

Instructional Proficiency of The Primary Grade Teachers of Public Elementary Schools in the Municipality of San Jacinto, Pangasinan

Anna Liza P. Lopez

Lyceum-Northwestern University Dagupan City, Philippines

<https://lyceum.edu.ph>

Abstract — This study examined the instructional proficiency of primary-grade teachers in public elementary schools in the Municipality of San Jacinto, Pangasinan, during the school year 2025–2026.

A quantitative descriptive-correlational research design was employed to analyze data gathered from 77 primary grade teachers and 16 school heads. Statistical tools such as frequency count, percentage, weighted mean, t-test, and chi-square test of independence were utilized.

Findings revealed that most teachers held only bachelor’s degrees, had more than ten years of teaching experience, and attended limited professional training. Teachers rated their instructional proficiency as high, while school heads rated it as moderate.

Significant differences were found between these perceptions. Additionally, instructional proficiency was significantly related to educational attainment, teaching experience, and training exposure.

The study concludes that professional development programs are necessary to bridge perception gaps and enhance instructional quality.

I. INTRODUCTION

Teachers play a central role in shaping learners' academic success, character development, and lifelong learning. Their instructional proficiency directly influences the quality of education delivered in classrooms. Effective teaching requires mastery of subject matter, strong pedagogical skills, classroom management, and appropriate assessment strategies.

Despite the importance of instructional proficiency, disparities often exist between teachers' self-assessment and administrators' evaluations. These differences may stem from variations in expectations, training, and professional experiences.

In the Philippine educational context, particularly in public elementary schools, teachers face challenges such as limited access to advanced education and insufficient training opportunities.

These factors may affect their instructional competence and effectiveness.

This study was conducted to determine the extent of instructional proficiency among primary grade teachers in San Jacinto, Pangasinan. Specifically, it aimed to:

1. Describe teachers' profiles in terms of:
 - Educational attainment
 - Teaching experience
 - Training exposure
2. Determine instructional proficiency based on:
 - Mastery of the subject
 - Teaching skills
 - Classroom management
 - Assessment skills
3. Compare perceptions of teachers and school heads
4. Identify relationships between the teacher profile and instructional proficiency
5. Propose a professional development program

II. METHODOLOGY

Research Design

This study utilized a **quantitative descriptive-correlational design**. It described teacher characteristics and assessed instructional proficiency while examining relationships and differences among variables.

Research Setting

The study was conducted in public elementary schools in the Municipality of San Jacinto, Pangasinan, during the school year 2025–2026.

Participants

All 77 primary grade teachers and 16 school heads of public elementary schools in the Municipality of San Jacinto, Pangasinan were made respondents of the study. The primary grade teachers provided data relative to their highest educational attainment, length of teaching experience, number of relevant trainings they attended, and the extent of their instructional proficiency. Meanwhile, the school heads provided data with respect to the extent of instructional proficiency of the primary-grade teachers.

Research Instrument

The data utilized in this study were gathered through two survey questionnaires, one for the primary grade teachers and one for the school heads.

The survey questionnaire for the primary grade teachers had two parts. The first part focused on the profile of the primary grade teachers of public elementary schools in the

Municipality of San Jacinto, Pangasinan, in terms of the highest educational attainment, length of teaching experience, and the number of relevant trainings attended; and the second part focused on the extent of their instructional proficiency.

On the other hand, the survey questionnaire for the school heads simply focused on the extent of instructional proficiency of the primary grade teachers.

Data Collection Procedure

Permission was obtained from the Schools Division Office. Respondents gave informed consent, and confidentiality was strictly maintained in accordance with the Data Privacy Act.

Data Analysis

The following statistical tools were used:

- Frequency and percentage (profile)
- Weighted mean (proficiency level)
- t-test (difference in perceptions)
- Chi-square test (relationship analysis)

III. RESULTS AND DISCUSSION

1. Profile of Teachers

Educational Attainment

- The majority (53%) held **bachelor's degrees**
- Few had completed or earned graduate degrees

Implication: Limited advanced education may affect professional growth and instructional depth.

