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## RESEARCH ARTICLE

# TEACHING COMPETENCE, CLASSROOM MANAGEMENT STRATEGIES, AND ACADEMIC PERFORMANCE

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### ABSTRACT

Teaching competence and classroom management strategies enhance a teacher's capability to establish and promote an environment that is impartial, accepting, and understanding of diverse students, ideas, circumstances, and experiences. The quest for associating these factors to students' performance has been verified to be crucial in maintaining high standards and implementing best strategies in all classrooms. The main purpose of this research was to assess the association of the teachers' teaching competence and classroom management strategies to students' academic performance of Zamboanga del Sur National High School, Pagadian City. This descriptive-correlational type of research utilized the survey questionnaires and school documents as the key to generating the necessary data. The results of this investigation showed that the overall teaching competence of the teachers was very high. Similarly, classroom management strategies of the teachers were also very high. Using the Pearson correlation test, this study asserted that there is a significant relationship between teaching competence and students' academic achievement. Moreover, this analysis claimed that a significant relationship is established between teachers' classroom management strategies and students' performance. Thus, this research provides strong evidence that the decisive role of the teachers in terms of manifesting teaching competence and employing classroom management strategies is very crucial in the promotion of the educational success of the students. Thus, teachers should continue to upgrade themselves for the reason that teaching, learning, and the whole teaching-learning process is very dynamic.

### INTRODUCTION

The school environment establishes a solid positive connection with students' academic performance. Teacher's competency and classroom management strategies enhance a teacher's ability to create an environment that is fair, understanding, and accepting of diverse students, ideas, experiences, and backgrounds. Teachers have been found to be the compelling and influential factor of student achievement (Kaplan & Owings, 2002; Lasley, Siedentop, & Yinger, 2006). Teachers ought to advocate and sustain high standards of teaching and implement the best strategies in their classrooms. Salandanan (2005) recognizes that as true educators, teachers need to shift from meager ability to prolific superiority in practice. And teachers who embrace and practice sound pedagogical repertoire, techniques, and approaches in presenting, implementing and assessing classroom instruction can impact students' academic performance. It could be noted that the improvement of classroom instruction is largely dependent on the competencies of the teacher. In addition, the teacher performs a large number of instructional and related activities inside and outside the classroom and these activities require the teacher to possess a certain amount of knowledge and also certain attitudes and skills which refer to his or her teaching competence. In other words, teaching competence emphasizes the right way of conveying units of knowledge, application, and skills to students so that classroom conditions and climate are conducive for learning. Classroom management strategies are considered an important part of creating a safe, positive

learning environment where students can thrive. Whether encouraging an atmosphere for successful cooperative learning or making a connection with difficult students, classroom management strategies play an important role in ensuring that every student in the classroom has the opportunity to focus on learning. According to a global education survey, when it comes to reading, mathematics, and science, learners in Shanghai outperform other young people in the world. Shanghai students exhibited advanced knowledge and skills corresponding to at least one extra year of schooling than their counterparts in other countries like Germany, the United States, and the United Kingdom in all of these subjects. In mathematics, Shanghai had the uppermost score with 613 points -- the equivalent of approximately three years of schooling above the average for the 34 OECD member countries of 494, and six years above Peru which posted the last rank with a score of 368. The city also came top in 2009 rankings. Singapore came second in mathematics with a score of 573, followed by Hong Kong, Taiwan, South Korea, and Macau. But the majority of other countries were not able to improve its mathematics performance since the PISA tests commenced almost two decades ago. Approximately 60% of the 64 countries who participated in previous studies performed and fared at a similar level or worse in 2012, and practically one-third of all students scored in the lowermost band for the subject. East Asian countries such as Shanghai, Hong Kong, and Singapore also overtook other countries in reading. These Asian countries ranked first, second, and third respectively with an overall score equivalent of at least one-

year additional schooling than the OECD average. Along with Japan and South Korea, these five countries that participated in earlier assessments displayed key improvements in reading comprehension since 2003. In science, Shanghai is also above other countries in the world, with a score equivalent of nearly two more years of schooling. Finland, garnering the fifth place, was the best performing non-Asian country behind Hong Kong, Singapore, and Japan. The educational success of Shanghai is directly attributed to a culture that emphasizes academic achievements over other school pursuits. Shanghai's exceptional accomplishment confronts preconceptions about China's rote learning system of education. Surprisingly, Shanghai did not only perform well on reproducing subject matter content but also they manifest higher order thinking skills allowing them to put into practice what they have learned (Xueqin, 2012). Shanghai's system of education puts a premium in training the teaching staff and offering high salaries. The teachers are very much compensated. The Shanghai government allotted sufficient budget and resources to ensure that every teacher is adequately trained and mentored by the best teachers within and outside their country. Apparently, the results are effective paving the way of a high level of learning engagement among students. Moreover, the parents, community, and other stakeholders are deeply engaged in ensuring that each learner succeeds.

