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THE INFLUENCE OF TEACHERS' INSTRUCTIONAL SKILLS ON LEARNERS' ACADEMIC PERFORMANCE

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Abstract

This study aimed to determine the level of influence of teachers' instructional skills on learners' academic performance in one of the districts in a medium-sized division in Central Philippines for the School Year 2024-2025. The study found that most respondents were young teachers, with nearly two-thirds lacking postgraduate degrees and belonging to lower income brackets, indicating that many are relatively new to the profession and rely largely on classroom experience rather than advanced training. Overall, teachers demonstrated a high level of instructional skills across key domains—knowledge of curriculum and pedagogy, communication and questioning, classroom management, and assessment and feedback—regardless of age, educational attainment, or income. Learners' academic performance was consistently rated as very satisfactory across all demographic groupings, suggesting equitable learning outcomes supported by stable instructional quality. A significant difference emerged only in classroom management when teachers were grouped by age, implying that age-related factors may influence management strategies, while no significant differences were found in learners' academic performance across groups. Importantly, no significant relationship was identified between teachers' instructional skills and learners' academic performance, indicating that multiple factors beyond instructional competence alone shape student achievement. Based on these findings, the study recommends targeted professional development programs focused on constructivist teaching, instructional clarity, responsive behavior management, and data-informed instruction to strengthen areas with lower mean ratings and further support effective teaching practices.

Keywords: Teachers' instructional skills, learners' academic performance, knowledge of curriculum and pedagogy, communication and questioning skills, classroom management, and assessment and feedback

Bio-profiles

Jennifer B. Cawaling has been a public-school teacher at Luis Puentevella Elementary School for 11 years. She completed her Bachelor's degree in Education, majoring in Filipino, at Colegio San Agustin Bacolod in 1999. She pursued a Master's degree in education major in administration and supervision at STI West-Negros University in Bacolod. She is committed to providing quality education and fostering a positive, learner-centered classroom environment that supports the academic and personal growth of her pupils.

Rene S. Oriendo is a Filipino educator and school leader based in Bacolod City, Negros Occidental. He currently serves as Public Schools District Supervisor (PSDS) under the

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Department of Education–Bacolod City, a position he has held since April 2020. With decades of experience in public education, he previously served as Principal I, II, and III, as well as Master Teacher I and II, demonstrating a strong commitment to instructional leadership and school improvement.

Dr. Oriendo holds a Bachelor of Elementary Education (BEED), a Master of Arts in Education (MAED), and a Doctor of Philosophy (PhD) from STI–West Negros University. His areas of specialization include PEMA, Science, Values Education, Early Language Literacy and Numeracy (ELLN), assessment design, and quality assurance of learning resources. He has actively conducted and participated in various Learning Action Cells (LACs), regional trainings, and conferences focused on formative assessment, instructional innovation, literacy development, and blended learning.

In recognition of his dedication and excellence in teaching, he was awarded the Division of Bacolod City Most Outstanding Teacher in 2006 by the Bacolod City Public School Teachers Federation. Dr. Oriendo continues to contribute to educational development through capacity-building initiatives, program implementation reviews, and advocacy for quality and inclusive education.

Introduction

Rationale

The effectiveness of teaching methods becomes crucial to improving education as schools work to meet the demands of quality, equity, and inclusive learning. Through the Philippine Professional Standards for Teachers (PPST), which identifies basic categories of teaching competence—curriculum knowledge, pedagogical delivery, classroom management, and assessment literacy—the Department of Education (DepEd) emphasizes this priority (DepEd, 2017). These domains influence how learning is planned, executed, and assessed; they are not discrete abilities.

The ability of a teacher to design meaningful learning experiences that are developmentally appropriate, sensitive to the needs of learners, and in line with curriculum objectives is referred to as instructional ability. When used well, these abilities increase comprehension, encourage participation, and advance academic success (Cabello & Bonilla, 2021). Nonetheless, a crucial issue for empirical research is the degree to which instructional competency translates into quantifiable learner outcomes, particularly in public school settings where teachers deal with a variety of learner profiles, scarce resources, and changing curriculum standards.

