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Public Elementary School Teachers' Pedagogical Competencies, Instructional Effectiveness and Performance: Effects to Learners' Academic Achievement

AMIE D. SALVA
Northwest Samar State University

REMCIL B. NERI
remcilneri736@gmail.com

Abstract — The quality of instruction delivered by public elementary school teachers plays a critical role in shaping learners' academic achievement. This study investigated the pedagogical competencies, instructional effectiveness, and performance of teachers in three districts of Ubay, as well as their collective influence on learners' academic achievement. Anchored on the premise that teacher-related factors significantly contribute to learning outcomes, the study also examined the demographic profile of teachers and the challenges they encounter in instructional delivery.

A descriptive-correlational research design was employed involving 320 public elementary school teachers through total enumeration. A researcher-developed questionnaire measured five domains of pedagogical competencies and five dimensions of instructional effectiveness. Data were analyzed using descriptive statistics, tests of normality, Pearson correlation, and regression analysis to determine relational and predictive influences among variables. Teachers' performance ratings (IPCRF) and learners' academic achievement (first and second quarter grades) were retrieved as secondary data.

Findings revealed that teachers demonstrated high pedagogical competencies, particularly in instructional planning and communication skills. Instructional effectiveness was also rated high, with strengths in learning delivery and learner engagement. Performance ratings were generally very satisfactory, while learners manifested satisfactory academic achievement. Significant relationships were found between profile variables and pedagogical competencies, instructional effectiveness, and teacher performance. Moreover, pedagogical competencies and instructional effectiveness were significantly associated with learners' academic achievement. Teachers reported challenges such as limited technological resources, heavy workload, and difficulties addressing diverse learning needs.

The results confirm that strong pedagogical competencies and effective instructional practices contribute to improved learner performance. Strengthening teacher support systems, enhancing professional development, and addressing instructional challenges are essential for sustaining learning continuity and improving academic outcomes.

Keywords — Pedagogical Competencies, Instructional Effectiveness, Teacher Performance, Academic Achievement, Public Elementary Schools

I. Introduction

"An unopened book is a great curriculum taught by bad teachers."

This straightforward truth—that the interaction between teacher and student in the classroom dictates the effectiveness of policy, curriculum, and resources in facilitating learning—forms the foundation of this study. International evidence consistently identifies teachers and their classroom practices as pivotal to students' learning outcomes; extensive syntheses and reviews indicate that teacher pedagogical knowledge, instructional quality, and collective teacher efficacy are among the most significant in-school factors affecting student achievement.

International organizations and meta-analyses around the world show clear links between teacher competence (such as pedagogical content knowledge, classroom assessment skill, and instructional design) and measurable student outcomes. Reviews by the OECD and UNESCO stress that well-planned professional development and teachers' ability to turn what they know into good classroom practice are better ways to improve learning than just having credentials. John Hattie's synthesis also emphasizes the significance of teacher effects—such as feedback, clarity of instruction, and collective efficacy—as primary factors influencing student achievement. These global findings pose a crucial inquiry for national and local systems: are teacher competencies and instructional effectiveness being cultivated and implemented in manners that enhance student achievement?

The Philippines is still trying to figure this out on a national level. Reports and analyses from the Department of Education's National Achievement Test (NAT) show that there are still worries about how well elementary school students are learning the basics. Recent official reports and summary tables for the SY 2023–2024 NAT show that there is a lot of difference between divisions and subject areas. Many schools and divisions have mean percentage scores (MPS) that are below what is needed for grade-level proficiency. Researchers at the Philippine Institute for Development Studies (PIDS) and DepEd documents say that national assessment patterns show that there are problems with how policies are put into practice in the classroom. They also say that more attention needs to be paid to the quality of teaching and support at the school level.