In the area of education in the Philippines, Philippines ranked 69th in the educational system, 112th in science and math, and 76th on Internet access. In all categories, the Philippines was falling behind Singapore, Brunei, Malaysia, Indonesia, Thailand and Vietnam (Philippine Star, 2011). This scholastic problem was recognized years ago and the government has since undertaken various initiatives to stop the deterioration in the quality of Philippine education. Some progress has been made, but the results of local competency tests and studies comparing the academic performance of students from different countries show that more effort is needed to raise the quality of education in the country. The latest reminder that more must be done is the report of the Department of Education about declining achievement levels and survival rates among high school students. National Achievement Test results showed the mean percentage score of high school students dropping from an already disappointing 49.26 percent in the school year 2007-2008 to 47.40 percent the next year and a dismal 46.30 percent in 2009-2010. In high school, the survival rate was 79.91 percent in 2007-08, 79.73 in 2008-09, and 78.44 percent in 2009-2010. The nation must not only stop the deterioration in the quality of education but also raise it to world-class standards. As studies and international competitions in recent years have shown, Filipino students are lagging behind many of their Asian counterparts in academic performance. The country used to be the regional leader in education, with Asians coming to the Philippines to learn everything from English proficiency to agriculture and business management (Philippine Star, May 2011).

In the local scenario, the results of the National Achievement Test (NAT) of the six major subject areas for fourth-year students of Zamboangadel Sur National conducted last 2012-2013 were very low and alarming. The school got a low Mean Percentage Score (MPS) of 57.13 in Filipino, in Mathematics with (MPS) of 37.21, in English with an (MPS) of 49.31, in Science with an (MPS) of 37.27, in Araling Panlipunan with an (MPS) of 57.02 and in Critical Thinking with an (MPS) of 37.59. With this, all teachers should do something to increase

the students' performance in these six major areas. As a consequence of increasing and snowballing effect of poor academic performance of secondary school students specifically in National Achievement Test, many educationists seem to blame the lack of funds from the local and national government to provide advanced technology and quality textbooks. Nevertheless, these educational factors might not be the leading causes of why students are below par in examinations. It is very clear from all indications that a number of secondary schools teachers are not competent and have poor management strategies as well which might lead to the poor academic performance of the students. The teacher has been accused to be responsible for the low quality of student performance. Thus, it is necessary for all the teachers to have immediate action to increase the result of the said achievement test. Therefore, the researcher was challenged to conduct this study to assess the impact and to determine the relationship of the teachers' teaching competence and classroom management strategies to students' academic performance of Zamboanga del Sur National High School as one of the public schools in Pagadian City.

## MATERIALS AND METHODS

**Participants:** The research participants of this study were the nineteen (19) teachers of Zamboanga del Sur National High School, Pagadian City during the school year 2014-2015. The participants were the fourth year class advisers from four curriculums namely the Special Program in Science and Technology Curriculum (3 sections), Basic Education Curriculum (15 sections) and Special Program in Arts Curriculum (1 section). They were given an informed consent form for their voluntary participation in the said study. Moreover, students' performance as reflected by the grade point average (GPA) from six hundred sixty-five (665) learners under the class advisory of the said teachers were also utilized in the analysis of this study.

**Instruments:** Two sets of survey questionnaires sourced from other studies were utilized as the research instruments of this study. The first instrument was used to evaluate the level of teaching competence of the teachers. The questionnaire allowed the respondents to show the extent or degree agreement or disagreement with the corresponding statements about teachers' teaching competence. The second instrument is a questionnaire used to assess or gauge the level of teachers' classroom management strategies. These questionnaires set at 4-point Likert-type responses allowed the respondents to express the extent of manifesting the teachers' teaching competence and classroom management strategies. School records in the form of students' second grading grade in all subjects during the SY 2014-2015 were also used in determining the performance in the classroom.