This study focuses on four key domains of instructional competence: Knowledge of Curriculum and Pedagogy, Communication and Questioning Skills, Classroom Management, and Assessment and Feedback. These domains reflect the essential dimensions of teaching that directly influence the learning environment and learner performance. Knowledge of Curriculum and Pedagogy involves aligning instruction with standards and applying constructivist principles. Communication and Questioning Skills refer to the clarity of instructional delivery and the use of inquiry to stimulate thinking. Classroom Management encompasses the creation of safe, orderly, and inclusive learning spaces. Assessment and Feedback involve using varied tools to monitor progress and adjust instruction accordingly.

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The researcher is motivated by a deep commitment to improving instructional quality and learner outcomes in basic education. Having worked closely with schools in varied settings, the researcher recognizes the urgent need to bridge gaps between teaching practice and learner achievement. This study is grounded in the belief that empowering teachers with targeted support and evidence-based strategies can lead to more inclusive, responsive, and high-impact classrooms. By examining the instructional dimensions that matter most, the researcher hopes to contribute to a culture of continuous improvement and shared accountability in Philippine education.

Literature Review

Recent international research highlights renewed attention to curriculum and pedagogy as interconnected dimensions of teacher competence, emphasizing that effective teaching goes beyond content delivery to include planning, instructional strategy, and responsiveness to learners. Lee Shing et al. (2020) reaffirm the centrality of Pedagogical Content Knowledge (PCK), describing it as teachers' ability to transform subject matter into teachable and meaningful learning experiences, enabling them to anticipate misconceptions and adapt instruction. Vosniadou (2021) further argues that strong curriculum knowledge supports equity and inclusion, particularly in multicultural and multilingual classrooms, by allowing teachers to scaffold learning and differentiate instruction. Similarly, Darling-Hammond et al. (2020) position pedagogical knowledge as foundational to professional identity, noting that curriculum and pedagogy evolve through reflection, collaboration, and continuous learning, while Shulman and Kennedy (2020) emphasize pedagogical reasoning as the process through which teachers plan, enact, and reflect on curriculum to enhance student learning.

In Germany, Blömeke, Olsen, and Suhl (2021) conducted a cross-national study involving 17 countries to examine the relationship between teachers' pedagogical content knowledge (PCK) and student achievement. The study utilized data from the IEA Teacher Education and Development Study and found that higher levels of PCK significantly predicted learner performance in mathematics and science. Instructional clarity and curriculum alignment emerged as key mediators. The authors concluded that curriculum knowledge must be paired with pedagogical reasoning to foster meaningful learning outcomes. As well as in India, Sharma and Srivastava (2022) investigated curriculum planning competencies among secondary school teachers and their influence on instructional effectiveness. Using a correlational design, the study assessed curriculum mapping, sequencing, and content integration. Results showed that teachers with strong curriculum planning skills delivered more coherent lessons and achieved higher student performance. The study recommends strengthening curriculum literacy in teacher education programs.

According to Carvajal et al. (2025), a systemic rethinking of curriculum and pedagogy in line with Republic Act 10533, the Philippine Professional Standards for Teachers (PPST), and international education trends is necessary to future-proof teacher education in the Philippines. Their conceptual framework emphasizes that in order to successfully manage inclusive education, digital integration, and global benchmarking, teacher educators must have in-depth curricular knowledge and pedagogical agility. The study emphasizes that to promote responsive teaching, curriculum knowledge must be combined with pedagogical innovation and institutional support. On the other hand, De Guzman and Manalo (2023)

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examine pedagogical shifts in Philippine teacher education, highlighting the integration of constructivist and learner-centered approaches. They argue that curriculum knowledge is no longer static but must evolve with pedagogical trends that prioritize critical thinking, collaboration, and differentiated instruction. Their work reinforces the need for continuous curricular review and pedagogical renewal.

