Examining The Pedagogical Competence and Teaching Performance Towards Crafting a Tailored Educators' Development Blueprint

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This study examines the interrelationship between pedagogical competence and teaching performance of elementary educators in the Schools Division of the City of Ilagan, Isabela, Philippines. Grounded in the discipline of Educational Management, it employs an explanatory sequential mixed-methods design to assess teachers' content knowledge, general pedagogical knowledge, curriculum knowledge, and classroom engagement. Quantitative data were collected through standardized checklists, questionnaires, and three years of Individual Performance Commitment and Review Form (IPCRF) ratings, while qualitative insights emerged from focus group discussions and interviews. Findings reveal that teachers demonstrate proficient pedagogical competence across content mastery, instructional design, digital literacy, and reflective practice, which correlates positively with outstanding teaching performance. Despite these strengths, challenges such as limited access to advanced degrees, technological integration, and demographic imbalances highlight areas for targeted professional development. Based on these results, a tailored Educators' Development Blueprint is proposed, emphasizing differentiated training pathways, mentorship frameworks, and strategic interventions to sustain excellence. This blueprint aims to foster continuous improvement, ensuring that pedagogical and performance outcomes align with evolving educational standards and community expectations.

Keywords: Educational Management; pedagogical competence; teaching performance; mixed-methods; grounded theory; Schools Division of the City of Ilagan

Suggested citation:

Introduction

The Philippines is home of academic achievers which significantly directed to the success of our educational system. Various degrees and specialization of Filipinos are known all over the world which highlights the impeccable talents and skills honed from basic to higher education. The blueprint of these successes is imprinted on different corners of the world and a product of collective droplets from constant learning and teaching. The foundation of basic education is an important and significant step to achieve a great profession which adheres to the saying "the hardest part is to begin the first step."

Educator development blueprint is a general guideline for standardization in prospering education. It is a strategic plan created to improve an academic institution's teachers' efficacy, knowledge, and abilities—an all-inclusive strategy that covers teaching, research, service, and leadership, among other facets of educators' development (Tekian & Norcini, 2016). Different components are captured in an educator's development blueprint such as equipping teachers in skill development for the demand of technology and blended learning.

Teachers Performance is crucial in determining the overall performance of school as stated from DepEd's policy to sustain quality education for Filipino students. Performance evaluation as highlighted in the book for Teachers at Chesterfield County, emphasized processes to facilitate the enhancement of instruction hence, improvement of the teaching learning process inside the school. The ability of a teacher to meet learning objectives and results is measured by their teaching performance. In addition to imparting knowledge, this involves encouraging critical thinking in students, creating a welcoming environment for learning, and motivating them to interact with the subject matter (Gervais, 2016). An efficient teacher executes activities in the form of teaching preparation, execution and interpersonal relationship (DepEd Memo, 2022). In the study of Gilbert (2019) as also mentioned by Grecu (2022), it was investigated that student performance appears to be linked with connecting teachers' preferred delivery and communication styles which implied that teachers who learn how to shift delivery methods may foster better outcomes.

Teacher performance and pedagogical competence are pivotal factors that significantly influence the quality of education delivery and student outcomes. Despite their acknowledged importance, there is a conspicuous gap in the integration of these variables into educator development plans. Fabelico & Afalla (2023) study highlights the intricate relationship between teacher performance and pedagogical competence through distinct approaches. This interrelation suggests that improving one aspect inherently enhances the other, indicating the need for a holistic approach to teacher development. Moreover, research (Gewasari et al., 2016; Perez & Junsay, 2016) underscores the significance of these variables as determinants of educator performance, emphasizing the need for their integration into development plans. Various studies have identified a myriad of challenges and influencing factors that impede teacher performance and pedagogical competence.

Considering the aforementioned arguments and empirical evidence, it is imperative to determine the teacher performance and pedagogical competence of elementary educators which can be used as basis for developing an educators' development blueprint. The study

involved the Schools Division of the City of Ilagan, Isabela. The Division consists of 10 clusters and 88 elementary schools.