**Procedure:** Prior to the generation of data, the researcher personally asked permission from Dep Ed-Pagadian City Schools Division Superintendent for the conduct of the study upon the endorsement of the principal. Upon approval, the researcher set the schedule of the conduct of research in the school. During the actual administration of research, the participants were gathered in one place for an orientation on the nature and benefit of the study to secure their cooperation, support, and voluntary participation. Then, the researcher personally administered the questionnaire ensuring that the fourth year teachers understood what is expected from them.

The directions were read aloud for clarity and all clarifications were addressed along the way. Data retrieval followed after the respondents have accomplished the research tool. Then the assembly, collation, analysis, and interpretation of the data on the three variables followed.

**Statistical Treatment**

The collected data were processed, organized, and analyzed using descriptive and inferential statistical measures. The descriptive statistics establish the statuses of the three variables. The inferential statistics, specifically the Pearson Coefficient of Correlation, was used to project the significant relationship between the teachers’ teaching competence and students’ performance as well as classroom management strategies and students’ performance.

**RESULTS AND DISCUSSION**

Teachers’ teaching competence refers to the type of instructional and related activities that the teachers perform inside and outside the classroom. Table 1 apparently displayed the very high teaching competence of the fourth year teachers of Zamboanga del Sur National High School in terms of professional knowledge and values/professionalism as indicated by the overall weighted mean of 3.81. The data revealed that the teacher-respondents proficiently understand how students come to learn and actively develop and that the teachers highly utilized varied activities and techniques appropriate to the different kinds of learners.

Research validates the impact of the teachers for the development of the learner. De Guzman (1998) posited that the teacher occupies a strategic position in the teaching-learning process. The professionalism of the teachers largely affects the performance of the students. Salandanan (2005) emphasized that effective teachers are equipped with values, attitudes, and dispositions that foster a classroom atmosphere of mutual trust for individual characteristics, especially student's needs, interests, and abilities. Teaching competence depends on teaching in a particular setting, the culture, beliefs, and values held in the community to help, guide, and counsel the students so that they can obtain good or high achievement (Kjersten, 2010). Table 2 presents the level of teachers’ teaching competence in terms of pedagogical content knowledge. These results strongly uphold the idea that the fourth year teachers of Zamboanga del Sur National High School possess a wide range of aspects of content knowledge and the teaching of the content to the students. The overall weighted mean for pedagogical content knowledge of 3.69 interpreted as Very High by and large conveyed the teaching competence of the said respondents. This result supports the notion that the teacher-respondents are capable to provide effective classroom instruction and consequently produce better gains on student achievements. The body of research on teachers' teaching competence in terms of pedagogical content knowledge suggests ways in which a teacher's having high content knowledge can enrich instruction and having low content knowledge can constrain instruction. Ball and her colleagues (2008) have taken this work a step further in the United States and investigated the link between teacher

**Table 1. Level of Teachers’ Teaching Competence in terms of Professional Knowledge and Values/Professionalism**

Items	Weighted Mean	Interpretation
1. Knows the content and its relationship to educational goals	3.70	Very High
2. Understands the relationship between processes of inquiry and content knowledge	3.66	Very High
3. Understands how students develop and learn	4.00	Very High
4. Active in developing and applying professional knowledge	3.75	Very High
5. Operates from an appropriate ethical position	3.66	Very High
6. Operates within the framework of law and regulation	3.69	Very High
7. Values diversity to which all students have the right to learn	4.00	Very High
8. Utilizes varied techniques and activities suited to the different kinds of learners	4.00	Very High
Over-all	3.81	Very High

*\*Hypothetical Mean Range: 3.26 – 4.00 – Very High; 2.51 – 3.25 – High; 1.76 – 2.50 – Low; and 1.00 – 1.75 – Very Low*