As highlighted by Dela Cruz and Panganiban (2023), effective communication in teaching involves not only verbal clarity but also non-verbal cues, tone modulation, and contextual sensitivity. Their study emphasizes that Filipino teachers must navigate linguistic diversity and cultural nuances to ensure instructional messages are understood across learner profiles. Furthermore, questioning, according to Mendoza (2022), serves as a cognitive activator that stimulates learner curiosity and scaffolds deeper understanding. He notes that strategic questioning—particularly open-ended and probing types—encourages learners to articulate reasoning and engage in reflective dialogue, especially in multilingual classrooms. In a synthesis of classroom discourse practices, Ramos et al. (2021) argue that communication is most effective when it is dialogic rather than monologic. They assert that teachers who foster reciprocal exchanges through questioning build stronger learner-teacher rapport and promote inclusive participation.

In Philippine classrooms, assessment and feedback are increasingly viewed as integral to instructional design and learner development, guiding how teachers monitor progress, adjust instruction, and foster student agency. Francisco and Dizon (2023) emphasize that timely, specific, and dialogic feedback enhances learner engagement and improvement, noting that teachers who embed feedback into daily instruction create more reflective and responsive learning environments. Similarly, Cruz (2022) underscores the value of formative assessment embedded in instructional routines, using strategies such as questioning, peer review, and performance tasks to gather evidence of learning and promote metacognition. Across local and international studies, instructional competence is consistently defined as a multidimensional and dynamic construct—encompassing curriculum knowledge, pedagogy, classroom management, and assessment literacy—and is strongly associated with learner academic performance, forming the basis of the present study in Philippine public elementary schools.

Theoretical Underpinnings

This study is anchored on Bandura's Social Cognitive Theory (SCT), which evolved from Social Learning Theory to emphasize cognition, agency, and reciprocal interaction among personal factors, behavior, and the environment. Central to SCT is triadic reciprocal causation, explaining how teachers' instructional behaviors—such as clear communication, effective questioning, constructive classroom management, and responsive assessment—interact with learner beliefs, classroom climate, and modeled expectations to influence motivation, engagement, and academic performance. Through observation, self-reflection, and vicarious reinforcement, teachers serve as influential models whose practices shape learners' goal setting, self-regulation, and achievement.

The study also draws on Elger's Theory of Performance (2007) as a complementary framework, which conceptualizes performance as the production of valued results through the integration of knowledge, skills, identity, personal factors, context, and fixed conditions. ToP is relevant in examining instructional competence as a dynamic and developmental process, allowing instructional domains such as curriculum knowledge, communication, classroom

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management, and assessment to be analyzed in relation to both internal dispositions and external conditions. Together, SCT and ToP provide a comprehensive theoretical foundation for understanding how teachers' instructional skills develop and how they influence learners' academic performance within varied educational contexts.

Objectives

This study aimed to determine the level of influence of teachers' instructional skills on learners' academic performance in one of the districts of a medium-sized division in Central Philippines for the School Year 2024-2025. Specifically, this study sought to determine: (1) the profile of the respondents in terms of age, educational attainment, and family income; (2) the level of influence of teachers' instructional skills in terms of knowledge of curriculum and pedagogy, communication and questioning skills, classroom management, and assessment and feedback; (3) the level of learners' performance; (4) whether a significant difference exists in the level of influence of teachers' instructional skills when grouped and compared according to aforementioned variables; and (5)if there a significant relationship between the level of teachers' instructional skills and learners' academic performance.

Methodology

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedures for data analysis.

Research Design

This study used a descriptive research design to determine the level of influence of teachers' instructional skills on learners' academic performance in one of the districts in a medium-sized division in Central Philippines for the School Year 2024-2025. According to Ary (2017), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are. Descriptive research is scientific research that describes events, phenomena, or facts systematically, dealing with a certain area or population.

Study Respondents

The respondents of the study were the 158 teachers from the said district. Since the population of the respondents is quite large, the researcher employed a sampling technique using Cochran's Formula. The respondents were randomly selected by the researcher from each section using the lottery technique.