When you look at things on a national level and then on a regional and local level, the gaps become clearer and more obvious. Division and school memos that released NAT and other assessment results (e.g., ELLNA, NAT 2023–2024) show that some divisions are behind the national average in important subjects like math and science. Recent division reports and academic studies have used this information to find the divisions that need the most teacher support. For instance, research in Philippine divisions with subpar national NAT performance has associated these outcomes with inconsistent teacher pedagogical preparedness, inadequate school-based coaching, overcrowded classrooms, and a lack of instructional materials—all elements that diminish the effectiveness of even well-structured curricula. These local situations—classrooms with teachers of different levels of experience, professional learning that isn't always available,

and limited resources—show that national achievement gaps can be caused by problems with teaching, not just problems with the curriculum.

Even though these signals exist, there is still a specific empirical gap in many local contexts. While international and national reports show links between teacher quality and learning outcomes, there are not many localized studies that have looked at (a) public elementary teachers' pedagogical competencies, (b) clear signs of their effectiveness in the classroom, and (c) teacher performance outcomes, and then used recent NAT/ELLNA school-level data to show how these three areas together affect students' academic achievement. The sequence from teacher competence to instructional effectiveness, then to teacher performance, and finally to learner achievement has been theorized and occasionally analyzed in parts. However, comprehensive, context-sensitive studies that integrate validated teacher competency assessments with observed instructional effectiveness and current local NAT results are still limited in numerous divisions in the Philippines. This gap makes it hard for school leaders and division offices to figure out where to put their efforts (coaching, unpacking the curriculum, and changing how they test students) so that they will have the most impact.

Some real-life examples of this gap are (1) schools that score below division/national MPS on the NAT even though their teachers meet credential requirements but say they don't have enough access to ongoing, school-based professional development; (2) classrooms where teachers use rote or whole-class lecturing because they haven't been trained in formative assessment and differentiated instruction; and (3) divisions that have the policy tools (guides, memos, PD schedules) but don't have ways to observe, give feedback, and rate teachers' day-to-day instructional effectiveness. Each scenario shows how problems with teaching skills and methods can break the link between what teachers do and what students learn. DepEd's own policy memos and assessment integration initiatives show how important it is to have school-level diagnostic data (teacher practice measures linked to NAT results) to help with targeted capacity building.

This study is thus positioned within a critical policy and practice issue: National assessment trends indicate deficiencies in fundamental elementary subjects, while global evidence underscores the significance of teacher practice. However, locally actionable evidence that connects teacher pedagogical competencies and observable instructional effectiveness to teacher performance and subsequently to learners' NAT-measured achievement is scarce. The study will concentrate on public elementary schools within the selected locale, where recent NAT/ELLNA results indicate suboptimal MPS in one or more core subjects. It will employ current assessment data and classroom-level metrics to evaluate the proposed pathways and pinpoint intervention leverage points. The methodology and appendices contain the specific division/school names and the most recent local NAT/ELLNA MPS that led to the choice of site. These come from DepEd releases and the Division's published NAT/ELLNA summary for SY 2023–2024 and SY 2024–2025.

This study focuses exclusively on public elementary teachers and their classes within the designated division(s) for the academic years 2023–2024 and, when applicable, 2024–2025, as

well as on students' academic performance as indicated by NAT/ELLNA results and supplemented by termly grade indicators. The research will evaluate teacher pedagogical competencies (utilizing validated instruments and self-reports), examine instructional effectiveness (via structured classroom observation rubrics), and gather teacher performance records (including attendance at professional development and performance appraisal ratings). The study's cross-sectional design limits causal inference, and observer effects during classroom observation may also be a problem. Additionally, NAT/ELLNA aggregate scores may not show all domain-specific learning gains. The study will try to use multiple sources to improve internal validity.

The results of this study will be beneficial to school administrators, division curriculum supervisors, DepEd planners, and providers of teacher professional development, as they convert national assessment data into specific recommendations for the classroom: identifying the pedagogical competencies that most significantly correlate with instructional effectiveness, the teaching methods associated with enhanced teacher performance, and the resources for coaching or materials expected to yield quantifiable student progress. These findings enable practitioners and policymakers to prioritize school-based mentoring, in-service programs, and observation-feedback cycles that correspond with the identified deficiencies between teacher practice and student achievement. This applied value delineates the practical importance of the study.

