THE CORRELATION OF TEACHING BEHAVIOR AND EDUCATIONAL COMPETENCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS

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ABSTRACT
This study determined the correlation of teaching behavior and instructional competence of public elementary school teachers in the District of Talisayan, Division of Misamis Oriental during the school year 2020-2021. It focused on the different areas of teaching behavior namely: instructional, socio-emotional, and organizational. Instructional competence focused on different domains such as: mastery of the subject matter, teachings skills, classroom management, and evaluation skills. The relationship of the abovementioned dimensions were also determined as to the public school teachers' teaching performance. This study used the descriptive correlational method of research and data were analyzed using mean, standard deviation, and Pearson-r moment correlation. The participants of the study were the 89 randomly chosen public school teachers of Talisayan District. The research instrument used to conduct the study on the aspect of teaching behavior was adopted from Connor et al. (2009); while the instructional competence facet was adopted from Barnuevo et al. (2012). Generally, the public elementary school teachers Always exhibit all the dimensions of teaching behaviors. Further, their level of instructional competence is very high. In general, there was a significant relationship between the teaching behavior and instructional competence of the teachers. However, among the dimensions, it was specifically revealed that there was a high significant relationship between organizational teaching behavior and evaluation skills.

Keywords:
Teaching behavior;
instructional competence;

INTRODUCTION

A teacher's behavior is an avenue to promote a good atmosphere for the pupils to enjoy inside the classroom. The attitude that he is showing to his class, the way he modifies and discusses the lesson, and even the way he appreciates the pupils' participation even if it is not the correct answer, has a big impact to the pupils. Teacher behaviors that are perceived to be conducive include: paying attention to the learners' opinion and treating them fairly, showing interest about students' personal and developmental needs, participating in the content-related activities outside of class time, and displaying positive values and emotions for students.

Mounting evidence links three broad components of teacher behavior (instructional, organizational, and socio-emotional) to students' academic and psychosocial adjustment. Instructional behavior is used during the delivery of instruction, with the intention of promoting concept or skill development and critical thinking (Croninger & Valli, 2009; Pianta, LaParo, & Hamre, 2008). Organizational behavior refers to structures established by the teacher to facilitate smooth transitions between activities, minimize disruptions, and efficiently use class time (Connor et al., 2009; Pianta et al., 2008). Teachers' socio-emotional behavior may be expressed at any time, during instruction or not, and is marked by warmth and

responsiveness in interactions between students and teachers, and encourages students' feelings of belonging and acceptance in the classroom (Connor et al., 2009; Pianta et al., 2008).

Instructional competence aims for better learning outcomes of pupil`s and the success of school goals. The teacher must consider his instructional competence as a powerful tool to effect the pupils' academic achievement. It is a body of knowledge and skills to perform complex acts with ease in the learning process.

Quality education is first and foremost a function of instruction. Thus, for education to attain and sustain its quality, it should be coupled with the best preparation for excellent instruction. It is then emphasized that to be an excellent teacher, one should both have full command of the subject and full knowledge of the teaching-learning process including course structure and examination system. The teacher, therefore, should not only have mastery of the subject matter but also have an in-depth understanding of the mindset and standards of students within the class.

As cited by Henderson, Fisher & Fraser (2000), Den Brok (2001), Brekelmans, Wubbels, & Den Brok (2002), and Scott, Den Brok & Fisher (2004), it was shown that students' perception of their teachers' interpersonal behavior is an important factor in explaining their cognitive and affective outcomes. Teacher must support as important role in pupils over all well-being. As Furer and Skinner (2003) explained, students who feel supported by their teachers are more likely to also feel safe and relaxed in class than their peers who reported feeling unsupported.

Additionally, Van Ryzin, Gravely, & Roseth (2009), mentioned that pupils who perceive their teachers as supportive also tend to report better psychological adjustment. Suldo, Shaffer, & Riley (2008) agreed that to be more positive affects life satisfaction, and diminishes self-consciousness among learners while in school. In contrast, pupils who do not feel supported by adults in school have lower self-esteem and less developed sense of identity (Ryan et al., 1994). Finally, two longitudinal studies showed that increases in students' perceptions of teacher support reliably predicted decreases in depressive symptomology over time (Pössel, Rudasill, Sawyer, Spence, & Bjerg, 2013; Reddy, Rhodes, & Mulhall, 2003). Collectively, results from these studies point to the importance of investigating what specific teaching behaviors are associated with the sense of well-being in students.

Multiple models of teaching behavior converge in the conceptualization of three components - instructional, socio-emotional, and organizational (Connor et al., 2009; Douglas, 2009; Pianta & Hamre, 2009) – each of which has been associated with students' academic and social success (e.g., Hamre & Pianta, 2005; Perry, Donohue, & Weinstein, 2007). Although classroom observation is the gold standard for measuring teaching behavior, this approach requires ample funding and time (Douglas, 2009). Teacher reports of their own behavior, although cost effective, may not be accurate reflections of teaching behavior (Douglas, 2009), and some research suggests that students' perceptions of their teachers' behavior may be more valuable than third-party observer reports for understanding student outcomes (Eccles, Midgley, Buchanan, Wigfield, Reuman, & MacIver, 1993; Wubbels & Levy, 1991). However, there are only a few student report measures of teaching behavior.

