Vol. 42 · October 2020
DOI: https://doi.org/10.7719/jpair.v42i1.807

Print ISSN 2012-3981
Online ISSN 2244-0445

Teacher Instructional Competence and Learners Performance in Social Studies: Basis for Enhancement Program

NESTOR PACUNO
http://orcid.org/0000-0003-4408-873X
mayasang2000@yahoo.com Pamantasan ng Cabuyao
City of Cabuyao, Philippines

ALEX SANCHEZ
http://orcid.org/0000-0001-8311-6962
Pamantasan ng Cabuyao
City of Cabuyao, Philippines

Originality: 100% • Grammar Check: 98% • Plagiarism: 0%

ABSTRACT

One of the goals of today's pre-service and in-service training of teachers is to promote teacher's competencies. According to the Department of Education, it is a big factor in the academic achievement of the students. Included under teacher competencies are teaching effectiveness, professional recognition and awards, membership and participation in professional organizations, scholarly abilities, and creative productiveness, and university and community service. In the daily life of students, they encounter different kinds of teachers. The purpose of this study is to determine the teachers' Instructional competence and the students' MPS and quarterly grade performance involving 46 respondents in the City Schools Division of Laguna. The level of teachers' instructional competence of the teachers and principals Competence in curriculum content, Competence in transmitting the content to the learners, Competence in preparation of lesson log/plan, Competence in preparation of students' engagement, Competence

in classroom management; and Competence in providing conducive learning environment are interpreted as very satisfactory. The level of learners' quarterly grade and MPS were fairly satisfactory for the grade and low mastery level for MPS. There is a significant difference between learning environment competence and learners' quarterly grade and MPS. But there is no significant difference between the four aforementioned variables between learners' quarterly grades and MPS.

Keywords **—** Instructional Competence, Learners Performance, Enhancement Program

INTRODUCTION

One of the goals of today's pre-service and in-service training of teachers is to promote teacher's competencies. According to the Department of Education, it is a big factor in the academic achievement of the students. Included under teacher competencies are teaching effectiveness, professional recognition and awards, membership and participation in professional organizations, scholarly abilities, and creative productiveness, and university and community service (Manual of Regulations for Private Schools, 2010). In the daily life of students, they encounter different kinds of teachers. It is a fact that the various teaching competency levels of their teachers bear different effects upon the students' learning. Because of this, teachers must be aware of their own level of competency so as to be extra conscious of how their teaching affects the learning of the students.

According to Onike (2007), a teacher occupies an important position and is a key element in the operations of the school system. Teacher's competence, knowledge, interest, devotion, commitment, dedication, professional training, attitude, and personality makeup matters and largely determine the quality of services provided by the teacher.

Muijs and Reynolds (2001) claim that how a teacher teaches becomes a vital key in promoting effective teaching and learning to the students. The researchers took an interest in the study of how the teachers' competencies affect the learning of the students whom they are teaching. Therefore, the teachers themselves are given the obligation to mold students into learned, competent, responsible, and moral citizens of the country, which is to align with the aim of every educational institution that is to produce competent and excellent graduates. Given the current demands of various schools with regard to the teacher's competency, the

researchers chose to look into this topic so as to expand their knowledge on the situations and the possible remedies to some existing problems.

Upon noticing the impact of the quality of education on the future of the students, the researchers came up with a common view that the present condition of the teachers' competencies could still be raised higher. The primary focus of this study is the teachers, mainly because they are in charge of the facilitation of their students' learning experiences. The effectiveness of their teaching is one of the factors that determine how well the students would do in their journey towards knowledge acquisition. Basically, teachers play a vital role in the daily lives of their students.

Teacher performance is the most crucial input in the field of education. Teaching is not simply a process of giving information. It is an interaction between the teacher and the learner wherein the role of the teacher is to bring the desired change in the learner's cognitive, affective, and psychomotor behaviors. Competency is defined as the adequate ability for the purpose, suitability, sufficient, adequate to the need or as properly qualified, admissibility, and fitness for capability. In a sense, it refers to adequate preparation to begin a professional career. A comprehensive measure of teaching competency should include contextual, conceptual, content, transactional, evaluation, which are competencies related to other educational activities. In brief, teaching competency means an ability to do instruction well or special ability in a teacher to enable behavioral change in students. Teaching is a profession; one should demonstrate certain skills and competencies which can influence learning in the students.

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Muijs and Reynolds (2017) claim that how a teacher teaches becomes a vital key in promoting effective teaching and learning to the students. The researchers took an interest in the study of how the teachers' competencies affect the learning of the students whom they are teaching. Therefore, the teachers themselves have an obligation to mold students into learned, competent, responsible, and moral citizens of the country. Given the current demands of various schools with regard to the teacher's competency, the researchers chose to look into this topic so as to expand their knowledge on the situations and the possible remedies to some existing problems.

Upon noticing the impact of the quality of education to the future students, the researchers came up with a common view that the present condition of

the teachers' competencies could still be raised higher. This report discusses aspects of the relationship between innovations in education and the innovative capacity of the economy. The role of education is to develop critical skills for improved conditions in the economy. The report consists of four parts. Namely: 1) innovations in teaching and learning, with a special focus on new technologies that expand the educational toolbox. 2.) Teachers. The success of new teaching methods depends on the ability of the teachers to apply innovative teaching methods and how incentives can be designed to ensure successful implementations of the methods; 3.) Skills. The role of education is to deliver skilled and innovative students to the workplace, and when the demand for different types of skills changes, the educational sector should respond correspondingly; 4.) Governance for innovation and improvements in education.