Thesis statement: This study examines the hypothesis that elevated levels of public elementary teachers' pedagogical competencies result in enhanced instructional effectiveness and improved teacher performance, thereby leading to increased student academic achievement, as evidenced by recent NAT/ELLNA and termly assessment results. It aims to identify the most effective teacher competencies and instructional practices for elevating elementary learners' achievement within the selected division.

Literature Review

The Review of Literature integrates both conceptual and empirical knowledge relevant to the study. The conceptual literature frames the theoretical and scholarly foundations of pedagogical competencies, instructional effectiveness, teacher performance, and learner achievement. Meanwhile, the research literature presents empirical evidence from recent theses and dissertations to illustrate trends, contextual findings, gaps, and methodological patterns. Together, these components situate the current inquiry within established knowledge while revealing research spaces this study intends to address.

Conceptual Literature

Pedagogical competencies consistently emerge as core determinants of instructional quality and student performance. Darling-Hammond et al. (2020) emphasize that teachers equipped with pedagogical content knowledge, assessment literacy, and adaptive instruction contribute significantly to learner mastery across contexts. In the same vein, Shulman’s (2019) renewed work on pedagogical reasoning highlights how teachers transform subject matter into

meaningful learning experiences—an essential link between teaching expertise and learner outcomes. The World Bank (2022), examining teacher competencies in developing countries, asserts that classroom practice quality often outweighs resource availability, reinforcing the need to strengthen the pedagogical skills of public-school teachers.

Instructional effectiveness is likewise a major contributor to learner progress. Hattie's (2023) updated synthesis on visible learning confirms that teacher clarity, feedback quality, and collective teacher efficacy yield some of the highest effect sizes on student achievement globally. Stronge (2021) also stresses that effective instruction is characterized by structured lesson delivery, formative assessment, and purposeful learning interactions. These findings resonate with Goe et al.'s (2020) definition of teacher effectiveness as a combination of professional knowledge, classroom practice, and student growth indicators.

Teacher performance, as defined by OECD (2021), incorporates professional standards, accountability measures, and appraisal indicators reflecting a teacher's holistic practice. More recent frameworks (UNESCO, 2023) emphasize that teacher performance should include pedagogical planning, classroom management, instructional delivery, and responsiveness to learning diversity. These multidimensional perspectives underscore how teacher performance is shaped by competencies and manifests in measurable classroom outcomes.

The relationship between teacher quality and learner academic achievement has been consistently affirmed. The Education Commission (2021) reported that students taught by high-performing teachers can achieve learning gains equivalent to several additional months of schooling per year. Similarly, Kraft and Papay (2020) concluded that teacher improvement, driven by coaching and collaborative learning, directly correlates with improved student scores in literacy and numeracy. In the Philippine context, Antonio (2022) highlighted that students' National Achievement Test performance is strongly associated with teachers' instructional skills and classroom assessment practices.

Further, the rise of competency-based and 21st-century learning frameworks has broadened expectations for teacher roles. The Department of Education's Philippine Professional Standards for Teachers (PPST) (DepEd, 2022) outlines competencies in content knowledge, planning, assessment, and community linkages that shape teacher quality evaluations nationwide. These standards align with global movements toward evidence-based teaching (OECD, 2022) and emphasize learner-centered approaches as key to raising achievement.

The significance of pedagogical content knowledge is emphasized by König and Kramer (2020), who argue that teacher expertise in both content and pedagogy enhances conceptual explanations and reduces learner misconceptions. Meanwhile, Kennedy (2021) stresses that instructional design competencies—such as learning task structuring and sequencing—are strong predictors of student understanding.

Assessment literacy forms another crucial element of teacher competence. Xu and Brown (2021) emphasize that teachers who employ formative assessment techniques more effectively diagnose misconceptions and adjust teaching, leading to better performance outcomes. DepEd's Assessment Framework (2023) similarly clarifies that classroom assessment quality should directly contribute to a system of improved learning outcomes.

Classroom management also contributes to instructional effectiveness. Simonsen et al. (2020) found that effective management strategies increase academic engagement and reduce disruptions, thereby supporting improved student outcomes. Emmer and Sabornie (2022) reinforce that structured routines and positive behavior support are foundational to productive learning environments.

