

TEACHERS' COMPETENCE ON INSTRUCTIONAL STRATEGIES AND ACADEMIC PERFORMANCE

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Abstract

This research investigated the correlation between teachers' instructional strategies competence and students' academic performance in a state college in Northwest part of Negros Island. The study utilized a descriptive-correlational design and 869 college students assessed their teachers' instructional strategies using the revised Approaches to Teaching Inventory across three domains: Conceptual Change (Student-Focused), Conceptual Change (Teacher-Focused), and Information Transmission (Teacher-Focused). Results showed that teachers' instructional strategies competence was rated as "High (overall mean = 4.0) across the three domains. Meanwhile, students demonstrated a "Very Good" overall academic performance, with significant variations among academic programs. A significant positive moderate correlation ($p = 0.637$, $p = 0.016$) was found between teachers' instructional strategies competence and students' performance. The findings highlight the importance of varied and effective teaching strategies in enhancing academic outcomes. It is therefore recommended that institutions support faculty through continuous professional development to sustain higher instructional competence to further upraise student achievement in line with the institution's mission of educational excellence.

Keywords: Competence, Instructional Strategies, Academic Performance.

Introduction

Education moved away from a knowledge-based and instructor-centered paradigm in the 1990s. However, the Philippines has been slow in shifting lifelong learning. After three decades, educational institutions have yet to embrace learning and learner-focused philosophies, models, and delivery systems according to (Bautista, 2023).

Today, the students need different methodologies or instructional strategies to help them become independent and strategic learners. There has been a lot of debate regarding our education system and how it needs to be revolutionized to benefit the students. With science and technology growing at breakneck speed, it is time for educationists to adopt new teaching methods and tools, (Jain, 2014).

(Veena, 2015) said that many of our teachers and educators lack the necessary skills themselves to be comfortable in playing a leadership role in the integration of technology into classrooms. Teachers' competencies must be reviewed so that it should be redefined depending on the development of the whole life of man and education.

Thus, effective teachers should create a safe and positive environment for their at-risk students with organizational and classroom management skills. They use a variety of strategies to reach students, and implement high expectations for success.

As a college instructor, the need to come up with substantial information about instructional strategies employed by teachers so vital to the realization of the mission and vision of the institution: Excellence, Competence, and Educational Leadership in Science and Technology, hence this study.

Statement of the Problem

This study aimed to determine the teachers' competence on instructional strategies and students' academic performance.

Specifically, the study sought to answer the following questions:

1. What is the extent of teachers' competence on instructional strategies as assessed by the students according to the following components:
 - a. Conceptual Change (Student Focused)

- b. Conceptual Change (Teacher Focused)
 - c. Information Transmission (Teacher Focused)
2. What is the level of students' academic performance when grouped according to course?
3. Is there a significant relationship between the extent of teachers' competence on instructional strategy and the level of students' academic performance?

Hypothesis

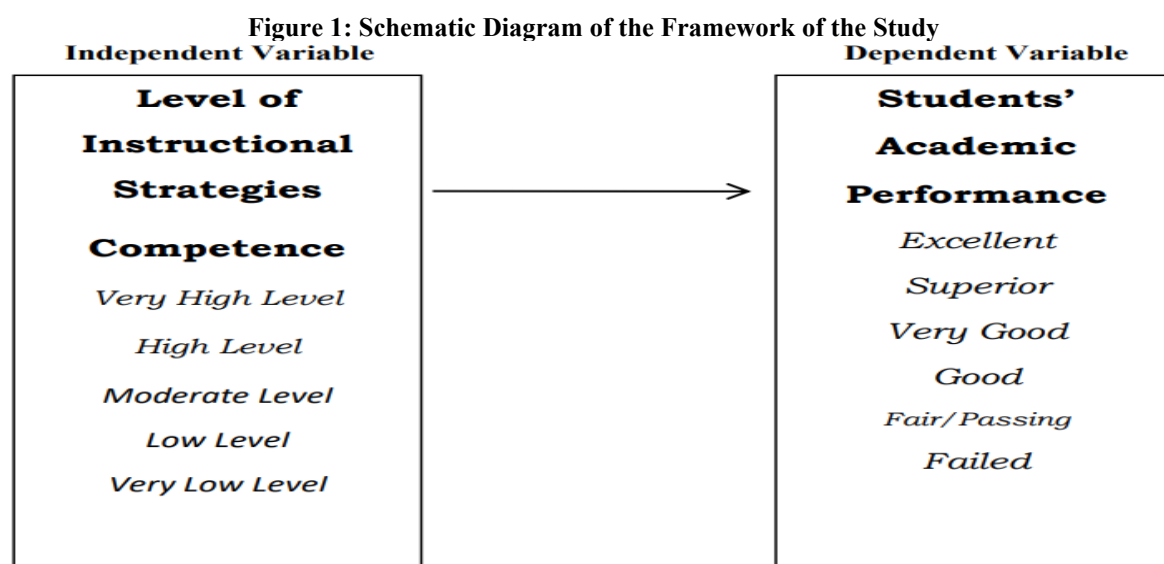
There is no significant relationship between the level of teachers' competence on instructional strategy and students' academic performance.

