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Examining the Teaching Competencies of Public Elementary School Teachers: Extent and Differences Across Profiles

Henry Jr. Balabal
Department of Education, Philippines

Peter Paul Canuto
Ifugao State University, Philippines

ABSTRACT

Teaching competency is vital for quality education, enabling teachers to provide effective instruction and support holistic student development. This study assessed the extent of agreement among 65 public elementary school teachers in Ifugao, Philippines, regarding their teaching competencies and examined variations across their demographic profiles. A quantitative descriptive survey was employed using the Teaching Competency Evaluation for Elementary Teachers (TCEET), which assessed five domains: professionalism, teaching effectiveness, instructional planning, classroom management, and adaptability. The results reveal that teachers rated their competencies to a very great extent, with professionalism rated highest. Gender differences emerged solely in instructional planning, favoring males. Age differences appeared in professionalism and teaching effectiveness, with younger and older teachers rating higher. Academic degree also mattered, with master's holders excelling in teaching effectiveness and bachelor's in adaptability. Teaching experience significantly influenced all domains. This study highlights the importance of continuous professional development and reflective practices in strengthening teaching competencies.

Keywords: *adaptability, classroom management, instructional planning, professionalism, public elementary school teachers, teaching competency, teaching effectiveness, Philippines*

INTRODUCTION

Teaching competency emerges as a multifaceted construct encompassing teaching tasks and a deeper integration of knowledge, beliefs, dispositions, and alertness to instructional demands. Competent teachers create engaging learning environments, design meaningful lessons, and apply adaptive strategies that foster cognitive, social, and emotional growth. Empirical evidence consistently links teacher competence with student achievement, classroom climate, and overall school performance, underscoring that improving teacher quality remains one of the most powerful levers for advancing education systems. However, despite its recognized importance, variations often exist in how teachers perceive and demonstrate competencies. Examining the extent of agreement among teachers and the differences across their demographics provides practical insights, revealing how competencies are interpreted, internalized, and enacted in diverse educational contexts.

Teaching competency has matured from a narrow focus on teachers' instructional tasks to a complex interplay of their knowledge, perceptions, dispositions, and adaptive skills (Canuto et al., 2024; González-Fernández et al., 2024; Nessipbayeva, 2012; Selvi, 2010; Shukla, 2024). In the 21st century, it embeds technological and digital fluency, recognizing that modern educators work across physical and virtual domains (Choycawen et al., 2024; Farmer & Ramsdale, 2016; Ivanov et al., 2025).

Based on these contexts, it can then be conceptualized that teaching competency "is perceived as a core set of practices foundational to effective teaching". It "includes knowledge, skills, attitudes, and professional values that enable teachers to effectively facilitate learning, manage classrooms, assess student progress, and support students' development". This study revolves around this definition of teaching competency.

At the elementary level, teaching competency becomes especially critical because teachers lay the foundation for young students' lifelong learning. It integrates professional, pedagogical, socioemotional, and inclusive practices that shape young learners' curiosity, motivation, engagement, and attitude toward education (Bahmannia et al., 2022; van Werven et al., 2021). Competent elementary school teachers do not merely transmit knowledge; they also foster a love of learning. They cultivate classroom environments that support both students' academic mastery and character formation. The development of these competencies is an evolving process influenced by formal training, reflective practice, and continuous professional growth (Canuto et al., 2024; Camral & Sumayo, 2025; Libiado & Canuto, 2023). In essence, strong teaching competency

ensures that elementary students receive the holistic support necessary to thrive both in and beyond the classroom.

In the Philippine context, the Department of Education (DepEd) identifies teacher competence as a critical determinant of quality basic education. Teachers are expected to demonstrate competencies aligned with national and global standards, encompassing content mastery, pedagogical approaches, classroom management, and assessment practices (DepEd, 2017, 2021). However, disparities in competency levels and perceptions often arise due to differences in philosophy, ideals, background, practice, experience, or exposure to professional development. Understanding these variations and the degree of consensus among teachers is essential for refining professional standards and ensuring equitable capacity building across schools.

Consequently, enhancing teacher competence remains a core priority in educational research and reform. It serves as a scaffold for improving instruction, sustaining professional growth, and achieving equitable student learning outcomes. However, despite existing frameworks and standards, challenges persist in assessing teacher competencies across contexts, particularly in elementary education. Therefore, this study aims to assess the teaching competency of local public elementary school teachers by analyzing the extent of agreement on key competency domains: professionalism, teaching effectiveness, instructional planning, classroom management, and adaptability, and identifying differences based on their profiles. By articulating a cohesive, evidence-based approach to assessing teaching competency, this study contributes to both theoretical understanding and practical strategies to enhance teacher quality and improve the overall effectiveness of basic education.