The tremendous task of education today, under the enormous influx of technological advances and innovations, is still the development of a learner into a whole person, a complete human being capable of understanding his own complexity and his intricate society. The teacher, who is in charge of this global

task, needs to cope with the challenges of the modern times. He has to be equipped with the resources vital in arousing and sustaining students' interest, in facilitating the learning process, and in evaluating the learning outcomes. He should be a master of his craft and is genuinely concerned with the total growth and development of his students (Clemente-Reyes, 2002).

In this manner, among the areas of teaching behavior, namely instructional teaching behavior, organizational teaching behavior, and socio-emotional teaching behavior, a teacher should be evaluated. If teachers cannot deliver a clear instruction, it may cause a decline in the development of critical thinking skills of learners. Teachers also cannot establish the facilitation of smooth transitions between activities, which may cause class disruptions. In some point, during instructions between learners and teachers, the feelings of belonging and acceptance in the classroom help to motivate the learners.

Moreover, the domains of instructional competence are comprised of the following, namely: mastery of the subject matter, teaching skills, classroom management, and evaluation skills. These are sometimes the problem of the classroom teachers because they cannot measure the basis of various pedagogical criteria in its many aspects.

Thus, the relationship between teaching behavior and instructional competence of public elementary school teachers affect their teaching performance. Since the teacher will deliver positive instruction that promotes high level of skills development and critical thinking, then it has that relationship to instructional competence under classroom management. Teachers who have a high level of organizational teaching behavior which they established to facilitate smooth transitions between activities and minimize disruptions and efficiently use class time, have high levels of teaching and evaluation.

Thus, the researcher is motivated to know the correlation between teaching behavior and the instructional competence of public elementary school teachers, to address the issues and concerns, helping nurture both pupils and fellow teachers in upgrading the educational system especially in the context of the various challenges encountered in this "new normal."

It is along these predicaments that the researcher embarked on this study to determine the teachers' classroom behaviors towards the learners and their instructional competence level along content and pedagogical aspects in Talisayan District, Division of Misamis Oriental during the school year 2020 - 2021.

Statement of the Problem
Specifically, this Study attempted to answer the following questions:
1. What is the teaching behavior of the public elementary school teachers in terms of the following areas:
   1.1 instructional;
   1.2 socio-emotional; and
   1.3 organizational?
2. What is the level of instructional competence of the public elementary school teachers along the following domains:
   2.1 mastery of the subject matter;
   2.2 teaching skills;
   2.3 classroom management; and

2.4 evaluation skills?
3. Is there a significant relationship between the teaching behavior of the public elementary school teachers and their instructional competence?

SCOPE AND DELIMITATION OF THE STUDY AND METHODOLOGY

This study was delimited in determining the teaching behavior and the instructional competence of the public elementary school teachers in Talisayan District, Division of Misamis Oriental during the school year 2020 - 2021. The teaching behavior focused on the areas of instruction, socio-emotional, and organizational. For the instructional competence, the mastery of the subject matter, teaching skills, classroom management, and evaluation skills as domains were considered. It also determined the degree of linear relationship of the two variables namely that of the teaching behavior and instructional competence.

This study utilized the descriptive correlational research method. The participants of the study were the 89 teachers or 50% from the total teaching population who were randomly selected. The research instruments used in the study were adopted from Connor et al. (2009) for the teaching behavior and Barnuevo et al. (2012) for the instructional competence with some modifications by the researcher to suit to the context of the participants. The mean, standard deviation, and *pearson-r* moment correlation were the statistical tools utilized to treat the data gathered.

RESULTS AND DISCUSSION

On Public Elementary School Teachers Instructional Teaching Behavior

Teachers are effective if they can accomplish the planned goals and assigned tasks in accordance with school goals. They have to manage a number of tasks, from teaching to attending meetings, and from lesson planning to making of grades. As such, teachers need to be able to keep all of these duties organized, and complete tasks in a timely manner. Teachers' behavior promote positive relationships and the qualities included in it are being positive, warm, sensitive, and responsive. The teacher provides a sense of continuity or predictability throughout the day and the teacher's words must be kind and affirm the child.

Table 1 shows the public elementary school teachers instructional teaching behavior. It reveals that the overall mean rating of public elementary school teachers` instructional teaching behavior was described as "Always." This means that the teacher exhibits the behavior all the time. The standard

Table 1. Public Elementary School Teachers Instructional Teaching Behavior

As a teacher, I …	$\bar{x}$	s.d.	Qualitative Description
make sure that the learner understands the lesson before moving to something new.	4.75	0.57	Always
pay attention to learners' opinions and treat them fairly.	4.71	0.63	Always
stay on tasks and return the learners' work quickly.	4.40	0.72	Always
modify my discussion and explain it in a manner where everybody can understand.	4.69	0.60	Always
show appreciation to the learners' answers and participation even if it is not always correct.	4.65	0.64	Always

As a teacher, I …	$\bar{x}$	s.d.	Qualitative Description
Overall	4.64	0.14	Always

deviation is very close to the mean, showing homogeneity in the responses of the participants.

