THE EVOLVING LANDSCAPE AND MODERN EDUCATIONAL CHALLENGES, OPPORTUNITIES AND BEST PRACTICES

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ABSTRACT

The evolving landscape of education presents challenges that demand innovative approaches, while simultaneously offering opportunities to implement best practices that drive meaningful progress and empower learners in a rapidly changing world. This research explores the evolving landscape of education by identifying the modern challenges, opportunities, and best practices among elementary school teachers in Bayugan West District. It specifically addresses a local research gap despite national reforms and global frameworks advocate for technology integration and student-centered learning activities. The study's goal is to determine the significant relationships between the teachers' demographic profiles, their level of competence on modern practices employed by the teachers in the classroom, and the challenges they encounter in modern classroom settings. Guided by a sequential exploratory research design, the study began with qualitative exploration to identify key teaching realities, followed by a quantitative phase involving 132 teacher-respondents from 16 public elementary schools. Findings revealed that the respondents were mostly young to mid-career female teachers with bachelor's degrees, who were rated "Highly Competent" across all six indicators—particularly in personality traits and commitment to work. Instructional strategies and classroom management were consistently applied, but common challenges were reported in integrating technology, addressing learning gaps, and managing workload. Statistical analysis showed significant relationships between selected profile variables and teachers' competence, as well as strong associations between certain teaching practices and challenges encountered. Based on these findings, the study recommends targeted professional development plan to improve access to technological resources, and school-based strategies to reduce workload and support learner-centered instruction in today's evolving educational environment.

Keyword: Educational Landscape, Teaching Challenges, Instructional Opportunities, Best Practices, Modern Education

1. INTRODUCTION

Education must continuously evolve to meet societal needs and prepare students for future challenges. This study, "Statistical Analysis of Educational Challenges, Opportunities, and Best Practices in Modern Education," investigates key measurable factors impacting the integration of technology in elementary education in the Philippines. It examines challenges like the digital divide, resource limitations, and educator readiness, alongside opportunities such as digital literacy growth and the adoption of online and blended learning. The study aims to identify effective strategies for inclusive technology integration, enhancing the learning experience in a rapidly evolving educational landscape.

Previous research and policy guidelines emphasize the critical role of technology in education. For example, Department of Education (DepEd) Order No. 24, s. 2020, calls for using technology to upgrade education systems and teaching methods. UNESCO (2019) also highlights that digital resources can mitigate educational inequalities and enhance learning access, if certain challenges are addressed. This study quantitatively measures how technology is transforming elementary education, focusing on teacher readiness, digital literacy, and student engagement.

In Bayugan West District, a gap exists in teachers' ability to integrate technology effectively. The study quantifies the relationship between teacher age, training, exposure to technology, and their proficiency with digital tools. Younger educators incorporate technology more easily, while older teachers face challenges, impacting teaching quality and student engagement. Data will be collected on technology use in classrooms, the perceived effectiveness of digital tools, and their impact on student outcomes.

Moreover, the research explores the shift toward student-centered classrooms, quantifying increased student engagement, collaboration, and critical thinking through modern teaching methods. Changes in instructional materials design will also be assessed; particularly how simplified content correlates with improved comprehension. The study also evaluates the prevalence of 21st-century skills and their relationship with student performance.

This research is significant for policymakers, administrators, and educators. For policymakers, it provides data to inform policies supporting digital skills development. For administrators, the findings guide professional development and curriculum adjustments. Finally, for educators, the study offers insights into challenges and strategies to enhance classroom management and student performance.

2. METHODOLOGY

2.1 Research Design

This study employed a descriptive correlational research design to examine the level of competence in modern teaching practices among elementary school teachers in the Bayugan West District. Specifically, it aimed to explore the relationship between selected demographic variables—such as sex, age, civil status, length of service, appointment status, training on mental health, and academic background—and the teachers' levels of competence across six key domains: content and pedagogical knowledge; teaching effectiveness; student achievement; personality traits; commitment to work; and lesson implementation.

The use of a descriptive correlational design enabled the collection and analysis of quantitative data to identify trends and statistical relationships among variables. This approach provided a comprehensive overview of teachers' current competencies and served as a basis for identifying areas where targeted professional development and institutional support may be necessary to further strengthen teaching performance.

