

Teaching Competence among Public Elementary School Teachers in Patikul District, Division of Sulu: An Assessment

Bilina S. Julain^{1*} Abdel J. Amilhamja^{2*}

School of Graduate Studies, Sulu State College, Jolo, Sulu, 4700, Philippines

*Corresponding author: sscgspub@sulustatecollege.edu.ph

ABSTRACT. This study examined the teaching competence of public elementary school teachers in Patikul District, Division of Sulu, with emphasis on instructional delivery, classroom management, and assessment and feedback. A descriptive–correlational research design was used, involving 100 teachers selected through purposive sampling during the School Year 2025–2026. Data were gathered using a validated questionnaire and analyzed through descriptive and inferential statistics, including frequency, percentage, weighted mean, standard deviation, t-test, one-way analysis of variance (ANOVA), and Pearson correlation. The findings show that teachers demonstrate a very high level of competence across all domains, with classroom management receiving the highest ratings and assessment and feedback the lowest among the three areas. No significant differences were found when respondents were grouped according to age, gender, civil status, and length of service. However, a significant difference emerged in the domain of assessment and feedback when grouped by educational attainment. Correlation results further indicate a significant relationship between classroom management and assessment and feedback, as well as a moderate association between instructional delivery and classroom management. In contrast, no significant relationship was observed between instructional delivery and assessment and feedback. Overall, the findings suggest that teaching competence functions as an interconnected system, emphasizing the importance of strengthening assessment practices within instructional processes to further improve teaching effectiveness.

KEYWORDS: *teaching competence, instructional delivery, classroom management, assessment and feedback, elementary teachers, Patikul District, Sulu*

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1. INTRODUCTION

Education plays a crucial role in national development, and its quality is largely influenced by the competence of teachers who facilitate learning. In the Philippines, public elementary school teachers are key agents in developing foundational skills and shaping learners' cognitive, moral,

and socio-cultural growth. For this reason, enhancing teaching competence is essential in ensuring equitable and quality education across the country.

Teaching competence refers to the knowledge, skills, attitudes, and values needed to design meaningful learning experiences and support holistic student development. This is clearly outlined in the Philippine Professional Standards for Teachers (PPST) (DepEd, 2017). Previous studies have emphasized the importance of teacher competence in improving student outcomes and supporting educational reforms. For instance, Malunes and Dioso (2020) identified teaching competence as a critical factor in instructional quality, while Cabradilla (2025) and Gapol and Limpot (2023) reported existing gaps in training, resources, and professional development, particularly between urban and rural settings.

These challenges are more evident in geographically isolated and conflict-affected areas such as Patikul District in the Division of Sulu. In these contexts, teaching and learning are influenced by limited resources, security concerns, and diverse cultural backgrounds. A study by Abdulmotalib (2022) examined selected 21st-century teaching competencies in Patikul West District; however, its scope was limited and did not fully address the broader dimensions of teaching competence. This indicates the need for a more comprehensive and context-based assessment of teachers' competence in the district.

Existing studies on teaching competence in the Philippines have mainly focused on more accessible regions, particularly in Luzon and Visayas (Cabradilla, 2025; Gapol & Limpot, 2023). In contrast, there is limited research in geographically isolated and disadvantaged areas such as Sulu. While recent literature highlights the importance of aligning teaching practices with national standards, there remains a gap in understanding how teachers perform in challenging environments where contextual factors significantly affect instructional practices and professional growth.

This study is anchored on Sustainable Development Goal 4 (Quality Education), which emphasizes equitable access to quality learning and the development of competent teachers, especially in underserved communities. By examining teaching competence in Patikul District, this research aims to contribute to evidence-based strategies that can improve instructional practices and support teacher development in marginalized settings.

Specifically, this study sought to assess the level of teaching competence among public elementary school teachers in Patikul District, Division of Sulu in terms of instructional delivery, classroom management, and assessment and feedback. It also aimed to determine significant differences and relationships in teaching competence when respondents are grouped according to selected demographic variables.

2. METHODS

2.1. Research Design

This study utilized a descriptive–correlational research design within a quantitative framework to evaluate the level of teaching competence among public elementary school teachers in Patikul District, Division of Sulu. The design allowed for the description of teachers' competence as well as the analysis of differences and relationships among the identified variables.