Theoretical Framework

The theoretical framework for this study is anchored in two theories: *Cognitive theory* which concerns those mental processes that cannot be observed through human beings' problem solving process and human beings' learning strategies. It studies human brains' thinking process. Cognitivists believe that a human being possesses intrinsic modes of receiving, processing and utilizing information at different cognitive development stages; advocate the study of

people's cognitive development processes and models, and design different instructional programs based on one's cognitive development needs at different developmental stages. This theory is represented by Jane Piaget (1898-1980), Jerome Seymour Bruner (1915-) and David P. Ausubel (1918-2008).

Cognitive Flexibility Theory is proposed and advocated by Rand Spiro and others. This theory comes from cognitive theory represented by Jean Piaget (1898-1980), Jerome Seymour Bruner (1915-) and David P. Ausubel (1918-2008). Its adherents believed that the learning process takes place in complex and ill-structured domains. Cognitive flexibility theory holds that learning must have its specific environment, but it needs informational support from various fields. Instruction must be able to provide students with a variety of learning scenarios so that students have a vast space to construct their knowledge, and can take appropriate strategies to learn in a specific context. This theory greatly influences network and interactive technologies.



Related Literature and Studies

(Jain, 2014) said that instructional strategies enable students to focus their attention, organize their learning material for better understanding and help teachers to provide a suitable platform for strategic learning. There are a number of teaching methods with their various pros and cons. Therefore, the selection of a strategy is critical and must be done with utmost care by teachers in coordination with their students.

(Salana, 2010) stated in his book that effective teachers used an array of teaching strategies,

because there is no single, universal approach that suits all situations. Some strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain background learning styles and abilities. Teaching strategies will promote students' intellectual quality, global and local connectedness, supportive social environment and recognition of difference. Effective teaching strategies will prepare students for current and perspective demands of new economies, new social institutions and increasingly diverse communities and complex cultures.

(Ravitch, 2014) defines differentiating instruction as a form of instruction that seeks to maximize each student's growth by recognizing that students have different ways of learning, different interests, and different ways of responding to instruction. In practice, it involves offering several different learning experiences in response to students' varied needs.

(Williams, 2012) in her study concluded that the successful implementation of differentiated instruction requires a positive teacher mindset, professional development, and mentoring for strategies to be successfully integrated. Educators who differentiate learning are focused on varying activities, allowing student choice, promoting personal connections to the learning, and challenging all students to achieve high expectations.

(Andersen, 2011) in her study, revealed that full-time instructors spend considerably more time in professional development activities related to teaching math than part time instructors. They participate in more general professional development, are almost twice as likely to participate in math-specific professional development, are more likely to read articles related to teaching math, and they engage in more social interactions related to teaching math. The differences between full-time and part-time instructors are not surprising.

(Baladjay, 2014) in his study on the teachers' level of instructional competence, mostly are "Very Highly Competent; and most of the students enrolled in College Algebra have fair performance in the said subject.

(Porferio, 2020) in his study competencies of the senior high school students in the Philippine K-12 educational system has brought with it several concerns, primarily, with their mismatch with the expectation set for the program. As such, the challenges encountered in the K-12 transition are crucial to be addressed by developing strategies and initiatives in aligning the competencies of the K-12 students with their expected competencies.

In the study of (Fernandez, 2013) entitled "Relationship between the socio-demographic profile and teachers' competence among teacher-respondents", revealed that teacher-respondents' competence is not significantly related to gender (p -value of 0.668) and educational background (p -value 0.120) as compared to $\alpha = 0.05$.

As a whole younger teachers got an over-all mean of 4.42, interpreted as "Very High" and older teachers got an over-all mean of 4.19 interpreted as "High".