It can be gleaned from the table that the indicator on *making sure that the learner understands the lesson before moving to something new* obtained the highest mean rating. Further, the indicator on "staying on tasks and returning the learners' work quickly" obtained the lowest mean rating. However, both indicators obtained a response of *always* which means that the teacher exhibits the behavior in all situations.

From the responses of the different public elementary school teachers, the findings revealed that they are more focused on ensuring the learners really understand the lesson before moving on to the new lessons. The teacher cannot move on to other lesson unless the pupils mastered the learning competency or do some remedial teaching at the end of the day or during vacant hours. In the Department of Education, learners have to master every learning competency, most especially under the most essential learning areas. Learning competencies refer to the "knowledge, understanding, skills, and attitudes that students need to demonstrate in every lesson and/or learning activity" before proceeding to the next lesson.

Interesting lessons takes a great deal of time and effort. As a teacher one must be committed to spend the necessary time in the endeavor. Through the results of their assessment, teachers can help students grow from where they are to where they need to be. Instruction that meets students' individual needs gives them the confidence that they will learn and motivates them to become engaged in the topic and even to take risks with their learning before moving to the new lesson. The teacher plays an important role in providing learning experiences. Learning experiences involve interaction of students and content with the help of a teacher. The teacher uses various teaching methods and techniques just to provide meaningful learning experiences to the learner.

This finding supports the study of Guskey, T.R., (2005) that claimed to know how students are thinking about a topic, and also helps the teacher to "make adaptations for individual learning differences to ensure that all students understand, practice, and master each component as they progress toward the final goal." Peer- and self-assessment help students become independent learners who understand their own strengths, needs, and know how to set goals and monitor their own progress. According to Astuti, N.P.E., (2018) citing Piaget`s cognitive development theory, teachers should synergize the characteristics of elementary school students in concrete operational stage with the instructional readiness in the steps of planning, implementation and evaluation.

Further, as cited by Ramalho-Santos, M., Yoon, S., Matsuzaki, Y., Mulligan, R.C. and Melton, D.A. (2002), professional consensus is emerging about particular characteristics of "high quality" professional development. These characteristics include a focus on content and how students learn content; in-depth, active learning opportunities; links to high standards, opportunities for teachers to engage in leadership roles; extended duration; and the collective participation of groups of

teachers from the same school, grade, or department. In Scandinavian educational research, the concept of relational competence is increasingly used to define teachers' ability to build positive relationships (Aspelin, 2018; Drugli, 2012; Skibsted & Matthiesen, 2016).

Public Elementary School Teachers Socio-emotional Teaching Behavior
Teachers appear genuinely interested and demonstrate a sense of caring through smiles, gestures, and words of encouragement. The teacher is an active participant in the classroom activities, being consistent, firmly setting limits but also being flexible, avoiding power struggles, supporting children's positive behaviors and learning, maintaining high expectations, and providing positive attention to the pupils.

The public elementary school teachers' socio-emotional teaching behavior is presented in Table 2. It reveals that the overall mean rating of the public elementary school teachers socio-emotional teaching behavior was described as *Always*. This suggests that the teacher exhibits the behavior in all situations. The participants have similar responses because it was indicated in the standard deviation which is very close to the mean.

In the per item analysis, the teachers *always* make sure that their learners can approach them without hesitation. It means that the teacher exhibits the behavior in all situations. This indicator also obtained the highest mean. On the other hand, the teacher's behavior on talking informally to their learners before or after class got the lowest mean, which is described as *oftentimes*; this means that the teacher exhibits the behavior in some situations.

Table 2. *Public Elementary School Teachers Socio-emotional Teaching Behavior*

As a teacher, I…	$\bar{x}$	s.d.	Qualitative Description
make sure that my learners can approach me without hesitation.	4.78	0.58	Always
listen to my learners personal and school related problems.	4.57	0.69	Always
show sense of humor in class like telling jokes and funny stories related to the lesson.	4.46	0.78	Always
avoid sarcastic and funny comments to my learners.	4.26	1.11	Always
talk informally to my learners before or after class.	4.09	1.15	Oftentimes
Overall	4.43	0.27	Always

From the responses of the different public elementary school teachers, the findings revealed that teachers are always approachable. This is evident because teachers always reconsider and try to adjust to meet the expected output. Moreover, it builds good relationship between teacher and pupils. Pupils who have an approachable teacher feel motivated to work best in the classroom. The assurance of kindness demonstrated positive behavior and allowed the teacher and pupil to build a good professional relationship of mutual respect.

According to Capita Education (2015), parents/guardians themselves are more likely to come to an approachable teacher with any concerns that they may be having. Being an approachable person means being understanding and helpful. Maintaining a good relationship with a parent/guardian could be useful when mutually identifying ways that could benefit a child's learning development. One avenue for advancing the understanding of schooling as a moderator of child (or background) characteristics is the assessment of variation in the nature, quality, and

quantity of teachers' interactions with students (e.g., Burchinal et al., 2005). Ko, Sammons, & Bakkum (2016) stated that teachers are one of the key elements in any school and effective teaching is one of the key propellers for school improvement.