According to Bless and Higson-Smith (1995) and Babbie and Mouton (2001), a research design provides a systematic plan that guides the processes of data collection, analysis, and interpretation.

2.2. Research Locale

The research took place in selected public elementary schools in Patikul District, Division of Sulu during the School Year 2025–2026. The district includes schools located in geographically and socio-economically varied communities, which offer an appropriate setting for examining teaching competence within a resource-limited and complex educational context.

2.3. Participants of the Study

A total of 100 public elementary school teachers from selected schools in Patikul District participated in the study during the School Year 2025–2026. These respondents were actively engaged in classroom instruction and were deemed capable of providing relevant information on teaching competence.

Table 1. Distribution of Respondents according to School

| Public Elementary Schools in Patikul District | Teacher-Respondents |
|---|---------------------|
| Ahajani Primary School | 10 |
| Amman Elementary School | 10 |
| Anuling Elementary School | 10 |
| Danag Elementary School | 10 |
| Don Jose Godinez Elementary School | 10 |
| Kawmpang Elementary School | 10 |
| Latih Elementary School | 10 |
| Darayan Elementary School | 10 |
| Asimal Primary School | 10 |
| Bungkaung Primary School | 10 |
| Total | 100 |

2.4. Sampling Procedure

Purposive sampling, a form of non-probability sampling, was used to select the respondents. Teachers were included based on their availability and their relevance to the objectives of the study. This approach allows the selection of participants who can provide meaningful and information-rich data (Palinkas et al., 2015; Etikan et al., 2019).

2.5. Research Instrument

Data were gathered through a carefully developed questionnaire based on established frameworks, including the Philippine Professional Standards for Teachers (PPST; DepEd, 2017), the Danielson Framework for Teaching (2013), and the OECD TALIS Framework (2018). The instrument was slightly revised to align with the local context of the study.

The questionnaire was divided into two sections. The first part obtained respondents' demographic information, such as age, gender, civil status, length of service, and educational attainment. The second part focused on teaching competence across three domains: instructional delivery, classroom management, and assessment and feedback, with ten items assigned to each domain.

Table 2. Scale Used for Interpreting Responses

| Point | Scale Range | Interpretation |
|-------|-------------|----------------|
|-------|-------------|----------------|

| | | |
|---|-------------|-------------------|
| 5 | 4.50 – 5.00 | Strongly Agree |
| 4 | 3.50 – 4.49 | Agree |
| 3 | 2.50 – 3.49 | Moderately Agree |
| 2 | 1.50 – 2.49 | Disagree |
| 1 | 1.00 – 1.49 | Strongly Disagree |

2.6 Data Gathering Procedure

Before the data collection process, approval to conduct the study was secured from the School of Graduate Studies as well as from the respective school heads. The researcher personally distributed and collected the questionnaires to ensure that the responses were complete and accurate.

2.7 Ethical Considerations

Ethical principles were followed throughout the conduct of the study. Participation was voluntary, and informed consent was secured from all respondents prior to their involvement. The privacy of participants was protected by maintaining confidentiality and anonymity, with no identifying information included in the data.

The researcher ensured honesty and objectivity during data collection, analysis, and reporting, and adhered to the ethical guidelines set by the institution.

3. RESULTS

Table 3. Demographic Profile of Respondents

| Variable | Category | Frequency | Percentage |
|------------------------|------------------------------|-----------|------------|
| Age | 25 years old and below | 25 | 25% |
| | 26–35 years old | 50 | 50% |
| | 36 years old and above | 25 | 25% |
| Gender | Male | 32 | 32% |
| | Female | 68 | 68% |
| Civil Status | Single | 33 | 33% |
| | Married | 56 | 56% |
| | Widowed/Separated | 11 | 11% |
| Length of Service | 5 years and below | 55 | 55% |
| | 6–10 years | 24 | 24% |
| | 11–15 years | 11 | 11% |
| | 16 years and above | 10 | 10% |
| Educational Attainment | Bachelor’s Degree | 87 | 87% |
| | Bachelor’s w/ Master’s Units | 6 | 6% |
| | Master’s Degree | 7 | 7% |
| | Doctorate Degree | 0 | 0% |

The findings indicate that most respondents fall within the 26–35 age group, suggesting a relatively young and active teaching workforce. The higher proportion of female participants reflects the typical gender composition in the teaching profession. In addition, a majority of the respondents are married, which may indicate a stable personal background among teachers.

