
**INSTRUCTIONAL COMPETENCE AND STUDENTS' ACADEMIC PERFORMANCE
IN SENIOR HIGH SCHOOL**

Henry Alwayne R. Mercado, MAIS – Math

Secondary Laboratory School-College of Education Eastern Visayas State University, Tacloban
City, Leyte, Philippines

<https://doi.org/10.54922/IJEHSS.2022.0360>

ABSTRACT

This study investigated the teachers' instructional competence and students' academic performance in senior high school. Descriptive -correlational method was utilized in this study. Twelve (12) senior high school teachers' and one hundred fifty (150) students' who participated in this study. The data on instructional competence was obtain through the adapted and modified questionnaire which include the ICT Literacy, Learning and Thinking Skills, Core Subjects, Assessment, Content and Life Skills. The academic performance was also obtained from their teacher advisers. The findings of this study revealed that teacher's instructional competence and students' academic fall in a Satisfactory level. The result on correlation analysis found out that students' academic performance is substantially associated to teachers' instructional competence particularly in ICT Literacy, Assessment and Life skills. This analysis shows that when teachers lack on the ICT literacy skills needed to integrate technology into their teaching, teamwork and communication significantly affect student achievement. Likewise, the findings also indicate that when teachers' lack of use technology to increase efficiency and timeliness during formal and informal assessments and, in particular, to give students opportunities to develop moral decision-making and behavior, tends to affect students' academic achievement. Thus, senior high school teachers should participate in conferences, seminars, and training sessions pertaining to ICT literacy in order to expand their knowledge, utilize this modern technology in the teaching - learning activities, and develop their abilities. In this method, teachers could help students' increase their motivation and improve their academic performance.

Key Words: Instructional Competence, Academic Performance, Descriptive, Correlational.

1. INTRODUCTION

The educational system was changed in 2011 to include K–12 programs (6 years of elementary education, 4 years of junior high, and 2 years of senior high school). The new curriculum intends to improve students' fundamental abilities and create competent citizens by integrating 21st century learning skills into classroom education and using a student-centered approach to classroom instruction. Whereby the purpose of instruction is to help people learn by allowing pupils to discover their own connections based on practical experience, and wherein the instructor is seen as an enabler and facilitator of learning rather than as the source of knowledge (DepEd primer, 2011)

Also, given that the educational system in the Philippines is one of the shortest in the world with a 6+4+4 structure, several specialists' educators have cited a number of explanations in this decline in educational quality. More so, the experts claimed that the curriculum used encouraged rote learning, which made it difficult for students to develop skills and understand the content in various subjects. They also identified a number of other issues that affected the students' poor performance, such as the teachers' teaching strategies and the curriculum (DepEd primer, 2011).

In its most literal sense, teaching is the act of educating students and passing on knowledge. It goes without saying that building relationships and influencing others are equally vital. The act of teaching, however, is personal, just like many other aspects of the profession. Everyone in the classroom has a different teaching style, and the pedagogy of that style reflects our teaching qualities and serves as a guide for helping our students learn (Lefevre, 2009).

In classroom management, the teacher-student relationship is extensively emphasized. With an open classroom setup, teacher instruction is less important and both the student and the teacher participate in the learning process. Learning is loosely guided by the teacher and emphasizes fostering autonomy, hands-on learning, and discovery. It's critical to recognize the ideals associated with education and how students learn in order to determine one's individual teaching style and the most effective teaching techniques. Early comprehension of the teaching style can help achieve and maintain a balance between the teaching preferences and the students' preferences (Lefevre, 2009).

In the new K–12 curricula, teachers serve as designers of effective learning environments for students as well as facilitators of student learning. This enables students to acquire the skills they will require for employment. Stress the importance of providing pupils with a flavor of the working environment. This classroom's collaborative venture curriculum assists students in developing the higher order thinking capacities, effective communication skills, and technological know-how required for jobs in the twenty-first century (classroom, 2008).

The Collaboration for 21st Century Skills has many of the same principles as those who favor teaching the whole student. They endorse the idea that education today should go beyond the three Rs of the past and incorporate a variety of skills that will help students function as productive citizens who are aware of the need of good manners and social skills that may help them become motivated to learn in addition to being aware of their health, appreciative of the arts, and observant of the value of common politeness. The relationship between the teacher and students is yet another essential factor that profoundly affects students' development (Classroom, 2008).