2.2 Research Participants

The study involved 132 elementary teachers from public schools within Bayugan West District, Bayugan City Division for the School Year 2024-2025. This included a diverse range of schools to ensure a comprehensive analysis. They were selected from a total population of 188 teachers using a stratified random sampling with a 5% margin of error.

2.3 Reseach Instruments

A researcher-made questionnaire was utilized as the primary tool for data collection. The instrument underwent content validation and reliability testing by education experts, including a Division Personnel, District Supervisor, School Principal, and Master Teachers, to ensure its clarity, relevance, and alignment with the study objectives. The questionnaire consisted of two parts. Part I collected demographic information, including age, sex, civil status, years of service, academic rank and position, appointment status, and highest educational attainment. Part II measured the respondents' level of teaching competence across six key domains: content and pedagogical knowledge, teaching effectiveness, student achievement, personality traits, commitment to work, and lesson implementation. A 5-point Likert scale was used to quantify responses, with values ranging from "1 – Not Competent" to "5 – Highly Competent." A pilot test with 20 teachers confirmed good internal consistency across all indicators, with Cronbach's alpha values as follows: content and pedagogical knowledge ($\alpha = 0.736$), teaching effectiveness ($\alpha = 0.734$), student achievement ($\alpha = 0.725$), personality traits ($\alpha = 0.721$), commitment to work ($\alpha = 0.726$) and lesson implementation ($\alpha = 0.739$). These values indicate that the questionnaire is a reliable tool for measuring the specified aspects of leve of competence of the teacher.

2.4 Data Gathering Procedure and Analysis

The data-gathering procedure followed a structured approach. The researcher first obtained approval from relevant authorities, including the Dean of the Graduate School Office, the Schools Division Superintendent, and school

principals. Once permission was granted, the researcher personally administered the survey to ensure respondents understood the instructions.

Quantitative data were collected using a validated questionnaire, and the responses were tallied, tabulated, and analyzed using statistical tools such as frequency count, percentage, mean, standard deviation, and Pearson correlation. Ethical standards, including confidentiality and voluntary participation, were strictly adhered to throughout the process. This structured approach ensured the reliability and validity of the data collected, providing a solid foundation for analyzing the effectiveness of the digitalized quality management system.

2.5 Ethical Consideration

The study followed strict ethical guidelines to protect participants' rights and ensure data confidentiality. Informed consent was obtained both in writing and verbally, and participants were assured of their right to withdraw at any time. Confidentiality and anonymity were maintained by securing personal data and ensuring that identifying information was not linked to any responses. The principle of beneficence was upheld by ensuring that the study contributed to educational improvements while minimizing risks to participants. Justice and fair treatment were observed by ensuring equitable selection criteria and avoiding the exploitation of vulnerable groups. The researchermaintained transparency and honesty by clearly communicating the study's objectives and faithfully reporting findings. Additionally, cultural sensitivity was consistently demonstrated throughout the research process, ensuring respect for participants' diverse backgrounds and values.

3. RESULTS AND DISCUSSION

3.1 Demographic Profile of the Respondents

Table 1 presents the age distribution of the respondents. The majority fall within the 26–35 years old age bracket, with a frequency of 62, representing 47% of the total respondents. This is followed by those aged 36–55 years old, with 29 respondents (22%), and those below 26 years old, with 23 respondents (17%). The least represented group is respondents above 55 years old, comprising 18 individuals (14%). This suggests that the teaching workforce in the selected district is primarily composed of young to mid-career professionals, with most educators at an age typically associated with professional growth and skill development.

The sex distribution reveals that most of the respondents are female, with a frequency of 92, accounting for 70% of the total sample. In contrast, male respondents total 40, representing 30%. This indicates a strong female dominance in the teaching workforce within the selected area. This pattern is supported by Bacungan and Javier (2019), who emphasized that the teaching profession in the Philippines is largely female driven, particularly in public basic education. Their study attributes this to longstanding cultural norms that associate teaching with caregiving—traits traditionally linked to women. Similarly, the Philippine Statistics Authority (2020) reports that women make up a significant majority of educators across various levels of the Philippine education system.