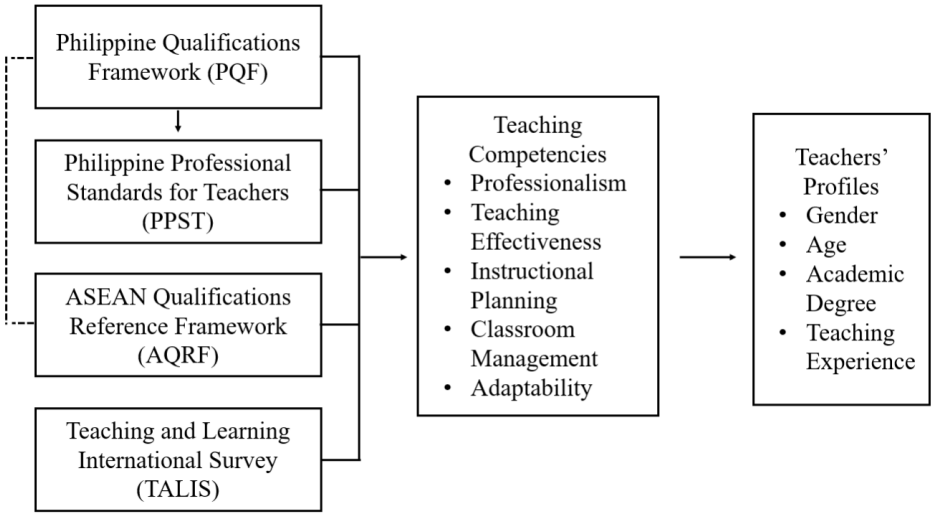
LITERATURE REVIEW

Conceptual Framework

The study's framework integrates various national and international standards to provide a comprehensive understanding of teaching competencies, as shown in Figure 1. It draws on these standard frameworks to establish and ensure that teachers' qualifications are aligned with both national and regional benchmarks. Within this framework, teaching competencies, encompassing professionalism, teaching effectiveness, instructional planning, classroom management, and adaptability, are examined in relation to the demographic profiles of public elementary school teachers, including their gender, age, academic degree, and years of teaching experience. By linking these elements, the framework illustrates how teacher qualifications and contextual factors shape the development and demonstration of teaching competencies in the local public elementary education setting.

Figure 1

Framework of the Study



The Philippine Qualifications Framework (PQF) and the Philippine Professional Standards for Teachers (PPST) are complementary frameworks that aim to enhance the quality and professionalism of education in the Philippines. The PQF provides a unified national system that defines levels of educational qualifications based on learning outcomes, skills, and competencies, ensuring alignment between education, training, and labor market needs (Congress of the Philippines, 2018). These levels comprise: Level 1–4: Technical-Vocational Education and Training (TVET), Level 5: Diploma and Advanced TVET, Level 6: Bachelor's Degree, Level 7: Master's Degree, and Level 8: Doctoral Degree. Within this structure, the PPST specifically outlines the competencies expected of teachers across four career stages: beginning, proficient, highly proficient, and distinguished (DepEd, 2017, 2021), corresponding to the levels within the PQF.

The integration of the PPST into the PQF ensures that teacher qualifications and professional development are standardized and aligned with national and international benchmarks. This alignment promotes continuous professional growth, accountability, and the enhancement of teaching quality, ultimately leading to improved student learning outcomes and the advancement of the Philippine education system as a whole.

Another standard is the Association of Southeast Asian Nations (ASEAN) Qualifications Reference Framework (AQRF), which is a regional mechanism developed to promote the recognition and comparability of education and training qualifications among ASEAN member states (ASEAN, 2025). It serves as a common reference point that links national qualifications frameworks (NQFs) across the region, enabling greater transparency, mutual trust, and mobility of

learners and workers within ASEAN countries. The AQRF has eight levels that describe learning outcomes based on knowledge, skills, and application: Levels 1–4 cover basic to technical skills for routine and varied tasks, Levels 5–8 represent higher qualifications involving specialized, advanced, and innovative competencies, Level 5 emphasizes supervision and responsibility, Level 6 focuses on advanced expertise, Level 7 involves research and management of complex projects, and Level 8 represents original knowledge creation at the doctoral level.

The AQRF and the PQF are closely interconnected, with the PQF serving as the national framework aligned to the regional AQRF. Both frameworks share the goal of ensuring quality, comparability, and recognition of qualifications based on learning outcomes rather than simply educational inputs. By aligning the PQF with the AQRF, the Philippines ensures that its qualifications, spanning basic education, technical-vocational training, and higher education, are benchmarked against regional standards.

In relation to these frameworks that emphasize teacher quality and qualification alignment, the Teaching and Learning International Survey (TALIS) is an international study conducted by the Organization for Economic Co-operation and Development (OECD) that examines the working conditions, beliefs, and practices of teachers and school leaders across various countries. It provides comparative data on areas such as teacher professional development, instructional practices, job satisfaction, and school leadership (OECD, 2025). Through TALIS, policymakers gain insights into how educational systems support effective teaching and learning, which helps them identify strengths and areas for improvement. By highlighting teachers' perspectives, the survey promotes evidence-based reforms that enhance teaching quality, professional growth, and student learning outcomes worldwide.

Drawing from these frameworks, this study is premised on the idea that teacher competence is shaped by both systemic standards (PQF–PPST–AQRF alignment, including TALIS) and individual factors such as gender, age, academic degree, and teaching experience. These teacher profile variables may affect the extent to which educators perceive and demonstrate professional competencies. Understanding these influences helps clarify how personal attributes interact with institutional expectations to shape teachers' overall professional growth.

Teaching Competencies

Teaching competencies form the foundation of effective instruction and quality learning outcomes, encompassing professional, pedagogical, and socioemotional dimensions that enable teachers to respond to the complex demands of instruction. One of its domains is *professionalism,* which serves as the ethical and behavioral core, guiding teachers' conduct, sense of responsibility, and commitment to lifelong learning. Professionalism not only builds trust and

accountability but also shapes the moral and social tone of the classroom, reinforcing teachers' role as models of integrity and discipline. Studies emphasize that professionalism, when supported by sustained professional development, strengthens both instructional quality and student outcomes (Darling-Hammond et al., 2017; Canuto et al., 2024; Pacardo & Baguio, 2025). However, professionalism is most effective when translated into tangible pedagogy, highlighting the importance of teaching effectiveness as the operational expression of competence.

Another domain is *teaching effectiveness*, which refers to the ability to deliver explicit, adaptable, and engaging instruction that promotes learning across diverse contexts and settings. It is not a static trait but a dynamic construct shaped by teacher–student interactions, feedback, and contextual constraints (Vieluf & Klieme, 2023). Effective teachers integrate content mastery, instructional flexibility, and the ability to assess and adjust learning processes based on student needs (Simonson et al., 2021; Canuto et al., 2024). This interplay between professional attitudes and pedagogical skills underscores the significance of *instructional planning*, which provides the structural foundation for effective teaching. Thoughtful lesson design anchored in curriculum alignment, developmental appropriateness, and clear learning objectives ensures coherence and purpose in instruction (Camral & Sumayo, 2025; Gao et al., 2022). Planning thus transforms professional intent into actionable teaching, reinforcing the link between competence and quality learning experiences.

