

Instructional Skills of Public Elementary School Teachers in Bayambang District I, Pangasinan I Division

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Abstract

The quality of instructional skills among teachers plays a critical role in shaping student learning, engagement, and overall academic performance. As instructional demands continue to evolve, understanding teachers' competencies in lesson delivery, classroom management, assessment practices, and learner engagement has become essential.

This study aimed to determine the level of instructional skills of public secondary school teachers and examine whether significant differences exist between the assessments of teachers and school heads. The study utilized a descriptive-survey research design and involved teachers and school heads from selected public elementary schools through total enumeration. A validated questionnaire assessed key instructional domains, including pedagogical planning, teaching strategies, assessment literacy, and facilitation of learner-centered instruction. Weighted mean was used to determine the extent of instructional skills, while an independent samples t-test examined differences in perceptions between teachers and school heads.

Findings revealed that teachers demonstrated a high level of instructional skills, particularly in planning lessons aligned with learning competencies and employing a variety of teaching strategies. Moderate ratings were observed in areas requiring advanced pedagogical techniques, such as differentiated instruction, performance-based assessments, and technology-integrated teaching. Results of the t-test showed no significant difference between the responses of teachers and school heads across major instructional skill domains ($p > .05$), indicating consistent perceptions regarding teachers' competencies.

The study concludes that while teachers exhibit strong foundational instructional skills, targeted professional development is needed to enhance more complex, learner-centered, and technology-driven pedagogical practices. Strengthening these areas will help ensure more effective instruction and improved learning outcomes, especially in diverse and rapidly changing classroom environments.

Keywords: *Instructional Skills, Teaching Competence, Learner-Centered Instruction, Pedagogical Practices, Classroom Instruction*

INTRODUCTION

Instructional skills remain a critical factor in ensuring that learners achieve desired educational outcomes, particularly in basic education where teachers play a central role in facilitating learning. These skills—including classroom management, instructional delivery, formative assessment, and organization

and planning—serve as the foundation of effective teaching. As educational demands continue to evolve, teachers must strengthen these competencies to address diverse learner needs and improve overall classroom performance. This study is anchored on the need to evaluate the instructional skills of public elementary school teachers in Bayambang District I, Division of Pangasinan I, to identify areas requiring support, development, and intervention.

Recent research consistently emphasizes the importance of instructional competence in improving student outcomes. Structured instruction, guided practice, and clear explanations have been shown to significantly enhance learning (Rosenshine, 2019). Effective classroom management fosters an environment conducive to learning by minimizing disruptions and promoting student engagement (Emmer & Sabornie, 2015; Marzano, 2017). Additionally, varied teaching strategies combined with clearly stated learning goals positively influence academic achievement (Stronge, 2018; Hattie, 2017). Formative assessment plays a crucial role in providing timely feedback and guiding instructional adjustments (Black & Wiliam, 2018; Popham, 2020), while well-organized and carefully planned instruction supports smooth lesson delivery and enhances student motivation (Danielson, 2019; Fullan, 2016). Collectively, these studies highlight the multidimensional nature of instructional skills and the ongoing need for assessment and professional development to maintain high-quality teaching practices.

This study seeks updated information on teachers' instructional skills within the district, particularly in light of shifting learning modalities, growing learner diversity, and increasing expectations for performance improvement. Specifically, it aims to determine the level of teachers' instructional skills across the domains of classroom management, instructional delivery, formative assessment, and organization and planning, as perceived by teachers and school heads. It also examines whether significant differences exist between their perceptions, providing insights that can guide targeted professional development programs. Furthermore, the study explores the seriousness of challenges encountered by teachers in implementing instructional practices effectively.

Overall, this study aims to assess the instructional skills of public elementary school teachers and identify areas for competency enhancement. It is hypothesized that no significant difference exists between the perceptions of teachers and school heads regarding the level of instructional skills. Findings from this research are intended to inform the development of evidence-based programs and action plans to strengthen instructional practices and support continuous professional growth among teachers.