Teaching Experience

- The majority had **more than 10 years of experience**

Implication: Teachers are experienced but may rely on traditional practices without updated training.

Training Exposure

- Most attended **not more than three trainings in five years**

Implication: Insufficient professional development opportunities may hinder skill enhancement.

2. Instructional Proficiency

A. Mastery of Subject

- Teachers' self-rating: **Great extent (WM = 3.98)**

- School heads' rating: **Moderate extent (WM = 3.00)**

Teachers believed they had strong knowledge and integration skills, while school heads perceived gaps in content delivery and application.

B. Teaching Skills

- Teachers' self-rating: **Great extent (WM = 3.99)**
- School heads' rating: **Moderate extent (WM = 2.97)**

Teachers reported high ability in:

- Using varied strategies
- Engaging learners
- Designing activities

However, school heads observed only moderate effectiveness, suggesting inconsistencies in actual classroom performance.

C. Classroom Management

(From overall findings)

- Teachers perceived strong control and organization
- School heads observed moderate effectiveness

Discussion: Differences may stem from teachers focusing on effort while administrators focus on outcomes.

D. Assessment Skills

- Teachers rated themselves highly in evaluating learners
- School heads indicated moderate proficiency

Discussion: Assessment practices may lack alignment with standards or effective implementation.

3. Difference in Perceptions

The **t-test** revealed a **significant difference** between teacher and school head assessments.

Interpretation:

- Teachers tend to **overestimate their proficiency**
- School heads provide more **objective evaluations**

4. Relationship Between Profile and Proficiency

The **chi-square test** showed **significant relationships** between:

- Educational attainment
- Teaching experience
- Training exposure

and instructional proficiency.

Implications:

- Higher education → better teaching quality
- More experience → improved performance
- More training → enhanced instructional skills

IV. DISCUSSION

The findings highlight a critical gap between **perceived and actual instructional proficiency**. Teachers' self-confidence is high, but administrators observe only moderate effectiveness.

This discrepancy suggests the following:

- Need for reflective teaching practices
- Strengthening supervision and feedback systems
- Enhancing professional development

Moreover, limited graduate education and training exposure indicate systemic issues in teacher development programs.

V. CONCLUSION

Based on the findings, the study concludes:

1. Most teachers lack postgraduate qualifications but possess significant teaching experience.
2. Teachers perceive themselves as highly proficient, whereas school heads rate them as moderately proficient.
3. There is a **significant difference** in perceptions between teachers and administrators.
4. Instructional proficiency is significantly influenced by:
 - Educational attainment
 - Teaching experience
 - Training participation

Overall, while teachers demonstrate competence, there is a need for improvement to meet expected standards.

VI. RECOMMENDATIONS

1. Professional Development Programs

- Conduct regular training workshops
- Focus on modern teaching strategies and assessment

2. Graduate Education Support

- Encourage teachers to pursue master's and doctoral degrees

3. Enhanced Monitoring and Evaluation

- Strengthen classroom observations
- Provide constructive feedback

4. Capacity-Building Activities

- Promote peer mentoring and coaching

5. Policy Implementation

- Increase funding for teacher training
- Institutionalize continuous professional development

PROPOSED DEVELOPMENT PROGRAM

A structured program should include:

Components

- Instructional strategies training
- Classroom management workshops
- Assessment literacy sessions
- Technology integration

Duration

- Short-term (quarterly training)
- Long-term (annual evaluation and improvement cycle)

Expected Outcomes

- Improved instructional proficiency
- Alignment between teacher and administrator perceptions
- Enhanced student learning outcomes

