepted. This could be explained by studying other teaching competencies that have direct effects on the learners' academic performance. It concludes that statistically, there is no enough evidence to say that there is a significant relationship between the teaching competencies of the teaching force and their profile. Thus, the null hypothesis is accepted since the statistics reveals that the correlations made were under the range of low correlation to negligible correlation. This is also consistent with the p-values computed that out of four competencies, three are considered to be significant. This implies that it exceeds the value of probability to be considered in order to determine that the null hypothesis made is true. The researcher recommended that other factors of the teaching competencies that affect learners' performance should continually be identified and studied. Moreover, the indicator of the academic performance expressed in the grades in the corresponding subject is also in a way limited. The researcher therefore recommends the use of concrete indicators in learning the particular subject aligned with the objectives set forth in learning the subject like for instance in English, by measuring English language proficiency.

Keywords: teaching competencies; academic performance, Grade 2 learners

INTRODUCTION

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

According to Onike (2007), a teacher occupies an important position and is a key element in the operations of the school system. Teacher's competence, knowledge, interest, devotion, commitment, dedication, professional training, attitude and personality make up matters and largely determine the quality of services provided by the teacher. Muijs and Reynolds (2005) claims that how a teacher teaches becomes a vital key in promoting effective teaching and learning to the students. The researchers took interest in the study of how the teachers' competencies affect the learning of the students whom they are teaching.

Therefore, the teachers themselves are given the obligation to mold students into learned, competent, responsible and moral citizens of the country which is aligned with the aim of every educational institution, that is to produce competent and excellent graduates. Given the current demands of various schools with regard to the teacher's competency, the researchers chose to look into this topic so as to expand their knowledge on the situations and the possible remedies to some existing problems. Upon noticing the impact of the quality of education to the future of the learners, the researchers came up with a common view that the present condition of the teachers' competencies could still be raised higher. The primary focus in this study is the teachers, mainly because

they are in charge of the facilitation of their learners' learning experiences. The effectiveness of their teaching is one of the factors that determine how well the students would do in their journey towards knowledge acquisition. Basically, the teachers play a vital role in the daily lives of their students.

Thus, the advocacy to promote academic excellence and quality education in view of making this institution a center of academic excellence made the researchers decide to conduct the study that will determine the effects of teaching competencies of the English, Science and Technology and Mathematics teachers to the students' academic performance.

According to the Code of Ethics for Professional Teachers (1997), a professional teacher is a licensed professional who possesses dignity and reputation with high moral values as well as technical and professional competence. S/he adheres to observe, and practice a set of ethical and moral principles, standards and values. In connection to this, a teacher who is a keen observer of these practices should have a high level of instructional competency. In general, teachers must not be in any way, negligent of the instructional competencies that they must own so as to assure betterment and quality education on the students' part.

The teaching profession consists of members who have acquired by training experience some specialized techniques. These are basically intellectual in nature. They form associations as means of promoting the purposes of the profession, establish a degree of unity in purpose and procedure, oversee and set the standards of the training of recruits and guarantee the competence of the new members establish and enforce standards of practice that is usually embodied in a proclaimed code of ethics. It has a large degree of individual autonomy in the practice of the profession, places altruism, service and social welfare ahead of personal gain. It promotes the personal welfare of its own members, counsels the government with respect to the necessary legal regulations, informs the public and guides its expectations concerning the profession and cooperates with other professions in adjusting related overlapping functions.

The teachers being central to the achievement of instructional goals and objectives should see to it that effectiveness is assured and output is maximized. The success and failure of the school program rests entirely on their hands. In them lies the future of the educational institution that they pledge to serve enthusiastically and diligently, considered by all as a moral obligation and responsibility to the society where they belong (McLendon, 2003). Joyce, Weiland and Calhoun (2008) analyze teaching into five processes which involve effective control over a certain area of reality that is essential to teaching. The first one is to make and use knowledge. The teacher must understand what is meant by knowledge – those methods or concepts one uses to organize life experiences – and he must know how to instill this operational knowledge in students. Knowledge is not simply data or information; it is the way one goes about seeking data and drawing generalizations. Second to that is to shape the school. Every teacher must develop strategies whereby he/she can identify critical educational problems and along with his/her colleagues, make decision towards solving them by doing the necessary solutions to the difficulty. He/she has to organize the curricula around coherent themes so that the growth of the students' knowledge from year to year is cumulative rather than dispersive or sporadic.