Poverty is both a cause and an effect of insufficient access to or completion of quality education. Children of poor families are less likely to enroll and complete schooling because of the associated costs of attending school, even when it is provided free. The cost of uniforms, supplies, and transportation may well be beyond the means of a poor family, especially when the family has several children of school age. This means that choices have to be made, and the choice is often to drop out of school or, worse yet, to deny schooling to girls while enrolling the boys, thereby contributing directly to maintaining the inferior status of women. And as poor children who are enrolled grow older, the opportunity cost becomes greater, thus increasing the likelihood of dropping out of school because of poverty. Ultimately, teaching is about engaging and guiding students in learning. The nature of the students in a classroom is a major preoccupation of the teacher. Seen another way, the nature of the student population is a major mediating variable in any connection between policy and teaching. The pursuit of quality in schools was implicit in such activities as curriculum development rather than programs for school facilities development.

There are two alternatives posed to give remedy to the situation: (1) is to increase the resources; (2) reduce the number of students. The second alternative presupposes a systematic population policy aimed at reducing the number of births considerably.

Ensuring quality curriculum development is imperative in determining the needs and loopholes of the existing education, particularly high school. Curriculum development is defined as the systematic planning of what is taught and learned in schools as reflected in courses of study and school programs (The Canadian Encyclopedia, 2010). These curricula are embodied in official

documents (typically curriculum "guides" for teachers) and made mandatory by national and regional authorities of education.

Background of the Study

As a researcher was being evaluated personally by the principal based on the criteria given in the IPCRF/OPCRF, competence was measured by ticking out the teaching-learning process and its sub- competencies like quality, efficiency, and timeliness. Objectives like preparing lesson plans, updated instructional materials, facilitation of learning processes, teaching strategies, classroom management, and other things must be evident for teachers to be competent; aside from this, other criteria like student outcome must also be evident in the process of keeping accurate class record data, portfolio, journals, different school forms, test results, outputs, drop out, promotions, pre-test, and post-test. Professional growth and development are also included wherein teachers were evaluated based on teachers' seminars, training, workshops, classroom-based action research, rendering technical assistance either to co-teacher or principal, conduct Parent-Teacher meeting, consultations, home visitations, and other plus factors. Because of lack of time and much responsibility of the teacher in the schools, other competencies were not given priority and left behind. Three (3) day teaching is enough to inculcate to the learners the basic knowledge that they need to possess.

Innovations in teaching methods require teachers that are able to innovate excellent teachers are able to motivate students and to choose the most productive teaching method for each specific topic. On the other hand, Popham (2007) posits that the teacher and the school are evaluated according to the learning and achievement "outputs" of their students. In addition, the measurement of teacher competence in terms of students "performance is often difficult because many variables are involved. Simply put, most efforts connect student achievement to individual teacher performance have floundered in the past on the basis of the following weaknesses: the measurement does not take into account teaching context as a performance variable; the measurement is unreliable, in part because it does not include time as a variable – both the teacher's time with a cohort of students and some model or models of sufficient time to see learning effectiveness in students; the measurements used to reflect student achievement are not congruent with best practices and the philosophy of instruction in modern education (Stufflebeam, 2003).

According to Seco-Macarandan (2014), the study of Araling Panlipunan in the basic education is integral in the formation among students, whom the

government envisions to become citizens who are socially aware, actively involved in public and civic affairs, and contributing to the development of a progressive, just and humane society.

The implementation of Republic Act 10533, also known as Enhanced Basic Education Act of 2013, brought various changes in the field of education such as the content of the curriculum, number of hours, approaches, and many more. In the new curriculum, Araling Panlipunan will contain concepts about self, community, local history of the learner. Moreover, the new Araling Panlipunan covers a deeper understanding of the history, geography, politics, economy, and national development in the Philippines, in Asia, and in the world. At the Senior High School level, students will learn about current issues and challenges and propose solutions to them.

The skills to be developed among learners include critical thinking, logical reasoning, and creativity, appreciation of one's culture, research skills, communication skills, responsibility, productivity, environmental consciousness, and a global vision.

During the implementation of the new curriculum, teachers of Araling Panlipunan face challenges in terms of strategies, methodologies, and assessment tools because of the new features in Araling Panlipunan under the new curriculum and the fact that there is a need on becoming 21st century teachers so that they can catch up with 21st century learners. The various changes in curriculum implementation that directed the teaching and learning of Araling Panlipunan subject challenged the teachers' instructional competencies. It is very important for the Pamantasan ng Cabuyao to sustain and enhance the teaching and learning process for continuous development of the program of Social Studies. Professors and instructors could provide a program that can total elevate the mental capacity of the students through programs, trainings, seminars provided by the University for the higher and greater good of the learners and the institution itself.

FRAMEWORK

Vygotsky highlights that interaction plays a role in the cognitive development of a learner (Dahms et al., 2007). In the light of the theory discussed, More Knowledgeable Others (MKO) refers to anyone who has a better understanding or a higher ability than the learner with respect to a particular task, process, or concept. In this study, this MKO refers to the teachers. Another aspect of the theory is the Zone of Proximal Development (ZPD). The ZPD is the distance

between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability to solve the problem independently. According to Vygotsky, learning occurs in this zone (Daniels, 2005). This theory is related to the instructional competencies of the teaching force and how the interaction between the teacher and students brings about the latter's learning.

Another theory that will be presented is the constructivist theory by Jerome Seymour Bruner. Constructivism sees learning as a dynamic process in which learners construct new ideas or concepts in their current/past knowledge and in response to the instructional situation. Constructivism implies the notion that learners do not passively absorb information but construct it themselves (Bruner's Constructivist Theory, 2006). The teacher resources used should be focused on encouraging, aiding, and allowing the students to uncover the main principles on their own. Communication between the learner and the teacher is the key concept. Teachers need to master two types of knowledge: content, also known as deep knowledge of the subject itself, and knowledge of the curricular development. Content knowledge encompasses what Bruner calls the structure of knowledge – the theories, principles, and concepts of a particular discipline (Ornstein, Thomas, and Lasley, 2000).

From a theoretical point of view, competence is understood as a cognitive structure that facilitates specified behaviors. From an operational point of view, competence seems to cover a broad range of higher-order skills and behaviors that represent the ability to deal with complex, unpredictable situations.