Profile	Age Bracket	Frequency	Percentage
Age	Below 26 years old	23	17%
	26-35 years old	62	47%
	36-55 years old	29	22%
	Above 55 years old	18	14%
Sex	Category	Frequency	Percentage
	Male	40	30%
	Female	92	70%
Civil Status	Category	Frequency	Percentage
	Single	42	32%
	Married	89	67%
	Widowed	1	1%
Years in Service	No. of Years	Frequency	Percentage
	1-5 Years	28	21%
	6-10 Years	37	28%

 Table -1: Demographic Profile of the Respondents

	11-15 Years	11	8%
	16-20 Years	19	14%
	21-25 Years	13	10%
	26 Years Up	24	18%
Academic Rank	Position	Frequency	Percentage
and Position	Teacher 1	24	18%
	Teacher 2	19	14%
	Teacher 3	60	45%
	Master Teacher 1	23	17%
	Master Teacher 2	6	5%
Highest	Level	Frequency	Percentage
Educational	Bachelor's Degree	77	58%
Qualification	Master's Degree	49	37%
	Doctorate Degree	6	5%

Regarding civil status, the majority (95%) are married, while 3% are single and 2% are widowed, highlighting a workforce primarily composed of individuals in committed relationships. This finding aligns indicates that marital status does not significantly influence emotional intelligence levels among teachers (Galang et al., 2024). The results suggest that both married and unmarried teachers possess similar emotional intelligence, emphasizing the need for support programs that cater to all teachers regardless of their marital status.

The distribution of respondents according to their years in service reveals that the majority have 6 to 10 years of teaching experience, with a frequency of 37 (28%). This is followed by those with 1 to 5 years at 28 respondents (21%), and those with 26 years and above, totaling 24 individuals (18%). Other groups include 16 to 20 years with 19 respondents (14%), 21 to 25 years with 13 respondents (10%), and 11 to 15 years with 11 respondents (8%). This data indicates that the respondent group is composed of a mix of early-career, mid-career, and seasoned educators, offering a wide range of professional insights and experiences. This trend is supported by Darling-Hammond (2017), who emphasized that teacher effectiveness significantly increases during the first ten years of practice, as educators gain confidence, refine their classroom strategies, and deepen content knowledge. Teachers within the 6–10-year bracket often demonstrate a strong blend of adaptability to new pedagogical trends and solid foundational skills. On the other hand, those with over 20 years of service bring valuable institutional memory and established best practices, enabling them to address both persistent and emerging challenges in education. The diversity in teaching experience enhances the richness of this study, allowing for a well-rounded understanding of current educational dynamics. Early career educators contribute fresh perspectives, especially in areas like technology integration and student-centered learning, while veteran teachers offer insights grounded in years of evolving classroom realities and policy shifts.

The data on the academic rank and position of the respondents reveals that the majority hold the position of Teacher III, with a frequency of 60 (45%). This is followed by Teacher I with 24 respondents (18%), Master Teacher I with 23 respondents (17%), Teacher II with 19 respondents (14%), and Master Teacher II with 6 respondents (5%). This distribution suggests that most of the respondents are in advanced teaching positions, particularly at the Teacher III and Master Teacher levels, indicating a group with extensive classroom experience and increasing involvement in educational leadership roles. This trend aligns with the Department of Education's Career Progression Framework as outlined in DepEd Order No. 42, s. 2007, which states that educators who attain higher academic ranks are expected to demonstrate advanced instructional expertise, leadership in mentoring and coaching peers, and active participation in curriculum development and innovation. These roles not only reflect years of effective teaching but also a growing commitment to influencing systemic improvements in education. The presence of both junior and senior ranks within the respondent pool ensures that the study captures a balanced spectrum of insights—ranging from those who implement classroom strategies daily to those who supervise, evaluate, and refine those strategies across grade levels and learning areas. This dynamic enhances the credibility and depth of the study's findings on current educational practices and challenges.