In evaluating teacher's instructional competencies, the use of student achievement as the basis to assess or evaluate teachers is one of the many approaches of teacher evaluation. Other approaches in evaluating teacher's instructional competencies include classroom observation, student ratings, peer ratings, principal/HOD/administrator ratings, self-rating, teacher interview, parent rating, competency tests, and other indirect measures (Joshua et al., 2006)

Ornstein and Lunenburg (2008) identify that the teacher must have a thorough grasp of the subject he teaches. Effective learning demands that the teacher must possess a solid knowledge of his/her subject. A well trained and certificated teacher must show evidence of mastery of the subject matter. According to Dunhill (2000) teacher knowledge must be of two fold nature. A good teacher must first possess a wide general knowledge and within the confines of this general knowledge, a sound understanding of the subject he is to teach in the classroom.

Quadri, (2004) corroborates that a good teacher must be well knowledge versed in his area of specialization. He must know which to teach, when to teach and how to teach. The quantity and quality of the teacher's knowledge will give the teacher enough material and confidence to teach effectively. Knowledge of the subject matter is a definite factor in successful teaching. Lack of it may cause narrow views or bluffing on the part of the teacher and distrust on the part of students (Nem Singh, 2009).

Classroom management is closely connected to, and often discussed in conjunction with, dealing with students' misbehavior by disciplining (Muijs et al., 2001). Lellough (2003) identifies classroom management as the process of organizing and conducting a classroom to maximize learning by creating a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. According to Rodriguez (n.d.), classroom management deals with identifying classroom problems and addresses suggestions for preventive strategies and practical solutions in response to the maintenance of the conducive learning environment for the learners.

A good teacher must take cognizance of the learners' psychological needs, adaptive behaviors and constraints (Dunhill, 2000). The principle is that effective teaching and learning take place in well-managed classrooms. The inability of teachers to effectively manage the classroom environment and behavior often contributes to the low academic achievement of the students (Oliver et al., 2007).

Nem Singh and Padilla (2009) raised five major concerns in classroom management: (1) individual concerns; (2) harnessing self-control; (3) encouragement; (4) reaching-out to students and (5) disciplining students' behavior. Class management then, can be defined as the provisions and procedures necessary to create and maintain an environment in which teaching and learning could occur (Agno, 2009).

The process of evaluating students includes any task students perform in order to demonstrate knowledge or ability in the subject area. The teacher should use as many instruments as possible on as many occasions as possible to ensure valid and reliable indicators of student progress and attainment (Assessing and Evaluating Students). Ornstein and Lunenburg (2008) claim that if teachers expect to guide learning effectively, they must know how many children at various levels of maturity are capable of understanding that would determine the nature of the assessment and evaluation of the students. The choice of assessment and evaluation of an effective teacher must accommodate and cater these differences (Dunhill, 2000). The nature of evaluating students influences what is learned and the degree of meaningful engagement by students in the learning process.

Statement of the Problem

This study sought to assess the teaching competencies of Grade 2 teachers in public elementary schools of the Division of Rizal during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the Grade 2 teachers in terms of the following:
 - 1.1 highest educational attainment;
 - 1.2 length of service; and
 - 1.3 relevant training attended.
2. What is the level of performance of the Grade 2 teachers on their teaching competencies in English in terms of the following as perceived by their school heads:
 - 2.1 Mastery of the Subject Matter;
 - 2.2 Teaching Skills;
 - 2.3 Classroom Management; and
 - 2.4 Evaluation Skills.
3. Is there a significant relationship between the profile of the Grade 2 teachers and their level of performance in terms of teaching competencies?
4. What is the level of performance of the Grade 2 learners during the third quarter?
5. Is there a significant relationship between the profile of the Grade 2 teachers and the level of performance of the Grade 2 learners during the third quarter?
6. Based on the findings, what strategic plan can be proposed to improve the teaching competencies of Grade 2 teachers?