The teaching profession has been struggling to keep pace with the changes in society and the accompanying challenges of the technological world. The notion that teacher education has been unable to bridge the growing gap between the needs and expectations of learners, and the knowledge and skill levels of both new and existing teachers, the Teacher Education Development Program (TEDP) was conceived (Council, 2009).

TEDP seeks to conceptualize a teacher's career path as a continuous process that starts with entry to a teacher education program and concludes when a teacher reaches retirement from formal services.

This program will address each stage of this continuum as an integrated part. One key element in this program is the establishment of a set of National Competency – Based Teacher Standards (NCBTS) so that teachers, learners, and parents are able to appreciate the complex set of behaviors, attitudes, and skills that each teacher must possess to carry out satisfactory performance of their roles and responsibilities.

As described in the National Competency-Based Teacher Standards – Teacher's Strengths Needs Assessment (NCBTS-TSNA) Primer (2009), the NCBTS has defined effective teaching underscoring the strategic and indispensable role of the teacher in the learning process of students. Hence, it is imperative to determine each individual teacher's strengths and weaknesses to facilitate teacher development with the crucial support and nurturance based on the National Competency-Based Teacher Standard (NCBTS).

The NCBTS is an integrated theoretical framework that defines the different dimensions of effective teaching. It is the bedrock for teachers during the pre-service and in-service period, which provides teachers with the fundamental direction on how to hone them as a significant element in the country's educational system. Likewise, the Licensure Examination for Teachers (LET), the criteria for recruitment, selection, and promotion of teachers by the DepEd and Civil Service Commission, and the performance appraisal for teachers should also be anchored on the fundamental framework of the NCBTS.

The NCBTS seven domains are distinctive spheres of the teaching-learning process that will allow positive teacher practice. Each domain embraces a principle of ideal teaching associated with student learning.

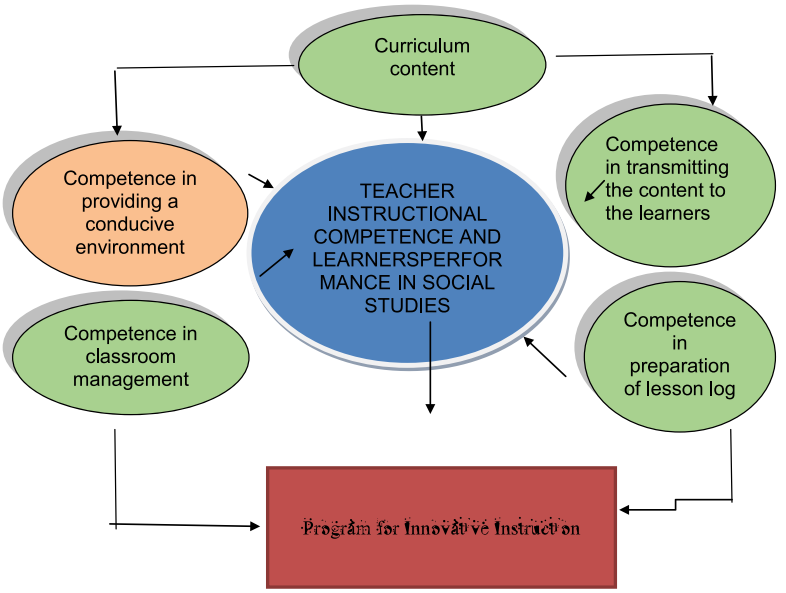

Figure 1. Schematic Diagram of the Study

Practice theory describes the interaction between learner and environment and links this to the concept of responsive commissioning, a research approach that explores the nature of the interaction between the social and physical aspects of the learning environment.

Attribution theory is defined as the way that individuals envision the success or failure of their own behavior of others (Weiner, 2010). Learners tend to explain the reasons for success or failure based upon the dimensions: 1. Internal or external, 2. Stable or unstable, and 3. They are Controlled and uncontrolled. When applying attribution theory in a learning environment which is essential for the instructor to assist learners in accepting their effort as the predictor of achievement. To do so, the instructor must utilize the three dimensions together to influence the outcome of behavior or task.

Conceptual Framework

The research utilized the Independent Variable (IV) – Dependent Variables (DV) model to present the research paradigm of the study (Figure 2), which involved the determination of the relationship between teachers/ instructional competence and Quarterly Grade and MPS in Araling Panlipunan. The independent variables (IV) are the instructional competence through which Araling Panlipunan teachers made their self assessment of their competence in curriculum content, engagement in classroom management, and in providing a conducive learning environment. The school principals also contributed observations of their teachers' instructional competence.