With regard to professional experience, many respondents have five years or less of teaching service, indicating that a significant number are still in the early stages of their careers. This may be associated with recent hiring initiatives or an expansion of the teaching workforce in the district. In terms of educational attainment, most teachers hold a bachelor’s degree, while only

a few are pursuing graduate studies. This suggests that although basic qualifications are met, opportunities for advanced professional development may still be limited.

Level of Teaching Competence

Table 4. Instructional Delivery

| No | Statements | Mean | SD | Description |
|---------------|---|-------|--------|----------------|
| 1 | Prepare lesson plans aligned with standards | 4.98 | .14071 | Strongly Agree |
| 2 | Use varied teaching strategies | 4.95 | .21904 | Strongly Agree |
| 3 | Integrate ICT and multimedia | 4.58 | .53522 | Strongly Agree |
| 4 | Provide clear instructions | 4.89 | .31447 | Strongly Agree |
| 5 | Connect lessons to real-life | 4.92 | .27266 | Strongly Agree |
| 6 | Encourage participation | 4.88 | .32660 | Strongly Agree |
| 7 | Adjust strategies | 4.82 | .38612 | Strongly Agree |
| 8 | Provide enrichment activities | 4.80 | .40202 | Strongly Agree |
| 9 | Integrate values | 4.82 | .36622 | Strongly Agree |
| 10 | Motivate learners | 4.82 | .38612 | Strongly Agree |
| Weighted Mean | | 4.846 | .15790 | Strongly Agree |

The results suggest that teachers demonstrate a very high level of competence in instructional delivery, particularly in lesson planning and the use of varied teaching strategies. The consistently high mean scores indicate that teachers are able to organize content effectively, present lessons clearly, and engage students through diverse instructional approaches. Their ability to relate lesson content to real-life situations and promote active participation reflects a learner-centered orientation in teaching.

Despite these strengths, the comparatively lower mean score in ICT integration indicates that the use of technology in instruction may still require improvement. This limitation may be associated with factors such as limited access to resources or differences in teachers’ technological skills. Overall, while teachers exhibit strong foundational teaching competencies, further support in integrating technology could enhance instructional effectiveness.

Table 5. Classroom Management

| No | Statements | Mean | SD | Description |
|---------------|---------------------|-------|--------|----------------|
| 1 | Establish rules | 4.78 | .41633 | Strongly Agree |
| 2 | Manage time | 4.81 | .39428 | Strongly Agree |
| 3 | Prepare materials | 4.87 | .33800 | Strongly Agree |
| 4 | Maintain atmosphere | 4.92 | .27266 | Strongly Agree |
| 5 | Manage behavior | 4.85 | .35887 | Strongly Agree |
| 6 | Handle disruptions | 4.86 | .34874 | Strongly Agree |
| 7 | Ensure safety | 4.94 | .23868 | Strongly Agree |
| 8 | Motivate learners | 4.86 | .34874 | Strongly Agree |
| 9 | Encourage teamwork | 4.90 | .30151 | Strongly Agree |
| 10 | Organize space | 4.87 | .33800 | Strongly Agree |
| Weighted Mean | | 4.866 | .15190 | Strongly Agree |

Classroom management was identified as the highest-rated domain, reflecting teachers’ effectiveness in maintaining well-organized and supportive learning environments. The emphasis on establishing a safe and inclusive classroom, along with promoting a positive atmosphere, demonstrates teachers’ capacity to create conditions that facilitate learning.

The consistently high ratings across the indicators further suggest that teachers are able to manage student behavior, structure classroom activities, and sustain learner engagement. Effective classroom management helps reduce disruptions while maximizing instructional time and encouraging active participation. Overall, the results imply that teachers are well-prepared to handle classroom dynamics and foster environments that support both academic achievement and social development.