Instruments

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To determine the level of influence of teachers' instructional skills on learners' academic performance, this study made use of a self-made data gathering instrument, which was subjected to Validity (4.93 - interpreted as excellent) and Reliability testing (0.882 – interpreted as good). The questionnaire consisted of two parts: Part 1 gathered the respondents' socio-economic information, such as Age, Highest Educational Attainment, and Average Family Monthly Income. Part 2 contained a total of 30 line-items divided into three (3) areas, namely: Knowledge of Curriculum and Pedagogy, Communication and Questioning Skills, Classroom Management, and Assessment and Feedback. There were 10 line items for each of the five areas.

Data Gathering Procedure

After the approval of the questionnaire by the panel members, the researcher sought the help of three experts for the validation of the instrument, and subsequently conducted a reliability test as mentioned earlier. The researcher also submitted a request to the School's Division Superintendent asking permission to conduct the study. As soon as the approval was received, the researcher proceeded with the reliability test. The data gathering instrument was administered after the approval of the request, and the copies of the instrument were retrieved after 3days. After the collection of data, they were organized for statistical interpretation.

Data Analysis and Statistical Treatment

Objective No. 1 used a descriptive analytical scheme and frequency count and percentage distribution to determine the profile of the respondents in terms of age, educational attainment, and family income. Objective No. 2 used a descriptive analytical scheme and mean to determine the level of influence of teachers' instructional skills in terms of Knowledge of Curriculum and Pedagogy, Communication and Questioning Skills, Classroom Management, and Assessment and Feedback. Objective No. 3 used the Mean to determine the level of learners' performance when grouped according to the aforementioned variables. Objective No. 4 used the Mann-Whitney U Test to determine the significant difference in the level of influence of teachers' instructional skills when grouped and compared according to the aforementioned variables.
Objective No. 5 used Spearman's rho to determine the significant relationship between the level of teachers' instructional skills and learners' academic performance.

Ethical Considerations

This study strictly adhered to established ethical standards in educational research to uphold integrity and protect all participants. Informed consent was obtained from teachers, school heads, and personnel involved in RPMS implementation, with participants fully briefed on the study's purpose, their voluntary involvement, and their right to withdraw at any time without consequence. No incentives or coercion were used. Confidentiality and anonymity were maintained by removing personal identifiers and coding responses to prevent traceability. All data were securely stored and accessed solely for academic purposes, with findings reported in aggregate form to safeguard sensitive information.

To ensure participant safety, the study guaranteed that no physical, psychological, or professional harm would result from involvement. All procedures complied with institutional and national ethical guidelines, including those set by the Department of Education and

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relevant academic review boards. Ethical clearance was secured before fieldwork. The researcher maintained neutrality and objectivity throughout the data interpretation process, presenting the results honestly and transparently in accordance with responsible and respectful research practices.

Results and Discussion

This section deals with the presentation, analysis, and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Descriptive Analysis on the Profile of the Respondents in Terms of Age, Highest Educational Attainment, and Average Family Monthly Income

Table 1
Profile of the Respondents

Variable	Category	Frequency (n)	Percentage (%)
Age	Younger (below 41 years old)	85	53.80
	Older (41 years old and above)	73	46.20
	Total	158	100.00
Highest Educational Attainment	Lower (Bachelors)	111	70.30
	Higher (MA/PHD)	47	29.70
	Total	158	100.00
Average Family Monthly Income	Lower (Below Php29,800.00)	113	71.50
	Higher (Php29,800.00 and above)	45	28.50
	Total	158	100.00

When grouped according to age, 85 respondents or 53.80% belong to the younger category (below 41 years old), while 73 respondents or 46.20% fall under the older category (41 years old and above). In terms of highest educational attainment, 111 respondents or 70.30% hold a bachelor's degree, whereas 47 respondents or 29.70% have earned either a master's or doctoral degree. Regarding average family monthly income, 113 respondents or 71.50% report earnings below Php29,800.00, while 45 respondents or 28.50% earn Php29,800.00 and above.