The data revealed that most of the respondents hold a bachelor's degree, with a frequency of 77 (58%). This is followed by 49 respondents (37%) who have attained a master's degree, and a smaller group of 6 respondents (5%) who have completed a Doctorate Degree. This distribution suggests that the teaching workforce in the area is primarily composed of educators who have met the basic academic qualifications, with a significant portion actively pursuing or having completed advanced graduate studies. This trend reflects the guidance of DepEd Order No. 66, s. 2007, which promotes graduate education as a pathway for career advancement and continuous quality improvement in the teaching profession. Additionally, the OECD (2019) highlights that teachers with higher educational attainment tend to exhibit stronger instructional strategies, deeper content mastery, and a greater willingness to engage in ongoing professional development—all of which contribute to better learning outcomes for students. The variation in educational qualifications among the respondents allows the study to capture diverse professional perspectives. Bachelor's degree holders represent key classroom implementers, while those with master's and doctorate degrees contribute to planning, leadership, and innovation. This academic diversity enriches the findings by addressing both classroom realities and broader educational reforms.

3.2 Level of Competence of the Teachers

Table 2 presents the level of competence of teachers across six key areas, all rated as highly competent. It shows that teachers consistently demonstrate strong professional skills in content delivery, teaching effectiveness, student achievement, personality traits, commitment to work, and lesson implementation.

Table 2. Level of competence of the teachers				
Indicators	Mean	Adjectival Rating		
Content and Pedagogical Knowledge	4.709	Highly Competent		
Teaching Effectiveness		Highly Competent		
Student Achievement		Highly Competent		
Personality Traits		Highly Competent		
Commitment to Work	4.777	Highly Competent		
Lesson Implementation	4.624	Highly Competent		
OVERALL MEAN	4.705	Highly Competent		

The data presents the level of competence of the teachers based on various performance indicators. Focusing on Content and Pedagogical Knowledge, the respondents obtained a mean score of 4.709, interpreted as "Highly Competent." This indicates that the teachers demonstrate strong mastery of subject matter, along with the ability to deliver lessons using effective instructional strategies suited to learners' needs. This finding aligns with Shulman's (1986) concept of Pedagogical Content Knowledge, which emphasizes that effective teaching requires more than subject expertise—it also demands the ability to transform that knowledge into meaningful and engaging learning experiences. Teachers who are highly competent in this domain are better equipped to plan, organize, and present content in ways that enhance student understanding and achievement.

The indicator on Teaching Effectiveness yielded a mean score of 4.644, classified as "Highly Competent." This suggests that the respondents exhibit a strong ability to facilitate learning through effective instructional delivery, classroom management, and the use of varied teaching strategies. Their competence in this area reflects their capacity to engage students, foster critical thinking, and maintain an environment conducive to academic success. This result is supported by Marzano (2003), who emphasized that effective teachers are those who can clearly communicate objectives, employ diverse instructional methods, and provide constructive feedback that guides student improvement. High teaching effectiveness is often associated with improved student motivation and achievement, demonstrating that the respondents are not only skilled in delivering lessons but also in ensuring that learning takes place.

The indicator on Student Achievement obtained a mean score of 4.691, which also corresponds to a "Highly Competent" rating. This indicates that the teachers are perceived to have a significant and positive impact on their students' academic performance. It reflects their ability to translate teaching strategies into measurable learning outcomes, helping students meet or exceed expected competencies. This finding is aligned with Hattie's (2009) research on visible learning, which emphasizes that teacher quality is one of the most influential factors affecting

student achievement. Teachers who are highly competent in this area demonstrate the ability to monitor progress, adjust instruction based on student needs, and foster academic growth through clear expectations and supportive learning environments.

The indicator on Personality Traits recorded the highest mean score of 4.785, which is rated as "Highly Competent." This reflects the respondents' strong demonstration of professional demeanour, emotional stability, integrity, and interpersonal skills—qualities that are essential in fostering positive teacher-student relationships and a respectful, motivating classroom environment. This result supports the findings of Campbell et al. (2004), who asserted that a teacher's personality greatly influences classroom climate, student engagement, and even learning outcomes. Teachers who exhibit warmth, empathy, patience, and consistency often create a safe and supportive space where students feel valued and are more inclined to participate and succeed. Such traits also contribute to stronger collaboration with colleagues, parents, and the wider school community.