Table 6. Assessment and Feedback

| No | Statements | Mean | SD | Description |
|---------------|-------------------------|-------|--------|----------------|
| 1 | Design assessment tools | 4.63 | .48524 | Strongly Agree |
| 2 | Use varied methods | 4.81 | .39428 | Strongly Agree |
| 3 | Monitor progress | 4.75 | .43519 | Strongly Agree |
| 4 | Provide feedback | 4.84 | .36845 | Strongly Agree |
| 5 | Improve teaching | 4.68 | .46883 | Strongly Agree |
| 6 | Self-assessment | 4.75 | .43519 | Strongly Agree |
| 7 | Communicate progress | 4.80 | .40202 | Strongly Agree |
| 8 | Provide remedial | 4.79 | .40936 | Strongly Agree |
| 9 | Ensure fairness | 4.91 | .28762 | Strongly Agree |
| 10 | Use data | 4.85 | .35887 | Strongly Agree |
| Weighted Mean | | 4.781 | .17038 | Strongly Agree |

Assessment and feedback also received a very high rating, reflecting teachers' competence in evaluating student learning and providing appropriate feedback. Teachers show the ability to develop suitable assessment tools, monitor learners' progress, and use assessment results to inform instruction.

However, compared with instructional delivery and classroom management, this domain obtained a slightly lower composite mean. This indicates that although assessment practices are generally strong, they may not be applied as consistently as other areas. It also suggests a need to further strengthen the integration of assessment within instructional planning and to ensure that feedback is used effectively to support student learning.

Differences and Relationships

Table 7. Age (ANOVA)

| Domain | F | p-value | Decision |
|-------------------------|-------|---------|-----------------|
| Instructional Delivery | 0.706 | 0.496 | Not Significant |
| Classroom Management | 0.243 | 0.785 | Not Significant |
| Assessment and Feedback | 0.751 | 0.475 | Not Significant |

The results show no significant differences in teaching competence when respondents are grouped according to age. This indicates that both younger and older teachers demonstrate similar levels of competence across all domains. Overall, the findings reflect a consistent level of professional capability among teachers regardless of age.

Table 8. Gender (t-test)

| Domain | t | p-value | Decision |
|-------------------------|--------|---------|-----------------|
| Instructional Delivery | 1.402 | 0.164 | Not Significant |
| Classroom Management | 0.124 | 0.902 | Not Significant |
| Assessment and Feedback | -0.613 | 0.541 | Not Significant |

The results show no significant difference in teaching competence when respondents are grouped according to gender. Both male and female teachers demonstrate comparable levels of

effectiveness, indicating that competence is influenced more by professional training and experience than by gender.

Table 9. Civil Status (ANOVA)

| Domain | F | p-value | Decision |
|-------------------------|-------|---------|-----------------|
| Instructional Delivery | 0.719 | 0.490 | Not Significant |
| Classroom Management | 0.732 | 0.484 | Not Significant |
| Assessment and Feedback | 0.093 | 0.911 | Not Significant |

The results show no significant difference in teaching competence when respondents are grouped according to civil status. This suggests that personal circumstances do not limit teachers' ability to perform effectively in their professional roles.

Table 10. Length of Service (ANOVA)

| Domain | F | p-value | Decision |
|-------------------------|-------|---------|-----------------|
| Instructional Delivery | 0.462 | 0.709 | Not Significant |
| Classroom Management | 0.577 | 0.632 | Not Significant |
| Assessment and Feedback | 1.806 | 0.151 | Not Significant |

The results show no significant differences in teaching competence across varying levels of experience. This indicates that both novice and experienced teachers demonstrate similar levels of competence.

Table 11. Educational Attainment (ANOVA)

| Domain | F | p-value | Decision |
|-------------------------|-------|---------|-----------------|
| Instructional Delivery | 1.981 | 0.144 | Not Significant |
| Classroom Management | 1.983 | 0.143 | Not Significant |
| Assessment and Feedback | 4.553 | 0.013 | Significant |

The results show a significant difference in assessment and feedback when respondents are grouped according to educational attainment. This suggests that teachers with higher academic qualifications tend to apply more advanced approaches in evaluating student learning.

Table 12. Correlation

| Variables | r | p-value | Description |
|---|-------|---------|-----------------|
| Instructional Delivery & Classroom Management | 0.394 | 0.000 | Moderate |
| Classroom Management & Assessment | 0.525 | 0.000 | High |
| Instructional Delivery & Assessment | 0.172 | 0.088 | Not Significant |

The findings highlight the important role of classroom management in shaping assessment practices. In contrast, the absence of a significant relationship between instructional delivery and assessment points to a possible disconnect between teaching and evaluation processes.