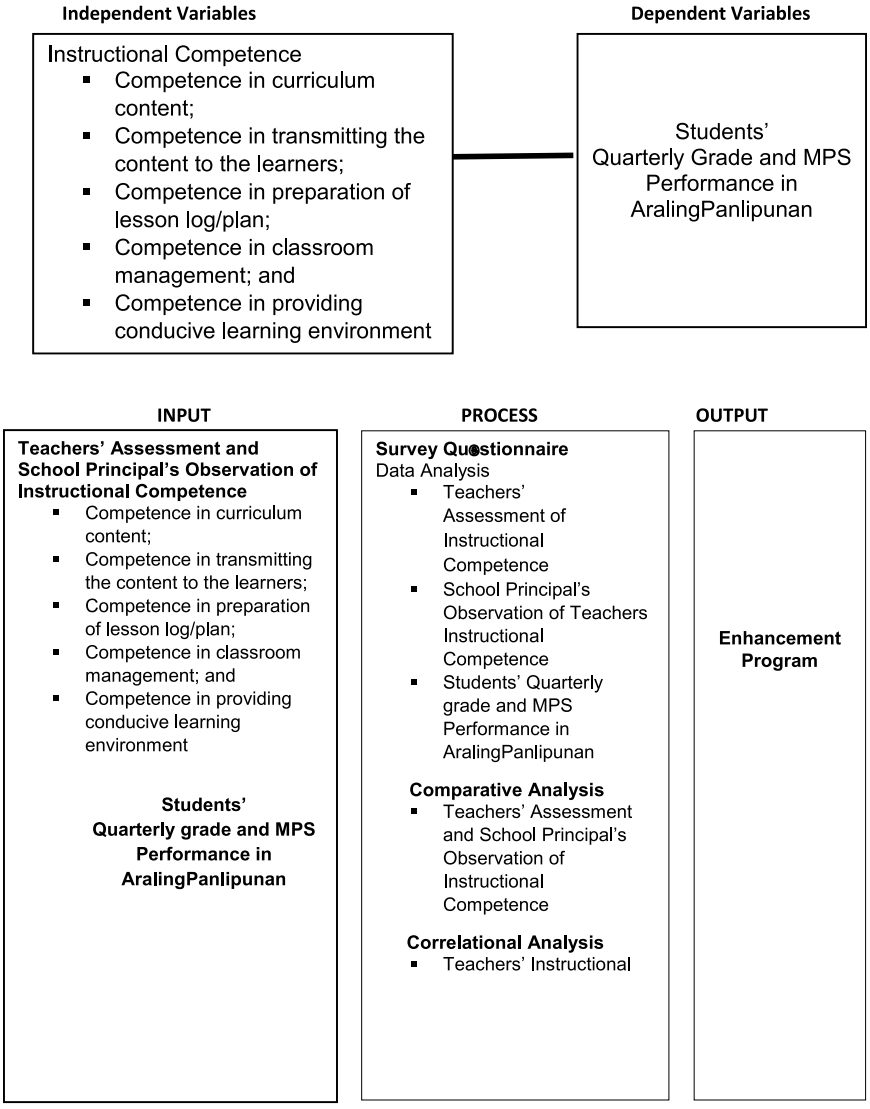

Figure 2. Research Paradigm

METHODOLOGY

Research Design

The descriptive research design was considered as the most appropriate for this study. Shuttleworth (2008) described its method as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, trends, and cause and effect relations and making an adequate and accurate interpretation about such data with or without the aid of statistical treatment.

The quantitative method allows the use of the survey questionnaire as a data collection instrument, which is applicable to exploring the teachers' instructional competence in teaching Social Studies. This method also allows to test the hypothesis or to answer questions concerning the current status of the subject or prevailing conditions. A descriptive study determines and reports the way things are.

Res.pondents

The study was conducted across public secondary schools in the City Schools Division of Laguna. Each barangay in the City of Cabuyao (Figure 3) has its own public secondary school. The respondents of this study involved forty (40) grade eight (8) to grade nine (9) teachers and six (6) school heads in the City Schools Division of Cabuyao. Table 1 shows the distribution of respondents per school.

Table 1. Distribution of Respondents

	Population	%	Sample
School Heads	6	13.043	6
Social Studies Teachers	40	86.96	40
Total	46	100	46

Sampling Technique

Proportional Stratified Random Sampling was employed in obtaining samples from a population of 40 Araling Panlipunan teachers and three public secondary schools.

Instrumentation

The main instrument of the study was two sets of survey questionnaires prepared to obtain the observation of the school principal and the Araling Panlipunan Teachers' assessment of their instructional competence. The main elements and indicators of the instructional competence were drawn from Enhance Instructional Supervision Tool" enclosed in the Division Memorandum 0074, series of 2014 (City Schools Division of Davao). However, a checklist was added to the first part of the questionnaire for teachers. This is to obtain information regarding their demographic profile, which includes their age, sex, educational attainment, years in teaching Araling Panlipunan, position, and relative trainings attended.

Data Collection

Before the survey was conducted, the researchers secured written permissions from the Schools Division Superintendent of the City Schools Division of Cabuyao. Then, a letter of consent was sent among the schools the School heads of the participating public secondary schools.

Thereafter, the researchers made the arrangement with the school administrators and retrieval of questionnaires and also arranged with Record Section Head the conduct of retrieval of data in each school's achieve or database.

The administration and distribution of the survey questionnaires were personally administered by the researchers. After completing the collection of data, the researchers tallied and consolidated the results and presented them to a statistician for the application of statistical treatment and interpretation.

RESULTS AND DISCUSSION

Table 1 presents the results in the level of teachers' instructional competence of the teachers and principals in terms of Competence in curriculum content. Number one (1) delivers accurate and updated content using appropriate approaches and strategies have a mean of 4.04 interpreted as very satisfactory; two (2) uses an integration of language, literacy skills, and values in teaching have a mean of 3.98 interpreted as very satisfactory; three (3) explains learning goals, instructional procedures and content clearly and accurately to students have a mean 3.79 interpreted as very satisfactory; four (4) links current content with past, and future lessons have a mean 4.09 interpreted as very satisfactory, and five (5) integrates scholarly works and ideas to enrich the lessons have a

mean 3.83 interpreted as very satisfactory. According to Tomlinson (1995c), 18 "Teachers utilize (a) a variety of ways for students to explore curriculum content, (b) a variety of sense-making activities or processes through which students can come to understand and 'own' information and ideas, and (c) a variety of options through which students can demonstrate or exhibit what they have learned" (p. 1). There have been a number of studies on determining the main attributes of an effective teacher. Some of the important studies have been discussed below.

Table 1. Results in the level of teachers' instructional competence of the teachers and principals in terms of Competence in curriculum content

A. Content Competence	Mean	Interpretation
1. Delivers accurate and updated content using appropriate approaches and strategies.	4.04	VERY SATISFACTORY
2. Uses the integration of language, literacy skills, and values in teaching.	3.98	VERY SATISFACTORY
3. Explains learning goals, instructional procedures, and content clearly and accurately to students.	3.79	VERY SATISFACTORY
4. Links current content with past and future lessons.	4.09	VERY SATISFACTORY
5. Integrates scholarly works and ideas to enrich the lessons.	3.83	VERY SATISFACTORY
Grand Mean	3.94	Very Satisfactory

Legend: *1.00 – 1.49 Poor; 1.50 – 2.49 Unsatisfactory; 2.50 – 3.49Satisfactory; 3.50 – 4.00 Very Satisfactory 4.50- 5 Outstanding*

Table 1 also showed the grand mean on the results in the level of teachers' instructional competence of the teachers and principals in terms of Competence in curriculum content was 3.94 interpreted as very satisfactory. This implied that the level of teachers' instructional competence of the teachers and principals was very satisfactory.