**Table 2. Level of Teachers’ Teaching Competence in terms of Pedagogical Content Knowledge**

Items	Weighted Mean	Interpretation
1. Possesses a wide range of aspects of subject matter knowledge and aspects of the teaching subject matter	3.84	Very High
2. Possesses knowledge of learners and their characteristics	3.91	Very High
3. Possesses an understanding of what makes the learning of a topic easy or difficult	3.84	Very High
4. Modifies tasks to be either easier or harder	3.81	Very High
5. Linksthe current content with past and future lessons	3.91	Very High
6. Createsan environment in which students canbest learn the topic	3.91	Very High
7. Assures that discussion of content are relevant to teaching and that discussions of teaching retain attention to the content	3.88	Very High
8.Explains learning goals, instructional procedures, and content clearly and accurately to students	3.75	Very High
9. Understands how particular topics, problems, or issues are organized, represented and adapted to the diverse interests and abilities of learners	3.84	Very High
10. Deliversaccurate and updated content knowledge using appropriate methodologies, approaches, and strategies	3.69	Very High
11. Usenthe integration of language, literacy, numeracy skills andvalues in teaching	3.25	High
12. Alignsthe lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners	3.62	Very High
13. Creates situations that encourage learners to use higher order thinking skills	3.25	High
14. Establishesroutines and procedures to maximize instructional time	3.78	Very High
15. Selects,preparing and utilizingavailable technologyand other instructional materials appropriate to the learners and the learning objectives	3.41	Very High
16. Providesappropriate learning tasks, portfolio, and projects that supportthedevelopment of good study habits	3.41	Very High
Over-all	3.69	Very High

*\*Hypothetical Mean Range: 3.26 – 4.00 – Very High; 2.51 – 3.25 – High; 1.76 – 2.50 – Low; and 1.00 – 1.75 – Very Low*

knowledge and pupil achievement. Their study showed that pedagogical content knowledge made a difference in pupil achievement. Table 3 describes the result of the evaluation of teachers' teaching competence in terms of communication and interaction with students.

The consistency of the figures signified that the teacher-respondents of this study impressively manifest teaching competence in terms of communication and interaction with students. Classroom management strategies have been viewed as the process of establishing and maintaining the internal

**Table 3. Level of Teachers' Teaching Competence in terms of Communication and Interaction with Students**

Items	Weighted Mean	Interpretation
1. Communicates effectively with students	3.94	Very High
2. Develops a positive relationship with students	3.97	Very High
3. Recognizes and responds to individual differences	3.94	Very High
4. Encourages positive students' behavior	3.97	Very High
5. Communicates sensitively with language appropriate to students' ages, levels of development, gender, race, and ethnic	3.97	Very High
6. Communicates thoughtfully through students' learning styles and needs	3.94	Very High
7. Communicates with parents, other teachers, administrators and the people in the community	3.97	Very High
8. Conveys information in an approachable and diplomatic way	3.94	Very High
Over-all	3.96	Very High

\*Hypothetical Mean Range: 3.26 – 4.00 – Very High; 2.51 – 3.25 – High; 1.76 – 2.50 – Low; and 1.00 – 1.75 – Very Low

**Table 4. Level of Teachers' Classroom Management Strategies in terms of Planning, Developing and Organizing Instruction**

Items	Weighted Mean	Interpretation
1. Plans purposeful activities to achieve the specific student learning outcome	3.88	Very High
2. Design teaching programs to motivate and engage students	3.77	Very High
3. Fosters independent and cooperative learning	3.97	Very High
4. Structures learning tasks effectively	3.81	Very High
5. Organizes activities to support the growth and learning of diverse students	3.97	Very High
6. Uses methods that develop the students' academic and social skills	3.84	Very High
7. Prepares lesson plans	4.00	Very High
8. Matches content, teaching approaches and students development and learning in planning	4.00	Very High
Over-all	3.91	Very High

\*Hypothetical Mean Range: 3.26 – 4.00 – Very High; 2.51 – 3.25 – High; 1.76 – 2.50 – Low; and 1.00 – 1.75 – Very Low

**Table 5. Level of Teachers' Classroom Management Strategies in terms of Managing Classroom Climate**

Items	Weighted Mean	Interpretation
1. Develops and reinforces classroom rules and norms which create a predictable, safe learning environment for students	3.84	Very High
2. Plans relationship-building activities and games which encourage positive interactions	3.65	Very High
3. Holds class meetings to discuss important issues	3.84	Very High
4. Nurtures positive relationships with all the students not only taking care of their progress but considering like human beings	3.84	Very High
Over-all	3.79	Very High

\*Hypothetical Mean Range: 3.26 – 4.00 – Very High; 2.51 – 3.25 – High; 1.76 – 2.50 – Low; and 1.00 – 1.75 – Very Low

**Table 6. Level of Teachers' Classroom Management Strategies in terms of Creating and Implementing Learning Environment**

Items	Weighted Mean	Interpretation
1. Prepares the classroom that is warm and inviting	4.00	Very High
2. Sets the room arrangement which matches the teachers' philosophy of learning	4.00	Very High
3. Provides the students to have access to necessary materials in the classroom	4.00	Very High
4. Eliminates the distracting features of a room	4.00	Very High
5. Sets rules and procedures to students	4.00	Very High
6. Creates a motivational climate to students	4.00	Very High
Over-all	4.00	Very High