The indicator on Commitment to Work garnered a mean score of 4.777, also interpreted as "Highly Competent." This suggests that the respondents consistently demonstrate dedication, responsibility, and a strong work ethic in fulfilling their roles as educators. Their high level of commitment is evident in their willingness to go beyond basic duties—such as preparing engaging lessons, supporting learners beyond classroom hours, and actively participating in school initiatives. This finding aligns with Day and Gu (2007), who emphasized that committed teachers are more resilient, innovative, and persistent in facing challenges. They are often motivated by a deep sense of purpose and professional identity, which enhances both their performance and their students' learning experiences. Teachers with high commitment contribute significantly to sustaining school improvement and nurturing a culture of excellence.

The indicator on Lesson Implementation received a mean score of 4.624, classified as "Highly Competent." This indicates that the respondents can effectively translate lesson plans into well-structured and meaningful classroom experiences. It reflects their ability to apply appropriate teaching methods, use instructional materials efficiently, and adjust strategies in real-time based on student responses and learning progress. This is supported by the work of Borich (2007), who emphasized that effective lesson implementation requires not only planning but also the capacity to execute and adapt those plans fluidly in the classroom. Teachers who are skilled in this area can maintain lesson flow, ensure alignment with learning objectives, and maximize instructional time-ultimately contributing to better student comprehension and participation.

3.3 Current teaching practices

Table 3 presents the current teaching practices employed by teachers, as assessed across several instructional domains. Focusing on the first indicator, Instructional Strategies received a mean score of 4.650, which is interpreted as "Always." This suggests that the respondents consistently apply a range of teaching methods to support effective learning. Their frequent use of varied instructional strategies implies a commitment to adapting lessons based on content, learner diversity, and classroom dynamics. This result is supported by the findings of Stronge (2018), who emphasized that effective teachers are those who deliberately choose and consistently implement instructional strategies that align with their students' needs. His research highlights the thoughtful use of strategies—such as cooperative learning, scaffolding, and differentiated instruction—enhances student engagement, understanding, and academic achievement. The consistent application of such strategies by the respondents points to their responsiveness and professionalism in delivering quality instruction.

Indicators	Mean	Adjectival Rating
Instructional Strategies	4.650	Always
Use of Technology in Teaching	4.371	Always
Classroom Management	4.759	Always
Assessment Method	4.612	Always
OVERALL MEAN	4.598	Always

The Use of Technology in Teaching recorded a mean score of 4.371, falling under the "Always" category. This indicates that teachers consistently integrate technology into their instructional practices. The high rating suggests that digital tools—such as smartboards, online learning platforms, multimedia presentations, and educational apps are regularly used to enrich classroom instruction and promote student engagement. By incorporating technology, teachers can deliver more interactive lessons, provide instant access to supplementary resources, and foster collaboration among learners. This finding is supported by Ertmer and Ottenbreit-Leftwich (2010), who emphasized that meaningful technology integration enhances both teaching effectiveness and student achievement by offering flexible, personalized, and engaging learning experiences. The results of this study imply that the respondents view technology not merely as a supplement, but as an essential component of modern teaching. Their consistent use of digital tools reflects a proactive approach to meeting the demands of 21st-century learners and creating a more dynamic and inclusive learning environment.

The indicator on Classroom Management received the highest mean score of 4.759, which falls under the "Always" category. This suggests that teachers consistently implement effective strategies to maintain an orderly, respectful, and productive learning environment. High ratings in this area indicate the respondents' ability to establish clear expectations, manage student behavior, and create a classroom atmosphere that supports focused learning and mutual respect. This result aligns with the work of Marzano and Marzano (2003), who asserted that strong classroom management is a key factor in student achievement. Their research highlights that teachers who consistently apply proactive behavior strategies, foster positive student-teacher relationships, and maintain structured routines are more likely to promote both academic success and social-emotional development. The findings suggest that the respondents possess the classroom leadership skills necessary to maximize instructional time and minimize disruptions, allowing students to thrive in a stable and supportive environment.

