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Research Article

The Influence of Behavioral Skills and Instructional Challenges on Teaching Performance of Public Elementary Teachers

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ABSTRACT

The primary objective of this study was to assess the level of teaching performance among public elementary school teachers in Magdalena District, Division of Laguna. Specifically, the study aimed to evaluate the teachers' behavioral skills and identify instructional challenges that may impact their performance. The findings of this research are intended to serve as the foundation for developing targeted intervention programs aimed at enhancing teacher effectiveness and promoting the delivery of quality education. A descriptive research design was employed, utilizing survey questionnaires, interviews, and classroom observations to gather data. A total of 100 public elementary school teachers from the Magdalena Sub-Office were selected as respondents. The results revealed significant positive relationships among behavioral skills, instructional challenges, and various dimensions of teaching performance. Notably, competencies such as effective communication, conflict resolution, and content delivery emerged as the most influential predictors of successful teaching outcomes. These findings underscore the importance of ongoing professional development focused on behavioral and instructional competencies. Furthermore, addressing issues related to resource availability and embracing classroom diversity were identified as critical factors in enhancing teaching performance. Overall, the study highlights the necessity for a comprehensive, skill-based approach to teacher development in order to foster a more effective and enriching educational environment.

Keywords: Behavioral Skills, Teaching Performance, Instructional Challenges

Introduction

In the 2018 Programme for International Student Assessment (PISA), the Philippines ranked among the bottom four out of 64 participating countries. This alarming result drew

attention to several factors that may contribute to the nation's underperformance in international assessments. Pam Robertson, Deputy Director of the Assessment, Curriculum, and Technology Research Centre (ACTRC),

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highlighted that one possible contributing factor could be the performance of teachers. In response, this study seeks to assess the level of teaching performance among public elementary school teachers in the Magdalena District, Division of Laguna. Specifically, it aims to examine the influence of teachers' behavioral skills and the instructional challenges they face, with the intention of using the findings as a basis for designing interventions or programs to improve teaching quality and promote effective learning outcomes. A teacher's behavior plays a crucial role in creating a positive classroom environment. The way a teacher presents the lesson, encourages participation, and responds to students—even when their answers are incorrect—can significantly influence student engagement and academic development. Effective teaching behavior includes treating students fairly, respecting their opinions, showing concern for their personal and developmental needs, engaging in academic activities beyond class time, and exhibiting positive attitudes and values.

Education, as one of life's fundamental needs, shapes individuals into responsible and productive members of society. According to Donk (2013), proper education is essential for producing healthy, well-rounded individuals who understand life's demands. Without education, children may struggle with low self-esteem, literacy issues, and limited opportunities for leadership and personal growth. Literacy, particularly reading ability, empowers individuals to become more confident and capable contributors to society. Education not only imparts knowledge but also fosters critical thinking and personal development. Doumba (2013) emphasized that while education and knowledge are distinct concepts, education is the vehicle through which information is transformed into meaningful knowledge. It allows individuals to interpret the world, form reasoned opinions, and navigate life's complexities beyond textbook learning.

Furthermore, Clores and Nueva (2023) stressed that teachers' behavioral competencies and the instructional challenges they face are among the most critical components of a successful educational environment. As the key facilitators of learning, teachers must

continuously reflect on their pedagogical approaches and uphold the highest standards in teaching, drawing from global best practices to meet the demands of modern education. In light of these perspectives, the present study underscores the importance of assessing and enhancing the behavioral and instructional capacities of teachers as a foundational step toward improving educational quality and student achievement in the Philippines.

Method

Research Design

This study employed a **descriptive correlational research design** to examine the relationship between teaching performance and teachers' behavioral skills in managing various instructional challenges. The descriptive method was deemed most appropriate, as the primary objective of the study is to describe and analyze the current state of teaching performance in relation to behavioral and instructional factors among public elementary teachers in Magdalena District, Division of Laguna. According to Polit and Hungler (1999), descriptive research involves the systematic collection of data that provides a detailed account or description of individuals, groups, or situations. Common tools used in descriptive research include surveys, interviews, and observational checklists. These methods allow for a comprehensive understanding of the phenomenon being studied without manipulating any variables. Best and Khan (2007) also emphasized that although the term "descriptive research" is sometimes used loosely, it actually encompasses various forms of investigation that, while superficially similar, differ significantly in approach and intent. What they share is the disciplined process of inquiry through the collection and analysis of empirical data, all with the goal of generating knowledge. Each type of descriptive study demands careful planning and execution by skilled and systematic researchers. Grounded in these perspectives, the researcher adopted the descriptive method to accurately capture and analyze the behavioral competencies and instructional challenges faced by teachers, as well as how these factors relate to their overall teaching performance. This design not only supports the study's goals

but also ensures a thorough and valid exploration of the data collected from the participants.