In this work, the terms competency and effectiveness are interchangeably used in spite of slight differences. Teaching quality is the most significant factor in students learning. An achievement gap in student's performance suggests a performance gap in the teacher's practice. Banerji, while observing the classroom behavior of successful teachers, arrived at the conclusion that successful teaching requires qualities like quick thinking, ready wit, easy adaptability, and humor on

the part of the teacher. Dosajh, using teacher trainees as sample, reported that imagination and maturity were indicative of success in the teaching profession. While Gage identified the following five qualities as components of teaching effectiveness: teacher warmth, cognitive organization, orderliness, indirectness, and problem-solving ability.

Table 2. Results in the level of teachers' instructional competence of the teachers and principals in terms of Competence in transmitting the content to the learners

B. Competence in transmitting the content to the learner	Mean	Interpretation
1. Presentation to the class the objectives of the lesson.	3.68	VERY SATISFACTORY
2. Activation learner's prior knowledge and motivated them for the lesson.	4.09	VERY SATISFACTORY
3. Delivery of localized, contextualized, indigenized, culture-based inputs for a proper and correct understanding of concepts.	3.87	VERY SATISFACTORY
4. Utilization of varied activities to enhance higher-order thinking skills (HOTS).	4	VERY SATISFACTORY
5. Delivery interactive and cooperative learning activities.	3.96	VERY SATISFACTORY
6. Clear instruction and arrange activities logically from simple to complex vice – versa.	4.02	VERY SATISFACTORY
7. Asking different levels of questions to develop students' HOTS.	4	VERY SATISFACTORY
8. Integration ICT in the lesson.	3.43	SATISFACTORY
9. Delivery meaningful connection between the concept learned and their experiences.	3.91	VERY SATISFACTORY
10. Acknowledgement and responded to students' diverse learning needs.	3.79	VERY SATISFACTORY
11. Giving authentic and meaningful assessment activities.	3.87	VERY SATISFACTORY
Grand Mean	3.87	Very Satisfactory

Legend: 1.00 – 1.49 Poor; 1.50 – 2.49 Unsatisfactory; 2.50 – 3.49Satisfactory; 3.50 – 4.00 Very Satisfactory 4.50- 5 Outstanding

Table 2 showed the results in the level of teachers' instructional competence of the teachers and principals in terms of Competence in transmitting the content to the learners. In number one (1) presentation to the class the objectives of the lesson have a mean 3.68 interpreted as very satisfactory; two (2) activation learners' prior knowledge and motivated them for the lesson have a mean 4.09 interpreted as very satisfactory; three (3) delivery of localized, contextualized, indigenized, culture based inputs for proper and correct understanding of concepts have a mean 3.87 interpreted as very satisfactory; four (4) utilization varied activities to enhance higher order thinking skills (HOTS) have a mean 4 interpreted as very satisfactory; five (5) delivery interactive and cooperative learning activities have a mean 3.96 interpreted as very satisfactory; six (6) clear instruction and arrange activities logically from simple to complex vice – versa have a mean 4.02 interpreted as very satisfactory; seven (7) asking different level of questions to develop students' HOTS have a mean 4 interpreted as very satisfactory; eight (8) Integration ICT in the lesson have a mean 3.43 interpreted as satisfactory; nine (9) delivery meaningful connection between the concept learned and their experiences have a mean 3.91 interpreted as very satisfactory; ten (10) acknowledgement and responded to students' diverse learning needs have a mean 3.79 interpreted as very satisfactory; and eleven (11) giving authentic and meaningful assessment activities have a mean 3.87 interpreted as very satisfactory.

Table 2 also showed the grand mean on the level of teachers' instructional competence of the teachers and principals in terms of Competence in transmitting the content to the learners was 3.87, interpreted as very satisfactory. This implied that the level of teachers' instructional competence of the teachers and principals in terms of Competence in transmitting the content to the learners was very satisfactory. International Journal of Foreign Language Teaching & Research – Volume 3, Issue 5, spring 2014 Most teachers admitted that lesson plan is important in increasing the quality of education. This study set out to investigate teachers' views towards the use of lesson plans in the class. The main findings of the study could be discussed in the following lines. Lesson planning is an important process in teacher trainees' gaining experience since it forces them to reflect on what to teach, how to teach, and how to evaluate (**Yildirim, 2003**). Unfortunately, there has been little research on pre-service teachers' lesson planning experiences. Since there is limited attention in the literature on teacher trainees' lesson planning skills, this study aims at gaining insights and attitudes about the strengths and weaknesses of the teacher trainees in terms of applying and producing lesson planning and if their understanding and attitude might

be moderated by the variable as teachers' educational degree. **Moradana & Pourasadollah (2014**) explored, the majority of older, experienced, and less educated teachers stated that they don't usually use lesson planning and they don't need previewing lessons before class. However, younger, and novice teachers felt it's very useful for them and give them much confidence in class. On the other hand, higher educated teachers stated that although they are important factors, they don't usually use them.