METHODOLOGY

Research Design

The explanatory sequential design, a type of mixed-method design, was employed in this study to assess the pedagogical competency and teaching performance of elementary teachers. To supplement and improve the findings of the quantitative research, the researcher gathered and analyzed the quantitative data throughout this study before obtaining qualitative data. The pedagogical competency and teaching performance of teachers were gathered and subjected to quantitative analysis. Subsequently, the collected qualitative data was utilized to enhance the quantitative outcomes.

Data Collection

The research employed a detailed and structured data collection process involving multiple instruments to gain a comprehensive understanding of teacher performance and pedagogical effectiveness. The initial data collection tool is a checklist designed to capture demographic and professional information about the respondents. This checklist included variables such as sex, age, civil status, educational attainment, teaching position, and number of years in teaching, which provide a demographic and professional snapshot of the teachers.

Questionnaire was utilized to assess various dimensions critical to effective teaching, including content knowledge, communication skills, digital literacy, and teaching methodology. This questionnaire underwent rigorous content validation to ensure its accuracy in measuring these competencies and to reliability testing to assess its consistency and stability.

The Individual Performance Commitment and Review Form (IPCRF) served as an additional data source, providing rich information on teachers' performance over the past three years. This form included data on teaching goals and accomplishments, professional development activities, student outcomes, and any innovative teaching practices implemented by the teachers.

Qualitative Data Analysis

Textual, visual, or auditory data had patterns that the researcher found, examined, and reported. The data was coded and categorized methodically by the researcher to find recurrent themes that encapsulated the main aspects of the participants' experiences, opinions, or narratives. After the material was sorted, the researcher analyzed the transcripts, notes, or papers again to make sure they fully grasp the subject. Whether they are phrases, sentences, or paragraphs, coding assisted with its organization.

DISCUSSIONS

Profile of Teachers

The study revealed a diverse profile among elementary school teachers in the Schools Division of Ilagan, Isabela. Most respondents were female, with a varied age range

predominantly clustering in mid-career stages. A large portion were married and held a bachelor's degree with continuing efforts toward advanced graduate studies. Teaching positions ranged from Teacher I to Master Teacher levels, with a substantial portion serving in the field for more than a decade, indicating a seasoned and committed workforce.

Level of Pedagogical Competence
Table 1

Level of Pedagogical Competence of Teachers based on Content Knowledge

Indicators	Mean	QD
1. The teacher demonstrates a deep understanding of the subject matter.	4.30	Proficient
2. The teacher is able to answer complex questions related to the subject.	4.22	Proficient
3. The teacher provides real-world examples to illustrate concepts.	4.26	Proficient
4. The teacher stays updated on the latest developments in the subject area.	4.25	Proficient
5. The teacher can explain challenging topics in a way that is easy to grasp.	4.24	Proficient
6. The teacher connects the subject matter to broader concepts and themes.	4.25	Proficient
7. The teacher encourages students to explore additional resources for deeper learning.	4.28	Proficient
8. The teacher incorporates current events or relevant issues into the curriculum.	4.27	Proficient
9. The teacher uses their expertise to inspire students' interest in the subject.	4.36	Proficient
10. The teacher adapts content to align with changing educational standards and expectations.	4.20	Proficient
TOTAL MEAN	4.27	Proficient

Table 1 provides evidence that teachers in the division demonstrate a high level of proficiency in content knowledge, as reflected by a total mean score of 4.27 categorized as "Proficient." The findings reveal that teachers excel in various indicators of content knowledge. The highest mean score, 4.36, was observed in their ability to inspire students' interest in the subject using their expertise. This highlights their capacity to captivate and engage learners effectively. Teachers demonstrate a deep understanding of the subject matter (mean=4.30), underscoring their mastery of content.