Level of Influence of Teachers' Instructional Skills in Terms of Knowledge of Curriculum and Pedagogy, Communication and Questioning Skills, Classroom Management, and Assessment and Feedback

Table 2
Level of Influence of Teachers' Instructional Skills in the Area of Knowledge of Curriculum and Pedagogy

Items	Mean	Interpretation

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As a teacher, I . .		
1. align my lessons with the prescribed curriculum standards.	4.30	High Level
2. select appropriate teaching strategies for different learning objectives.	3.82	High Level
3. integrate content knowledge with effective pedagogy.	3.99	High Level
4. modify instructional plans based on learners' needs.	3.47	Moderate Level
5. use differentiated instruction to address diverse learning styles.	3.87	High Level
6. Incorporate ICT tools to enhance teaching and learning.	3.68	High Level
7. apply constructivist principles in lesson delivery.	3.34	Moderate Level
8. design activities that promote higher-order thinking.	3.83	High Level
9. use scaffolding techniques to support learner understanding.	3.67	High Level
10. reflect on my teaching practices to improve instruction.	3.63	High Level
Overall Mean	3.76	High Level

Table 2 presents the level of influence of teachers' instructional skills in the area of Knowledge of Curriculum and Pedagogy. The overall mean score is 3.76, interpreted as a high level. Item No. 1, which states "I align my lessons with the prescribed curriculum standards," received the highest mean score of 4.30, interpreted as High level. On the other hand, Item No. 7, which states "I apply constructivist principles in lesson delivery," garnered the lowest mean score of 3.34, interpreted as a Moderate level. This implied that teachers may require further support in applying these principles consistently across instructional contexts. These findings resonate with the study by Dela Cruz and Manalo (2021), which examined pedagogical competencies among Filipino educators. The study emphasized that while teachers often excel in curriculum alignment and instructional planning, gaps remain in applying progressive pedagogies such as constructivism and differentiated instruction.

Table 3
Level of Influence of Teachers' Instructional Skills in the Area of Communication and Questioning Skills

Items	**Mean**	**Interpretation**
As a teacher, I . .		
1. communicate lesson objectives clearly to learners.	3.54	High Level
2. use age-appropriate language during instruction.	4.18	High Level
3. encourage learners to ask questions during class.	3.80	High Level
4. use probing questions to deepen understanding.	4.07	High Level
5. rephrase questions to accommodate different learners.	3.92	High Level
6. provide wait time for learners to think before answering.	4.16	High Level
7. facilitate classroom discussions effectively.	4.04	High Level

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8. use non-verbal cues to support verbal communication.	4.16	High Level
9. clarify misconceptions through guided questioning.	4.13	High Level
10. encourage learners to explain their reasoning.	4.09	High Level
Overall Mean	4.01	High Level

Table 3 presents the level of influence of teachers' instructional skills in the area of Communication and Questioning Skills. The overall mean score is 4.01, interpreted as a high level. Item No. 2, which states "I use age-appropriate language during instruction," received the highest mean score of 4.18, interpreted as a High level. In contrast, Item No. 1, which states "I communicate lesson objectives clearly to learners," garnered the lowest mean score of 3.54, though still interpreted as a High level. This may imply that while teachers are generally effective communicators, there is room to strengthen clarity and intentionality in framing lesson goals, especially in diverse or multi-level classrooms. This is supported by the study results of Mahdi (2023), which explored communication as a structured pedagogical strategy, noting that clarity, sequencing, and closure in teacher messaging significantly influence learner comprehension and motivation. He underscores that communication must be intentional and adaptive, especially in multilingual and diverse classrooms, where miscommunication can hinder learning outcomes.