However, even the most well-planned lessons depend on the teacher's capacity to manage the learning environment effectively. *Classroom management* functions as a behavioral and organizational competency that ensures optimal learning conditions. Proactive strategies such as establishing routines, promoting respect, and fostering positive relationships have been found to reduce disruptions and sustain engagement (Parsonson, 2012; Sieberer-Nagler, 2015). Effective management is not merely about discipline. It reflects a teacher's ability to create a psychologically safe environment and maintain an orderly atmosphere conducive to learning. In this sense, professionalism and classroom management intersect. Ethical behavior and consistency reinforce authority and trust, while management strategies operationalize these values within the classroom.

Finally, *adaptability* integrates all other competencies by allowing teachers to respond to shifting pedagogical demands and diverse learner profiles. It encompasses communication, empathy, and socioemotional intelligence, enabling teachers to connect with students, manage stress, and maintain positive learning climates (Galang et al., 2024; Gebre et al., 2025; Mistareehi, 2020; Molina-Moreno et al., 2024). Adaptability ensures that teaching remains flexible and student-centered, especially in dynamic or uncertain contexts. Together, these domains, professionalism, effectiveness, planning, management, and adaptability, illustrate that teaching competence is not a set of isolated skills but an integrated framework of dispositions and practices.

Teaching Competence and Teachers' Profiles

Several studies have examined the relationship between teaching competencies and teachers' demographic profiles. Gender, age, academic degree, and teaching experience have each been examined as potential influences on competence, yet evidence consistently indicates that contextual and developmental factors matter more than demographic factors. Bando et al. (2024) and Lumidao et al. (2024) noted that gender shapes professional roles and expectations within education systems. However, Farrukh and Shakoor (2018) and Pall and Singh (2025) reported minimal differences in competence between male and female teachers. The 2018 TALIS report by the OECD (2019) similarly found comparable proficiency in lesson planning, classroom management, and subject knowledge across genders. However, Sebastian (2022) and Wood (2012) observed that social norms continue to associate women with nurturing roles and men with authority, subtly influencing how competence is expressed and perceived. These findings suggest that gender-responsive professional development is needed to ensure equitable recognition and growth opportunities for all teachers.

The interaction between age and experience similarly suggests that competence evolves through practice, reflection, and adaptation rather than being determined solely by age. Canuto et al. (2024) observed that younger teachers often display enthusiasm and openness to innovation but may initially lack the pedagogical depth and management expertise of veteran teachers. Conversely, the OECD (2019) reported that older teachers excel in instructional control and experience-based strategies but may require more support in adapting to technological and curricular shifts. These dynamics underscore the importance of mentoring systems and continuous professional learning that capitalize on the strengths of both novice and experienced teachers.

Regarding academic degrees, studies generally reveal that teachers with advanced qualifications demonstrate stronger curriculum design, assessment, and reflective practices. Pacardo and Baguio (2025) found that graduate degree holders excelled in differentiated instruction and research-informed pedagogy. The OECD (2019) reported higher confidence among teachers with master's or doctoral degrees in making instructional decisions. Nonetheless, there is an emphasis that advanced education must be complemented by classroom experience and ongoing training to translate theoretical knowledge into practical competence.

These studies suggest that teaching competence is shaped by the interplay of personal background, educational preparation, and professional experience, which is mediated by access to professional learning and institutional culture. Gender, age, academic degree, and teaching experience influence how teachers perceive and demonstrate competence, but none operate in isolation. This synthesis highlights the importance of examining how these profile factors intersect with teaching competency domains, thereby providing a clearer understanding of

teachers' strengths, developmental needs, and the contextual factors that support their professional growth. Through this lens, this study seeks to contribute to the broader discourse on teacher quality and educational improvement.

CURRENT STUDY

Teaching competencies have been widely studied across different domains. However, while studies highlight its multidimensional nature, research specific to the Philippines' elementary school context is still lacking. Limited research (Camral & Sumayo, 2025; Canuto et al., 2024; Pacardo & Baguio, 2025) has examined the collective extent of agreement among local elementary teachers regarding their overall teaching competencies. Although prior inquiries have considered factors such as gender (Camral & Sumayo, 2025; Canuto et al., 2024; Farrukh & Shakoor, 2018; OECD, 2019; Pall & Singh, 2025), age (Canuto et al., 2024; OECD, 2019), academic degree (Camral & Sumayo, 2025; Canuto et al., 2024; Pacardo & Baguio, 2025; OECD, 2019), and teaching experience (Camral & Sumayo, 2025; Canuto et al., 2024; OECD, 2019), there remains insufficient empirical local evidence on whether these teacher profiles significantly influence variations in perceived competencies at the elementary level. This leaves a gap in understanding how teachers' self-perceptions regarding teaching competencies align with professional standards and how demographic factors may shape these perceptions. Thus, we underscore the need for a study that systematically investigates both the extent of agreement and profile-based differences in teaching competencies among local public elementary school teachers.

Research Significance

This study is significant both locally and globally, as it contributes to the growing literature on teaching competencies by offering an in-depth and context-specific analysis of the professional capacities of elementary school teachers. Academically, the findings will enrich theoretical perspectives on the multidimensional nature of teaching competence by integrating pedagogical, professional, and personal dimensions. The study provides empirical evidence for policymakers and educational leaders to inform the refinement of standards and guide targeted professional development programs aligned with the needs of elementary school teachers. Practically, the results may benefit school administrators and educators by identifying areas of strength and improvement, leading to more effective capacity-building initiatives. The study highlights competencies that directly influence student learning, engagement, and inclusivity at the classroom level, which are crucial in fostering well-rounded elementary education. This study holds significant social implications, as it highlights the

crucial role of competent teachers in shaping future generations, thereby contributing to national development through enhanced educational quality.