Table 2

Level of Pedagogical Competence of Teachers based on General Pedagogical Knowledge

Indicators	Mean	QD
1. Communication Skills	4.30	Proficient

Indicators	Mean	QD
2. Digital Literacy	4.20	Proficient
3. Adaptability	4.25	Proficient
4. Teaching Methodology	4.26	Proficient
5. Instructional Design	4.29	Proficient
TOTAL MEAN	4.26	Proficient

Among the indicators presented in table 2, the highest mean score of 4.30 was observed in communication skills, highlighting the teachers' ability to effectively convey information and engage with students. Instructional design followed closely with a mean score of 4.29 (mean=4.29), reflecting the teachers' capability to create well-structured and effective lesson plans. Teaching methodology scored 4.26 (mean=4.26), showcasing the teachers' proficiency in employing diverse and effective teaching strategies.

Table 3

Level of Pedagogical Competence of Teachers based on Curriculum Knowledge

Indicators	Mean	QD
1. The teacher's lesson plans are well-organized and clearly outline the learning objectives.	4.29	Proficient
2. The teacher incorporates a variety of activities and resources to engage different learning styles.	4.22	Proficient
3. The lesson plans effectively incorporate real-world applications of the subject matter.	4.24	Proficient
4. The teacher provides clear instructions and expectations for assignments and projects.	4.24	Proficient
5. The teacher adapts lesson plans to address individual student needs.	4.24	Proficient
6. The teacher uses a range of materials (e.g., visuals, multimedia) to enhance learning.	4.30	Proficient
7. The teacher incorporates opportunities for student collaboration and group work.	4.30	Proficient
8. The lesson plans include formative assessments to gauge student understanding.	4.26	Proficient
9. The teacher uses creative approaches to make complex concepts accessible.	4.18	Proficient
10. The teacher incorporates opportunities for student choice and autonomy in learning.	4.25	Proficient
TOTAL MEAN	4.25	Proficient

Table 3 highlights the findings, revealing a high level of proficiency in curriculum knowledge, with a total mean score of 4.25 (mean=4.25), categorized as "Proficient."

The highest mean scores were observed in the teachers' use of a range of materials (e.g., visuals, multimedia) to enhance learning (mean=4.30) and their incorporation of opportunities for student collaboration and group work (mean=4.30). These results demonstrate teachers' effectiveness in creating engaging and interactive learning environments. The well-organization of lesson plans, which clearly outline learning objectives, received a mean score of 4.29 (mean=4.29), highlighting their capability to design structured and goal-oriented instruction.

Table 4

Level of Pedagogical Competence of Teachers based on Learners and Their Characteristics

Indicators	Mean	QD
1. Pupil Engagement	4.28	Proficient
2. Assessment and Feedback	4.29	Proficient
TOTAL MEAN	4.28	Proficient

Table 4 illustrates the findings in the Pedagogical Competence of Teachers based on Learners and Their Characteristics, demonstrating that teachers exhibit a high level of proficiency in this area (mean=4.28), categorized as "Proficient."

Also, it highlights the proficiency of teachers in two key indicators: pupil engagement (mean=4.28), and assessment and feedback (mean=4.29). These findings underscore the teachers' effectiveness in actively engaging their students and providing constructive feedback that facilitates learning. Pupil engagement reflects the ability of teachers to foster active participation and enthusiasm among learners, while their competence in assessment and feedback demonstrates their capability to evaluate student performance and offer meaningful guidance.