Aligned with these findings, Marzano (2021) asserts that high-yield instructional strategies—including nonlinguistic representations, identifying similarities and differences, and guided practice—are consistently associated with learner gains. Fisher and Frey (2023) complement this by showing that scaffolded instruction allows diverse learners to master complex skills more efficiently.

School leadership and organizational culture also shape teacher performance. Leithwood et al. (2020) demonstrate that supportive leadership enhances teacher commitment, collaboration, and classroom instruction quality. In the Philippine context, PIDS (2023) reports that supportive school conditions such as coaching, mentoring, and professional dialogue are linked with stronger learner assessment outcomes.

Research on teacher motivation (Skaalvik & Skaalvik, 2020) and professional identity (Beijaard et al., 2021) suggests that motivated teachers exert greater effort to refine instructional practice, influencing student motivation and achievement. These psychosocial components indicate the complexity of teaching as a profession.

Furthermore, the integration of technology in pedagogy is increasingly significant. Trust and Whalen (2021) highlight that digitally competent teachers design more engaging learning experiences and provide multimodal feedback, thereby supporting higher student performance. DepEd’s Digital Rise Program (2022) similarly advocates for digital competence as part of instructional quality.

Learning recovery efforts post-pandemic provides additional conceptual insights. UNESCO (2022) emphasizes that teacher instructional competence is the linchpin of accelerated learning, especially in addressing foundational skills gaps. In the Philippine setting, the Basic Education Report (DepEd, 2023) points to persistent learning losses attributed partly to instructional gaps, underscoring the urgent need to strengthen teacher competence.

Collectively, these conceptual works converge on a central assertion: learner achievement is most powerfully shaped by pedagogical competencies and instructional effectiveness, and

teacher performance serves as the system's operational expression of these competencies. While policy frameworks exist, the consistency and quality of implementation vary across contexts—thereby giving rise to gaps this study seeks to explore.

Research Literature

Empirical studies in the past five years echo the conceptual evidence yet reveal contextual gaps. Dela Cruz (2021), in a dissertation involving public elementary teachers, found that pedagogical competencies predicted instructional strategies and that both variables significantly influenced student reading achievement. Similarly, Lopez (2020) reported that higher teacher competency scores were associated with improved Mathematics MPS in Grade 6. Both studies align with the present research in demonstrating the linkage between teacher quality and learner outcomes, though neither examined teacher performance as an intervening variable, which the current study addresses.

Santos (2022) analyzed instructional effectiveness in rural schools and found that structured lesson delivery and consistent feedback practices improved pupils' literacy performance. However, unlike the present study, it did not integrate teacher performance ratings. Meanwhile, Robles (2023) reported that teacher performance was related to formative assessment practices and students' Science mastery levels. This supports the present study's variables but was limited to a single subject area.

Reyes (2020) examined the relationship between PPST-based competencies and academic achievement, showing moderate but significant correlations across domains. The study is similar to the current inquiry but did not test instructional effectiveness as a mediating factor. Likewise, Mendoza (2021) found that teachers' classroom management competency significantly affected learner engagement and quarterly grades but did not include standardized assessment data like NAT or ELLNA, which the current study incorporates.

Garcia (2023) conducted a mixed-method study on instructional supervision and teacher performance in public schools, concluding that coaching improved teacher performance ratings and indirectly influenced student outcomes. This aligns with the current study in examining teacher performance but does not directly model its effects on learner achievement.

Villanueva (2022) studied pedagogical content knowledge and student numeracy achievement, finding significant positive correlations. This resonates with the present study's focus but analyzed fewer competency domains. Similarly, Ordoñez (2021) investigated assessment literacy among teachers and student reading proficiency, concluding that assessment practices played a significant role in achievement; however, it did not integrate instructional effectiveness.

Fernandez (2020) explored instructional delivery strategies and their effect on Grade 5 performance in English, demonstrating that differentiated instruction improved learning. Although similar in exploring instructional strategies, it did not include teacher competencies or performance

indicators. Alonzo (2021) found that teacher motivation influenced performance appraisal results and student attendance but did not examine academic achievement directly.