Public Elementary School Teachers Organizational Teaching Behavior

Teachers who manage the class efficiently and guide the pupils with the rules and regulations set inside the classroom with clear supervision and instruction given will produce positive effects to the pupils. Creating rules is only

Table 3. *Public Elementary School Teachers Organizational Teaching Behavior*

As a teacher, I…	$\overline{x}$	s.d.	Qualitative Description
make sure that my learners understand the classroom rules.	4.88	0.36	Always
supervise and monitor my learners in the proper use of equipment in school.	4.83	0.41	Always
correct immediately the misbehavior of my learners.	4.79	0.44	Always
explain to my learners why misbehavior was wrong and its consequences.	4.79	0.44	Always
take away privileges if my learners abuse it.	4.57	0.75	Oftentimes
Overall	4.77	0.12	Always

at the beginning of the term. Once agreed upon, the rules should be taught to the students and posted in the classroom in both print and visual formats.

Table 3 (above) illustrates the public elementary school teachers' organizational teaching behavior. The table reveals that the overall result of the public elementary school teachers` organizational teaching behavior was labelled as *Always*. This suggests that the teacher exhibits the behavior in all situations.

The teachers making sure that their learners understand the classroom rules gained the highest mean while the teachers taking away privileges if their learners abuse them obtained the lowest mean. These indicators were both exhibited by the teachers in all situations obtaining the responses as *Always*.

From the responses of the different public elementary school teachers, the findings revealed that teachers made sure they have developed good attitude towards the pupils. To discipline the pupil is the hardest part of a classroom teacher. Teachers need to build a classroom environment where positive interactions are the normal and disciplinary consequences are minimized. Rules then are about establishing a respectful atmosphere appropriate to learning. Classroom rules are when teachers want to keep students safe and teach them what is and is not an appropriate behavior in class. These rules are set to teach students the proper and safe way to act within the classroom and thus, improving the students' learning. It is said that the good performance of students depends upon the effective teaching of their teachers. Teachers play a basic and dynamic role in the educational system. It is said that good performance of students depends greatly upon effective teaching of their teachers.

As cited by Selamat, N., Samsu, N. Z., & Kamalu, N. S. M. (2013) in their study, the impact of organizational climate on teachers' job performance is the way in which a teacher behaves in the process of teaching and it is known to be related to teachers' effectiveness. As professionals, teachers need to be appropriate role

models and exhibit to their students a commitment to scholarly values and to life-long learning (Medly and Shannon, 1994). This is further supported by Hughes et al., (2008), and O'Connor and McCartney, (2007) where it was stressed that students were more behaviorally and emotionally engaged when they had positive relationships with their teachers which further contributed to their academic achievement.

This finding runs parallel with Grusec and Hastings (2007) and Ryan and Deci (2000). It is important to help children internalize the values and rules of the society. It is believed that children are more likely to adopt values and rules when their relationships with the agents and people around them are nurturing and supportive.

According to Fredricks et al. (2016), positive conduct includes attending class, avoiding disruptive behaviors, responding to directions, and following classroom rules. Involvement in learning includes concentrating, making an effort, being persistent, contributing to class discussion, asking questions, finishing homework, and spending extra time on class-related learning.

Summary of the Teaching Behavior of Public Elementary School Teachers

Table 4 depicts the summary of the teaching behavior of public elementary school teachers. Generally, the findings revealed that the organizational, instructional, and socio-emotional behavior of the teachers in teaching was *always* observed which means also that they exhibit these behaviors in all situations. It also showed that the organizational behavior obtained the highest mean, followed by the instructional and socio-emotional respectively. The standard deviation is very close to the mean which means that the participants have very similar responses.

The overall summary revealed that the teaching behavior of public elementary school teachers greatly affects the teaching performances. Values and attitudes among pupils revealed to be the top priority of the teachers. Positive behavior promotes good academic performance.

Table 4. *Summary of the Teaching Behavior of Public Elementary School Teachers*

Areas of Teaching Behaviors		s.d.	Qualitative Description
Organizational Behavior	4.77	0.12	Always
Instructional Behavior	4.64	0.14	Always
Socio-Emotional Behavior	4.43	0.27	Always
Overall	4.61	0.17	Always

Teachers are builders of both knowledge and values. While a multitude of studies has examined the influence of teachers on students (e.g., Crosnoe et al., 2004; Eisenhower, Baker, & Blacher, 2007, etc.), most studies assess teaching behavior via teacher report or classroom observations, each of which has its own strengths and weaknesses (Douglas, 2009).

Instructional Competence of Public Elementary School Teachers in the Domain of Mastery of the Subject Matter

A competent teacher is measured on the basis of various pedagogical criteria, such as lesson planning, classroom management techniques, etc.,

which are evaluated by their school heads or by senior academicians. Subject matter is one of the most vital components in teaching, because it helps

Table 5. *Level of Instructional Competence of the Public Elementary School Teachers in the Domain of Mastery of the Subject Matter*

As a teacher, I…	$\overline{x}$	s.d.	Qualitative Description
explain the lesson by citing examples, situations, current and timely information on the subject.	4.66	0.58	Very High
teach the subject matter in clear and simple manner.	4.65	0.60	Very High
answer questions directly and straight to the point.	4.60	0.62	Very High
emphasize difficult parts of the lesson.	4.56	0.62	Very High
exhibit enough knowledge enough to relate lessons to other subjects.	4.51	0.64	Very High
Overall	4.60	0.06	Very High

the students to learn the subject matter and it involves more than the delivery of facts and information. A conceptual mastery of the subject matter and the capacity to be critical of knowledge itself can empower students to be effective actors in their environment. Table 5 shows the level of instructional competence of the public elementary school teachers in the domain of mastery of the subject matter. The table revealed that the teachers has *very high* competence on this area. This suggests that they manifest the needed pedagogical content and skills all the time. The standard deviation is very close to the mean which indicates homogeneity in the responses of the participants.