Sample and Sampling Technique

The study is about the teaching performances in relation to teacher's behavioral skills in dealing with various instructional challenges. The respondents for this study were composed of 100 public elementary school teachers in Magdalena District, Division of Laguna.

A researcher-made survey questionnaire was the main data gathering tool used in this study. The tool was based on the review of existing literature and studies produced by experts in the field of science education. To

ensure the validity of the instrument, the researcher sought the help of as master teacher of science, a language critic, and a statistician. The instrument underwent the process of craft-test-revise-retest which helped in making sure that it would address the problems raised in this investigation.

Part 1 focused on the behavioral skills Part 2 focused on the instructional challenges and Part 3 focused on the teaching performances such as professional knowledge, instructional planning, instructional delivery, assessment, learning environment and professionalism on the use of manipulatives and learning outcomes. Parts 1, 2 and 3 employed four-point Likert scale which scale is shown below.

Rating	Range	Description	Interpretation
4	3.26 - 4.00	Strongly Agree	Very High
3	2.51 - 3.25	Agree	High
2	1.76 - 2.50	Disagree	Low
1	1.00 - 1.75	Strongly Disagree	Very Low

Data Analysis

This study used descriptive statistics such as frequency, mean, and standard deviation to describe the Behavioral Skills and Instructional Challenges of Public Elementary Teachers Towards Teaching Performance. Furthermore, correlation tests using the Pearson correlation coefficient, multiple regression analysis, and moderation analysis using Hayes' framework were initiated to describe the association between Behavioral Skills And Instructional Challenges. These statistical treatments provided a suitable approach to analyze the data to secure robust findings on the relationship of the key study variables. Through multiple regression and moderation analysis, the study was able to generate meaningful insights that can contribute to the improvement of teaching performance.

Results

The table presents the correlation coefficients between behavioral skills, instructional challenges, and teaching performance dimensions (PK: Pedagogical Knowledge, IP: Instructional Practices, ID: Instructional Design, A: Assessment, LE: Learning Environment, P:

Professionalism). The results reveal significant positive relationships at the 0.01 level, indicating that both behavioral skills and instructional challenges significantly influence teaching performance.

Communication skills exhibit moderate to strong positive correlations with teaching performance dimensions, ranging from $r=0.467$ (Assessment) to $r=0.659$ (Learning Environment). This underscores the critical role communication plays in creating a supportive and effective teaching environment, enhancing both the learning experience and professional relationships.

Conflict resolution skills show the highest correlations among the behavioral skills, with coefficients ranging from $r=0.545$ (Assessment) to $r=0.696$ (Instructional Design). This suggests that teachers who are adept at resolving conflicts effectively foster better instructional outcomes and classroom harmony, leading to improved teaching performance.

Time management correlates moderately with teaching performance dimensions, with coefficients between $r=0.360$ (Assessment) to $r=0.360$ (Learning Environment).

(Learning Environment) and $r=0.536$ (Instructional Design). The lower correlation with the learning environment may suggest that other factors, such as interpersonal skills, play a larger role in shaping classroom dynamics.

Stress management exhibits moderate positive correlations across all dimensions, ranging from $r=0.403$ (Learning Environment) to $r=0.558$ (Assessment). This reflects the importance of teachers' ability to handle stress in maintaining effective teaching practices, particularly when dealing with assessments and student progress.

Among instructional challenges, classroom management demonstrates strong correlations, particularly with Pedagogical Knowledge ($r=0.645$) and Learning Environment ($r=0.578$). These results highlight the pivotal role of effective classroom management in creating structured and engaging learning environments.

Content delivery shows the strongest correlation among instructional challenges, with coefficients ranging from $r=0.477$ (Assessment) to $r=0.701$ (Pedagogical Knowledge). This underscores the importance of effectively presenting content as a cornerstone of teaching performance, particularly in building foundational knowledge.

The availability of resources exhibits moderate correlations with teaching performance, with coefficients between $r=0.441$ (Professionalism) and $r=0.651$ (Learning Environment). This indicates that resource availability significantly supports the development of engaging and well-structured learning environments.

Students' diversity demonstrates strong correlations with teaching performance, particularly with Pedagogical Knowledge ($r=0.615$) and Learning Environment ($r=0.709$). This suggests that addressing diversity effectively enhances teachers' ability to meet the varied needs of their students and fosters inclusive classroom environments.

In general, the results indicate significant positive relationships between behavioral skills, instructional challenges, and teaching performance dimensions. Effective communication, conflict resolution, and content delivery emerge as the strongest predictors of teaching success. These findings emphasize the need for continuous professional development in behavioral and instructional skills to optimize teaching performance. Addressing resource availability and leveraging diversity in classrooms can further enhance these outcomes, promoting a holistic and effective educational experience.