Research aims and questions

This study aimed to determine the extent of agreement among local public elementary school teachers on their overall teaching competencies. It aimed to determine their extent of agreement regarding five domains of teaching competency: professionalism, teaching effectiveness, instructional planning, classroom management, and adaptability. It also determined whether significant differences exist in the agreement when they were grouped according to their demographic profiles. The following research questions guided the study:

1. To what extent do elementary school teachers agree on their teaching competencies?
2. Are there significant differences in the extent of agreement among elementary school teachers on their teaching competencies according to their profiles?

METHOD

Research Design

This study employed a quantitative descriptive survey design, which is well suited for examining and measuring perceptions within a specific group (Creswell & Creswell, 2017). Through a structured survey, the study assessed how elementary school teachers agreed on different domains of teaching competence, including professionalism, teaching effectiveness, instructional planning, classroom management, and adaptability. This approach enabled the collection of standardized data that could be statistically analyzed to identify patterns and levels of agreement among the teachers. It also allowed the study to compare responses across demographic profiles, including age, gender, academic degree, and teaching experience. It made it easier to see how perceptions of teaching competence may vary among different groups while keeping the process systematic and reliable.

Participants

The study involved 65 elementary school teachers from a school district in the Division of Ifugao, DepEd, Philippines. They came from a few public elementary schools within the district that were accessible and representative of the local teaching population. The relatively small sample size reflects the limited number of schools situated in the rural and geographically dispersed areas of the district and similar areas in the Ifugao division. The participants were chosen

through purposive sampling as they actively engaged in classroom instruction and were considered capable of providing accurate insights into their teaching competencies within the elementary education setting. Their selection also mirrors the elementary educational context of Ifugao, where evaluating teaching competencies is crucial to understanding how teachers address the unique challenges of delivering quality education in the locality.

Table 1 shows a predominance of female teachers, representing 63% (N = 41), while male teachers accounted for 37% (N = 24). In terms of age, the majority of teachers fall within the 31–40 years old bracket, 43% (N = 28), followed by those aged 41–50 years, 32% (N = 21), with a smaller proportion of younger teachers aged 20–30 years, 17% (N = 11), and only a few older teachers aged 51 and above, 8% (N = 5). Regarding academic degrees, most teachers hold a bachelor's degree, with 69% (N = 45), while nearly one-third have obtained a master's degree, at 31% (N = 20). There were no teacher participants who finished a doctoral degree. The teaching experience indicates that more than half of the teachers have 1–10 years of teaching experience, 55% (N = 36), 34% (N = 22) have 11–20 years, 6% (N = 4) have 21–30 years, and 5% (N = 3) have more than 31 years.

Table 1

Profiles of Public Elementary School Teachers

Profiles	*N*	*%*
1. Gender		
a. Males	24	37
b. Females	41	63
2. Age		
a. 20–30 years old	11	17
b. 31–40 years old	28	43
c. 41–50 years old	21	32
d. 51 years old and above	5	8
3. Academic Degree		
a. Bachelor's degree	45	69
b. Master's degree	20	31
4. Teaching Experience		
a. 1–10 years	36	55
b. 11–20 years	22	34
c. 21–30 years	4	6
d. 31 years and above	3	5

Instrument

The study employed the Teaching Competency Evaluation for Elementary Teachers (TCEET) survey to assess the extent of agreement among public

elementary school teachers regarding their teaching competencies and to explore potential variations across their demographics. Adapted from Canuto et al. (2024), most items were modified to align with the context of this study. The TCEET evaluates five teaching competency domains: professionalism, teaching effectiveness, instructional planning, classroom management, and adaptability. It was organized into two sections. The first section collects participants' demographic information, including gender, age, academic degree, and teaching experience, while the second section addresses their teaching competencies. This allowed for quantification of teaching competencies and facilitated profile-based comparisons. Responses were recorded using a 4-point Likert scale: 4 = Very Great Extent of Agreement (VGEA), 3 = Great Extent of Agreement (GEA), 2 = Moderate Extent of Agreement (MEA), and 1 = Low Extent of Agreement (LEA).

To ensure the validity of the instrument, the survey was evaluated by three school heads from the same district. With this, the survey yielded a mean score of 3.74, indicating high validity. The comments and suggestions from the validators were also incorporated into the survey. A pilot test was conducted within the same division but in a different district, involving 30 elementary teachers. The survey yielded an overall Cronbach's alpha of 0.82, indicating good reliability. However, from the originally adapted 36 statements, four items were removed since they were measured to have questionable reliability. Thus, the final survey instrument used in the study consisted of 32 items.

Procedures

The study followed a systematic procedure to ensure the collection of accurate and reliable data regarding the teaching competency of public elementary school teachers. First, ethical clearance was obtained to ensure that research standards were adhered to, particularly regarding confidentiality and voluntary participation. Second, approval to conduct the study was then sought from the school authorities. Third, informed consent was obtained from the participants, accompanied by a clear explanation of the study’s objectives and the potential benefits of participation. The consent also included assurance of their anonymity and confidentiality. Fourth, the TCEET survey was administered individually and in person. This approach facilitated efficient data collection. Fifth, once the surveys were completed, responses were carefully checked, recorded, and organized to avoid errors in data entry. The data were processed using statistical software for accurate computation and interpretation. Finally, the results were analyzed and presented to highlight patterns of teaching competencies.

Data Analysis and Management

The answered surveys were carefully reviewed to ensure that all responses were valid for analysis. The responses were collated, tabulated, and summarized. Each item was coded and organized using statistical software, which allowed efficient handling, storage, and retrieval of the data. All participants' identifying details were anonymized. The dataset was securely stored with proper labeling and regular backups. These processes ensured that the data were accurate, well organized, and ready for analysis, supporting credible research outcomes.