In the per item analysis, the teachers have *very high* competence in *explaining the lesson by citing examples, situations, current and timely information on the subject*. It obtained the highest mean rating which means that they manifest the pedagogical content and skills on that area all the time. However, *exhibiting enough knowledge enough to relate lessons to other subjects* obtained the lowest mean but still to a *very high* competence level, which still indicates that the teachers manifest the pedagogical content and skills of the same all the time.

From the responses of the different public elementary school teachers, the findings revealed that teachers always find ways to discuss the lesson and cited a lot of example just to make the topic more accurate on the subject matter. Pupils are the direct recipients of the teachers' teaching and management strategies. The teachers' competence is owing to the fact that they are directly affected by the levels of competence which manifests in multiple dimensions within a classroom.

Instructional competence is a multi-faceted concept, with its definition falling within many domains. These domains range from "eligibility to teach" (Skinner, 2005) to teachers using "a variety of appropriate teaching methods and strategies to assess high-quality student learning; understand the developmental needs of their students; and who themselves are active and reflective in the ongoing strengthening of the professional skills of teaching and learning" (Glickman, 2002).

Fernandez (2005) as cited in Hartanti (2007) expresses that the goal of lesson study is to improve the effectiveness of the experiences that the teachers provide to their students. In addition, Santyasa (2009) argues that lesson study provides a process for collaborating and designing lessons and evaluating the success of

teaching strategies that have been implemented in an effort to improve students' learning and learning processes.

Instructional Competence of the Public Elementary School Teachers in the Domain of Teaching Skills

Teaching skills, with the provision of an encouraging and supportive learning environment, the development of useful teaching methods, a commitment to the individual academic development of students, and the development of a healthy rapport with students have been identified as being important to students because it motivates them to learn. Teachers always look for the best way in teaching just to achieve the desired goal. By motivating the learners, it reinforces them to learn more and be more.

In general, Table 6 displays the level of instructional competence of the public elementary school teachers in the domain of teaching skills. It revealed that the teachers have *very high* competence in this area.

This suggests that the teacher manifests the pedagogical content and skills all the time. Further, the teachers have very similar responses because the standard deviation is very close to the mean.

Table 6. *Level of Instructional Competence of the Public Elementary School Teachers in the Domain of Teaching Skills*

As a teacher, I…	$\bar{x}$	s.d.	Qualitative Description
motivate learners by asking questions effectively to develop critical thinking and creativity.	4.66	0.71	Very High
adjust teaching methods to learners' needs, interests, and abilities.	4.64	0.69	Very High
use different teaching techniques, approaches, and strategies to make the lesson interesting and meaningful.	4.61	0.65	Very High
use language effectively in expressing ideas in class discussion.	4.58	0.64	Very High
utilize instructional materials that sustains learners' attention in achieving teaching objectives.	4.51	0.69	Very High
Overall	4.60	0.06	Very High

The teachers have *very high* competence on *motivating the learners by asking questions effectively to develop critical thinking and creativity*. This indicator obtained the highest mean which means that they demonstrate the pedagogical content and skills all the time. From the responses of the different public elementary school teachers, it revealed that the teachers always motivate learners to ask questions related to the topic. In this manner, teachers can address the misconceptions towards a certain topic. Teachers can also give additional examples related to the topic and explain more on those specific areas that may be unclear yet to the learners. It helps develop an effective critical thinking and creativity towards the learners to meet the demand of quality education.

In a classroom setting, there are many approaches that teachers can adhere to in order to gauge the learners' critical thinking skills and bring teamwork and collaboration. Solving real-world problems can make life-long learning. They can

relate the real happenings in the world scenario on what is happening in their specific situation.

In relation to this, oftentimes students do not ask questions because they lacked confidence, are afraid, or uncomfortable. Teachers always ensure that their classrooms are an environment in which students feel secure. Teachers always set ground rules among the students that include respecting and valuing all questions, and utilizing active listening. Moreover, teachers also create a safe environment and that teachers always are sure to give positive praise to all questions. This includes both the questions that are deep and those that are a little out of track. By providing praise, students are encouraged to continue asking questions. In this way, students help realized that asking questions is valued in any and every way as long as there is a clear instruction and supervision.

Questioning is an essential element of efficacious teaching (Hannel, 2009). Teachers and students will both benefit from questions that are purposefully designed (Peterson & Taylor, 2012) as students will acquire the ability to make connections to prior learning as well as make meaning of the world around them. Through the planning and implementation of questions that require high level thinking, educators foster the kind of engagement and critical thinking skills that students will need to process and address new situations. Higher level questioning requires students to further examine the concept(s) under study through the use of application, analysis, evaluation, and synthesis while lower level questioning simply requires students to gather and recall information. Lower level questions are easier for teachers to produce but do not often encourage students to engage in higher level or higher order thinking (Tienken et al., 2010).