METHODOLOGY

This chapter presents the research design, respondents, sampling scheme, instrument and its validation and the statistical treatment of data.

Research Design

Descriptive-correlation research design was used in this study. Descriptive-correlation research design is the most appropriate research design for this study because it seeks to determine the degree of linear relationship between the two variables; the instructional competencies and the learners' academic performance. It focused on the teaching competencies of the Grade 2 teachers to improve the academic performance of the Grade 2 learners.

Sources of Data

The respondents of this study were the select Grade 2 teachers of the Division of Rizal.

Instrumentation and Data Collection

The main data-gathering instrument was a questionnaire-checklist.

The first part of the questionnaire focused on the profile of the teachers.

The second part dealt on the level of performance of the Grade 2 teachers on their teaching competencies.

The third part is on the level of performance of the learners during the third quarter.

The researcher sought permission from the Schools Division Superintendent to conduct a study. Upon approval, the schedule for the survey was set.

Tools for Data Analysis

To derive valid and accurate results, appropriate statistical measures were employed.

To answer sub-problem 1, the profile of the Grade 2 teachers, frequency counts and percentages were used.

To answer sub-problem 2, the level of performance of the Grade 3 teachers on their instructional competencies, average weighted mean was used.

To answer sub-problem 3, significant difference between the ratings of the teachers and their school heads in terms of their teaching competencies, paired t-test was used.

To answer sub-problem 4, significant relationship between the profile of the Grade 2 teachers and their level of performance in terms of teaching competencies, Chi square was used.

To answer sub-problem 5, level of performance of the learners during the third quarter, frequency counts and percentages were used.

To answer sub-problem 6, significant relationship between the profile of the Grade 2 teachers and the level of performance of the learners during the third quarter, Pearson-Product Moment Correlation Coefficient was used.

RESULTS AND DISCUSSION

This chapter deals in the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

Profile of the Grade 3 Teachers

The profile of the Grade 2 teachers in terms of highest educational attainment, number of years of teaching, and relevant training attended is shown in Tables 1a-1c.

Table 1A. Profile of Grade 2 Teachers in Terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
With MA Units	27	60.00
MAEd/MEd	16	35.56
With EdD/PhD units	2	4.44
Total	45	100

The table reveals the educational attainment of the respondents by which 60 percent of them have some earning units in their Master's; while 35.56 percent of them obtained the masters degree. Only 2 or 4.4 percent have doctoral degree. This implies that majority of the respondents have just started their masters' degree.

Table 1B. Profile of Grade 2 Teachers in Terms of Number of Years of Teaching

Number of Years of Teaching	Frequency	Percentage
1-5 years	17	37.77
6-10 years	16	35.56
11-15 years	12	26.67
Total	45	100

With regard to the number of years in teaching, majority of the respondents or 37.77 percent of them have teaching experience within the range of 1- 5 years. Only 35.56 percent of them have teaching experience of 6-10 years. The remaining 12 or 26.67 percent have been teaching for 11-15 years. This implies that most of the respondents taught within the range of 1-5 years.

Table 1C. Profile of Grade 2 Teachers in Terms of Relevant Training Attended

Number of Relevant Training Attended	Frequency	Percentage
No. of Training =1	3	6.67
=2	17	37.78
=3	19	42.22
=4 and more	7	15.56
Total	45	100

It is reflected in Table 1C that majority of the Grade 2 teachers attended 3 training with 19 or 42.22 percent. There are also 17 or 37.78 percent who have attended 2 or more seminars while 7 or 15.56 percent have attended 4 or more training. The remaining 3 or 6.67 percent have attended only 1 seminar. This shows that teachers should attain more relevant training in order to improve their competence.