The indicator on Assessment Method obtained a mean score of 4.612, which also falls under the "Always" category. This indicates that teachers regularly employ various assessment strategies to monitor student learning, provide feedback, and guide instructional decisions. The high rating suggests that formative and summative assessments— such as quizzes, performance tasks, and reflective activities—are consistently used to evaluate student progress and adjust teaching approaches accordingly. This finding is supported by Black and Wiliam (1998), whose research emphasized that effective assessment practices are central to improving learning outcomes. They noted that frequent, well-designed assessments not only help identify gaps in understanding but also motivate students and support teacher planning. The results of this study reflect that respondents recognize the value of continuous assessment as a tool for promoting student growth, ensuring accountability, and maintaining instructional relevance.

3.4 Challenges Teacher Encountered

Table 4 presents the challenges encountered by teachers across various aspects of their professional responsibilities. Focusing on the first indicator, implementing a Learner-Centered Approach received a mean score of 4.650, which falls under the "Always" category. This suggests that teachers consistently experience challenges in shifting from traditional teaching methods to more student-focused instructional practices. While they strive to apply learner-centered strategies—such as differentiated instruction, active learning, and student autonomy—these approaches often require greater planning, flexibility, and responsiveness to individual learning needs. This finding is supported by Weimer (2013), who noted that adopting a learner-centered approach demands significant pedagogical shifts, including rethinking the teacher's role from content deliverer to learning facilitator. The challenges may stem from large class sizes, limited time for individualized instruction, and the need for continuous professional development. The consistent presence of this challenge among respondents highlights the complexity of creating a learning environment where students take active roles in their education and underscores the need for systemic support and training to ease the transition.

Table 4. Challenges Teacher Encountered					
Indicators	Mean	Adjectival Rating			
Implementing a Learner-Centered Approach	4.650	Always			
Addressing Learning Gaps	4.371	Always			
Integrating Technology into Instruction	4.759	Always			
Managing Workload and Professional Responsibilities OVERALL MEAN	4.612 4.598	Always Always			

The indicator on Addressing Learning Gaps received a mean score of 4.371, which is also rated as "Always." This suggests that teachers frequently face challenges in identifying and responding to disparities in student understanding and performance. These gaps may result from varied learning paces, socioeconomic backgrounds, or limited prior knowledge, making it difficult for teachers to ensure that all students meet expected competencies within a set timeframe. This challenge is echoed in the study by Tomlinson (2014), who emphasized that addressing diverse learning needs requires differentiated instruction, ongoing assessment, and flexible grouping—all of which demand significant time and skill. The findings imply that while teachers are aware of and committed to closing these gaps, they may lack sufficient resources or support structures to do so effectively. As a result, this area remains a consistent and pressing challenge in the pursuit of equitable learning outcomes.

The indicator on Integrating Technology into Instruction received the highest mean score of 4.759, also falling under the "Always" category. This indicates that teachers consistently encounter challenges when it comes to incorporating technology into their teaching practices. Despite its benefits, the use of educational technology often presents barriers such as limited access to devices, inconsistent internet connectivity, lack of training, or difficulty aligning digital tools with curriculum goals. This challenge is supported by Ertmer (1999), who pointed out that successful technology integration requires more than just access to tools—it also depends on teacher confidence, training, and institutional support. Without adequate professional development and infrastructure, even motivated teachers may struggle to use technology effectively in instruction. The high frequency of this challenge among respondents suggests a need for sustained support and investment in both technological resources and teacher capacity-building initiatives.

The data reveals that managing workload and professional responsibilities is considered highly demanding by teachers, with a mean score of 4.533 and an adjectival rating of "Extremely Challenging." This result highlights the considerable strain teachers experience in balancing various aspects of their role—ranging from lesson planning, grading, and classroom management to fulfilling administrative tasks and maintaining student engagement. The challenge is further intensified by additional duties such as addressing behavioral issues, participating in professional development, and taking on extracurricular responsibilities. The accumulation of these responsibilities not only stretches teachers' time and energy but can also contribute to stress, fatigue, and eventual burnout—factors that negatively impact teaching quality and job satisfaction. The "Extremely Challenging" rating underscores the urgent need for systemic interventions, such as improved workload distribution, administrative support, and the re-evaluation of non-teaching duties. Providing teachers with adequate resources and realistic expectations is essential to safeguarding their well-being while ensuring the sustained delivery of quality education.