Table 3. Results in the level of teachers' instructional competence of the teachers and principals in terms of Competence in preparation of lesson log/plan

C. Teachers lesson log/plan	Mean	Interpretation
1. Preparation/ Adoption objective of the lesson based on the competencies.	3.83	VERY SATISFACTORY
2. Establishing the concept within the objectives.	3.87	VERY SATISFACTORY
3. Inclusion of behavioral and SMART objectives.	3.89	VERY SATISFACTORY
4. Preparation learning activities congruent to the objectives.	3.77	VERY SATISFACTORY
Grand Mean	3.84	Very Satisfactory

Legend: 1.00 – 1.49 Poor; 1.50 – 2.49 Unsatisfactory; 2.50 – 3.49Satisfactory; 3.50 – 4.00 Very Satisfactory 4.50- 5 Outstanding

Table 3 showed the results in the level of teachers' instructional competence of the teachers and principals in terms of Competence in preparation of lesson log/plan. In number one (1) preparation/ adoption objective of the lesson based on the competencies have a mean of 3.83 interpreted as very satisfactory; two (2) establishing concept within the objectives have a mean of 3.87 interpreted as very satisfactory; three (3) inclusion of behavioral and SMART objectives have a mean 3.89 interpreted as very satisfactory, and four (4) Preparation learning activities congruent to the objectives have a mean 3.77 interpreted as very satisfactory.

Table 3 also showed the grand mean on the level of teachers' instructional competence of the teachers and principals in terms of Competence in preparation of lesson log/plan was 3.84 interpreted as very satisfactory. This implied that the level of teachers' instructional competence of the teachers and principals in terms of Competence in preparation of lesson log/plan was very satisfactory. Classroom management is one of the skills that teachers need to have for effective teaching.

Classroom management is an ongoing process requiring teachers to make decisions about variable situations such as where and with whom the students should sit down; which teaching methods should be followed; how to ensure motivation and student participation; which materials to use; how to deal with misbehaviors, etc. (Emmer & Gerwels, 2005). Teachers' efficacy in classroom management depends on their academic and pedagogical background, as well as their classroom management skills and experiences.

Most teachers are likely to spend a lot of time on classroom management, they find themselves inadequate, and they need training (Brouwers & Tomic, 2000; Johansen et al., 2011; Kaufman & Moss, 2010; Melnick & Meister, 2008; Merrett & Wheldall, 1993; Nelson, 2002). In-service training programs to improve classroom management skills firstly need to reveal skills that teachers find effective and ineffective in order to become relevant. According to the literature in Turkey, it has been found that the studies on teachers' attitudes, skills, and experiences about classroom management have usually been done with teachers from elementary schools (Çubukçu & Girmen, 2008; Sadık & Doğanay, 2008; Yalçınkaya & Tonbul, 2002), and there are only a few studies on high school teachers (Akpınar & Özdaş, 2013; Siyez, 2009). There is an increasing tendency for adolescents to show negative behaviors due to their physical, social, and emotional changes and their changing needs are effective in their relationships with their peers and teachers (Piwowar et al., 2013). Therefore, classroom management behaviors of teachers in high schools are important not only for adolescents' academic but also psycho-social development (Wentzel, 1999). In this respect, this study investigates the classroom management skills of high school teachers in terms of different variables and aims to detect skills that teachers find themselves effective or ineffective.

Table 4. Results in the Level of Teachers' Instructional Competence of the Teachers and Principals In Terms Of Competence in Preparation of Students' Engagement

D. Students' Engagement	Mean	Interpretation
1. Made students understood and followed give instructions and directions.	3.96	VERY SATISFACTORY
2. Motivate students to perform the task independently with self-confidence.	4.13	VERY SATISFACTORY
3. Let students share ideas and knowledge with teachers and peers.	4.28	VERY SATISFACTORY
4. Prepared learners in asking questions with an emphasis on thoughtful exploration.	3.98	VERY SATISFACTORY
5. Encourage students to be eagerly engaged and participated in group discussions.	4.06	VERY SATISFACTORY
6. Persuade students to cooperate and collaborate with each other while on task.	4.04	VERY SATISFACTORY
7. Inspire students to show respect for teachers and peers.	4.23	VERY SATISFACTORY
8. Stimulate the student's ability to apply the concept and skills learned.	3.96	VERY SATISFACTORY
Grand Mean	4.08	Very Satisfactory

Legend: *1.00 – 1.49 Poor; 1.50 – 2.49 Unsatisfactory; 2.50 – 3.49Satisfactory; 3.50 – 4.00 Very Satisfactory 4.50- 5 Outstanding*

Table 4 showed the results in the level of teachers' instructional competence of the teachers and principals in terms of Competence in preparation of students' engagement. In number one (1) made students understood and followed given instructions and directions have a mean 3.96 interpreted as very satisfactory; two (2) motivate students to perform the task independently with self-confidence have a mean 4.13 interpreted as very satisfactory; three (3) let students share ideas and knowledge with teachers and peers have a mean 4.28 interpreted as very satisfactory; four (4) prepared learners in asking questions with emphasis on thoughtful exploration have a mean 3.98 interpreted as very satisfactory; five (5) encourage students to eagerly engaged and participated in group discussion have a mean 4.06 interpreted as very satisfactory; six (6) persuade students to cooperate and collaborate with each other while on task have a mean 4.04 interpreted as very satisfactory; seven (7) inspire students to showed respect for

teachers and peers have a mean 4.23 interpreted as very satisfactory; and eight (8) stimulate student's ability to apply the concept and skills learned have a mean 3.96 interpreted as very satisfactory.

Table 4 also showed the grand mean on the level of teachers' instructional competence of the teachers and principals in terms of Competence in preparation of students' engagement was 4.08, interpreted as very satisfactory. This implied that the level of teachers' instructional competence of the teachers and principals in terms of Competence in preparation of students' engagement was very satisfactory. Because according to Kane and Staiger (2008) find that the value-added measures strongly predict a teacher's future success in the classroom; Jacob and **Lefgren (2008**) find that they are correlated with school principals' subjective evaluations of teachers; **Koedel (2008**) finds that they affect the likelihood that a student will drop out of high school, and **Chetty et al. (2013)** find that high-quality teachers in primary education increase the probability of college attendance and increase earnings. **Jackson (2012**) analyses teachers in the 9th grade and concludes that teachers have even larger effects on behavioral outcomes as absence and suspension than on traditional test scores. The teacher effects on cognitive and non-cognitive outcomes are only weakly correlated, which implies that the skills inherent in teacher quality are different for different types of outcomes.