REFERENCES

- [1.] Anselmus, S. (2020). Teachers' competence and students' achievement. East Timor, Musa Tenggara Province: Timor University Press.
- [2.] Archer, A., & Hughes, C.A. (2018). Explicit instruction: Efficient and effective teaching. New York: Guilford Publications.
- [3.] Chand, Satish Prakash. (2024). Constructivism in education: Exploring the contributions of Piaget, Vygotsky, and Bruner. *International Journal of Science and Research*, 12(7)
- [4.] Cherry, Kendra. (2025). What is sociocultural theory? Posted on October 9, 2025 and accessed on January 6, 2026, at <https://www.verywellmind.com/what-is-sociocultural-theory-2795088>
- [5.] Flinders University. (2017). Considering evaluation. Posted on October 15, 2017 and retrieved on January 6, 2026, at <http://www.flinders.edu.au/teaching/quality/evaluation/considering-evaluation.cfm>.
- [6.] Glasser, W. (2017). *The quality school: Managing students without coercion*. New York, NY: Perennial Library.
- [7.] Gutek, G.L. (2016). *Philosophical and ideological voices in education*. Boston: Pearson Education.
- [8.] Guy-Evans, Olivia. (2025). Urie Bronfenbrenner's theory of the ecology of human development. Posted on May 6, 2025, and accessed on January 6, 2026, at <https://www.simplypsychology.org/bronfenbrenner.html>
- [9.] Hamilton-Ekeke, Joy-Telu. (April-May, 2018). Conceptual framework of teachers' competence in relation to students' academic achievement. *International Journal of Networks and Systems*.
- [10.] Hanushek, E.A. & Rivkin, S.G. (2019). How to improve the supply of high-quality teachers. In Ravitch, D. (ed.), *Quality Teacher*. Brookings Institution Press.
- [11.] Hattie, D.O. (2019). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.
- [12.] Ighohino, D.O. (2018). *Educational documents and archival documents. Nigeria*. Lagos: Ministry of Education Press.

-
- [13.] National Academies of Science. (2017). Using licensure tests to improve teacher quality and supply. Washington: The National Academies of Science.
- [14.] Nessipbayeva, Olga. (2017). The competencies of the modern teacher. Almaty, Kazakhstan: Docent at Suleyman Demirel University.
- [15.] Noddings, N. (2017). Philosophy of Education. London: Builder West View Press.
- [16.] Ourworldindata.org. (2026). Sustainable Development Goal 4: Ensure inclusive and quality education for all, and promote lifelong learning. Accessed on January 6, 2026, at <https://ourworldindata.org/sdgs/quality-education>
- [17.] Pantic, Natasa. (2021). The meaning of teacher competence in contexts of Change: In search of missing elements of a knowledge base for teacher education—moral purposes and change agents. Dissertation (Doctor of Philosophy). Utrecht University.
- [18.] Richard, L.A. (2016). Learning to teach (19th ed.). New York: McGraw-Hill Companies, Inc.
- [19.] Ryan, K., & Cooper, J.M. (2017). Those who can't teach. New York: Houghton Mifflin Company.
- [20.] Sacdalan, Armilyn. (2021). Assessment of teaching competencies of BIED Teachers in Balayan and Lemery: Basis for enhancement. M.A. Thesis (Master's in Educational Management). Batangas State University.
- [21.] Ugbe, A.I. (2020). Influence of teachers' competence on students' academic performance in senior secondary school chemistry. Educational Journal.
- [22.] UNICEF. (2026). Education: Every child has the right to learn. Accessed on January 6, 2026, at <https://www.unicef.org/education>
- [23.] Walberg, H. (2019). Productive teaching. In H.C. Waxman and H.J. Walberg (Eds.), New Directions for Teaching Practice and Research. Berkeley, California: McCutchen Publishing.
- [24.] Wing Institute. (2017). Teacher competencies. Posted on October 25, 2017, and Retrieved on January 6, 2026, at <https://www.winginstitute.org/quality-teachers-competencies>.