3.5 Significant Relationship between profile and their level of competence

The results show a significant relationship between teachers' competence in content and pedagogical knowledge and three profile variables: age, years in service, and educational attainment, as indicated by their respective p-values below 0.05. This implies that these factors meaningfully influence teachers' mastery of content and instructional strategies. In contrast, sex, civil status, and academic rank showed no significant relationship, suggesting that these characteristics do not affect teachers' competence in this domain.

The data on teaching effectiveness reveal that only educational attainment showed a significant relationship with a computed r of 0.224 and a p-value of 0.010, indicating that higher levels of education contribute positively to teaching performance. In contrast, the variables age (r = 0.074, p = 0.401), sex (r = 0.105, p = 0.231), civil status (r = 0.057, p = 0.514), years in service (r = 0.109, p = 0.216), and academic rank (r = 0.128, p = 0.144) all had p-values above the 0.05 threshold, leading to the conclusion that these factors do not have a statistically significant influence on teaching effectiveness. This suggests that while demographic characteristics and experience levels may shape teaching styles, it is the formal educational background that more strongly correlates with improved instructional delivery and classroom performance.

Variables Tested		Computed r	P-value	Decision	Conclusion
Content and	Age	0.230	0.008	Reject null hypothesis	Significant
Pedagogical	Sex	0.141	0.106	Failed to reject null hypothesis	Not Significant
Knowledge	Civil Status	0.057	0.517	Failed to reject null hypothesis	Not Significant
	Years in Service	0.276	0.001	Reject null hypothesis	Significant
	Academic rank	0.032	0.720	Failed to reject null hypothesis	Not Significant
	Educ. Attain.	0.219	0.012	Reject null hypothesis	Significant
Teaching	Age	0.074	0.401	Failed to reject null hypothesis	Not Significant
Effectiveness	Sex	0.105	0.231	Failed to reject null hypothesis	Not Significant
	Civil Status	0.057	0.514	Failed to reject null hypothesis	Not Significant
	Years in Service	0.109	0.216	Failed to reject null hypothesis	Not Significant
	Academic rank	0.128	0.144	Failed to reject null hypothesis	Not Significant
	Educ. Attain.	0.224	0.010	Reject null hypothesis	Significant
Student	Age	0.283	0.001	Reject null hypothesis	Significant
Achievement	Sex	182.000	0.037	Reject null hypothesis	Significant
	Civil Status	0.151	0.085	Failed to reject null hypothesis	Not Significant
	Years in Service	0.272	0.002	Reject null hypothesis	Significant
	Academic rank	0.015	0.868	Failed to reject null hypothesis	Not Significant
	Educ. Attain.	0.214	0.014	Reject null hypothesis	Significant
Personality	Age	0.178	0.041	Reject null hypothesis	Significant
Traits	Sex	0.069	0.432	Failed to reject null hypothesis	Not Significant
	Civil Status	0.189	0.030	Reject null hypothesis	Significant
	Years in Service	0.161	0.065	Failed to reject null hypothesis	Not Significant
	Academic rank	0.067	0.448	Failed to reject null hypothesis	Not Significant
	Educ. Attain.	0.138	0.115	Failed to reject null hypothesis	Not Significant
Commitment to	Age	0.204	0.019	Reject null hypothesis	Significant
Work	Sex	0.022	0.802	Failed to reject null hypothesis	Not Significant
	Civil Status	0.031	0.725	Failed to reject null hypothesis	Not Significant
	Years in Service	0.200	0.022	Reject null hypothesis	Significant
	Academic rank	0.013	0.886	Failed to reject null hypothesis	Not Significant
	Educ. Attain.	0.000	0.996	Failed to reject null hypothesis	Not Significant
	Age	0.092	0.294	Failed to reject null hypothesis	Not Significant
	Sex	0.009	0.915	Failed to reject null hypothesis	Not Significant
Lesson	Civil Status	0.044	0.620	Failed to reject null hypothesis	Not Significant
Implementation	Years in Service	0.081	0.356	Failed to reject null hypothesis	Not Significant
	Academic rank	0.061	0.487	Failed to reject null hypothesis	Not Significant
	Educ. Attain.	0.184	0.035	Reject null hypothesis	Significant