Descriptive statistics, including frequency counts, percentages (*%*), mean (*M*), and standard deviation (*SD*), were used to measure the extent of agreement among elementary school teachers regarding their competencies. Inferential statistics, including the *t* test and analysis of variance (ANOVA), were employed to assess statistically significant differences based on demographic characteristics. For interpretation, mean values were categorized as follows: 3.26–4.00 = Very Great Extent of Agreement, 2.51–3.25 = Great Extent of Agreement, 1.76–2.50 = Moderate Extent of Agreement, and 1.00–1.75 = Low Extent of Agreement. These approaches allowed the study to generate meaningful insights, draw valid conclusions, and provide evidence-based recommendations.

Ethical Considerations

This study adhered to ethical standards to protect the rights, privacy, and welfare of all participants. Permission to conduct the study was secured from DepEd and school authorities. Informed consent was solicited from the participants, who were fully briefed on the study's purpose, procedures, and scope. They were assured that their involvement was voluntary, and they had the right to withdraw without any negative consequences. Confidentiality and anonymity were strictly maintained throughout the research process. Personal identifiers were not recorded in the data, and all survey responses were securely stored and accessed only by the researchers. Data were handled responsibly to prevent unauthorized use, ensuring that findings were reported in aggregate form only. These measures ensured that the study complied with ethical research practices while fostering an environment of trust and transparency among participants.

RESULTS

Table 2 shows the extent of agreement among the public elementary school teachers regarding their teaching competencies. Overall, they agreed to a very great extent (M = 3.74, SD = 0.44). Professionalism received the highest rating (M = 3.83, SD = 0.38). It was followed by teaching effectiveness (M = 3.75,

SD = 0.45), adaptability (*M* = 3.74, *SD* = 0.45), instructional planning (*M* = 3.71, *SD* = 0.45), and classroom management (*M* = 3.69, *SD* = 0.48).

Table 2

Extent of Agreement among Public Elementary School Teachers (N = 65) on Their Teaching Competencies

	Teaching Competencies	*M*	*SD*	Descriptive Equivalent
a.	Professionalism	3.83	0.38	Very Great Extent
b.	Teaching Effectiveness	3.75	0.45	Very Great Extent
c.	Instructional Planning	3.71	0.45	Very Great Extent
d.	Classroom Management	3.69	0.48	Very Great Extent
e.	Adaptability	3.74	0.45	Very Great Extent
	Overall Mean	3.74	0.44	Very Great Extent

The differences in teaching competency ratings between male and female elementary school teachers are presented in Table 3. Overall, the mean scores indicate that both genders perceive a very great extent across all domains. The differences between males and females were not statistically significant for professionalism ($t = -1.67$, $p = 0.072$), teaching effectiveness ($t = 0.63$, $p = 0.266$), classroom management ($t = -0.77$, $p = 0.230$), and adaptability ($t = -0.98$, $p = 0.182$).

However, a significant difference was observed in instructional planning ($t = 2.46$, $p = 0.018$), with male teachers rating themselves slightly higher ($M = 3.76$, $SD = 0.43$) than female teachers ($M = 3.68$, $SD = 0.47$). These results suggest that while male and female teachers generally exhibit comparable agreement of teaching competency, male teachers demonstrate a significantly higher self-assessment in instructional planning.

Table 3

Differences in Public Elementary School Teachers' Extent Agreement on Their Teaching Competencies According to Gender

Teaching Competencies	Males (*N* = 24)		Females (*N* = 41)		*t* value	*p* value
	M	*SD*	*M*	*SD*		
a. Professionalism	3.78	0.41	3.85	0.36	-1.67^{ns}	0.072
b. Teaching Effectiveness	3.76	0.45	3.74	0.44	0.63^{ns}	0.266
c. Instructional Planning	3.76	0.43	3.68	0.47	2.46^{*}	0.018
d. Classroom Management	3.67	0.52	3.71	0.46	-0.77^{ns}	0.230
e. Adaptability	3.71	0.48	3.76	0.43	-0.98^{ns}	0.182

Note: * = significant ($p < 0.05$); ns = not significant ($p > 0.05$)

Table 4 presents the extent of agreement on teaching competencies among elementary school teachers across different age groups. Significant differences

were observed in professionalism ($F = 3.09$, $p = 0.001$) and teaching effectiveness ($F = 2.86$, $p = 0.001$). Teachers aged 20–30 ($M = 3.95$, $SD = 0.21$) and those aged 51 and above ($M = 3.90$, $SD = 0.31$) reported higher ratings for professionalism. Teachers aged 51 and above ($M = 3.88$, $SD = 0.33$) and 20–30 ($M = 3.82$, $SD = 0.39$) also reported higher teaching effectiveness ratings.

No significant differences were found in instructional planning ($F = 3.09$, $p = 0.130$), classroom management ($F = 3.09$, $p = 0.060$), or adaptability ($F = 3.49$, $p = 0.081$). This indicates that both the youngest and oldest teachers tend to rate themselves higher in professionalism and teaching effectiveness, suggesting that enthusiasm among novice teachers and accumulated experience among veteran teachers contribute positively to these competency areas.

Table 4

Differences in Public Elementary School Teachers' Extent of Agreement on Their Teaching Competencies According to Age

Teaching Competencies	20–30 y/o ($N = 11$)		31–40 y/o ($N = 28$)		41–50 y/o ($N = 21$)		51 y/o and above ($N = 5$)		*F* value	*p* value
	M	***SD***	***M***	***SD***	***M***	***SD***	***M***	***SD***		
a. Professionalism	3.95	0.21	3.77	0.42	3.79	0.41	3.90	0.31	3.09^{*}	0.001
b. Teaching Effectiveness	3.82	0.39	3.68	0.49	3.76	0.43	3.88	0.33	2.86^{*}	0.001
c. Instructional Planning	3.82	0.39	3.70	0.46	3.66	0.48	3.77	0.43	3.09^{ns}	0.130
d. Classroom Management	3.74	0.44	3.64	0.50	3.78	0.42	3.60	0.62	3.09^{ns}	0.060
e. Adaptability	3.66	0.48	3.71	0.47	3.82	0.39	3.85	0.37	3.49^{ns}	0.081

Note: * = significant ($p < 0.05$); ns = not significant ($p > 0.05$)

Table 5 compares teaching competency ratings between teachers holding a bachelor's degree and those with a master's degree. For professionalism ($t = -0.79$, $p = 0.223$), instructional planning ($t = -1.08$, $p = 0.153$), and classroom management ($t = 0.77$, $p = 0.233$), no significant differences were observed.