Grade 2 Teachers' Perception of Teaching Competencies

The data presented revealed the perception of the Grade 2 teachers as perceived by their school heads on their teaching competencies.

General Knowledge/Mastery of the Subject Matter

The table below presents the teachers' perception on the Mastery of the Subject Matter of their subject as perceived by their school heads.

Teachers involved ranked from highest to lowest in relation to the teaching competencies of the teacher in terms of the general knowledge or mastery of the subject matter.

Table 2A. Mean and Standard Deviation of Each Item of the Test on Teachers' Perception of the Mastery of the Subject Matter

Indicators	WM	SD	Description
1. Manifests confidence and firmness with every information being given in the class.	3.56	.619	Always
2. Answers questions clearly with confidence	3.50	.636	Often
3. Explains the lesson by citing relevant examples and situations.	3.47	.642	Often
4. Readily defines important terms in the lesson.	3.43	.632	Often
5. Reflects mastery of the entire subject he/ she teaches.	3.42	.699	Often
6. Cites current and timely information about the subject.	3.39	.674	Often
7. Emphasizes difficult parts of the lesson by making it easy to understand.	3.35	.631	Often
8. Shows a full grasp of the lesson taught each day.	3.34	.728	Often
9. Relates the subject matter to previous topics and areas of interest.	3.34	.685	Often
10. Is able to relate lessons to other subjects.	3.17	.815	Often
AWM	3.40	.685	Often

In the subject area of English, it was revealed that the teachers responded "Always" in "Manifests confidence and firmness with every information being given in the class" as this statement ranked highest manifested by its mean of 3.56. They responded "Often" in the following order: "Answers questions clearly with confidence" (3.50); "Explains the lesson by citing relevant examples and situations" (3.47); "Readily defines important terms in the lesson" (3.43); "Reflects mastery of the entire subject he/ she teaches" (3.42); "Cites current and timely information about the subject" (3.39); "Emphasizes difficult parts of the lesson by making it easy to understand" (3.35); "Shows a full grasp of the lesson taught each day" (3.34); "Relates the subject matter to previous topics and areas of interest" (3.34); and "Is able to relate lessons to other subjects" (3.17). The grand mean 3.40 with a standard deviation .685 revealed that the teachers perceived themselves "Often" practice Mastery of the Subject Matter in their respective instructions. This result implies that the instructional competencies of English teachers in terms of Mastery of the Subject Matter are adequate.

Teaching Skills

The table below presents the Grade 2 teachers' perception on their Teaching Skills ranked from highest to lowest in relation to the teaching competencies in terms of their teaching skills as perceived by their school heads.

Table 2B. Mean and Standard Deviation of Each Item of the Test on Teachers' Perception of their Teaching Skills

Indicators	WM	SD	Description
1. Organizes and presents the subject matter clearly and coherently.	3.48	.636	Often
2. Uses language effectively in expressing ideas in class discussions.	3.47	.696	Often
3. Encourages the learners to think and clarify lessons through effective questioning towards the learners.	3.41	.698	Often

4.	Relates the lesson to the existing conditions and real life situations convincingly.	3.41	.678	Often
5.	Is able to utilize activities that are helpful for learners to understand the lesson.	3.41	.677	Often
6.	Presents the lesson systematically and analytically	3.40	.709	Often
7.	Uses different teaching techniques, approaches and strategies to make the lesson interesting and meaningful	3.40	.709	Often
8.	Motivates the learners by asking questions effectively to develop critical thinking and creativity.	3.39	.774	Often
9.	Adjusts his/her teaching methods to learners' needs, interest and abilities	3.38	.692	Often
10.	Utilizes instructional materials that sustains learners' attention in achieving teaching objectives	3.38	.711	Often
AWM		3.41	.698	Often

Legend:

1.00 – 1.50 Rarely

1.51 – 2.50 Sometimes

2.51 – 3.50 Often

3.51 – 4.00 Always

Table 2B presents the teachers' perception on their teaching skills. They responded "Often" in all the items in identifying the practice of adequate teaching skills in the instruction. The results are in order: "Organizes and presents the subject matter clearly and coherently" (3.48); "Uses language effectively in expressing ideas in class discussions" (3.47); "Encourages the learners to think and clarify lessons through effective questioning towards the learners" (3.41); "Relates the lesson to the existing conditions and real life situations convincingly" (3.41); "Is able to utilize activities that are helpful for learners to understand the lesson" (3.41); "Presents the lesson systematically and analytically" (3.40); "Uses different teaching techniques, approaches and strategies to make the lesson interesting and meaningful" (3.40); "Motivates the learners by asking questions effectively to develop critical thinking and creativity" (3.39); "Adjusts his/her teaching methods to learners' needs, interest and abilities" (3.38); and "Utilizes instructional materials that sustains students' attention in achieving teaching objectives" (3.38). Thus, the overall description of the perception of the teachers in terms of their practice of adequate teaching skills is "Often" for it obtained 3.41 grand mean with standard deviation of .698.

Classroom Management

The table below presents the teachers' perception on the Classroom Management skills ranked from highest to lowest in relation to the instructional competencies in terms of the classroom management.

Table 2C. Mean and Standard Deviation of Each Item of the Test on Teachers' Perception of their Classroom Management

Indicators	WM	SD	Description
1. Commands respect from the learners.	3.57	.602	Always
2. Helps the class achieve the objectives set for the day.	3.44	.794	Often
3. Is able to assist learners in doing cooperative group tasks.	3.38	.749	Often
4. Establishes authority in the classroom effectively by making learners obey rules set forth.	3.37	.672	Often
4. Shows a great deal of patience towards the learners.	3.34	.636	Often
5. Makes the learners behave according to how they are expected to	3.34	.685	Often
7. Starts learning activities on time	3.33	.751	Often
8. Sustains learners' interest in the lessons and class discussions.	3.31	.691	Often
9. Comes to class early and leaves on time.	3.30	.755	Often
10. Makes every moment in the class active promoting fun about learning.	3.30	.763	Often
AWM	3.37	.714	Often

Table 2C present the teachers' perception on the classroom management. They responded "Often" in nine out of 10 items in identifying the practice of adequate classroom management in the instruction. The teachers responded "Always" in the item "Commands respect from the learners (3.57)." The rest of the answers have "Often" as it was perceived by the learners: "Helps the class achieve the objectives set for the day" (3.44); "Is able to assist learners in doing cooperative group tasks" (3.38); "Establishes authority in the classroom effectively by making learners obey rules set forth" (3.37); "Shows a great deal of patience towards the learners (3.34); "Makes the learners behave according to how they are expected to (3.34); "Starts learning activities on time (3.33); "Sustains learners' interest in the lessons and class discussions" (3.31); "Comes to class early" (3.30); and "Makes every moment in the class active promoting fun about learning" (3.30). Thus, the overall description of the perception of the teachers in terms of the practice of adequate Classroom Management is "Often" for it obtained 3.37 grand mean with a standard deviation value of .714

Evaluation Skills

The table below presents the teachers' perception on the Evaluation Skills ranked from highest to lowest in relation to the instructional competencies of the teacher in terms of the evaluation skills.

Table 2D presents the teachers' perception on their Evaluation Skills. The teachers responded "Always" in the item "Evaluates learners' performances fairly by using adequate standard measures of evaluation" (3.52). The rest of the items obtained verbal description of "Often" that illustrate the practice of the evaluation skills of their English teachers. The results are in order: "Gives grades on the basis of learners' actual performance" (3.48); "Includes items in the tests

Table 2D. Mean and Standard Deviation of Each Item of the Test on Teachers' Perception of Their Evaluation Skills