\*Hypothetical Mean Range: 3.26 – 4.00 – Very High; 2.51 – 3.25 – High; 1.76 – 2.50 – Low; and 1.00 – 1.75 – Very Low

The overall weighted mean of 3.96 interpreted as Very High convincingly proved that the teachers of Zamboanga del Sur National High School not only strived to create a positive classroom climate but also thoughtfully communicated through students' learning styles and needs. Thus, they produced happy and successful students through effective and diplomatic communication. Another noteworthy point is that the teacher-respondents also reached out to parents, other teachers, administrators, and the people in the community encouraging more participation from the stakeholders and enhancing partnership in promoting quality education. Indeed, the parents, the administrators, and the community are engaged in making sure the students succeed.

environment of the classroom for the attainment of educational goals. It consists of all the provisions and procedures necessary to keep students focused, attentive, organized, orderly, on task, and scholastically productive during a class. As signified in Table 4, the capability of the fourth year teachers of the Zamboanga del Sur National High School to plan, develop, and organize instructions is very high with the overall weighted mean of 3.91. The impressive figures presented above reflected that the much-needed component of teachers' classroom management in terms of planning, developing, and organizing instruction has been extensively accomplished by the teacher-respondents. It is clear that the fourth year teachers of ZSNHS managed their classrooms strategically through efficient preparation of lesson plans and

seamless matching of teaching content and approaches. Further, the teachers provided learning activities that foster independent and cooperative learning in the midst of students' diversity. Table 5 describes the extent of teachers' classroom management in terms of managing the classroom climate. Remarkably, the four items describing the teachers' management of classroom climate accumulated an overall weighted mean of 3.79 interpreted as Very High. Hence, most teachers adeptly managed their classrooms embracing norms and routines indispensable in creating a climate needed for safe and engaging learning. Showcasing the responses of the teacher-respondents on Table 6, undoubtedly, the fourth year teachers of Zamboanga del Sur National High School implemented to a great extent effective and efficient classroom management in terms of creating and implementing learning environment as revealed by the uppermost over-all weighted mean of 4.00 interpreted as Very High. Students' academic performance is the result or outcome of education which is generally quantified by examinations or continuous assessment. The Grade Point Average (GPA) generated from students' class interaction or participation, scores in examinations, assignments, quizzes and other learning activities and performance tasks are used to measure the academic achievement or performance of the students. The data on students' academic achievement based on grade point average are shown in Table 7. The data revealed that the students obtained a general grade point average (GPA) of 84.89 interpreted as Good for five major subjects namely Filipino, English, Math, Science, and Araling Panlipunan.

**Table 7. Students' Academic Performance based on Grade Point Average**

Subjects	Grade Point Average (GPA)	Interpretation
1. Filipino	86.18	Good
2. English	84.34	Fair
3. Math	83.69	Fair
4. Science	85.33	Good
5. Araling Panlipunan	84.89	Good
Over-all	84.89	Good

\*Note: 95–100 = Excellent; 90–94 = Very Good; 85–89 = Good; 80–84 = Fair; 75–79 = Poor; 74 & below = Very Poor (Failed)

The results on quantifying academic performance will strengthen the claim that the fourth year students of Zamboangadel Sur National High School performed averagely well in their academic pursuits. Their achievement level of Filipino, Science, and Araling Panlipunan is good and the achievement level in English and Math is fair. An array of elements and factors can affect the eminence of students' academic performance. Doll (2004) ascertained that aptitude, instruction, and environment are the three groups of nine factors based on cognitive, affective, and behavioral skills for learning optimization paving the way for quality academic performance. The home environment also plays a major role in the academic performance and endeavor of the students. Basically, academically-accomplished parents can provide a suitable environment for the educational success of students. Shulman (2000) resolved that the academic performance of students largely depends on the teachers' knowledge and expertise of the subject matter, pedagogical skills, and parental involvement in school and other academic activities to achieve a higher level of academic success.

**Hypothesis No. 1.** There is a significant relationship between teaching competence and students' academic performance.