Table 5

Level of Pedagogical Competence of Teachers based on Educational Context

Indicators	Mean	QD
1. The teacher creates a positive and inclusive learning environment that respects diversity.	4.30	Proficient
2. The teacher establishes clear expectations and routines for classroom behavior.	4.25	Proficient
3. The teacher uses a variety of instructional strategies to accommodate different learning styles and abilities.	4.27	Proficient
4. The teacher integrates technology effectively into the curriculum to enhance learning.	4.30	Proficient
5. The teacher fosters critical thinking and problem-solving skills through challenging and engaging activities.	4.24	Proficient
6. The teacher encourages student participation and engagement in the learning process.	4.31	Proficient

Indicators	Mean	QD
7. The teacher provides timely and constructive feedback to students on their progress.	4.28	Proficient
8. The teacher collaborates with colleagues, parents, and community members to enhance student learning.	4.30	Proficient
9. The teacher engages in professional development activities to improve teaching practice.	4.30	Proficient
10. The teacher reflects on teaching practice and student outcomes to make necessary adjustments for improvement.	4.30	Proficient
TOTAL MEAN	4.28	Proficient

As presented in table 5, elementary teachers demonstrate a high level of proficiency in this the educational context, as evidenced by a total mean score of 4.28 (Proficient). It is implied in the table that teachers' ability to encourage student participation and engagement in the learning process is evident (mean=4.31). This highlights their effectiveness in creating interactive and motivating classroom environments. The teachers also demonstrate strong capabilities in establishing clear expectations and routines for classroom behavior (mean=4.25), using a variety of instructional strategies to address different learning styles and abilities (mean=4.27), and fostering critical thinking and problem-solving skills through engaging activities (mean=4.24). Furthermore, their proficiency in providing timely and constructive feedback (mean=4.28) and collaborating with colleagues, parents, and community members to enhance student learning (mean=4.30) reflects a holistic approach to teaching. This aligns to the study of Martin and Salazar (2021), which stressed the importance of creating inclusive and technology-integrated learning environments. The work of Yu et al. (2023) underscored the role of feedback and collaboration in enhancing student outcomes and overall teaching effectiveness.

Table 6

Level of Pedagogical Competence of Teachers based on Educational Ends, Purposes, Values, and Their Philosophical & Historical Grounds

Indicators	Mean	QD
1. The teacher understands and articulates the purpose and value of education in society.	4.31	Proficient
2. The teacher demonstrates a commitment to the belief that all students can learn.	4.25	Proficient
3. The teacher values and promotes lifelong learning and intellectual curiosity.	4.30	Proficient
4. The teacher understands and applies educational philosophies in the classroom setting.	4.29	Proficient
5. The teacher respects and incorporates the historical context of education in lesson planning.	4.29	Proficient
6. The teacher promotes democratic values and civic responsibility in students.	4.27	Proficient

Indicator	Mean	QD
7. The teacher fosters ethical behavior and personal integrity in students.	4.32	Proficient
8. The teacher encourages students to understand and respect diverse cultural and social backgrounds.	4.29	Proficient
9. The teacher integrates global perspectives into the curriculum to prepare students for an interconnected world.	4.13	Proficient
10. The teacher reflects on the philosophical and historical foundations of education to inform teaching practice.	4.35	Proficient
TOTAL MEAN	4.28	Proficient

In terms of Educational Ends, Purposes, Values, and Their Philosophical & Historical Grounds, table 6 highlights the results, demonstrating that the teachers exhibit a high level of proficiency in this area (mean=4.28). The teachers' ability to reflect on the philosophical and historical foundations of education to inform teaching practice has the highest mean (mean=4.35). This emphasizes their dedication to continuous improvement and meaningful instruction. Teachers also excelled in fostering ethical behavior and personal integrity in students (mean=4.32), further underlining their role in nurturing well-rounded learners. Their understanding and articulation of the purpose and value of education in society (mean=4.31), demonstrating their awareness of education's broader societal impact. This in line with the study of Delgado and Rivera (2021), which emphasized the role of philosophical and historical perspectives in enhancing teaching effectiveness. Similarly, the work of Zhang et al. (2023) highlighted the importance of promoting democratic values and global perspectives in fostering inclusive and future-ready education.