According to Hatcher and Spencer (2005), critical thinking is an important and necessary skill because it is required in the workplace, it can help you deal with mental and spiritual questions, and it can be used to evaluate people, policies, and institutions, thereby avoiding social problems. As cited by Albrecht & Sack (2000), to provide the greatest benefit to students, teachers should provide many opportunities for students to engage in the upper levels of Bloom's taxonomy where critical thinking takes place. Most teachers believe that developing critical thinking in their students is of primary importance.

This finding confirms the study of Limbach, B., Duron, R., & Waugh, W. (2008) that active learning can make the course more enjoyable for both teachers and students, and, most importantly, can cause students to think critically. For this to happen, educators must give up the belief that students can't learn the subject at hand unless the teacher "covers it." Sternberg and Williams (2002) noted that students may not need to be taught critical thinking as thinking is a natural process carried by everyone.

Duron, Limbach and Waugh (2006) argued that thinking is a natural process, but when left to it, can often be biased, distorted, partial, uninformed and potentially prejudiced however; excellence in thought must be cultivated. Black (2005) also found that students are able to improve their thinking skills if they were taught how to think. Biggs (2003) also added that the teaching methods must be aligned with assessment methods and learning goals for teaching effectiveness to be enhanced

On the other hand, the least indicator is the *utilization of instructional materials that sustains learners' attention in achieving teaching objectives* which is to

a *very high* competence wherein it also indicates that the teachers also manifest the pedagogical content and skills all the time.

Instructional materials are print and non-print items designed to impart information to students in the educational process and are essential tools in the teaching and learning processes. It allows the students to interact with words, symbols and ideas in ways that develop their abilities and skills in reading, listening, solving, viewing, thinking, speaking, writing, and using media and technology.

For teaching and learning activities to be effective and purposeful, the teacher has to make use of the appropriate instructional materials. The teacher must know the instructional materials that are available for teaching and be able to utilize them for achieving set educational objectives. This implies that the use of instructional materials is inevitable if effective teaching and learning must be achieved.

Thus, Okobia (2011) summarized the importance of using instructional materials in the classroom to include: making the subject matter more real; explicating difficult concepts; making the learner experience what is being learnt; helping to fire the imagination of the learners; preventing misconceptions; and making learning interesting, amongst others. According to Dhakal (2014), instructional materials in teaching generally make the teaching process easier. For the teaching to be effective, it is necessary for teachers to make use of different types of instructional materials. The use of instructional materials is important in teaching and learning, most especially learning which will be better facilitated when suitable and relevant instructional materials are prepared and utilized.

Instructional Competence of the Public Elementary School Teachers in the Domain of Classroom Management

One of the main goals of education is to promote life-long learning. Thus, education should be able to motivate individuals to continue learning throughout their lives even outside of the classroom. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and apparent rules and procedures are absent to guide their behavior, chaos becomes the norm. In these situations, both teachers and students suffer.

Table 7 depicts the level of instructional competence of the public elementary school teachers along the area of classroom management. It reveals that the overall mean rating was described as *very high*. This suggests that the teacher manifests the pedagogical content and skills all the time. The standard deviation is very close to the mean which indicates the homogeneity of the responses of the teachers.

In the per item analysis, the indicator on *assisting the learners in doing cooperative group tasks* obtained the highest mean and described as *very high*. On the other hand, the indicator *on starting the learning activities on time and leaves the class on time* obtained the lowest mean yet still described as *very high*. Both indicators revealed that the teacher exhibits the pedagogical content and skills all the time.

Table 7. *Level of Instructional Competence of the Public Elementary School Teachers in the Domain of Classroom Management*

As a teacher, I…	$\bar{x}$	s.d.	Qualitative Description
assist the learners in doing cooperative group tasks.	4.67	0.65	Very High
sustain the learners' interest in the lesson and discussion for the entire class period.	4.65	0.68	Very High
establish authority in the classroom effectively by making learners obey rules set forth.	4.60	0.69	Very High
make every moment in class active promoting fun and learning.	4.52	0.71	Very High
start learning activities on time and leaves the class on time.	4.51	0.72	Very High
Overall	4.59	0.08	Very High

From the responses of the different public elementary school teachers, it revealed that teachers are willing to assist when it comes to cooperative group task. The data showed how the teachers support the learning process of the learners when it comes to group-related work. Cooperative group task is another avenue that learners could develop their social interests. When students work cooperatively in groups, the more knowledgeable students are able to help the less knowledgeable students understand new concepts. High achieving students also benefit because they are verbalizing their ideas and actually teaching others. Students are more likely to stay on task and are less likely to be disruptive.

Meanwhile, in a situation where students are placed in a condition where they are able to interact with peers that they otherwise may never socialize with, behaviors which might appear odd in other settings become understandable when students are given the opportunity to explain and defend their reasoning.

Meanwhile, according to Emmer & Sabornie (2015) and Everston & Weinstein (2006), classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance pro-social behavior and increase student academic engagement. As cited by Brophy (2006) and Lewis, et al. (2006), effective classroom management principles work across almost all subject areas and grade levels.