Concentrating on planning the major instructional goals, expressed in terms of intended student outcomes - the information, abilities, attitudes, values, and dispositions that teachers wished to build for students – is the key to making the students' learning experiences valuable. Because attending a class without understanding its goals is like to traveling aimlessly in a strange place (Ansay, 2012). Students' success depends on effort and hard work, not on earlier performance, as teachers' words and deeds make clear. When a teacher fosters or encourages students in their class,

this means that the teacher supports a growth mindset to focus students on self-development, self-motivation, and responsibility that could help students develop the mental resolve to keep improving their learning and academic performance (Ansay, 2012; Verma, 2019). In addition, the students' academic performance depends not only on learning style of students but also on teachers' instructional competence. Instructional competence as a set of attitudes and actions that mediate students learning formally or informally. It shapes and guide the teaching learning process, the way teachers perceived and organize the content to be taught, and influence how they interact with students and how the manage classroom task (Selvi, 20210; Lucero, 2018)

One of the most crucial roles of the teacher is to provide quality education to our students in many ways. However, there are some trends and issues in resulting of an ironic declination of quality education that caught my interest to have this study as an educator. One of my primary concerns is the poor academic performance of our Filipino students' all over the country and the teachers' quality of teaching in classroom. The quality of instruction implemented in classroom may deteriorates the students' performance (Steven G. Rivkin, Jeffrey C. Schiman, 2015), this scenario supported the study of Akiri, (2009) since it was found out a that a classroom instruction has significant influence to students' academic performance. In which this scenario may result of many students fall below their expected level of performance. One of the examples is the low performance of the country in the national achievement test (NAT) which is significantly lower than the 75% passing percentage of Philippine EFA (Unesco, 2015).

The researcher has observed that senior high school students often lose interest and don't take their lessons seriously because their teachers aren't as adept at using technology, such as ICT, to assess students or to execute lessons using resources from their laptops. This assumes that newly hired senior high school teachers may need to adjust the classroom environment. However, it was also noted that as the semester came to a close, student academic performance was decreasing.

The findings of a study on the connection between students' academic achievement and instructors' quantity and quality in secondary schools in Nigeria reveal a favorable and significant association between the two. It has been established that teachers' effectiveness is the key to reaching educational goals and objectives. Therefore, N.P.E. was right to state clearly that no educational system can surpass the caliber of its teachers. The absence of a statistical relationship between instructional competence and student achievement was found to be caused by the influence of student- and school-related factors. It has been demonstrated that variables other than teachers have an impact on students' academic development (Akinsolu, 2010; Lucero, 2018)

Another study carried out in Nigeria discovered a connection between academic achievement of students and teachers. It was observed that students' low performance was caused by teachers' poor performance in terms of completing the teaching assignment, their negative attitude toward work, and their poor teaching practices, all of which were related to their lack of motivation. Additionally, it was noted that resources for teachers, the general state of the infrastructure, and teaching resources all contributed to effective teaching (Akinsulo, 2010; Hasegawa, 2011; Shiro, 2019).

The impact of teacher effectiveness on student achievement also revealed that teachers have the biggest impact on students' learning. The findings also reveal a broad range in the effectiveness of teachers. This finding has the direct and obvious implication more than any other single element, there seems to be more that can be done to improve education through increasing the effectiveness of teachers. No matter how diverse their classrooms could be, good teachers seem to be able to work with students at all academic levels (Wenglinsky 2002; Aina Jacob Kola, Olanipekun Shola Sunday, Garuba Ismaila Ayinde, 2015; Miller-Thompson, Carlene Leonie, 2020).

Teachers Instructional Competence and academic performance has been well-documented by a number of studies over the years, focusing especially on the lower grade levels. However, in Senior High Schools it is only limited observation in this area, particularly in the Philippines. Therefore, it is imperative to study this topic so that a viable solution can be address. This study argued that investigating this area will facilitate a basis to derive support the senior high school teachers to enhance skills and help the students improved in the academe.

Objectives of the study

The researcher aims to assess the teachers' instructional competence, and students' academic performance.

1. To determine the extent of the teachers' performance on instructional competence in terms of the following?
 - 1.1 Information and Communication Technology (ICT) Literacy
 - 1.2 Learning and Thinking Skills
 - 1.3 Core Subjects
 - 1.4 Assessment
 - 1.5 Content
 - 1.6 Life skills
2. To identify the students' Academic performance?
3. To determine the significant relationship between teachers' performance and students' academic performance?