In a dissertation by Ramos (2020), teacher professional development participation predicted improved instructional practices and student grades. This supports the importance of teacher support systems but lacks standardized test data, which the current study employs. De Leon (2023) linked teacher self-efficacy to instructional quality and learners' numeracy performance, similar to the present study's conceptual base but not its full variable model.

Serrano (2022) investigated school factors affecting academic achievement, revealing that teacher competency was one of the strongest predictors; however, the study included broader school variables not central to the current inquiry. Lastly, Cruzado (2024) found that teachers' pedagogical preparedness affected MPS trends in elementary schools, aligning directly with the research but missing the teacher-performance dimension that the present study includes.

Across these studies, several similarities emerge: teacher competence, instructional practice, and sometimes performance consistently predict student outcomes. However, differences lie in the incomplete modeling of variables—none simultaneously examine pedagogical competencies, instructional effectiveness, and teacher performance linked to learner achievement using the most recent NAT/ELLNA data. This gap provides justification for the current study's integrated approach.

II. Methodology

This chapter presents the research design, methodology, and procedures employed in the study to examine the pedagogical competencies, instructional effectiveness, and performance of public elementary school teachers and their effects on learners' academic achievement. It outlines the approach used to gather, analyze, and interpret data, including the selection of respondents, research instruments, data collection methods, and statistical techniques. The methodology is anchored in established educational research practices, ensuring that the study's findings are reliable, valid, and relevant to both local and broader educational contexts. Moreover, this chapter highlights the ethical considerations, limitations, and scope of the study, providing a clear framework for understanding how the research was systematically conducted to address the objectives and hypotheses.

RESEARCH DESIGN

This study employed a **descriptive-correlational research design** to examine the relationship between public elementary school teachers' pedagogical competencies, instructional effectiveness, and performance, and their effects on learners' academic achievement. The descriptive-correlational approach is appropriate because it allows the researcher to systematically describe the current status of the variables and simultaneously determine the degree of association

among them without manipulating any of them (Creswell & Creswell, 2023). By using this design, the study can find out how teachers' skills and teaching methods are related to measurable student outcomes, like scores on the National Achievement Test (NAT) or other standardized tests.

Descriptive research provides a detailed account of the existing conditions, practices, and characteristics of teachers within the selected public elementary schools, while correlational analysis identifies the strength and direction of relationships among variables (Fraenkel, Wallen, & Hyun, 2022). This dual approach is particularly useful in educational research because it enables the identification of significant associations that may inform interventions or professional development programs. For instance, understanding whether higher levels of pedagogical competence are associated with improved instructional effectiveness or teacher performance can guide school leaders in designing targeted strategies to enhance student learning outcomes.

Furthermore, the current study benefits from the descriptive-correlational design, as it prevents any ethical or practical manipulation of the variables of interest—teacher competencies, instructional effectiveness, and performance. Instead, the study relies on naturally occurring data and perceptions reported by respondents through validated questionnaires and performance records. This approach provides evidence-based insights that are generalizable to similar contexts while maintaining adherence to ethical research principles.

III. Results and Discussion

This chapter presents the findings of the study and provides an in-depth discussion of the results in relation to the research objectives and hypotheses. The chapter is organized to describe the profile of the respondents, their pedagogical competencies, instructional effectiveness, and performance, as well as the effects of these variables on learners' academic achievement. Descriptive statistics are used to summarize the teachers' responses, while inferential statistics are employed to examine the relationships among variables and test the null hypotheses. The discussion interprets the results in light of relevant literature, highlighting similarities, differences, and implications for educational practice. Moreover, challenges and contextual factors encountered during the study are addressed to provide a comprehensive understanding of the findings within the public elementary school setting.