Significant differences were found in teaching effectiveness ($t = -2.34$, $p = 0.015$) and adaptability ($t = 3.76$, $p = 0.007$). Teachers with a master's degree reported slightly higher ratings in teaching effectiveness ($M = 3.80$, $SD = 0.41$) than those with a bachelor's degree ($M = 3.72$, $SD = 0.46$). Those with a bachelor's degree scored higher in adaptability ($M = 3.77$, $SD = 0.43$) than master's degree holders ($M = 3.66$, $SD = 0.48$). This suggests that teachers with master's degrees are more effective teachers. In contrast, those with bachelor's degrees exhibit stronger adaptability, reflecting how advanced training enhances instructional skills.

Table 5

Differences in Public Elementary School Teachers' Extent Agreement on Their Teaching Competencies According to Academic Degree

Teaching Competencies	Bachelor's Degree ($N = 45$)		Master's Degree ($N = 20$)		*t* value	*p* value
	M	***SD***	***M***	***SD***		
a. Professionalism	3.82	0.39	3.84	0.37	-0.79^{ns}	0.223
b. Teaching Effectiveness	3.72	0.46	3.80	0.41	-2.34^{*}	0.015
c. Instructional Planning	3.70	0.46	3.74	0.44	-1.08^{ns}	0.153
d. Classroom Management	3.71	0.46	3.66	0.53	0.77^{ns}	0.233
e. Adaptability	3.77	0.43	3.66	0.48	3.76^{*}	0.007

Note: * = significant ($p < 0.05$); ns = not significant ($p > 0.05$)

The differences in teaching competencies among elementary school teachers, based on their teaching experience, are presented in Table 6. Significant differences were observed across all competency domains: professionalism ($F = 3.09$, $p = 0.001$), teaching effectiveness ($F = 2.85$, $p = 0.001$), instructional planning ($F = 3.08$, $p = 0.001$), classroom management ($F = 3.09$, $p = 0.001$), and adaptability ($F = 3.45$, $p = 0.001$).

Teachers with longer teaching experience generally reported a higher extent of agreement in professionalism, adaptability, and certain areas of teaching effectiveness. Overall, the findings suggest that teaching experience plays a significant role in enhancing all areas of teaching competency, indicating that prolonged classroom exposure and professional practice contribute to greater confidence and mastery across various domains.

Table 6

Differences in Public Elementary School Teachers' Extent of Agreement on Their Teaching Competencies According to Teaching Experience

Teaching Competencies	1–10 years ($N = 36$)		11–20 years ($N = 22$)		21–30 years ($N = 4$)		31 years and above ($N = 3$)		*F* value	*p* value
	M	***SD***	***M***	***SD***	***M***	***SD***	***M***	***SD***		
a. Professionalism	3.84	0.37	3.78	0.42	3.83	0.38	3.92	0.28	3.09^{*}	0.001
b. Teaching Effectiveness	3.73	0.46	3.77	0.43	3.90	0.31	3.68	0.47	2.85^{*}	0.001
c. Instructional Planning	3.69	0.46	3.77	0.43	3.72	0.46	3.58	0.50	3.08^{*}	0.001
d. Classroom Management	3.72	0.45	3.67	0.50	3.50	0.71	3.71	0.46	3.09^{*}	0.001
e. Adaptability	3.69	0.46	3.77	0.45	3.83	0.39	3.88	0.34	3.45^{*}	0.001

Note: * = significant ($p < 0.05$); ns = not significant ($p > 0.05$)

DISCUSSION

The results show that public elementary school teachers perceive themselves as possessing teaching competencies to a very great extent, particularly in professionalism, which received the highest rating. Aside from professionalism, it also indicates that the very great extent of competence across the other domains of instructional planning, teaching effectiveness, classroom management, and adaptability resonates strongly with established national and international teaching standards. These competencies align with the PPST (DepEd, 2017), which conceptualizes national teacher quality as a multidimensional construct encompassing professional knowledge, practice, and ethical engagement.

The teachers' high self-assessment in professionalism reflects the PPST's emphasis on integrity, accountability, and commitment. This supports studies that emphasize the importance of professionalism as the ethical and behavioral foundation of effective teaching and pedagogical practices (Canuto et al., 2024; Darling-Hammond et al., 2017; Pacardo & Baguio, 2025). These findings confirm that professionalism is not merely a disposition but a competence supported by continuous professional development, echoing the role of reflective growth highlighted in TALIS (2018).

Building on this, the strong ratings in teaching effectiveness and instructional planning further substantiate earlier studies that instructional quality is grounded in teachers' capacity to design coherent lessons, employ adaptive methods, and align instruction with learner needs (Camral & Sumayo, 2025; Gao et al., 2022; Simonson et al., 2021). The findings align with the view that teaching effectiveness is not static but emerges from ongoing teacher–student interaction, contextual demands, training, and reflective practice (Canuto et al., 2024; Vieluf & Klieme, 2023). This integrative understanding reinforces the assumption in PPST and TALIS (2018) that teacher competence is dynamic and evolving, shaped by accumulated classroom experiences and professional learning. The present results also support the claim that instructional planning functions as the structural bridge between professional intent and pedagogical execution, confirming that thoughtfully designed instruction enhances clarity, engagement, and learning coherence.

The very great extent of perception in classroom management corroborates extensive research noting that well-managed classrooms provide structure and sustained engagement (Parsonson, 2012; Sieberer-Nagler, 2015). These results highlight that teachers can combine professional consistency with effective management routines to create positive learning environments. The interrelationship observed between professionalism and classroom management reflects the literature's assertion that ethical behavior, fairness, and consistency underpin teachers' authority and foster trust among students. In this sense, the findings reinforce a holistic perspective of teaching competence, one in which

management is viewed not merely as control but as relational, ethical, and organizational work.