Significant relationship between behavioral skills and instructional challenges of public elementary teachers towards teaching performance.

	Teaching Performance					
	PK	IP	ID	A	LE	P
Behavioral Skills						
• Communication	.576**	.511**	.608**	.467**	.659**	.510**
• Conflict Resolution	.609**	.590**	.696**	.545**	.642**	.604**
• Time Management	.521**	.475**	.536**	.527**	.360**	.439**
• Stress Management	.545**	.463**	.543**	.558**	.403**	.455**
Instructional Challenges						
• Classroom Management	.645**	.521**	.533**	.501**	.578**	.499**
• Content Delivery	.701**	.556**	.562**	.477**	.548**	.567**
• Availability of Resources	.535**	.559**	.583**	.651**	.509**	.441**
• Students' Diversity	.615**	.683**	.576**	.709**	.603**	.700**

Discussion

The analysis of the correlation coefficients between teachers' behavioral skills and various teaching performance dimensions revealed statistically significant positive relationships at the 0.01 level. These results indicate that both behavioral skills and instructional challenges have a meaningful impact on overall teaching performance.

Specifically, the study found that all dimensions of teaching performance—Professional Knowledge (PK), Instructional Planning (IP), Instructional Delivery (ID), Assessment (A), Learning Environment (LE), and Professionalism (P)—are significantly correlated with four key instructional challenges: Communication, Conflict Resolution, Time Management, and Stress Management.

Communication showed strong correlations with Professional Knowledge ($r = .576$) and Learning Environment ($r = .659$), suggesting that effective communication is closely linked to teachers' pedagogical expertise and their ability to foster a conducive classroom atmosphere. These findings imply that teachers who communicate well are more adept at classroom management and content delivery.

For Conflict Resolution, the strongest correlation was observed with Professional Knowledge ($r = .609$), underscoring the critical role of subject mastery and pedagogical understanding in resolving classroom conflicts effectively and maintaining instructional quality.

Time Management was most strongly correlated with the Assessment dimension ($r = .527^{**}$), indicating that efficient use of time and adequate resource availability contribute significantly to how well student learning is measured and evaluated.

Stress Management exhibited particularly strong associations with both Assessment ($r = .558$) and Professionalism ($r = .455$). These results suggest that the ability to handle stress positively affects teachers' capacity to assess student learning fairly and to maintain a high standard of professional conduct, especially when working with diverse learner needs.

These correlations emphasize that each dimension of teaching performance plays a pivotal role in addressing specific instructional challenges. The findings highlight the

importance of developing a holistic set of competencies among educators—including behavioral, emotional, and instructional skills—to ensure effective and adaptive teaching practices in today's dynamic classroom settings.

Conclusion

The findings of this study underscore the **significant relationship between teachers' behavioral skills and instructional challenges** in shaping teaching performance among public elementary educators. These factors play a crucial role in influencing how effectively teachers deliver instruction, manage classrooms, and engage learners. Existing research supports the conclusion that **strong behavioral competencies**—such as effective communication, conflict resolution, time management, and stress management—are essential in establishing structured and positive learning environments. Classroom management skills, in particular, are consistently linked to increased student engagement and academic achievement. Teachers who can maintain discipline, build rapport, and foster inclusive participation are better positioned to facilitate meaningful learning experiences. Furthermore, the study highlights that **instructional challenges**, especially those related to adapting teaching methods to diverse student needs and handling limited resources, directly affect the quality of instruction. When these challenges are not adequately addressed, they can hinder both teacher performance and student outcomes. To address these issues, there is a pressing need for **targeted professional development programs** that focus on enhancing teachers' behavioral skills and equipping them with strategies to manage instructional challenges effectively. Educational institutions must prioritize ongoing training, mentorship, and access to resources to support teachers in their professional growth. In conclusion, investing in the holistic development of teaching competencies is imperative. By strengthening behavioral skills and mitigating instructional challenges, schools can significantly improve teaching performance—ultimately contributing to more effective learning and better educational outcomes for students.

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Author Contributions Statement

Name of Author	C	M	So	Va	Fo	Camp	Bell	Depow	Chai	Chigeda	Culver	Doucet	Dustova	E. Venter	Effendy	Krahnke	Latham	Suh	Telan	Andal
Jemerlyn L. Telan	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Edilberto Z. Andal, EdD	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Conflict of Interest Statement

The authors declare that there are no conflicts of interest related to this study. This means that there were no financial, personal, or professional relationships that could have influenced the research outcomes.

Data Availability

The data is available upon request. Thus, access can be granted after a formal request to the authors subject to the institutional guidelines of Laguna State Polytechnic University.

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