The Table 3 respondents were predominantly female, married, and aged 31–40 years, with a majority holding a bachelor's degree and having 6–15 years of teaching experience. Most teachers had attended 3–5 relevant trainings or seminars. This profile suggests that respondents are experienced, professionally trained, and active in professional development. Cross-referencing with Darling-Hammond (2020) and Ingvarson et al. (2021), such characteristics are associated with stronger pedagogical competencies and effective teaching practices.

Teachers are mostly experienced, female, married, holding bachelor's degrees, and moderately engaged in professional development activities.

Table 4, Respondents rated themselves highly in instructional planning, classroom management, teaching strategies, and communication skills, while use of technology received slightly lower ratings. This indicates that teachers are well-prepared to design and deliver lessons effectively but may need further support in integrating digital tools. Literature by Fullan (2021) and Hattie (2022) highlights that pedagogical competencies directly influence instructional effectiveness and learner outcomes, reinforcing the importance of continuous professional development, especially in ICT integration.

Teachers exhibit high pedagogical competencies overall, with moderate proficiency in technology integration.

Table 5, Teachers reported high instructional effectiveness across all dimensions, particularly in learner engagement and feedback. This suggests that teachers are adept at maintaining active student participation, providing timely guidance, and fostering learning outcomes. The moderate score in learning delivery indicates room for enhancement in lesson pacing and clarity. Cross-referencing with Black & Wiliam (2021), effective instruction and feedback are critical predictors of student achievement, supporting the importance of aligning teaching strategies with learner needs.

Teachers are highly effective in engaging learners and providing feedback, with moderate room for improvement in lesson delivery.

Table 6, Teachers performed highly in all IPCRF indicators, demonstrating strong professional conduct and effective classroom practices. Variations across districts were minimal, suggesting consistent adherence to teaching standards. According to Ingersoll & Strong (2021), supportive school environments and professional development are key factors sustaining high teacher performance, which aligns with the current results.

Teachers maintain high performance across professional and instructional responsibilities.

Table 7, Learners achieved satisfactory to high academic performance, reflecting the positive influence of teachers' competencies and instructional practices. Darling-Hammond (2020) and Hattie (2022) assert that teacher quality is a critical determinant of student achievement, corroborating the findings of this study.

Learners' academic performance is satisfactory to high, positively associated with teacher competencies and instructional effectiveness.

Table 8, Teachers faced challenges in implementing distance learning, primarily limited technology access, poor connectivity, and heavy workload. UNESCO (2021) notes that such

constraints can significantly reduce instructional effectiveness and engagement. Addressing these obstacles through professional development and resource support is essential.

Teachers experience technology, connectivity, and workload challenges affecting distance learning implementation.

Tbale 9, No significant relationship was found between teacher profiles and their competencies, instructional effectiveness, or performance. This implies that teaching effectiveness depends more on training, experience, and professional development rather than demographic factors, consistent with Ingvarson et al. (2021) and Hattie (2022).

Teachers' profile characteristics are not significantly related to their competencies, instructional effectiveness, or performance.

Table 10, No significant relationship was found between teacher profiles and their competencies, instructional effectiveness, or performance. This implies that teaching effectiveness depends more on training, experience, and professional development rather than demographic factors, consistent with Ingvarson et al. (2021) and Hattie (2022).

Teachers' profile characteristics are not significantly related to their competencies, instructional effectiveness, or performance.

Table 11, There is a significant positive relationship among teachers' competencies, instructional effectiveness, performance, and learners' academic achievement. Teachers with stronger skills and more effective instruction tend to have higher student achievement, supporting the findings of Darling-Hammond (2020) and Hattie (2022). This emphasizes the importance of enhancing teacher competencies and instructional practices to improve learning outcomes.

Teachers' pedagogical competencies, instructional effectiveness, and performance significantly positively affect learners' academic achievement.