Indicators	WM	SD	Description
1. Evaluates learners' performances fairly by using adequate standard measures of evaluation.	3.52	.628	Always
2. Gives grades on the basis of learners' actual performance.	3.48	.670	Often
3. Includes items in the tests that are based on the lesson objectives consisted with actual discussions, activities and classroom interactions.	3.47	.656	Often
4. Provides evaluative activities appropriate to learners' abilities, interests and needs.	3.45	.612	Often
5. Gives evaluation results and ratings that are well-accepted by the learners.	3.45	.641	Often
6. Uses different methods in evaluating students' learning, aligned to the learning objectives such as oral performances, projects, hands-on and etc	3.43	.687	Often
7. Utilizes evaluation result as a basis for improving instructions	3.42	.666	Often
8. Treats each student fairly in giving grades	3.40	.663	Often
9. Bases ratings according to the objectives of the lessons and criteria set in class.	3.39	.714	Often
10. Allows learners to rate their own performances in some of the activities in the class.	3.27	.832	Often
AWM	3.43	1.68	Often

Table 2D presents the teachers' perception on their Evaluation Skills. The teachers responded "Always" in the item "Evaluates learners' performances fairly by using adequate standard measures of evaluation" (3.52). The rest of the items obtained verbal description of "Often" that illustrate the practice of the evaluation skills of their English teachers. The results are in order: "Gives grades on the basis of learners' actual performance" (3.48); "Includes items in the tests that are based on the lesson objectives consisted with actual discussions, activities and classroom interactions"(3.47); "Provides evaluative activities appropriate to students' abilities, interests and needs"(3.45); "Gives evaluation results and ratings that are well-accepted by the students"(3.45); "Uses different methods in evaluating students' learning, aligned to the learning objectives such as oral performances, projects, hands-on and etc."(3.43); "Utilizes evaluation result as a basis for improving instructions" (3.42); "Treats each student fairly in giving grades" (3.40); "Bases ratings according to the objectives of the lessons and criteria set in class"(3.39); and "Allows learners to rate their own performances in some of the activities in the class" (3.27). Thus, the overall description of the perception of the teachers on them in terms of the practice of adequate Evaluation Skills is "Often" for it obtained 3.43 grand mean with a standard deviation value of .81.

Summary of the Teachers' Perception on Teaching Competencies

The following data present the summary of the teachers' perception of teaching competencies in terms of mastery of the subject matter, teaching skills, classroom management and evaluation skills.

Table 2E. Grand Mean and Standard Deviation of Teachers' Perception of their Teaching Competencies

Teaching Competencies	Mean	SD	Description
Mastery of the Subject Matter	3.40	.685	Often
Teaching Skills	3.41	.698	Often
Classroom Management	3.37	.714	Often
Evaluation Skill	3.40	.681	Often

Legend:

1.00 – 1.50	Rarely
1.51 – 2.50	Sometimes
2.51 – 3.50	Often
3.51 – 4.00	Always

It was revealed that the teachers responded "Often" in all of the practices of instructional competencies. The "Mastery of the Subject Field" obtained a mean of 3.40, a mean of 3.41 for "Teaching Skills," a mean of 3.37 for "Classroom Management" and a mean of 3.43 for "Evaluation Skills." The grand mean of 3.40 with a standard deviation of .695 also suggests that the English teachers are "Often" practicing the manifesting behaviors of being competent in the instruction.

Level of Academic Performance of Grade 2 Learners

Table 3 shows the level of academic performance of the learners. Also, the table below presents the mean as to derive with the interpretation on the learners' academic performance in the particular subject area and its' the verbal interpretation respectively.

Table 3. Grand Mean and Standard Deviation of the Level of Learners' Academic Performance

Subject	Mean	SD	Description
English	83.6143	3.97732	Average

It is stated in the table above that the academic performance of the learners, is generally under the scale of average 80– 84 which connotes the learners got highest grade.

Conclusion

In the course of this study, the following conclusions are formulated:

1. With regards to the profile of the respondents, they were within the age range of 30-39 years old and all of them were female and. Most of them have taught within the range of 1-5 years, and they started their masters' degree and attended some seminars.
2. The teachers "Often" practicing the manifesting behaviors of being competent in the instruction being evaluated. The correlations made were interpreted under the scale of low and negligible correlations.