**Table 8. Test of Significant Relationship between Teachers' Teaching Competence and Students' Academic Performance**

Parameters	Findings
Pearson "r"	.7324
Probability	0.0413
Decision of the Hypothesis	Accept
Interpretation	With Significant Relationship

Findings from the quantitative data analysis shown in Table 8 specified a significant relationship between teachers' teaching competence and students' performance. Utilizing Pearson Correlation Test with a Pearson "r" value of 0.7324 and a probability value of 0.0413, Table 8 proves that teachers' teaching competence had a strong and significant effect on students' performance in terms of their grade point average at the 0.05 level of significance. Hence the affirmative hypothesis that there is a significant relationship between teaching competence and students' academic performance has been accepted. The significant relationship between teachers' teaching competence and students' academic achievement has been explored and studied by many scholars in the field of education. Hanushek & Rivkin (2006) concluded that teachers' knowledge has consistently been found and proven to be associated with student achievement. The result of this study is also parallel and in agreement with the findings of Baumert et al. (2010) regarding the positive relationship between teachers' pedagogical content knowledge and the quality of teacher-student interaction in a learning environment. Teachers created an environment so that students could make sense of the concepts they were expected to learn and inspire them to value intellectual pursuits. Moreover, research indicates that teachers' teaching competence and teachers' classroom management strategies are pivotal to their capacity to provide better gains on student achievements. According to the National Research Council (2004), students can achieve when they have access to high-quality teaching and effective classroom programs. The teachers' ability to focus subject matter content knowledge help develop the pedagogical skills to teach the specific content and impact students' learning. Teachers with a high level of teaching competence in terms of pedagogical skills and classroom management strategies fashioned an atmosphere in which students can best learn and achieve good grades. Intuitively, the role of the teachers is very crucial for the promotion of the educational success of the students.

**Hypothesis No. 2.** There is a significant relationship between teachers' classroom management strategies and students' academic performance.

**Table 9. Test of Significant Relationship between Teachers' Classroom Management Strategies and Students' Academic Performance**

Parameters	Findings
Pearson "r"	0.7054
Probability	0.0482
Decision of the Hypothesis	Accept
Interpretation	With Significant Relationship

The result of the testing of the hypothesis using the Pearson Correlation Test at the 0.05 level of significance is presented in Table 9. As depicted in the table, the Pearson "r" value of 0.7054 and a probability value of 0.0482, teachers' classroom management strategies and students' academic performance in terms of grade point average had a significant relationship.

Thus the affirmative hypothesis that there is a significant relationship between teachers' classroom management strategies and students' academic performance has been accepted. The fact that teachers' classroom management is positively related to students' academic achievement has been documented by many studies in the field of research. According to global education survey, classroom management strategies consider an important part of creating a safe, positive learning environment where students can thrive. Whether encouraging an atmosphere for successful cooperative learning or making a connection with difficult students, classroom management strategies play an important role in ensuring that every student in the classroom has the opportunity to focus on learning. Several studies explored the different levels of relationship between classroom management strategies to the academic achievement of students. Clifford (2008) pointed out that classroom management strategies are ways of controlling students' behavior and help improve the academic performance of the students. The primary role of the teachers to establish and maintain order in the classroom should be reinforced because it contributes directly to the efficiency of teaching and learning (Dunbar, 2004). At the bottom-line of these studies, there exists a close link between the aforementioned variables. Teachers' classroom management strategies are needed to promote a high level of academic success. The way the teachers strategically manage their classroom creates a positive environment in which instructions and learning can effectively occur.

### Conclusion and Recommendations

The fourth-year teachers of Zamboanga del Sur National High School possessed a very high teaching competence particularly in terms of professional knowledge and values/professionalism, pedagogical content knowledge, and communication and interaction with students. The findings of the study signified further that the teacher-respondents possess a certain amount of knowledge and also a certain attitude and skills necessary for effective instruction and maximum students' learning. Moreover, the teachers' teaching competence played a major part in creating the environment in which students can best learn and significantly improve their academic performance. The teachers did a great job of managing their classroom strategically and effectively. In terms of academic performance, the students performed averagely well in the five major subjects namely Filipino, English, Math, Science, and Araling Panlipunan. The findings of this study asserted that there is a significant relationship between teaching competence and students' academic achievement. Further, this analysis claimed that a significant relationship is established between teachers' classroom management strategies and students' performance. This research provides strong evidence that the role of the teachers in terms of manifesting teaching competence and employing classroom management strategies is very crucial in the promotion of the educational success of the students. Thus, teachers should continue to upgrade themselves for the reason that teaching, learning, and the whole teaching-learning process is very dynamic.

The enhancement of teachers' teaching competence and classroom management strategies can be sustained through attending training and seminar-workshops. This will continuously update and equip the teachers with much-needed subject matter and pedagogical content knowledge.

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