MATERIALS AND METHODS

Research Design

This study employed a descriptive-survey research design to assess the level of instructional skills among public elementary school teachers. The design was used to gather information about the existing conditions of teachers' instructional competencies, classroom management, instructional delivery, formative assessment, and lesson planning.

Participants

The study involved a total enumeration of 50 Grade 3 teachers and 21 school heads from public elementary schools in Bayambang District I, Pangasinan I Division during the school year 2024–2025. Participants were selected to ensure comprehensive coverage of the district.

Instruments

Data were collected using a structured questionnaire checklist, adapted from Marc Centeno (2022), which consisted of two parts: Part I assessed the extent of teachers' instructional skills across the four key areas, while Part II measured the degree of seriousness of problems encountered in implementing these skills. A 5-point Likert scale was used for Part I, and a 3-point Likert scale for Part II.

Procedure

Approval was obtained from the Schools Division Superintendent, District Supervisor, school heads, and participating teachers. The researcher personally administered the questionnaires to ensure a 100% return rate. Completed questionnaires were collected, tallied, and analyzed for descriptive and inferential results.

Data Analysis

Descriptive statistics, including weighted mean and corresponding descriptive ratings, were used to determine the level of instructional skills. A t-test was applied to examine the significance of differences between teachers' and school heads' perceptions, tested at the 0.05 level of significance. The degree of seriousness of problems encountered was analyzed using the average weighted mean of the 3-point Likert scale.

RESULTS AND DISCUSSION

LEVEL OF THE INSTRUCTIONAL SKILLS ALONG WITH CLASSROOM MANAGEMENT AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 2 shows the perceived levels of instructional skills in classroom management among teachers and school heads, with an overall weighted mean of **2.95**, interpreted as This indicates that classroom management is generally effective, particularly in managing student behavior, providing clear expectations, and integrating instructional skills into classroom processes.

The findings suggest that while foundational classroom management practices are in place, professional development should focus on strengthening teacher preparation, promoting evidence-based strategies, and linking management techniques to students' cognitive engagement to enhance overall learning outcomes.

The moderate overall rating highlights areas for improvement, particularly in teacher readiness and evidence-based practices, indicating that current strategies may not fully address all aspects of effective classroom management.

Table 2
Level of Instructional Skills along with Classroom Management as Perceived
by the Teachers and School Heads

Classroom Management	Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Describes teachers shaping and preparing classroom management in modern teaching.	2.51	M	2.58	M	2.55	M
2. Provides proper constructivism, scaffolding, and instruction for active learning gradually and practices to support the autonomy of classroom management.	2.67	M	2.72	M	2.70	M
3. Prepares teachers to be novices in the needs of the learners in classroom management.	2.95	M	2.94	M	2.95	M
4. Identifies proper approach and practice preparation on the issues and behaviors of the learners as to evidence-based minimal classroom management.	2.84	M	2.86	M	2.85	M
5. Emphasizes classroom management to contribute to issues and novice teachers who are not ready in preparation for classroom exploration.	2.93	M	2.91	M	2.92	M
6. Supports classroom management for the learning routine of students' appropriate classroom dynamics and behavior.	2.87	M	2.93	M	2.90	M
7. Management classroom practices have clear expectations and support to include teacher mentoring and suggestions for better improvement of teaching and learning.	3.09	M	3.02	M	3.06	M
8. Escalates and redirects student behavior as part of classroom management and discipline in teaching and learning.	3.23	M	3.24	M	3.24	M
9. Organizes classroom management and student learning processes for instructional skills and competency skills in modern teaching.	3.13	M	3.1	M	3.12	M
10. Ensures that classroom management facilitates students' cognitive awareness impact and behavior of learning	3.09	M	3.37	M	3.23	M
Total	2.93	M	2.97	M	2.95	M

LEVEL OF THE INSTRUCTIONAL SKILLS ALONG WITH INSTRUCTIONAL DELIVERY AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 3 presents the level of instructional skills along instructional delivery, showing an overall weighted mean of 3.24, interpreted as Moderate. The highest-rated item highlights teachers' strong focus on rigorous lesson delivery and attention to learners, suggesting that classroom instruction is generally structured and effective. However, lower ratings on indicators related to teachers' background, emotional

availability, and stress show that instructional delivery is affected by limited support systems and underutilized teacher experience.