Gillies, R. M. (2003) cited that when children work cooperatively together, they learn to give and receive help, share their ideas and listen to other students' perspectives, seek new ways of clarifying differences, resolving problems, and constructing new understandings and knowledge.

The findings support the study of the aforementioned Gillies. Cooperative and small-group learning is widely recognised as a pedagogical practice that promotes learning and socialisation across a range of curriculum areas from primary school through high school and college. When children work cooperatively together, they learn to give and receive help, share their ideas and listen to other students' perspectives, seek new ways of clarifying differences, resolving problems, and constructing new understandings and knowledge.

Instructional Competence of the Public Elementary School Teachers in the Domain of Evaluation Skills

Teachers may know how much a child has succeeded in his aims because it can only be determined through evaluation. Evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning. It is a continuous process with given standards to be followed using the evaluative activities geared towards the learners. It provides a valuable platform to give feedback on the design and the implementation of the curriculum. Thus, evaluation plays a significant role in any educational program.

Table 8 below displays the level of instructional competence of the public elementary school teachers in the domain of evaluation skills. It reveals that the instructional competence of the teachers in the area of evaluation skills is *very high*. This suggests that the teachers manifest the pedagogical content and skills all the time. The standard deviation is very close to the mean which means that the responses of the participants are very similar to one another.

The indicator on *evaluating the learners' performance fairly and use adequate and accurate standard measures of evaluation* got the highest mean which is to a very high level of competence. Further, *using different methods in evaluating learners' learning aligned to the learning objectives like oral recitation, project, hands-on, and others* obtained the lowest mean which is still also to a *very high* level of competence. These indicators revealed that the teacher manifests the pedagogical content and skills all the time.

Table 8. *Level of Instructional Competence of the Public Elementary School Teachers in the Domain of Evaluation Skills*

As a teacher, I…	$\bar{x}$	s.d.	Qualitative Description
evaluate learners' performance fairly and use adequate and accurate standard measures of evaluation.	4.74	0.67	Very High
base ratings and grades according to the set criteria in class.	4.70	0.65	Very High
provide evaluative activities appropriate to learners' abilities, interest, and needs.	4.69	0.67	Very High
utilize evaluation result as a basis for improving instruction.	4.65	0.68	Very High
use different methods in evaluating learners' learning aligned to the learning objectives like oral recitation, project, hands-on, and others.	4.62	0.67	Very High
Overall	4.68	0.05	Very High

From the responses of the different public elementary school teachers, the data revealed that the teachers fairly evaluate the leaners' performance using accurate standard measures. Following the exact guidelines in the DepEd order, it is very evident that teachers adhere to the system. After the teacher has taught the subject matter, it is natural for the teacher to know how much the students have learned, what level of academic performance they are in, and what things needed to be considered for their own improvement. Tests tell the teacher about the effectiveness of their teaching.

The basic purpose of an evaluation is to make a judgment about the quality and worth of an educational program, or proficiency of a student's attainments. The purpose of evaluation and testing is to provide students the opportunity to show what they have learned rather than catching them out, and to show what they have not learned. It serves as motivation to the students and showed them how well they have learned based from the subject matter. It also serves as an avenue for the teacher as useful information about how to improve their teaching methods. In many aspects, it helps in forming the values of judgement, educational status, and achievement of students. Evaluation in one form or the other is inevitable in teaching-learning, as it is in all fields of activity in education, judgements and implementations need to be made. Hence, it is desirable that teachers must acquire knowledge and understanding about the various aspects of evaluation and its application in the classroom.

As cited by Oliver, M. (2000), evaluation can be characterized as the process by which people make judgements about value and worth. Menix, K. D. (2007) mentioned that evaluation of learning is an integral and critical component of an educational program and one determinant of effectiveness. Meanwhile, Struyven, K., Dochy, F., & Janssens, S. (2005) advanced that in educational contexts, understanding the student's learning must take account of the student's construction of reality. Reality as experienced by the student has an important additional value. This assumption also applies to a student's perception of evaluation and assessment. Students' study behavior is not only determined by the examination or assessment modes that are used. Students' perceptions about evaluation methods also play a significant role. It means that learning, from a constructivist point of view, is seen as a constructive act of the learner. Along with the changes in learning theory, several instructional innovations and alternative assessment methods found their ways into educational practice.

This finding support the study of Stefani, L. A. (1998) that assessment procedures have a profound impact on the attitudes students take towards their work, their learning strategies, and their commitment to learning. Most assessment of student learning is, however, undertaken with little or no consultation with students. Given the importance to students of developing the capacity for self-assessment and evaluation, the unilateral control of assessment assumed by many academic staff can only be viewed as pedagogically unsound. McAlpine (2002) cited that learner assessment is best conceived as a form of two-way communication in which feedback on the educational process or product is provided to its key stakeholders.

Moreover, Overton, T. (2006) cited in his study entitled "Assessing Learners With Special Needs" that there are procedures used to determine whether the subject (i.e. student) meets pre-set criteria, such as qualifying for special education services. This uses assessment (remember that an assessment may be a test) to make a determination of qualification in accordance with a pre-determined criteria.