3. The learners' academic achievement is generally average.
4. The instructional competencies of Grade 2 teachers have significant correlation at 0.01 level or 0.05. The overall correlations made were interpreted as negligible correlations. Thus, the null hypothesis, "There is no significant relationship between the teachers' instructional competencies and the learners' academic performances in English" is accepted. This could be explained by studying other instructional competencies that have direct effects on the learners' academic performance.
5. It concludes that statistically, there is no enough evidence to say that there is a significant relationship between the instructional competencies of the teaching force and their profile. Thus, the null hypothesis is accepted since the statistics reveals that the correlations made were under the range of low correlation to negligible correlation. This is also consistent with the p-values computed that out of four competencies, three are considered to be significant either at 0.01 or 0.05 level. This implies that it exceeds the value of probability to be considered in order to determine that the null hypothesis made is true.

Recommendations

1. Other factors of the instructional competencies that affect learners' performance should continually be identified and studied.
2. The indicator of the academic performance expressed in the grades in the corresponding subject is also in a way limited. The researcher therefore recommends the use of concrete indicators in learning the particular subject aligned with the objectives set forth in learning the subject like for instance in English, by measuring English language proficiency.
3. The proposed output should be utilized by other teachers in other districts in order to validate the findings of the present study.

REFERENCES

- Altea, L. M. (2009). Instructional competencies of computer science faculty members in systems technology institute: their effects on students' attitude and Academic performance. Rizal Technological University. Unpublished Graduate Thesis.
- Arceo, A. A., Evangleista, W. P. and Vonoya, A.R. E. (2004). Best practices of teachers handling mathematics at Dr. Clemente N. Dayrit Sr. Elementary School. Angeles City: Angeles University Foundation. Unpublished Undergraduate Thesis.
- Arthur, J. and Philips, A. (2002).Issues in history teaching. New York : Taylor & Francise-Library .
- Calara, R. C. and Garcia M. M. (2003). Factors affecting the mathematical comprehension on algebra of the fourth year high school students of Francisco G. Nepomuceno Memorial High School. Angeles City: Angeles University Foundation. Unpublished Undergraduate Thesis.
- Cangcungco, B.M. M. and Yumul, W.R. L. (2005). Teaching practices of English teachers for the elementary grades at Angeles Elementary School. Angeles City: Angeles University Foundation. Unpublished Undergraduate Thesis.
- Cobb, N. J. (2001). Adolescence: Continuity, change, and diversity. Fourth Edition. California: Mayfield Publishing Company.
- Dahms, M., Geonnottie, K., Passalacqua, D., Schilk, J. N., Wetzal, A., & Zulkowsky, M.M. (2007).The educational theory of Lev Vygotsky: An analysis. New Foundations.
- Daniels, H. (2005). Introduction to Vygotsky. New York: RoutledgeDunhill, J. (2000). A teacher training manual. Lon don: Hodder and StoughtonHindman, J. L. and Stronge, J. H. (2006).The teacher quality index: A protocol for teacher selection. Virginia USA: Association for Supervision and Curriculum Development.
- Jarvis, P. (2006).The theory and practice of teaching. Second Edition. London and New York: Routledge Joyce, B. R., Weil, M. and Calhoun, E. (2008). Models of teaching .Boston :Allyn and Bacon Publishing.
- Kyriacou, C. (2001). Essential teaching skills. United Kingdom : Nelson Thornes Limited.Lellough, R. D. (2003). A resource guide for teaching K-12. New Jersey: Merrill/PrenticeHall.
- McLendon, J. (2003).This is teaching. Illinois: Scott, Foresman and Co.
- Muijs, D., & Reynolds, D. (2001). Effective teaching: Evidence and Practice.London:Paul Chapman Publishing.
- Muijs, D., & Reynolds, D. (2005). Effective teaching.London: Sage Publications Ltd.
- Nem Singh, R. P., & Padilla, C. P. (2009). Innovative teaching and evaluation.Mandaluyong City, National Book Store.
- Nunan, D. (1999).Second language teaching and learning.Boston, USA: Heinle&HeinlePublishers
- Ornstein, A. C., & Lunenburg, F. C. (2008). Educational administration: Concepts and practices.Thomson Higher Education.
- Ornstein, A. C., Thomas J. & Lasley, I. (2000).Strategies for effective teaching. NewYork: McGraw-Hill.
- Paquette, D., & Ryan, J. (2001). UrieBronfenbrenner ecological system theory. National-Louis University. Peterson, K. D. (2000).Teacher evaluation: A comprehensive guide to new directions and practices. Second Edition. California: Corwin Press, Inc.
- Quadri, K. (2004).School organization and class management. Oyo: TobisticPublisher.
- Thomas L. et al. (2000).Teacher evaluation. New Jersey: Educational Testing Service. Electronic Sources
- ADPRIMA. (2010).Classroom management, management of student conduct, effective praise guidelines, and a few things to know about ESOL thrown in for goodmeasure. Retrieved February 23, 2011, fromhttp://www.adprima.com/managing.htm
- Assessing and evaluating student. (n.d.). Retrieved February 23, 2011, fromhttp:// www.ed.gov.nl.ca/edu/k12/curriculum/guides/esl/esl3205/3.pdfBalbosa, J. F. (2010). Factors affecting mathematics performance of laboratory high school students at Laguna State Polytechnic University academic year 2009-2010. Laguna State Polytechnic University: Unpublished Graduate Thesis.Retrieved January 30, 2012, fromhttp://www.slideshare.net/jennilynbalbosa/final-na-final-thesis
- 70Barcena, C. C. (2004). Teaching competencies and the academic achievement of high school chemistry students. De La Salle University: Unpublished Graduate Thesis.Retrieved September 17, 2010, fromhttp://lib1000.dlsu.edu.ph/search~S1?/aBarcena%2C+Cyrus+C./abarcena+cyrus+ c/-3%2C-1%2C0%2CB/frameset&FF=abarcena+cyrus+c&1%2C1%2CBell, M. (2009).
- Espino, C. C. (2001).Correlation of high school teachers' instructional skills with the academic achievement of selected high school students.Saint Michael College of Laguna: Unpublished Graduate Thesis. RetrievedAugust 3, 2011, fromhttp://www.smcl.edu.ph/smcl_online/online_folio_main.html#folio4