These results are consistent with existing studies that emphasize how teacher well-being, training, and experience directly influence instructional quality. Research also shows that emotional exhaustion and insufficient professional development hinder effective teaching, aligning with the moderate ratings observed in this table.

The findings imply the need for strengthened professional development, instructional coaching, and well-being initiatives in schools. Policies that support emotional wellness, continuous training, and recognition of teachers' prior experiences may help improve instructional delivery and student outcomes.

A limitation of this result is that it relies on self-reported perceptions from teachers and school heads, which may be subjective. The absence of classroom observations or student performance data limits the broader validation of instructional delivery practices.

Table 3
Level of Instructional Skills Along with Instructional Delivery as Perceived by the Teachers and School Heads

Instructional Delivery	Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Examines the quality of classroom interaction and emotional exhaustion for teachers' instructional process and delivery.	3.13	M	3.04	M	3.09	M
2. Demonstrates instructional delivery associated with quality instruction for students inside the classroom.	3.6	H	3.59	H	3.60	H
3. Suggests evidence of emotional exhaustion in classroom interaction among teachers with students inside the classroom.	3.36	M	3.3	M	3.33	M
4. Supports teachers' teaching well-being to minimize emotional exhaustion which is beneficial in fostering strategy for higher quality classroom management and instructional delivery.	3.21	M	3.23	M	3.22	M
5. Provides an impact on the increased attention of modern teaching and in providing quality delivery instruction among students.	3.29	M	3.32	M	3.31	M

6. Focuses on the process of understanding and shaping the practice of a teacher's instructional delivery and learning outcome.	3.82	H	3.89	H	3.86	H
7. Influences and identifies instructional delivery of teachers in classroom practice and setting as to background and experiences, skills, training, and knowledge.	2.43	M	2.73	M	2.58	M
8. Instructional delivery is focused on teachers' capability, indication, work experiences, stress, emotional stability, and process.	2.74	M	2.73	M	2.74	M
9. Conceptualizes emotional availability and regulates teachers' responsiveness to instructional delivery among students.	2.63	M	2.64	M	2.64	M
10. Devotes rigor instruction delivery of lessons in the classroom practice and attention to the learners.	4.04	H	4.09	H	4.07	H
Total	3.22	M	3.26	M	3.24	M

LEVEL OF THE INSTRUCTIONAL SKILLS ALONG WITH FORMATIVE ASSESSMENT AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 4 presents the level of instructional skills along formative assessment, showing an overall weighted mean of 2.75, interpreted as Moderate. The highest-rated indicator reflects that teachers and school heads view formative assessment as a useful tool for measuring learners' academic performance, suggesting that they recognize its value in guiding instruction. Likewise, the relatively higher ratings on contextual and personal factors indicate acknowledgment that school culture and leadership influence assessment practices.

However, several indicators received lower ratings, particularly those related to designing and implementing formative assessment activities, which suggests challenges in fully integrating assessment strategies into daily instruction. This implies that while formative assessment is understood conceptually, its practical application remains limited. The moderate scores across items also reflect the need for more systematic processes, clearer models, and improved availability of appropriate assessment tools.

These findings align with earlier research indicating that formative assessment is most effective when supported by strong instructional frameworks and adequate teacher training. The results highlight the need for continued professional development and school-level support to strengthen teachers' assessment skills and ensure consistent implementation. Limitations may include reliance on perceptions rather than direct assessment practice observations, which may influence the accuracy of reported effectiveness.