4. DISCUSSION

The findings of the study show that public elementary school teachers in Patikul District demonstrate a very high level of teaching competence across the domains of instructional delivery, classroom management, and assessment and feedback. This suggests that teachers are generally effective in carrying out instructional responsibilities and applying appropriate teaching practices. The consistently high ratings across all domains indicate that teachers possess competencies aligned with established professional standards. These results are consistent with the Department of Education (Philippines) (2017), which emphasizes proficiency in content knowledge, pedagogy, and learner-centered approaches, as well as the Danielson Framework for

Teaching, which highlights the importance of instruction, classroom environment, and assessment in effective teaching.

Among the domains, classroom management obtained the highest rating, reflecting teachers' strong ability to maintain organized, safe, and supportive learning environments. This demonstrates their effectiveness in managing student behavior and sustaining a positive classroom atmosphere that encourages engagement. A well-managed classroom helps maximize learning opportunities and reduce disruptions. This finding is supported by Toston (2025), who emphasized that a positive classroom environment enhances participation, social interaction, and academic performance.

Instructional delivery was also rated very high, indicating that teachers are capable of planning lessons, using varied strategies, and engaging learners effectively. Their ability to connect lessons to real-life situations reflects the use of contextualized and meaningful instruction. However, the comparatively lower rating in ICT integration suggests that although teachers are competent in traditional approaches, there may be limitations in incorporating technology into instruction. This may be influenced by factors such as access to resources, training, and institutional support, as noted by the Organisation for Economic Co-operation and Development (2018) and supported by Muddasil (2025), who observed similar patterns in comparable contexts.

With respect to assessment and feedback, teachers also demonstrated a very high level of competence, although slightly lower than the other domains. This indicates that while teachers are able to design and implement assessment strategies, further improvement may be needed in integrating assessment with instruction. Effective assessment plays an important role in monitoring student progress and refining teaching practices. This aligns with Govaerts et al. (2022), who emphasized the need to align assessment practices with learning objectives and integrate them into the teaching process.

The analysis of group differences shows that age, gender, civil status, and length of service do not significantly affect teaching competence. This suggests that teachers demonstrate comparable levels of effectiveness regardless of demographic characteristics, reflecting consistency in professional standards, training, and institutional expectations. This finding is consistent with the Department of Education (Philippines) (2017), which promotes uniform teaching competencies across different contexts.

However, a significant difference was found in assessment and feedback when respondents were grouped according to educational attainment. This implies that teachers with higher academic qualifications may apply more advanced approaches in designing and implementing assessments. Advanced training may expose teachers to more refined evaluation methods and instructional strategies. This supports the Danielson Framework for Teaching, which highlights the role of continuous professional development in improving assessment practices.

Correlation analysis further revealed a strong relationship between classroom management and assessment and feedback, indicating that effective classroom control supports the implementation of assessment strategies. A moderate relationship between instructional delivery and classroom management was also observed, suggesting that these domains work together in supporting effective teaching. However, no significant relationship was found between

instructional delivery and assessment and feedback, pointing to a possible gap between teaching and evaluation processes. This highlights the need for better alignment between instructional practices and assessment systems, as emphasized by the Organisation for Economic Co-operation and Development (2018).

Overall, the results indicate that teaching competence among public elementary school teachers in Patikul District is characterized by strong performance and consistency across domains. While strengths are evident in instructional delivery and classroom management, there is a need to further enhance the integration of assessment and technology in teaching. Strengthening these areas may lead to a more cohesive instructional process and improved student learning outcomes.

5. CONCLUSION

The results indicate that public elementary school teachers in Patikul District demonstrate a very high level of teaching competence across the domains of instructional delivery, classroom management, and assessment and feedback. Among these areas, classroom management was identified as the strongest, while assessment and feedback, although still rated highly, received comparatively lower emphasis.

The findings also show that teaching competence remains consistent across variables such as age, gender, civil status, and length of service, suggesting a uniform level of professional practice among teachers. However, differences were observed in assessment and feedback when grouped according to educational attainment, indicating that higher academic qualifications may influence assessment practices.

Furthermore, the significant relationships among the domains suggest that teaching competence functions as an interconnected system, with strong links particularly between classroom management and assessment and feedback. Overall, the results highlight the importance of maintaining strong instructional and classroom management practices while strengthening the integration of assessment and feedback within the teaching process.

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