The literature on teacher quality estimates the individual teacher's contribution to student achievement in a value-added framework. This method measures the average improvements in student test scores during a given period of time, typically during one school year, for the students of a given teacher. The literature finds that some teachers have consistently high value-added of their students, while others have consistently low value-added of their students Rivkin, Hanushek, and Kain, 2005; Rockoff, 2004). The evidence clearly indicates that this variation in teacher quality is real.

Table 5. Results in the level of teachers' instructional competence of the teachers and principals in terms of Competence in classroom management

E. Classroom Management	Mean	Interpretation
1. Management of routine activities such as checking of attendance, assignment, etc.	4.19	VERY SATISFACTORY
2. Budgeting of time appropriately according to different stages of learning.	4	VERY SATISFACTORY
3. Facilitation of instructions in an orderly and pleasant learning atmosphere.	3.98	VERY SATISFACTORY
4. Sustenance learner's interest through effective and relevant motivation.	4	VERY SATISFACTORY
Grand Mean	4.04	Very Satisfactory

Legend: *1.00 – 1.49 Poor; 1.50 – 2.49 Unsatisfactory; 2.50 – 3.49Satisfactory; 3.50 – 4.00 Very Satisfactory 4.50- 5 Outstanding*

Table 5 showed the results in the level of teachers' instructional competence of the teachers and principals in terms of Competence in classroom management. In number one (1) management of routine activities such as checking of attendance, assignment, etc. have a mean 4.19 interpreted as very satisfactory; two (2) budgeting of time appropriately according to different stages of learning have a mean four interpreted as very satisfactory; three (3) facilitation of instructions in orderly and pleasant learning atmosphere have a mean 3.98 interpreted as very satisfactory, and four (4) Sustenance learners interest through effective and relevant motivation have a mean four interpreted as very satisfactory.

Table 5 also showed the grand mean on the level of teachers' instructional competence of the teachers and principals in terms of Competence in classroom management was 4.04, interpreted as very satisfactory. This implied that the level of teachers' instructional competence of the teachers and principals in terms of Competence in classroom management was very satisfactory. That is why in the Philippine system of education, there are factors that give difficulty to the implementation of objectives. The problems of inadequately-trained teachers, lack of support either from the government or from the private sector, lack of solid planning, lack of follow-up of the result – all these add to the difficulty (Nem Singh et al., 2009).In evaluating teacher's instructional competencies, the use of student achievement as the basis to assess or evaluate teachers is one of the many approaches of teacher evaluation. Other approaches in evaluating teacher's instructional competencies include classroom observation, student ratings, peer

ratings, principal/HOD/administrator ratings, self-rating, teacher interview, parent rating, competency tests, and other indirect measures (Joshua M. T., Joshua, A. M., & Maliki, 2007).

Table 6. Results in the level of teachers' instructional competence of the teachers and principals in terms of Competence in providing a conducive learning environment

F. Learning Environment	Mean	Interpretation
1. Delivery of equal opportunities for all students regardless of gender	4.02	VERY SATISFACTORY
2. Maintaining a safe and orderly classroom free from distraction.	3.94	VERY SATISFACTORY
3. Managing cleanliness and orderliness inside and outside the classroom.	3.96	VERY SATISFACTORY
4. Handling behavior problems quickly and with due respect to the child's rights.	4.02	VERY SATISFACTORY
5. Creation of a situation that develops positive students toward their subject teacher.	4.06	VERY SATISFACTORY
Grand Mean	4	Very Satisfactory

Legend: *1.00 – 1.49 Poor; 1.50 – 2.49 Unsatisfactory; 2.50 – 3.49Satisfactory; 3.50 – 4.00 Very Satisfactory 4.50- 5 Outstanding*

Table 6 showed the results in the level of teachers' instructional competence of the teachers and principals in terms of Competence in providing a conducive learning environment. In number one (1) delivery of equal opportunities for all students regardless of gender have a mean 4.02 interpreted as very satisfactory; two (2) maintaining of a safe and orderly classroom free from distraction. have a mean 3.94 interpreted as very satisfactory; three (3) managing of cleanliness and orderliness inside and outside the classroom have a mean 3.96 interpreted as very satisfactory; four (4) handling of behavior problems quickly and with due respect to child's right have a mean 4.02 interpreted as very satisfactory, and five (5) creation of a situation that develops positive students toward their subject teacher have a mean 4.06 interpreted as very satisfactory.

Table 6 also showed the grand mean the level of teachers' instructional competence of the teachers and principals in terms of Competence in providing conducive learning environment was four interpreted as very satisfactory. This implied that the level of teachers' instructional competence of the teachers and

principals in terms of Competence in providing a conducive learning environment was very satisfactory.

Table 7. Results in the level of learners' quarterly grade and MPS and performance in Araling Panlipunan

Mean Percentage Score	Frequency	Percent	Mean	Descriptor
33-43	17	42.50%	46.17	Did not meet 75% of passing rate in National Achievement Test
44-54	18	45%		
55-65	5	12.50%		
TOTAL	40	100%		

Table 8. Results in the level of learners' quarterly grade and MPS and performance in Araling Panlipunan

Grading Scale	Frequency	Percent	Descriptor	Remarks	Mean	Descriptor
74-Below	0	0%	Did Not Meet Expectation	FAILED	79.13	FAIRLY SATISFACTORY
75-79	25	63%	Fairly Satisfactory	PASSED		
80-84	10	25%	Satisfactory	PASSED		
85-89	5	13%	Very Satisfactory	PASSED		
90-100	0	0%	Outstanding	PASSED		
Total	40	100%				

Legend: *1.00 – 1.49 Poor; 1.50 – 2.49 Unsatisfactory; 2.50 – 3.49Satisfactory; 3.50 – 4.00 Very Satisfactory 4.50- 5 Outstanding*

Table 8 showed the results in the level of learners' quarterly grade and MPS in Araling Panlipunan. In MPS (mean, percentage, score) out of forty (40), seventeen (17) or forty-two point five percent (42.5%) students were averaging thirty-three to forty-three (33-43) rate; eighteen (18) or forty-five percent (45%) were averaging forty- four to fifty-four (44-54) rate; and five or twelve point five percent (12.5%) were averaging fifty-five to sixty-five (55-65) rate.