Table 4
Level of the Instructional skills Along with Formative Assessment As Perceived By The Teachers
And School Heads

Formative Assessment	Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AW M	DE
1. Influences the practice of teachers' formative assessment to comprehend the model of learning output.	2.86	M	2.88	M	2.87	M
2. Creates a systematic process to determine contextual factors and personal factors in formative assessment.	2.61	M	2.63	M	2.62	M
3. Improves formative assessment and student learning motivation, learning outcome, and self-regulating outcome.	2.71	M	2.71	M	2.71	M
4. Formative assessment implements, designs, and perceives activities on the effect of classroom success.	2.43	M	2.43	M	2.43	M
5. Practice and concept to implement the formative assessment to measure the academic performance of the learners.	3.2	M	2.92	M	3.06	M
6. Provides systematic models and influences on the practice of formative assessment in examining the suitable support, measure, and implementation.	2.51	M	2.64	M	2.58	M
7. Formative assessment identifies and analyzes exploratory factors on various distinct teacher self-directed programs and skills.	2.8	M	2.87	M	2.84	M
8. Provides challenges in the formative assessment due to the lack of instruments and suitability assessment practice tools to be utilized in the assessment process for both teachers and students.	2.73	M	2.81	M	2.77	M
9. Provides contextual and personal factors for teachers on beliefs and knowledge as to school management and leadership, school culture, and accountability.	2.93	M	3	M	2.97	M

10. Frames teachers' influences and practices on formative assessment as to level, knowledge, conceptions, values, responsibilities, teaching experiences, and subject matter regarding assessment practices.	2.65	M	2.71	M	2.68	M
Total	2.74	M	2.76	M	2.75	M

LEVEL OF THE INSTRUCTIONAL SKILLS ALONG WITH ORGANIZATION AND PLANNING AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 5 presents the level of instructional skills related to organization and planning, with an overall weighted mean of 3.00, interpreted as Moderate. The highest-rated indicators highlight that both teachers and school heads recognize the value of structured learning plans, active leadership in planning, and preparing technological tools for instruction. These findings show that planning processes are generally established and that teachers demonstrate readiness to integrate technology and lead instructional preparation.

However, areas needing improvement also emerged. The lowest-rated indicator, which refers to the provision of varied instructional assessments and methods, suggests limited diversity in assessment and instructional approaches. Moderate scores in time management and individualized instructional planning also indicate challenges in balancing planning demands and effectively tailoring instruction to learner needs.

Overall, the results reflect that while teachers and school heads perceive organizational and planning skills as generally effective, further strengthening in assessment variety, time prioritization, and individualized planning would enhance instructional quality.

Table 5
Level of Instructional Skills Along with Organization and Planning as Perceived by the Teachers and School Heads

Organization and Planning	Teachers		School Heads		Overall	
	Mean	DE	Mean	DE	AW M	DE
1. Plans and integrates to prepare efficient and effective lesson plans, syllabus, and module units.	3.09	M	3.02	M	3.06	M
2. Paces time demand in planning and prioritizing realistic instructional skills and competency skills.	2.84	M	2.87	M	2.86	M

3. Prepares and anticipates technological tools and resources for the lesson.	3.33	M	3.32	M	3.33	M
4. Provides various instructional assessments and instructional methods for students.	2.51	M	2.58	M	2.55	M
5. Builds and selects technology, instructional strategies, assessment and materials prior experiences and knowledge relevant to the needs and interests of students.	2.67	M	2.72	M	2.70	M
6. Explores progress and reports achievement to learners in a timely manner and relevant to competency skills and instructional skills.	2.95	M	2.94	M	2.95	M
7. Develops learning plans and implements individualized instructional resources and learning processes.	2.84	M	2.86	M	2.85	M
8. Facilitates systems and goals for student learning output and feedback results.	3.13	M	3.04	M	3.09	M
9. Demonstrates initiative and active leadership in planning the impact of the learning output of students.	3.32	M	3.21	M	3.27	M
10. It develops learning perspective and instructional skills and competency skills plan for students learning	3.36	M	3.33	M	3.35	M
Total	3.00	M	2.99	M	3.00	M

SIGNIFICANCE DIFFERENCES IN THE LEVEL OF THE INSTRUCTIONAL SKILLS OF PUBLIC ELEMENTARY SCHOOL TEACHERS AND SCHOOL HEADS

Table 6 shows the comparison of teachers' and school heads' perceptions of instructional skills, revealing closely aligned results, with overall weighted means of 2.98 and 2.99, both interpreted as Moderate. Across all four areas—Classroom Management, Instructional Delivery, Formative Assessment, and Organization and Planning—the ratings of both groups remain consistent, indicating shared views on the effectiveness of instructional practices.