IV. Conclusion

Based on the findings of the study, it can be concluded that public elementary school teachers in Ubay demonstrate a high level of pedagogical competencies, instructional effectiveness, and professional performance, which positively impact learners' academic achievement. The profile of the respondents reveals that most teachers are experienced, female, married, hold a bachelor's degree, and actively participate in relevant trainings and seminars. Teachers are particularly strong in instructional planning, classroom management, teaching strategies, and communication skills, while their use of technology is moderately high, indicating the need for further support in digital integration. Instructional effectiveness is rated high across all dimensions, especially in learner engagement and feedback, reflecting the teachers' ability to create interactive learning environments and provide timely guidance to students. Teacher performance based on IPCRF ratings also reflects high adherence to professional responsibilities,

instructional goals, and classroom practices. Learners' academic achievement is generally satisfactory to high, confirming that effective teaching practices positively influence student outcomes. Despite these strengths, teachers encounter challenges in implementing distance learning modalities due to limited access to technology, connectivity issues, heavy workload, and insufficient ICT training, which may affect the continuity and quality of instruction in emergency situations. Statistical analyses indicate that demographic factors such as age, sex, civil status, educational attainment, and years of teaching do not significantly influence teachers' competencies, instructional effectiveness, or performance. However, there is a significant positive relationship among teachers' pedagogical competencies, instructional effectiveness, performance, and learners' academic achievement, highlighting the crucial role of teacher quality in determining student learning outcomes. Overall, the study demonstrates the need for continuous professional development, effective teaching strategies, and adequate support in technology integration to enhance both teacher performance and learner success.

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Strategic Intervention "Project Sigla" And The Performance Of Grade 12 Students In Health Optimizing Physical Education

SHARMAINE P. AVILLA
Teacher II
Buenaventura Alandy National High School
Division of Tayabas City
Quezon Province

EDILBERTO Z. ANDAL, Ed.D.
edilberto.andal@lspu.edu.ph

Abstract — The study was conducted to assess the readiness of Grade 12 Humanities and Social Sciences (HUMMS) Students in college: Ex-post Facto on Performance, Career-Goal and Potential Challenges. Specifically, it attempted to scrutinize the academic performance of the respondents for the first quarter of SY 2021- 2022; construct the respondents' profile in their career goals; inquire from the respondents their potential challenges/ problems when they go to college; and come up with a proposed career plan for the respondents based on the findings of the study.
Results revealed that 9.87, 24.69, 39.50, 23.45, and 2.47 percent of the respondents belonged to the 90-100, 85-89, 80-84, 75 to 79 and below 75 grade scales, respectively. The most favored chosen career/ profession was 'Professional Teacher', with 22.2 percent of the class opted for it, followed by 'Criminologist' with 14.28 percent. 'Computer Programmer', 'Agriculturist', 'Musician', and 'Police officer' were the least chosen career/ profession. In the first ranking category of unknown/ potential challenges twelve were enumerated, topped by 'Financial difficulties' and 'Might find much difficulty in Math and Science', each obtaining a score of 18.5 percent. This was followed by 'Prolonged sickness in the family and Might not pass the college admission test', with a score of 11.1 percent each.
In the proposed career plan the following were suggested: (a) Only nine to ten percent of the respondents would take up any engineering degrees and computer science. (b) Twenty-four to twenty-five percent of the class may be advised to take up science-laden courses, (c) Thirty-nine to forty percent of the respondents may be encouraged to become a professional teacher, seaman, criminologist, police officer, or related college degree that do not deal so much mathematics and sciences. (d) Twenty-three to twenty four percent of the class may be persuaded to go for entrepreneurship or TESDA-certified livelihood course, and (e) Two to three percent of the class may be convinced to change their curriculum exit to employment.

Keywords — Readiness; HUMSS Students; Ex-post-Facto; Performance; Career Goal; Potential Challenges

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AUTHOR'S PROFILE

ROWENNA B. SANTIAGO

The author is born on September 24, 1995 at Isabel, Leyte, Philippines. She finished her Bachelor of Science in Secondary Education Major in Biological Sciences at the Visayas State University, Baybay City, Leyte.

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Strategic Intervention "Project Sigla" And The Performance Of Grade 12 Students In Health Optimizing Physical Education

SHARMAINE P. AVILLA
Teacher II
Buenaventura Alandy National High School
Division of Tayabas City
Quezon Province

EDILBERTO Z. ANDAL, Ed.D.
edilberto.andal@lspu.edu.ph

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