The teachers with bachelor's degree got the "Very High" rating with a sub mean score of 4.30 while those with master's and doctorate degrees got a rating of "High" with a sub mean score of 4.03 and 4.16.

Generally, the teachers with bachelor's, master's and doctorate degrees are "Very Highly" competent in instructional strategies.

This implies that the teachers really believe that they are very skillful in utilizing different instructional strategies in teaching.

(Fernandez, 2013) study on "Relationship between the Socio-Demographic Profile and Teachers' Competence among Teacher-Respondents", revealed that teacher-respondents' competence is not significantly related to gender.

Methodology

The descriptive-correlational design was used which primarily employed the use of a questionnaire. This study used the descriptive method where information about the present existing conditions were gathered to determine the college teachers' competence in instructional strategies and its relation to students' academic performance.

According to (Tan, 2011) descriptive research employs systematic observation and recording of data without manipulation of observed phenomenon.

This design is considered appropriate in this study because it uses methods concerned with the collection, description, and analysis of a set of data without drawing conclusions or inferences about a larger set. It also uses tables, percentages and averages as tools. Data were subjected to statistical analyses using Mean, Pearson-r correlation and Mann Whitney U-Test.

Locale of the Study

This study was conducted in a state college on the Northwest coast part of Negros Island.

Respondents of the Study

The respondents of this study were 869 college students from 6 programs.

Data Gathering Instruments

To measure the competence of instructional strategies of college teachers, a teacher made questionnaire was utilized.

Part I of the Questionnaire was the profile of the respondents: age, sex, employment status, educational attainment, area of teaching assignment, average monthly income and number of years of teaching.

Part II is to explore the level of instructional strategies competence, the Approaches to Teaching Inventory-Revised (Instructional Strategies Survey) was used. This inventory was designed to explore dimensions of the way the teacher teach in a specific subject. It has three (3) components: CCS-Conceptual Change: (Student Focused), CCT-Conceptual Change (Teacher Focused) IT-Information Transmission (Teacher Focused) and the CCS scale questions are about what the students are doing in the class, whereas the CCT scale is about what the teacher is doing in the classroom.

The items are scored on a five-point Likert scale ranging from *Almost Always True, Frequently True, True for Me, Only Sometimes True, Only Rarely True*. All the items used are positively formulated so that no recoding is required at the processing stage.

Validity of the Research Instrument

Validity of the questionnaires was determined by using the questionnaire on the *Research Instrument Evaluation Form* as set forth by Good and Scates. Research professionals and experts in the field of instructional strategies competence validated the instruments. The average ratings of Instructional Strategy Inventory Questionnaire 4.56 was interpreted as “Excellent”; hence, the instrument was considered valid.

Reliability of the Research Instrument

After establishing the validity, the questionnaire on Instructional Strategies was subjected to reliability testing using the Cronbach’s Alpha using the Statistical Package for the Social Sciences (SPSS). The alpha coefficient for the instructional strategy inventory is 0. 837 which is higher than 0.7 and is interpreted as “Very Reliable.

Data Gathering Procedure

To the respondents, an introductory letter, outlining the purpose of the study accompanied by a copy of the questionnaire was given. The researcher asked the assistance of the dean in data gathering.

The study employed three analytical schemes which are descriptive, comparative and relational.

To determine the profile of the college teachers, a descriptive scheme was used.

To determine extents of competence in instructional strategies the mean was used.

The mean of the average grades of the semestral grades of the students were obtained from the registrar’s office. The term grades of the students were based on the Grading System with Circular

Number 15, Series of 1961 and interpreted using the scale below as basis for determining/evaluating students’ achievements in all subjects.

Semestral Grade	Verbal Description
95-100	Excellent
90-94	Superior
85-89	Very Good
80-84	Good
75-79	Fair/passing
65-74	Failure

Results and Discussion

The result of the summary of the extent of competence in instructional strategies as assessed by the students according Conceptual Change (Student Focused), Conceptual Change (Teacher Focused) and IT-Information Transmission (Teacher Focused) is 4.0 which is interpreted as “High”.

This implies that the students are consistent on their ratings of the teachers in all categories on the instructional strategies employed by the teachers inside the classroom. There is still a need for the teachers to improve their instructional strategies used in teaching in order to meet the learning styles of the students.