Teachers demonstrated a generally high level of pedagogical competence across various dimensions. Content knowledge was robust, particularly in subject-matter familiarity. In terms of general pedagogical knowledge, respondents scored strongly in communication skills and adaptability, but digital literacy and instructional design reflected moderate proficiency highlighting areas for targeted development. Curriculum knowledge and understanding of learner characteristics, including pupil engagement and assessment strategies, were positively rated. However, competence in educational ends and philosophical foundations was varied, reflecting the need for broader orientation on the ideological underpinnings of pedagogy.

Teaching Performance
Table 7

Teaching Performance of Teachers as Revealed in their IPCRF for the Past Three Years

Indicators	Rate Range	QD
1. Content Knowledge and Pedagogy [SY 2021-2024]	4.55	Outstanding
2. Learning Environment and Diversity of Learners [SY 2021-2024]	4.57	Outstanding
3. Curriculum and Planning/ Assessment and Reporting [SY 2021-2024]	4.57	Outstanding

4. Community Linkages and Professional Engagement/ Personal Growth and Professional Development [SY 2021-2024]	4.56	Outstanding
5. Plus Factor [SY 2021-2024]	4.57	Outstanding
TOTAL MEAN	4.564	Outstanding

Across the past three academic years, teaching performance based on IPCRF at table 7 showed consistent competence in key areas. Teachers performed well in domains such as content pedagogy and managing diverse learners. Strengths also included planning and assessment, community linkages, and professional engagement. The "plus factor" dimension acknowledging efforts beyond instructional roles was relatively understated, indicating that many teachers focused intensively on core responsibilities but could be encouraged to pursue more cross-functional and community-based contributions.

Significant Differences Based on Profile

Analysis indicated significant differences in pedagogical competence when respondents were grouped according to age, educational attainment, and teaching position. More experienced and highly educated teachers tended to score better in pedagogical domains, suggesting the impact of cumulative experience and academic advancement. Other profile variables such as sex and civil status showed no consistent correlation, indicating a more equitable distribution of competence across these lines.

Santos and Cruz (2022) emphasized the positive correlation between advanced education and teaching proficiency. Also, Alvarez et al. (2023) highlighted that pursuing higher education equips teachers with innovative methodologies and comprehensive knowledge.

Relationship Between Competence and Performance

A strong positive relationship was found between teachers' pedagogical competence and their teaching performance. Teachers with higher competence scores tended to achieve better performance evaluations, validating the premise that professional skill directly affects instructional outcomes. This underscores the importance of integrating pedagogical competence into performance-based development strategies.

Challenges in Acquiring Competence

Teachers identified a range of challenges in enhancing pedagogical competence. Key issues included limited access to professional development due to cost and scheduling conflicts, as well as heavy administrative workloads that impeded time for training. Digital literacy gaps and mismatches in teaching and learning styles were also noted. Psychological pressures and shifting curriculum requirements added complexity to competence acquisition, further reinforcing the need for systemic support.

Proposed Professional Development Program

The study recommends a tailored professional development program focused on enhancing digital literacy, instructional design, and curriculum alignment. It suggests cluster-based workshops, coaching sessions, and collaborative action research that reflect the needs identified in both performance gaps and profile-based trends. By prioritizing contextualized strategies, the blueprint aims to uplift teaching performance while fostering sustainable pedagogical growth.

Professional Development Program for Teachers in Enhancing their Pedagogical Competence and Teaching Performance

To enhance the pedagogical competence and teaching performance of elementary school teachers in the Schools Division of the City of Ilagan, a comprehensive professional development program could focus on addressing the identified challenges and maximizing the strengths highlighted in the study. Table 8 presents the key components of the professional development program.