2. METHODOLOGY

This study used a descriptive correlational design. The academic performance of the pupils and the teachers' performance as instructors were both described by the researcher. An adjusted and modified questionnaire for instructional competency and the students' academic achievement as measured by their total grades from the first semester period were utilized by the researcher to collect the data. Using the data, means and frequencies were calculated and distributed, and Pearson R was used to analyze the correlations between the variables. A two-tailed test with an alpha value of 0.95 and a $p < .05$ threshold of significance was used to determine whether the correlation was statistically significant.

The research participants were 12 new teachers and three (3) classes with a total of 150 Senior High School students of EVSU – SLS. This participating school was selected as the subject school,

aside that it is a place where I am teaching, there was already a sufficient sample data needed for my study. Students’ academic performance was measured using their first semester overall grade obtained from their advisers. The teachers’ instructional competence was obtained through a questionnaire adapted and modified from (Ravitz, 2014). The modified questionnaire contains the instructional competence on ICT Literacy, Learning and Thinking skills, Core Subject, Assessment, Content and Life skills. The Teachers’ instructional competence was assessed by the EVSU – SLS principal and Head of Secondary Education Department for the first semester. The mean score and overall mean were calculated and interpreted. The data gathered on instructional competence and academic performance were tabulated, scored and interpreted using the method of scoring below:

Instructional Competence

Mean Range	Qualitative Description
4.6 – 5.0	Outstanding (O)
3.6 – 4.5	Very Satisfactory (VS)
2.6 – 3.5	Satisfactory (S)
1.6 – 2.5	Fair Satisfactory (FS)
1.0 – 1.5	Poor (P)

Students’ Academic Performance.

Mean Range	Qualitative Description
95% – 100%	Outstanding (O)
85% – 94%	Very Satisfactory (VS)
80% – 84%	Satisfactory (S)
75% – 79%	Fair Satisfactory (FS)
75% below	did not meet Expectation (DNME)

3.RESULT AND DISCUSSION

Teachers’ Instructional Competence

The Teachers’ Performance variables include, ICT Literacy, Learning and Thinking Skills, Core Subjects, Assessment, Content and Life Skills. Table 1 presents the distribution of the teachers’ performance.

ICT Literacy. Table 1 shows that the overall mean was 3.01 describe as ‘Satisfactory’ performance. This is indicated that among of the 12 teachers observed during their respective scheduled classes, there were 6 or 50% teachers have ‘Satisfactory’ level of performance, 5 or 41.67% of teachers fall in a ‘Very Satisfactory’ level of performance and 1 or 8.33% got an ‘Outstanding’ performance in instructional competence. This means that majority of teachers have shown that there’s a need to improve more in terms of foundational knowledge and dispositions that support infusion of ICT literacy on their teaching during classes

Table 1. Distribution of Teachers' Instructional Competence

Instructional Competence	ICT Literacy		Learning and Thinking Skills		Core Subject		Assessment		Content		Life Skills	
	F	%	f	%	f	%	f	%	f	%	f	%
Outstanding	1	8.33	3	25.00	4	33.33	2	16.67	6	50.00	2	16.67
Very Satisfactory	5	41.67	5	41.67	5	41.67	3	25.00	5	41.67	5	41.67
Satisfactory	6	50.00	4	33.33	3	25.00	7	58.33	1	8.33	5	41.67
Total	12	100.00	12	100.00	12	100.00	12	100.00	12	100.00	12	100.00
Grand Mean	3.01 (S)		3.56 (VS)		3.61 (VS)		2.9 (S)		3.58 (VS)		2.97 (S)	

Learning and Thinking Skills. Table 1 indicates that the highest percentage is 5 or 41.67% have 'Very Satisfactory' of the teachers' performance on facilitating the students learning and thinking skills during classes. 4 or 33.33% of the teachers have 'Satisfactory' performance and 3 or 25% of teachers have 'Outstanding' performance. This further indicates that the overall mean was 3.96 describe as 'Very Satisfactory' of teachers' performance which imply that majority of the teachers have shown a wide range of instructional practices, approaches, methods, technologies and learning materials that support students learning and thinking skills.

Core Subjects. Table 1 shows that out of 12 teachers assessed 5 or 41.67% of teachers have 'Very Satisfactory' performance on the mastery on their respective field of specialization to facilitate students learning. 4 or 33.33% of teachers have an 'Outstanding' performance and 3 or 25% of teachers have 'Satisfactory' performance. Moreover, it indicates that the overall mean was 3.96 describe as 'Very Satisfactory' performance level which imply that majority of teachers have gained mastery on their field of specialization.