Equally notable is the very great extent of perception in adaptability, which echoes studies arguing that adaptability encompasses the cognitive, emotional, and behavioral dimensions of teacher expertise (Galang et al., 2024; Gebre et al., 2025; Mistareehi, 2020; Molina-Moreno et al., 2024). The teachers' capacity to adjust pedagogical strategies, communicate effectively, and respond to diverse learners aligns with the broader socioemotional dimensions of teaching emphasized in recent scholarship. These findings also reinforce the growing recognition in TALIS and PPST that adaptability is crucial as education systems face rapid technological, sociocultural, and curricular changes.

Anchoring these findings within broader qualification frameworks further extends their relevance. The competencies demonstrated by teachers align with the expectations outlined in the PQF, which emphasizes professional accountability, critical thinking, and problem solving as key qualifications (Congress of the Philippines, 2018). Similarly, alignment with the AQRF indicates that these competencies are not only nationally defined but also regionally comparable (ASEAN, 2025), strengthening the study's global and interdisciplinary significance. Relating the PQF and AQRF in the study situates the findings within a broader movement toward harmonizing educational standards across ASEAN countries, supporting cross-border mobility and mutual recognition of qualifications.

Turning to the influence of teacher profiles, the study found limited variability in competence across demographic categories, with significant differences associated primarily with age and teaching experience. These results corroborate prior findings that demographic factors such as gender generally do not produce substantial differences in teaching competence (Farrukh & Shakoor, 2018; Pall & Singh, 2025; OECD, 2019). Although gendered expectations may shape perceptions of teaching roles (Sebastian, 2022; Wood, 2012), competence itself appears to be shaped more by contextual and developmental factors. The findings reinforce the need for gender-responsive professional development that values diverse expressions of competence while ensuring equal opportunities for growth and development.

The significant differences found across age and experience align with studies arguing that competence develops through practice, reflection, and prolonged exposure to classroom demands (Canuto et al., 2024; OECD, 2019). Younger teachers may display creativity and enthusiasm but initially lack the pedagogical depth and management confidence gained through experience. Meanwhile, more experienced teachers demonstrate stronger instructional control and decision-making rooted in accumulated professional judgment. These findings underscore the importance of mentoring, induction programs, and differentiated

professional development, directions consistent with PPST's career stages and PQF's emphasis on lifelong learning.

Beyond confirming earlier studies, the present study contributes new insights by situating teachers' perceived professionalism, teaching effectiveness, instructional planning, classroom management, and adaptability within a comparative, multilevel lens, showing how they vary across gender, age, degree, and experience, elements often underexamined in Philippine-based competency research. By integrating these perspectives, the current study advances the literature by offering a more nuanced understanding of how competence is both individually and contextually mediated.

Beyond simply confirming earlier work, this study's unique contribution lies in bridging the PPST (DepEd, 2017), TALIS (2018), PQF (Congress of the Philippines, 2018), and AQRF (ASEAN, 2025) frameworks to illustrate how teacher competence can be understood simultaneously within national standards, international assessments, and regional qualification systems. This multidimensional alignment extends studies by demonstrating that teachers' high competence levels are not isolated to the Philippine context but are coherent with global competency discourses.

The broader significance of these findings becomes evident when considered in the context of ongoing policy directions and teacher education reforms. The teachers' consistently high competence perceptions indicate that the structures embedded within the PPST effectively shape teacher practice. However, the variations associated with their profiles reveal that competence develops along differentiated professional trajectories. This observation highlights the need for more refined professional learning pathways, including structured induction for novice teachers, specialized mentorship for mid-career teachers, and advanced leadership or subject-expert tracks for seasoned practitioners.

Such calibrated developmental structures parallel models found in international countries with a strong educational sector, where career-stage expectations and competency-based progression create a coherent continuum for teacher development. Framing the results within these global patterns highlights the relevance of adopting similarly tiered systems in Philippine teacher education, acknowledging the dynamic and cumulative nature of professional growth.

Moreover, aligning teacher education curricula and in-service professional development with PQF and AQRF extends the relevance of these findings beyond national policy, contributing to regional and global conversations on teacher quality, competency-based education, and qualification comparability. The integration of PQF and AQRF into teacher preparation not only enhances mobility and mutual recognition within ASEAN countries but also supports broader international alignment with global qualification frameworks used in other countries. This situation situates the Philippine teaching profession within a global

movement toward harmonized standards that strengthen professional credibility, enhance cross-border comparability, and foster international collaboration.

By demonstrating that Philippine teachers exhibit competencies consistent with both regional and global expectations, the study provides context-specific yet internationally resonant evidence that informs ongoing debates on teacher quality and professionalization. These insights reinforce the practical value of this study in enhancing teacher education, informing policy development, and promoting the harmonization of multilevel qualifications across local, regional, and global contexts.

CONCLUSIONS AND IMPLICATIONS

The teaching competency of elementary school teachers encompasses the knowledge, skills, and professional attributes required to effectively facilitate learning, manage classrooms, and support the holistic development of young learners. In light of this, this study aimed to assess the extent of agreement among public elementary school teachers concerning their overall teaching competencies. It determined their agreement on professionalism, teaching effectiveness, instructional planning, classroom management, and adaptability. The study also determined whether significant differences in these competencies exist when teachers are categorized based on their demographic profiles.

Overall, teachers perceived themselves as highly competent across all domains, with professionalism receiving the highest ratings, followed by teaching effectiveness, instructional planning, adaptability, and classroom management. Gender differences were minimal, with male and female teachers reporting similar competencies, except for a slightly higher rating by males in instructional planning. Significant differences emerged across age groups, with the youngest and oldest teachers reporting higher professionalism and teaching effectiveness. Teachers with advanced degrees rated themselves higher in terms of teaching effectiveness, while teaching experience was positively related to professionalism, adaptability, and teaching effectiveness.