- Fabrigas, E. B. (2001). Congruency of teachers competencies and students performance in the regional achievement test in english 1-IV in the 4th congressional district of camarines sur. University of Saint Anthony: Unpublished Graduate Thesis. Retrieved January 31, 2012 from <http://ccs.adnu.edu.ph/era/displayETD.php?id=0000000510&m=AuthorFakey>
- D. and Yemi O. (2009). English language proficiency as a predictor of academic achievement among EFL students in Nigeria. European Journal of Scientific Research: Euro Journals Publishing Inc. Retrieved July 20, 2011, from http://www.eurojournals.com/ejsr_37_3_14.pdf
- Hamdan, A. R., Ghafar, M. N. and Hwa Li, L. T. (2010). Teaching competency testing among Malaysians. Retrieved September 17, 2010, from http://www.google.com.ph/url?sa=t&source=web&cd=1&ved=0CBsQFjAA&url=http%3A%2F%2Fwww.eurojournals.com%2Fejss_12_4_09.pdf&rct=j&q=Teaching%20Competency%20Testing%20Among%20Malaysian%20School%20Teachers&ei=qTafTPzxJdivcJ6TvOYJ&usg=AFQjCNEbkwEZTDWF2gfGFYzgDq
- Joshua, M. T., Joshua, A. M., and Kritsonis, W. A. (2006). Use of student achievement scores as basis for assessing teachers ' instructional effectiveness: Issues and research results. National Forum of Teacher Education Forum. Retrieved July 21, 2011, from <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Joshua,%20Monday%20Use%20of%20Student%20Achievement.pdf>
- London, J. (2011). Aims and objectives of teaching mathematics. Retrieved July 20, 2011, from http://www.ehow.com/info_7888449_aims-objectives-teaching-mathematics.html