Table 4
Level of Influence of Teachers' Instructional Skills in the Area of Classroom Management

Items	**Mean**	**Interpretation**
As a teacher, I. .		
1. establish clear classroom rules and expectations.	3.97	High Level
2. maintain a positive and respectful learning environment.	4.03	High Level
3. manage time effectively during lessons.	3.98	High Level
4. handle disruptive behavior constructively.	3.67	High Level
5. organize classroom space to support learning.	3.80	High Level
6. monitor learner engagement throughout the lesson.	3.97	High Level
7. use routines to promote classroom efficiency.	4.08	High Level
8. encourage learner responsibility and independence.	4.23	High Level
9. reinforce positive behavior consistently.	4.18	High Level
10. adjust classroom strategies based on learner behavior.	4.15	High Level
Overall Mean	4.01	High Level

Table 4 presents the level of influence of teachers' instructional skills in the area of Classroom Management. The overall mean score is 4.01, interpreted as a High level. Item No. 8, which states "I encourage learner responsibility and independence," received the highest mean score of 4.23, interpreted as High level. Meanwhile, Item No. 4, which states "I handle disruptive behavior constructively," garnered the lowest mean score of 3.67, though still interpreted as High level. This may imply that while teachers are generally effective in managing classroom behavior, they may benefit from additional support in applying restorative or trauma-informed approaches to discipline. The relatively lower score highlights a potential area for professional development in behavior management and socio-emotional responsiveness. These findings align with the study by Garcia and Mendoza (2021), which

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emphasized the importance of proactive classroom management strategies in fostering learner engagement and minimizing behavioral disruptions. Similarly,

Table 5
Level of Influence of Teachers' Instructional Skills in the Area of Assessment and Feedback

Items	Mean	Interpretation
As a teacher, I . .		
1. use varied assessment tools to measure learning.	3.32	Moderate Level
2. align assessments with learning objectives.	3.94	High Level
3. provide timely and constructive feedback to learners.	3.75	High Level
4. use assessment results to improve instruction.	3.22	Moderate Level
5. encourage self-assessment and peer feedback.	3.84	High Level
6. identify learners' strengths and areas for improvement.	3.37	Moderate Level
7. communicate assessment criteria clearly.	3.87	High Level
8. use formative assessments during instruction.	3.73	High Level
9. record and monitor learner progress regularly.	3.97	High Level
10. adjust teaching strategies based on assessment data.	3.51	High Level
Overall Mean	3.65	High Level

Table 5 presents the level of influence of teachers' instructional skills in the area of Assessment and Feedback. The overall mean score is 3.65, interpreted as a high level. Item No. 9, which states "I record and monitor learner progress regularly," received the highest mean score of 3.97, interpreted as a high level. In contrast, Item No. 4, which states "I use assessment results to inform instruction," garnered the lowest mean score of 3.22, interpreted as a Moderate level. This implies that while teachers are proficient in administering assessments, they may require further support in translating assessment data into instructional decisions. The moderate rating highlights a potential area for professional development in data literacy and responsive teaching. These findings echo the study by Santiago and Ramos (2021), which emphasized the need for Filipino teachers to strengthen their use of assessment data in instructional planning.

Learners' Academic Performance When Grouped According to Aforementioned Variables

Table 6
Level of Academic Performance When Grouped According to Age, Highest Educational Attainment, and Average Family Monthly Income

Variable	Category	N	Mean	Interpretation
Age	Younger	85	86.71	Very Satisfactory
	Older	73	86.38	Very Satisfactory
Highest Educational Attainment	Lower	111	86.26	Very Satisfactory
	Higher	47	87.26	Very Satisfactory
	Lower	113	86.53	Very Satisfactory

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Average Family Monthly Income	Higher	45	86.62	Very Satisfactory

Table 6 presents the level of academic performance of learners when grouped according to age, highest educational attainment, and average family monthly income. Across all categories, the mean scores fall within the "Very Satisfactory" range, indicating consistently strong academic outcomes regardless of demographic grouping.

Comparative Analysis in Level of Influence of Teachers' Instructional Skills in the Areas of Knowledge of Curriculum and Pedagogy, Communication and Questioning Skills, Classroom Management, and Assessment and Feedback When Compared According to Age, Highest Educational Attainment, and Average Family Monthly Income.