The study's results have important implications for the development and support of local elementary school teachers. The results suggest that teaching competency is shaped more by experience, age, and academic degree than by gender alone. Professionalism emphasizes the need to continue fostering ethical practice, accountability, and commitment in educational settings. Significant differences across demographic profiles highlight how experience, formal education, and maturity influence specific competencies, including teaching effectiveness, adaptability, and instructional planning.

The study emphasizes the importance of ongoing professional development, mentoring, and reflective practice in supporting both novice and experienced teachers. The study suggests that continuous learning, practical

experience, and targeted professional development are crucial for maintaining and enhancing teaching competencies to ensure high-quality and holistic elementary education.

LIMITATIONS AND RECOMMENDATIONS

Although this study provides valuable insights, several limitations should be acknowledged. It relied on self-reported data, which may be influenced by social desirability bias, as teachers could have rated their competencies more favorably. The sample was small and limited to public elementary school teachers within a single district, which restricted the generalizability of the findings to other contexts. While demographic factors were considered, other variables, such as school resources, class size, or access to professional development, were not examined. The survey measured perceived rather than actual teaching competencies, so it may not fully reflect classroom effectiveness. The structured survey may have constrained participants from elaborating on their experiences, and its cross-sectional design captures perceptions at a single point in time, limiting the ability to assess changes in competencies over time or in response to professional development.

Based on the study's findings and limitations, several recommendations are proposed. Schools and education authorities are encouraged to design targeted professional development initiatives to enhance teaching competencies, addressing specific areas where teachers may benefit from additional support. Creating structured mentoring programs that pair experienced teachers with novice educators could strengthen instructional planning, classroom management, and adaptability, fostering a culture of continuous learning and professional growth among elementary school teachers. It is suggested that the study be expanded to include a larger and more diverse sample of elementary schools, which can enhance generalizability. Longitudinal studies could track the development of competencies over time, particularly in relation to professional development programs, mentoring, and changes in teaching experience. Future research may also employ a mixed-methods approach, incorporating classroom observations and peer evaluations to complement self-assessments and provide a more comprehensive view of teaching competencies.

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Appendix A:
Teaching Competency Evaluation for Elementary Teachers (TCEET)

I. Profile

a. Gender: ___ Male ___ Female
b. Age (in years): _____
c. Academic Degree: ___ Bachelor's ___ Master's ___ Doctorate
d. Teaching Experience (in years): _____

II. Extent of Agreement on Teaching Competencies

Directions: Please read each statement carefully and indicate the extent of your agreement based on your perceptions of the teaching competencies. Use the scale below that best reflects your perceptions.

4 = Very Great Extent of Agreement (VGEA)
3 = Great Extent of Agreement (GEA)
2 = Moderate Extent of Agreement (MEA)
1 = Low Extent of Agreement (LEA)

Teaching Competencies	Ratings			
	4 VGEA	3 GEA	2 MEA	1 LEA
A. Professionalism				
1. Displays behaviors appropriate to professional conduct:				
1.1. Attendance.				
1.2. Punctuality in submitting requirements.				
1.3. Wearing proper attire and complete uniforms.				
1.4. Effective communication with colleagues.				
2. Displays an interest in self-improvement in the quality of teaching.				
3. Participation in school-related and extracurricular activities and meetings.				
B. Teaching Effectiveness				
1. Utilizes a variety of teaching methods and strategies.				
2. Develop lesson and instructional materials for diverse learners.				
3. Exhibits ability to develop cooperative/collaborative learning opportunities within lessons.				
4. Involves each student in active and maximum participation in each lesson.				
5. Uses praises, feedback, and criteria or rubrics to evaluate student progress.				
6. Uses questions at various levels to stimulate student thinking.				
7. Supports student progress in performance through nonverbal gestures.				
8. Consistently and regularly checks for student understanding using various assessment techniques.				
9. Uses student evaluation techniques that are consistent with lesson objectives.				
10. Displays flexibility in lesson planning and modifies as needed while teaching.				
C. Classroom Management				

1. Exhibits the ability to exercise routine matters among students efficiently.				
2. Utilizes available time and/or space for maximum participation by students.				
3. Efficiently organizes students and classes to maximize learning for instruction.				
4. Exhibits anticipation by having available and necessary or supplementary materials required for learning.				
5. Prepares learning experiences and lessons that enhance interest and decrease student disinterest.				
6. Creates an appropriate and conducive environment for learning.				
D. Instructional Planning				
1. Design appropriate learning objectives.				
2. Designs effective course materials and daily lesson plans with appropriate resources.				
3. Design quality tasks based on learning progressions and student needs.				
4. Designs learning experiences according to students' progress.				
5. Evaluates the effectiveness of personal teaching practices objectively.				
6. Uses critical thinking to evaluate daily lessons and makes needed revisions.				
E. Adaptability				
1. Uses a clear voice with appropriate intonation and loudness depending on the needs of the class.				
2. Shows enthusiasm for teaching by adjusting energy and engagement to suit different lessons, topics, or student needs.				
3. Maintains professional appearance in alignment with teaching and school expectations.				
4. Makes initiative in teaching responsibilities by demonstrating confidence, leadership, and creativity, and trying new approaches when needed.				

Bios

HENRY JR. BALABAL, MA, is an Elementary School Teacher at the Tinoc District, Division of Ifugao, Department of Education, Ifugao, 3609, Philippines. His research interest encompasses elementary education, curriculum development, educational management, and teacher professional development.
Email: henryjrbalabal@gmail.com

PETER PAUL CANUTO, MA, is an Assistant Professor at the College of Education, Ifugao State University (IFSU) - Tinoc Campus, Tinoc, Ifugao, 3609, Philippines. His research interests encompass STEM and STEAM education, teacher education, higher education, and teacher competencies and professional development.
Email: ifsupeterpaul@gmail.com
ORCID: https://orcid.org/0000-0003-0733-7194

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