In quarterly grade out of forty (40), no one got 74- below or did not meet expectation; twenty- five (25) or sixty-three percent (63%) were 75-79 or fairly satisfactory; ten (10) or twenty-five percent (25%) were satisfactory; five (5) or thirteen percent (13%) were very satisfactory, and no one got 90-100 or outstanding.

Table 8 also showed the mean level of learners' quarterly grade and MPS (mean, percentage, score) in Araling Panlipunan. The mean of the quarterly grade was 79.13, interpreted as fairly satisfactory and MPS (mean, percentage, score) was 46.17, which did not meet seventy- five percent (75%) of the passing rate in the National Achievement Test (NAT).

Table 3 presents the results in a significant relationship in the teachers' instructional competence and learners' quarterly grade and MPS performance.

In content competence, since the computed Pearson correlation value 0.6268 shows a high correlation with a critical value of 0.0963 is greater than the alpha 0.05 level of significance, we failed to reject the null hypothesis. Therefore, the null hypothesis was accepted. There is no significant relationship between the teachers' instructional competence and learners' quarterly grade and MPS performance.

Table 9. Results in significant Relationship in the teachers' instructional competence and learners' quarterly grade and MPS performance

Quarterly Grade and MPS	Pearson Correlation		Sig.(2-tailed) at ' =0.05		Decision
A. Content Competence	0.6268	high correlation	0.0963	without significant relationship	accept null
B. Competence in transmitting the content to the learner	0.5161	high correlation	0.2357	without significant relationship	accept null
C. Teachers lesson log/plan	0.5610	high correlation	0.1901	without significant relationship	accept null
D. Students' engagement	0.5416	high correlation	0.2093	without significant relationship	accept null
E. Classroom management	0.5990	high correlation	0.2008	without significant relationship	accept null
F. Learning environment	0.8458	high correlation	0.0165	with significant relationship	reject null

Legend: *1.00 – 1.49 Poor; 1.50 – 2.49 Unsatisfactory; 2.50 – 3.49Satisfactory; 3.50 – 4.00 Very Satisfactory 4.50- 5 Outstanding*

Range	Interpretation	
± 0.00 to ± 0.10	No Correlation	
± 0.11 to ± 0.25	Negligible Correlation	
± 0.26 to ± 0.50	Moderate Correlation	***Decision Rule:*** *If p val < α, Reject Ho; and If p val > α, Accept Ho*
± 0.51 to ± 0.75	High Correlation	
± 0.76 to ± 0.99	Very High Correlation	
± 1.00	Perfect Correlation	

Table 9 showed the results in a significant relationship in the teachers' instructional competence and learners' quarterly grade and MPS performance. In content competence, since the computed Pearson correlation value 0.6268 shows a high correlation with a critical value of 0.0963 is greater than the alpha 0.05 level of significance, we failed to reject the null hypothesis; therefore, the null hypothesis was accepted. There is no significant relationship between the teachers' instructional competence and learners' quarterly grade and MPS performance.

In competence in transmitting the content to the learner, since the computed Pearson correlation value 0.5161 shows high correlation with critical value of 0.2357 is less than the alpha 0.05 level of significance we failed to reject the null hypothesis; therefore, the null hypothesis was accepted. There is no significant relationship between the teachers' instructional competence and learners' quarterly grade and MPS performance.

In teachers lesson log/plan, since the computed Pearson correlation value 0.5610 shows high correlation with critical value of 0.1901 is greater than the alpha 0.05 level of significance we failed to reject the null hypothesis; therefore, the null hypothesis was accepted. There is no significant relationship between the teachers' instructional competence and learners' quarterly grade and MPS performance.

In students' engagement, since the computed Pearson correlation value 0.5416 shows high correlation with critical value of 0.2093 is greater than the alpha 0.05 level of significance we failed to reject the null hypothesis; therefore, the null hypothesis was accepted. There is no significant relationship between

the teachers' instructional competence and learners' quarterly grade and MPS performance.

In classroom management, since the computed Pearson correlation value 0.5990 shows high correlation with critical value of 0.2008 is greater than the alpha 0.05 level of significance we failed to reject the null hypothesis; therefore, the null hypothesis was accepted. There is no significant relationship between the teachers' instructional competence and learners' quarterly grade and MPS performance.

In the learning environment, since the computed Pearson correlation value 0.8458 shows a very high correlation with a critical value of 0.0165 is less than the alpha 0.05 level of significance we succeed in rejecting the null hypothesis; therefore the null hypothesis was rejected. There is significant relationship between the teachers' instructional competence and learners' quarterly grade and MPS performance. Table 3 also shows that only one the null hypotheses were rejected reveals that there is significant relationship between the teachers' instructional competence and learners' quarterly grade and MPS performance in terms of learning environment. This implies that the teachers' instructional competence in terms of learning environment and learners' quarterly grade and MPS performance have relation to each other. The rest of variables for instructional competence doesn't have any relationship to learners' quarterly grade and MPS.

CONCLUSIONS

The level of teachers' instructional competence of the teachers and principals Competence in curriculum content, Competence in transmitting the content to the learners, Competence in preparation of lesson log/plan, Competence in preparation of students' engagement, Competence in classroom management; and Competence in providing conducive learning environment are interpreted as very satisfactory. The level of learners' quarterly grade and MPS were fairly satisfactory for the grade and low mastery level for MPS. There is a significant difference between learning environment competence and learners' quarterly grade and MPS. But there is no significant difference between the four aforementioned four variables between learners' quarterly grades and MPS.

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