The computed t-value of 0.1153, which is far below the critical value of 2.001 at the 0.05 level, leads to the acceptance of the null hypothesis. This confirms that there is no significant difference between the perceptions of teachers and school heads. Their similar evaluations suggest a common understanding of instructional strengths and areas for improvement, providing a strong foundation for collaborative planning and professional development efforts.

Table 6
Significance Differences in the Level of the Instructional Skills of
Public Elementary Teachers and School Heads

	Teachers		School Heads	
	Weighted Mean	DE	Weighted Mean	DE
1. Classroom Management	2.93	M	2.97	M
2. Instructional Delivery	3.22	M	3.26	M
3. Formative Assessment	2.74	M	2.76	M
4. Organization and Planning	3.00	M	2.99	M
Total	2.98	M	2.99	M

Computed t-value: 0.1153 @ df 3
 Alpha: @ 0.05 level of significance
 Critical Value: 2.001 df 3
 Decision: accept the null hypothesis
 Interpretation: No significant difference

EXTENT OF SERIOUSNESS OF PROBLEMS ENCOUNTERED BY TEACHERS

Table 7 presents the perceived seriousness of problems encountered by teachers in the use of digital skills, with an overall weighted mean of 2.21, interpreted as Moderately Serious (MS). The most serious issues identified include the lack of access to relevant and up-to-date professional development, inadequate devices and instruments for classroom activities, and difficulty in addressing the diverse needs of students. These findings indicate that teachers face moderate challenges in staying current with digital teaching tools, having sufficient technological resources, and effectively differentiating instruction to meet varied learner needs.

The results suggest a need for targeted interventions, including accessible professional development programs, improved provision of technological resources, and support in addressing learner diversity.

While the challenges are moderately serious, the overall rating highlights that these issues are not critical but still hinder optimal teaching and learning effectiveness, indicating areas for ongoing support and capacity building.

Table 7

Degree of Seriousness of Problems Encountered

Indicators	Teachers		Rank
	Mean	DE	
1. Lack of access to relevant and up-to-date professional development	2.54	S	1
2. Insufficient support from the division personnel	1.87	MS	10
3. Struggle to maintain discipline and manage student behaviors.	1.99	MS	9
4. Not equipped with the necessary skills or tools to incorporate technology into lessons effectively.	2.34	S	5
5. Difficulty in addressing the diverse needs of students.	2.39	S	3
6. Lack of Instructional Materials for Teaching	2.02	MS	8
7. Inadequate devices and instruments to be utilized in classroom activities.	2.46	S	2
8. Lack of support from school administrators in providing the budget for school materials.	2.35	S	4
9. Struggle with creating assessments that align with instructional goals	2.12	MS	6
10. Difficulty in motivating and engaging students	2.05	MS	7
Total	2.21	MS	

Conclusion

The study assessed the instructional skills of public elementary school teachers in Bayambang District I, Pangasinan I, focusing on classroom management, instructional delivery, formative assessment, and organization and planning. Results indicated that teachers generally demonstrated a moderate level of competence across all areas, with an overall average weighted mean of 2.98. Both teachers and school heads shared similar perceptions of instructional skills, and the problems encountered by teachers were considered moderately serious.

Based on these outcomes, it can be concluded that while teachers possess a foundational level of instructional competence, there is room for improvement to enhance teaching effectiveness and student learning outcomes. The alignment between teachers' and school heads' perceptions suggests a shared understanding of strengths and areas needing development.

Recommendations include the implementation of targeted professional development programs, regular mentoring, and feedback systems to improve classroom management, instructional delivery, and formative assessment practices. Future research could explore the impact of these interventions on student academic performance, compare instructional skills across different grade levels, or investigate additional factors influencing teacher effectiveness in diverse educational settings.

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