(Andersen, 2011) in her study, revealed that full-time instructors spend considerably more time in professional development activities related to teaching math than part time instructors. They participate in more general professional development, are almost twice as likely to participate in math-specific professional development, are more likely to read articles related to teaching math, and they engage in more social interactions related to teaching math. The differences between full-time and part-time instructors are not surprising. Full-time instructors receive more access to and support for professional development and, by the nature of their full-time status, they are able to focus their energies on their profession (if they choose to do so). If educational institutions believe instructors should be well-informed about teaching and learning within their discipline area, they need to either reconsider their hiring practices or find a way to support the professional development of part-time instructors. This contradicts the result of the present study because limited number of teachers are sent to attend seminars or conferences on teaching strategies and there are cases that the same teacher/s are sent to by the school which deprived the other teachers to keep abreast with the latest trends in teaching.

Table 1: Summary of the Extent of Competence in Instructional Strategies as Assessed by the Students

Instructional Strategies	Mean	Interpretation
Conceptual Change - Student Focused	3.96	High
Conceptual Change - Teacher Focused	4.00	High
IT-Information Transmission - Teacher Focused	4.05	High
Level of Over-all Mean	4.00	High

Students' Academic Performance

This study determined the level of academic performance of the students. the data revealed that the students were “very good” when they were grouped according to age, sex and average monthly income; however, when they were grouped by area the BSA students obtained a mean grade of 90.52, interpreted as “Superior” while the BSIS students obtained a mean score of 83.41, interpreted as “Good”.

As a whole, the students had an over-all average of 85.92 which is interpreted as “Very Good”.

This study implies that the students are performing well despite of the groupings; however, when if they

were grouped by program the BSA students which are considered as the “cream of the crop” stood out compared to the other programs.

This study of (Dagdag, 2019) concluded that the academic needs of a number of students include, but not limited to, proficient English speaking skills, focused attention during class discussion, confidence in expressing their thoughts and ideas, and good study habits. Some students need having parents with no vices who support them morally in their studies. More so, students also specified that they need financial support for their studies and everyday needs.

Table 2: Level of Students' Academic Performance

Programs	Mean	Interpretation
BSA	90.52	Superior
BSACT	85.73	Very Good
BSOA	84.40	Very Good
BSIS	83.41	Good
BSE	84.70	Very Good
BSBA	84.40	Very Good
Over-all Mean	85.53	Very Good

Relationship Between the Teachers' Instructional Strategies Competence and Students' Academic Performance

Result revealed that there was a significant relationship between teachers' instructional strategies competence and students' performance since $\rho = 0.637$ had a $p\text{-value} = 0.016$ which was less than 0.05 level of significance. Therefore, the hypothesis is rejected.

This conforms the study of (Saliot, 2011) in her study which concluded that there was moderate

correlation between the competencies of college instructors and the factors affecting the academic performance of students.

(Abao, 2014) discloses in his study that there is a significant relationship between the Grade 5 students' reading achievement and teacher's instructional competence. This aptly reveals that teaching methods affect students' proficiency in reading.

Table 3: Relationship Between the Instructional Strategies Competence and Students' Academic Performance

Variable	Rho	p-value	Interpretation
Instructional Strategies Competence and Academic Performance	.637	0.016	Positive Moderate

*significant @ p-value <0.05

Conclusion

1. The findings of the study revealed that college teachers demonstrated a high level of competence in instructional strategies as assessed by students, particularly in the two areas: Conceptual Change (Student-Focused and Teacher-Focused) and Information Transmission (Teacher-Focused). This indicates that students constantly distinguish the strategic efforts and value the instructional approaches utilized by their teachers to facilitate and enhance their learning.

2. With regard to the student's academic performance, students across various courses generally performed at a "Very Good" level, with notable excellence among Bachelor of Science in Accountancy students and relatively lower performance among Bachelor of Science in Information Systems students.

3. Importantly, a significant positive relationship was found between teachers' instructional strategy competence and students' academic performance, suggesting that higher teacher competence is associated with better student performance in math. These results highlight the essential role of competent, strategic-driven instruction in enhancing student achievement.

Recommendations

Teachers should use different strategies in teaching. There is no single, universal approach that is true in all subjects. Other strategies are better to teaching certain skills and fields of knowledge while others are better suited to certain background learning styles and abilities.

The administration should send teachers to attend seminars and training related to instructional strategies and pursue doctorate degree preferably on their field of specialization to keep abreast with their field.

Moreso, for students' academic performance, teachers should conduct tutorial to students to improve their grades.

Conflict of Interest

The author declares no conflict of interest in conducting this research.

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