Assessment. Based on the above result, as shown on Table 1, the highest frequency count of 7 or 58.33% teachers has an 'Satisfactory' performance on integrating knowledge of assessing and evaluating their students during classes. This further indicates that 3 or 25% teachers have 'Very Satisfactory' performance and 2 or 16.67% have 'Outstanding' teachers' in terms of assessing the students. However, the grand mean of 2.90 which imply that majority of the teachers have a 'Satisfactory' performance on the facilitating student's assessment to create a data driven environment which need to improve to help students attained high academic performance.

Content. Table 1 shows that the highest percentage was 6 or 50% of teachers have an 'Outstanding' performance. 5 or 41.67% of teachers have 'Very Satisfactory' performance and 1

or 8.33% have ‘Satisfactory’ performance of the twelve teachers assessed during their teaching and learning process. Furthermore, the overall mean was 4.14 describe as ‘Very Satisfactory’ level of performance. This imply that most of the teachers characterized their class instruction through students’ experiences towards the modern skills.

Life Skills. Table 1 shows that the overall mean was 2.97 describe as ‘Satisfactory’ level of teachers’ performance. This further indicates that on the ‘Satisfactory’ and ‘Very Satisfactory’ level on teachers’ life skills have the same frequency count of 5 or 41.67% of teachers. 2 or 16.67% of the teachers fall in “Outstanding’ level. This means that majority of teachers are not so characterized their class instruction through students experience that could help students develop their different skills needed to thrive in a modern and global society.

Students’ Academic Performance

The Students’ Academic Performance was categorized as Outstanding, Very Satisfactory, Satisfactory, and Fairly Satisfactory and did not meet the expectation. Table 4 presents the distribution of the students by level of performance.

Table 2. Distribution of Students’ Academic Performance

Students’ Academic Performance	Distribution	
	f	%
Outstanding	10	6.67
Very Satisfactory	14	9.33
Satisfactory	88	58.67
Fairly Satisfactory	26	17.33
Did not Meet Expectation	12	8.00
Total	150	100.00
Grand Mean	84.15 (Satisfactory)	

Table 2 shows the distribution on students’ academic performance. The finding revealed that more than one-half (58.67) of the students’ performance belongs to Satisfactory level. And only minimal from the participants with sixteen percent (16%) are very satisfactory and outstanding performance respectively. More than seventeen percent (17.33) from the students got fairly satisfactory and four-fifth (8%) of the students did not meet the expectation. This result indicating that their performance is slightly declining and increasing.

Relationship between Instructional Competence and Students’ Academic Performance

In this study, the relationship of Teachers’ Instructional Competence Variables to the Students’ Academic Performance was determined. Table 3 presents the relevant data.

The correlation analysis showed that there is no association between students’ academic performance and learning and thinking skills, core subjects, or content, as shown in table 3. This is demonstrated by r-value between 0.007 and 0.529 and a p-value less than the significance level

of 0.05. On the other hand, students' academic performance is substantially correlated with teachers' instructional competency, particularly in ICT literacy, with r-value of 0.769 and a p-value of 0.003. Additionally, there is a significant and favorable correlation between students' academic performance and assessment, with r-value of 0.832 and a p-value of 0.001. Furthermore, a substantial and favorable correlation between students' academic performance and life skills was discovered, with an r-value of 0.578 and a p-value of 0.049.

Table 3. Instructional Competence and Students' Academic Performance

Instructional Competence	Students' Academic Performance	
	r-value	p-value
ICT Literacy	0.769**	0.003
Learning and Thinking Skills	0.406	0.19
Core Subjects	0.007	0.983
Assessment	0.832**	0.001
Content	0.529	0.077
Life Skills	0.578*	0.049

*Correlation is significant at the 0.05 level (2 tailed)

This finding shows that collaboration and communication directly impact student performance when teachers lack the necessary ICT literacy abilities to incorporate technology into their teaching. The results also show that students' academic performance tends to vary when teachers don't use technology to improve efficiency and timeliness during formal and informal assessment, particularly when teachers weren't used in providing opportunity for the students to build ethical decision-making and behavior. This result supports a study that looked at the effect of teachers' classroom productivity on students' academic achievement in a public secondary school in Delta State, Nigeria. It has been reported that students perform better when they have effective teachers. However, the disparities on student performance that have been discovered were statistically negligible. This could be the outcome of the study's exclusion of factors relating to students and education. It was discovered that in addition to the instructional competency of their teacher, there are additional elements that affect children's academic progress (Agharuwhe A. Akiri, Nkechi M. Ugborugbo, 2009)