Table 7
Differences in the Level of Influence of Teachers' Instructional Skills in the Area of Knowledge of Curriculum and Pedagogy When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U-test	Sig. Level	p-value	Interpretation
Age	Younger	85	85.81	2566.0	0.05	0.059	Not Significant
	Older	73	72.15				
Highest Educational Attainment	Lower	111	81.79	2354.0		0.329	Not Significant
	Higher	47	74.09				
Average Family Monthly Income	Lower	113	82.73	2177.0		0.155	Not Significant
	Higher	45	71.38				

Table 7 shows the differences in the level of influence of teachers' instructional skills in Knowledge of Curriculum and Pedagogy when grouped by age, highest educational attainment, and average family monthly income, using the Mann-Whitney U test. The results indicate no statistically significant differences across age groups ($p = 0.059$), educational attainment ($p = 0.329$), and income levels ($p = 0.155$), despite slight variations in mean ranks. These findings suggest that instructional influence in curriculum alignment and pedagogical integration is generally consistent among teachers regardless of age, academic qualifications, or socioeconomic status.

Overall, the results imply that demographic variables have limited impact on teachers' instructional competence in curriculum and pedagogy. This aligns with the findings of Lopez and Dela Cruz (2021), who reported that age, income, and educational attainment are weak predictors of instructional effectiveness, emphasizing instead the greater influence of professional development, reflective practice, and supportive school culture in shaping pedagogical competence.

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Table 8
Differences in the Level of Influence of Teachers' Instructional Skills in the Area of Communication and Questioning Skills When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U-test	Sig. Level	p-value	Interpretation
Age	Younger	85	85.45	2596.5		0.074	Not Significant
	Older	73	72.57				
Highest Educational Attainment	Lower	111	82.39	2288.0	0.05	0.217	Not Significant
	Higher	47	72.68				
Average Family Monthly Income	Lower	113	84.10	2335.5		0.420	Not Significant
	Higher	45					

Table 8 presents the differences in the level of influence of teachers' instructional skills in Communication and Questioning Skills when grouped by age, highest educational attainment, and average family monthly income using the Mann-Whitney U test. The results reveal no statistically significant differences across age ($p = 0.074$), educational attainment ($p = 0.217$), and income ($p = 0.420$), despite slight variations in mean ranks, indicating that these demographic factors do not substantially affect teachers' competence in communication and questioning.

Overall, the findings suggest that teachers demonstrate comparable levels of effectiveness in facilitating classroom dialogue and questioning strategies regardless of age, academic qualifications, or socioeconomic background. This is consistent with Tolentino and Ramos (2022), who reported that demographic variables have limited influence on communication effectiveness, highlighting instead the greater role of continuous professional development, reflective practice, and school-based mentoring in strengthening instructional discourse.

Table 9
Differences in the Level of Influence of Teachers' Instructional Skills in the Area of Classroom Management When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U-test	Sig. Level	p-value	Interpretation
Age	Younger	85	88.68	2322.5		0.006	Significant
	Older	73	68.82				
Highest Educational Attainment	Lower	111	83.33	2183.0	0.05	0.103	Not Significant
	Higher	47	70.45				
	Lower	113	81.54	2312.5		0.372	

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Average Family Monthly Income	Higher	45	74.39				Not Significant

Table 9 presents the differences in the level of influence of public-school teachers' instructional skills in Classroom Management when grouped by age, highest educational attainment, and average family monthly income using the Mann-Whitney U test. The results show that only age yielded a statistically significant difference ($p = 0.006$), with younger teachers demonstrating significantly higher classroom management influence than older teachers. In contrast, no significant differences were found when teachers were grouped by educational attainment ($p = 0.103$) or income level ($p = 0.372$), indicating that these variables do not substantially affect classroom management competence.

These findings suggest that age may play a role in classroom management effectiveness, possibly reflecting generational differences in adaptability, behavioral strategies, or responsiveness to classroom dynamics. This pattern is supported by Reyes and Francisco (2023), who reported that younger teachers often display greater flexibility in managing classrooms, while educational attainment and socioeconomic factors have limited influence, underscoring the importance of age-sensitive mentoring and intergenerational collaboration in strengthening classroom management practices.