Adopted assessment practices have an important role in the quality of learning (Atkins 1995; Fernandes, Flores, and Lima 2012; Flores et al. 2014) and influence the ways in which students perceive learning (Brown and Knight, 1994; Drew, 2001). The influence of assessment on learning, either negatively or positively, might be seen as an incentive for study and improved performance (Watering, Gijbels and Dochy, 2008; Biggs, 2003; Brown and Knight, 1994; Brown,

Bull and Pendlebury, 1997; Boud and Falchikov, 2007). Assessment practices based on a learner-centered assessment enhance the active involvement of the students, produce feedback, enable collaboration between students and faculty and allow teachers to realize how learning is occurring (Webber 2012).

Summary of the Level of Instructional Competence of Public Elementary School Teachers

The summary of the level of instructional competence of the public elementary school teachers is presented on Table 9. It reveals that the level of instructional competence of the teachers is *very high*. This suggests that the teachers manifest the pedagogical content and skills all the time in all areas.

Table 9. *Summary of the Level of Instructional Competence of Public Elementary School Teachers*

Areas of Instructional Competence	$\bar{x}$	s.d.	Qualitative Description
Evaluation Skills	4.68	0.05	Very High
Mastery of Subject Matter	4.60	0.06	Very High
Teaching Skills	4.60	0.06	Very High
Classroom Management	4.59	0.08	Very High
Overall	4.62	0.04	Very High

The evaluation skills among the areas got the highest mean, followed by the mastery of the subject matter, teaching skills, and classroom management, respectively.

Relationship between the Teaching Behavior of the Public Elementary School Teachers and the Instructional Competence

Table 10 shows the relationship between the teaching behavior of the public elementary school teachers and the instructional competence. The result of the correlation shows that there was a significant relationship between organizational teaching behavior and evaluation skills (*r*-value 0.880, *p*-value<.0.5). With the result, the null hypothesis was rejected. It can also be noted that the relationship is strong as indicated in the *p*- value. More so, the relationship is in inverse. Meaning, as the evaluation skills increase, the organizational behavior decreases, or vice versa.

Teachers do not stick to the organizational rule but rather look for more remedy to reconsider the learners and parents. They are more considerate on the needs and readiness of the learners in giving the evaluation. For instance, even if it is already the schedule for giving the summative exams, the teachers may postpone or rearrange the schedule according to the readiness of the learners. Many times, the teachers conducted additional reviews to help the learners be more ready. Moreover, teachers are implementers in the field; teachers follow and modify the given instruction in the curriculum and evaluate using many different criteria in the evaluation process. This is one of the reasons that organizational teaching behavior greatly affects the evaluation skills of the teachers.

Table 10. *Relationship between the Teaching Behavior of the Public Elementary School Teachers and the Instructional Competence*

Instructional Competence	Teaching Behavior					
	Instructional		Socio-Emotional		Organizational	
	r-value	*p*-value	*r*-value	*p*-value	*r*-value	*p*-value
Mastery of Subject Matter	-0.059	0.925	-0.081	0.897	0.083	0.101
Teaching Skills	-0.484	0.408	0.405	0.499	-0.357	0.555
Classroom Management	-0.746	0.148	0.580	0.305	-0.178	0.774
Evaluation Skills	-0.079	0.900	-0.054	0.931	-0.880	0.049*

* Significant at level <.05

In relation to this, the job of the teachers is not just purely about teaching. Printing of modules, coordinatorships, paper works, and online schemes on different flagships are also increasing. With this new learning modality brought about by the "new normal," learners have no assurance of what they really learned. Teachers even simplified their evaluation tests just to meet the desired goal and to fit to the learning preferences of the pupils.

Summary, Findings and Recommendations

There were three (3) major findings from the analysis of the data on the correlation of Teaching Behavior and Instructional Competence of Public Elementary School Teachers in Talisayan District for the School Year 2020-21: (1) Generally, the public elementary school teachers *always* exhibit all the dimensions of teaching behaviors; (2) the level of instructional competence of the public elementary school teachers was *very high*; and (3) there was a significant relationship between the evaluation skills and organizational behavior of teachers, and thus the null hypothesis is rejected.

This means that the public elementary school teachers of the district *always* exhibit good teaching behavior in all situations, while also having *very high* levels of instructional competence manifesting the necessary pedagogical content and skills all the time. Further, it was also established that there was a significant relationship between evaluation skills and organizational behavior of teachers, meaning the teachers should know how to deal with the learners because their learners' performance is affected.

Basing from the above findings, the following recommendations are formulated:

1. Teachers must have a strong drive to keep all their duties organized, and completed in a timely manner.
2. Teachers must promote positive relationships and of being warm, sensitive, and responsive in order to build a good professional relationship of mutual respect with their students and peers.

3. The teacher must be competent to measure the basis of various pedagogical criteria, such as lesson planning, and classroom management techniques which are to be evaluated by school heads.
4. The school heads may initiate to guide the teachers in the proper ways of dealing with the learners when it comes to teaching behavior, and be open-minded in giving technical assistance towards the enhancement and further improvement of teachers' performance.
5. The school heads may have to be more considerate in dealing with their teachers during their class observation assessing their teaching performance.
6. The school heads may provide training and information drive to update the teacher on the new and dynamic modalities possible in the new normal that can enhance the teaching and learning processes, to come up with quality education in any modality such as the INSET and LAC Sessions, for example.

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