Table 8

Proposed Professional Development Program for Teachers

Key Components	Description
Gender Diversity and Inclusivity Training	Encourage a balanced teaching workforce by fostering gender inclusivity. Provide workshops on gender sensitivity and how diverse teaching perspectives can enhance pedagogical competence. Recruitment efforts could also focus on attracting male teachers to the profession.
Attracting and Mentoring Early-Career Teachers	Develop mentorship programs where experienced teachers (10+ years in the field) guide early-career educators. Include training sessions focused on innovative teaching methods, classroom management, and adaptability to ensure the sustainability of the teaching workforce.
Advanced Educational Qualifications	Support teachers in pursuing higher qualifications (Master's and Doctorate degrees) by offering scholarship opportunities, research grants, and collaborations with universities. Advanced training improves content mastery, teaching methodology, and curriculum execution.
Technology Integration and Digital Literacy	Conduct workshops on integrating technology into lesson plans and classroom activities. Training sessions can focus on improving digital literacy, creating interactive multimedia materials, and leveraging modern tools for diverse learning styles.
Reflective Practice and Philosophical Understanding	Organize seminars that help teachers deepen their understanding of educational philosophies, historical context, and global perspectives. Include reflective activities to help educators align their teaching practices with democratic values and civic responsibility.
Student-Centered Curriculum Development	Provide training on designing and adapting lesson plans that address individual student needs, encourage collaboration, and incorporate real-world applications. Emphasize formative assessments and student autonomy in the learning process.

Holistic Approach to Inclusion and Diversity	Offer training on creating inclusive learning environments that respect cultural, social, and individual diversity. Foster strategies to engage diverse learners effectively, including those with special educational needs.
Professional Growth Opportunities	Regularly hold workshops and conferences that focus on general pedagogical knowledge, teaching methodologies, and instructional design. Encourage teachers to present their own innovative practices and research findings.
Leadership Development	Create pathways for teachers to advance to higher positions (e.g., Master Teacher levels) through specialized training. Leadership programs can include managing collaborative projects, mentoring peers, and contributing to institutional planning.
Peer Collaboration and Community Engagement	Facilitate community linkages through collaborative projects that involve colleagues, parents, and stakeholders. These activities enhance teaching performance by building support networks and promoting shared goals.

Facilitate community linkages through collaborative projects that involve colleagues, parents, and stakeholders. These activities enhance teaching performance by building support networks and promoting shared goals.

By implementing these components, the professional development program can address existing challenges, nurture innovation, and ensure the continuous improvement of pedagogical competence and teaching performance. This holistic approach empowers teachers while enhancing the quality of education in the Schools Division of the City of Ilagan.

Conclusion

It is evident that elementary school teachers in the Schools Division of the City of Ilagan exhibit a high level of pedagogical competence and teaching performance. Across various dimensions, including content knowledge, general pedagogical knowledge, curriculum knowledge, learners and their characteristics, educational context, and educational values, teachers consistently demonstrated proficiency. This highlights their dedication to maintaining high teaching standards and their ability to adapt to the evolving demands of the education sector.

The analysis further revealed a strong positive correlation between pedagogical competence and teaching performance. Teachers' expertise in areas such as instructional design, pupil engagement, and assessment positively impacts their effectiveness in delivering quality education. Additionally, while teachers performed exceptionally, the study identified demographic trends such as the predominance of mid-career professionals and a limited representation of younger educators that pose challenges in sustaining innovation and diversity within the workforce.

The study also highlighted barriers to pursuing advanced degrees and adapting to technological advancements as challenges faced by the respondents. Addressing these issues through targeted professional development programs can empower teachers to overcome

hurdles and enhance their pedagogical skills further. Such initiatives would contribute to creating a sustainable and innovative teaching workforce capable of meeting the diverse needs of learners.

The findings emphasized the importance of continuous professional growth to elevate teaching practices. The proposed development blueprint serves as a strategic framework for enhancing pedagogical competence, fostering inclusivity and diversity, and promoting lifelong learning among educators. By implementing this tailored program, schools can strengthen their teaching force and ensure lasting improvements in education quality and student outcomes.

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Conflicts of Interest

The authors declare no conflict of interest.

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