4. CONCLUSION AND RECOMMENDATION

The instructional competency is extremely satisfactory when it comes to learning and thinking abilities, Core subject, and material, as per abovementioned result. But the teacher's skills are adequate, especially in assessment, life skills, and ICT literacy. The academic progress of the students is also at a satisfactory level. Academic achievement of students and instructional competency, notably in ICT literacy, assessment, and life skills, are significantly and favorably correlated. Therefore, it is recommended that senior high school teachers take part in conferences, seminars, and training sessions relating to ICT literacy in order to advance their knowledge, use this contemporary technology in the teaching and learning process, and develop their skills.

Teachers could aid students in generating enthusiasm in enhancing their academic performance in this way.

5. REFERENCES

Agharuwhe A. Akiri, Nkechi M. Ugborugbo. (2009). Teachers' Effectiveness and Students' Academic Performance in Public Secondary Schools in Delta State, Nigeria. *Stud Home Comm Sci*, 3(2). doi:DOI:10.1080/09737189.2009.11885284

Aina Jacob Kola, Olanipekun Shola Sunday, Garuba Ismaila Ayinde. (2015). Teachers' Effectiveness and its Influence on Students' Learning. *Advances in Social Sciences Research Journal*, 2(4). doi:DOI:10.14738/assrj.24.1082

Akinsulo, A. (2010). Teachers and Students' Academic Performance in Nigerian Secondary School: Implication for Planning. *Florida Journal of Educational Administration and Policy*, 3(2), 86-103. Retrieved from <https://www.semanticscholar.org/>

Ansary, E. (2012). Research based teaching and learning in the 21st century. *Academia*. Retrieved from <https://www.academia.edu/>

Classroom, C. O. (2008). *Characteristics of a 21st Century Classroom*. Retrieved from http://woulibrary.wou.edu.my/weko/eed502/Characteristics_of_a_21st_Century_Classroom.pdf

DepEd primer (2011), K – 12 Department of Education, Retrieved from [www. Deped.gov.ph](http://www.deped.gov.ph)

Hasegawa, K. (2011). Instructional Competencies Of The Teaching Force: Their Relationship To The Students' Academic Performance. Retrieved from <https://www.academia.edu/>

Lefevre, E. (2009). *Teaching in a Diverse Classroom*. Center of Excellence in Teaching. Retrieved from <https://authorzilla.com/>

Lucero, J. G. (2018). Instructional Competence Of Teachers: Basis For Learning Action Cell Sessions. *International Journal of Novel Research in Education and Learning*, 5(4), 5-8. Retrieved from <https://www.noveltyjournals.com/>

Miller-Thompson, Carlene Leonie. (2020). Instructional Strategies Teachers Use to Improve Literacy Performance of Children in Poverty. *Walden Dissertations and Doctoral Studies*. 8758. Retrieved from <https://scholarworks.waldenu.edu/dissertations/8758>

Ravitz, J. (2014). A survey for measuring 21st century teaching and learning: West Virginia 21st Century Teaching and Learning Survey [WVDE-CIS-28]. *Evaluation and Research Professionals*. doi:DOI:10.13140/RG.2.1.2246.6647

Selvi, K. (2010). Teachers' Competencies. *Cultura. International Journal of Philosophy of Culture and Axiology*, 7(1), 167-175. doi:DOI:10.5840/cultura20107133

Shiro, S. (2019). The Instructional Competencies Of Teachers. IDOCPUB. Retrieved from <https://idoc.pub/documents/>

Steven G. Rivkin, Jeffrey C. Schiman. (2015). Instruction Time, Classroom Quality, and Academic Achievement. *The Economic Journal*, 125(588), 425-448. doi: <https://doi.org/10.1111/eoj.12315>

Unesco. (2015). Education For All 2000-2015: Achievements And Challenges. UNESCO. Retrieved from <https://en.unesco.org/>

Verma, G. (2019). The Importance of a Positive Learning Environment. LinkedIn. Retrieved from <https://www.linkedin.com/>

Wenglinsky, H. (2002). The Link Between Teacher Classroom Practices and Student Academic Performance. *Education Policy Analysis Archives*, 10(12). doi:<https://doi.org/10.14507/epaa.v10n12.2002>