Table 10
Differences in the Level of Influence of Teachers' Instructional Skills in the Area of Assessment and Feedback When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U-test	Sig. Level	p-value	Interpretation
Age	Younger	85	81.84	2903.5		0.484	Not Significant
	Older	73	76.77				
Highest Educational Attainment	Lower	111	82.04	2326.5	0.05	0.279	Not Significant
	Higher	47	73.50				
Average Family Monthly Income	Lower	113	81.82	2280.5		0.309	Not Significant
	Higher	45	73.68				

Table 10 presents the differences in the level of influence of public-school teachers' instructional skills in Assessment and Feedback when grouped by age, highest educational attainment, and average family monthly income using the Mann-Whitney U test. The results show no statistically significant differences across all variables, with p-values exceeding 0.05, indicating that teachers demonstrate comparable levels of assessment and feedback competence regardless of age, educational attainment, or income level.

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These findings suggest that assessment and feedback skills are consistently developed across demographic groups, supporting the view that such competencies are influenced more by professional practice than by personal background. This is consistent with Rivera and Bautista (2023), who found that assessment competence is largely shaped by school-based practices, reflective assessment design, and collaborative feedback culture rather than demographic characteristics, underscoring the role of institutional support in sustaining instructional quality.

Table 11
Relationship Between the Level of Teachers' Instructional Skills and the Level of Academic Performance

Variable	rho	p-value	Sig. level	Interpretation
Level of Instructional Skills Level of Academic Performance	0.002	0.981	0.05	Not Significant

Table 11 presents the relationship between the level of teachers' instructional skills and the level of learners' academic performance. The analysis employed the Spearman rank-order correlation to determine whether a statistically significant association exists between the two variables. The results yielded a correlation coefficient (rho) of 0.002 and a p-value of 0.981, which is greater than the 0.05 significance level, indicating that the relationship is not statistically significant. Therefore, the null hypothesis is retained, suggesting that there is no meaningful correlation between teachers' instructional skill levels and learners' academic performance in this dataset.

These findings imply that while instructional competence remains consistently high among teachers, it does not directly predict variations in academic outcomes. This pattern is supported by Lopez and Dela Cruz (2021), who argued that learner achievement is shaped more by multifactorial influences—such as school climate, learner motivation, and parental support—than by instructional skill alone. Their study emphasized the importance of holistic learning environments and systemic support structures in sustaining academic success.

Conclusions

Most respondents belong to the younger group, and almost two-thirds of them have no post-graduate degrees. Almost two-thirds of the respondents belong to the lower income bracket. The influence of teachers' instructional skills in terms of Knowledge of Curriculum and Pedagogy, Communication and Questioning Skills, Classroom Management, and Assessment and Feedback was all on high level. The influence of teachers' instructional skills when grouped according to the aforementioned variables were on high level. Learners' academic performance when grouped according to the aforementioned variables was Very Satisfactory. There was a significant difference in the level of influence of teachers' instructional skills in the area of Classroom management when grouped and compared according to Age. There was no significant difference in the level of learners' academic performance when grouped and compared according to the aforementioned variables.
There was no significant relationship between the level of teachers' instructional skills and learners' academic performance.

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Authorship Contribution Statement

Cawaling: Concept and design, literature review, data collection, analysis, and interpretation. **Oriendo:** Editing, reviewing, supervision, and material support.

Conflict of Interest

In relation to our study titled "THE INFLUENCE OF TEACHERS' INSTRUCTIONAL SKILLS ON LEARNERS' ACADEMIC PERFORMANCE," we hereby declare that there are no conflicts of interest. We have no financial, personal, or professional relationships that could be perceived as influencing the outcomes or conclusions of this research. All aspects of the study, including data collection, analysis, and interpretation, have been conducted impartially and solely for the advancement of knowledge in this area.

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