Table 5. Significant Relationship between profile and their level of competence

The results reveal a significant relationship between student achievement and several teacher profile variables, namely age (r = 0.283, p = 0.001), sex (r = 182.000, p = 0.037), years in service (r = 0.272, p = 0.002), and educational attainment (r = 0.214, p = 0.014). These findings suggest that teacher maturity, experience, and academic background contribute positively to student performance. This aligns with Hanushek and Rivkin (2006), who emphasized that teacher experience and qualifications have a substantial effect on student outcomes. Similarly, Rockoff (2004) found that early years of teaching experience significantly impact student achievement, while Darling-Hammond et al. (2005) highlighted that teachers with graduate degrees tend to foster stronger academic growth among learners. Although teacher sex is not often a strong predictor, Carrington, Tymms, and Merrell (2008) noted that it can influence classroom dynamics and engagement, particularly in early grades. On the other hand, civil

status and academic rank showed no significant influence, indicating that these factors may not directly impact how students perform academically.

The analysis indicates a significant relationship between teachers' age (r = 0.178, p = 0.041) and civil status (r = 0.189, p = 0.030) and their demonstrated personality traits. These results suggest that as teachers mature and gain life experience, they may develop qualities such as patience, empathy, and emotional regulation, which are critical in fostering positive classroom relationships. This supports the findings of McCrae et al. (2000), who noted that traits like conscientiousness and emotional stability tend to strengthen with age. Civil status may also influence professional disposition, as Skaalvik and Skaalvik (2015) emphasized that personal life circumstances, including social support systems, can affect teachers' emotional well-being and interpersonal behavior in the classroom. On the other hand, sex (r = 0.069, p = 0.432), years in service (r = 0.161, p = 0.065), academic rank (r = 0.067, p = 0.448), and educational attainment (r = 0.138, p = 0.115) showed no significant relationship, indicating that these variables do not statistically influence the personality traits teachers exhibit in their professional roles.

The data show a significant relationship between teachers' age (r = 0.204, p = 0.019) and years in service (r = 0.200, p = 0.022) and their commitment to work. This suggests that older and more experienced teachers are more likely to exhibit dedication and responsibility in their professional roles. Ingersoll and Strong (2011) support this, noting that veteran educators tend to display greater commitment due to increased job security, stronger institutional ties, and a deeper sense of purpose developed over time. Conversely, sex (r = 0.022, p = 0.802), civil status (r = 0.031, p = 0.725), academic rank (r = 0.013, p = 0.886), and educational attainment (r = 0.000, p = 0.996) were found not significantly related to commitment. This implies that demographic and professional background factors, aside from age and service length, have little to no statistical bearing on how committed teachers are to their duties and responsibilities.

The analysis revealed a significant relationship only between educational attainment (r = 0.184, p = 0.035) and lesson implementation, suggesting that teachers with higher academic qualifications are more effective in delivering well-structured and goal-aligned lessons. This supports the findings of Darling-Hammond et al. (2005), who emphasized that advanced education enhances pedagogical skills, allowing teachers to apply more refined instructional strategies in the classroom. Meanwhile, age (r = 0.092, p = 0.294), sex (r = 0.009, p = 0.915), civil status (r = 0.044, p = 0.620), years in service (r = 0.081, p = 0.356), and academic rank (r = 0.061, p = 0.487) were found not significantly related to lesson implementation. This indicates that these variables do not statistically influence how effectively a teacher carries out instructional plans, reinforcing the idea that content mastery and pedagogical training—often acquired through higher education—play a more crucial role in classroom execution.

3.6 Significant Relationship between Current Teaching Practices and Challenges Encountered

The results from Table 6 show that Instructional Strategies have a significant relationship with three challenges: implementing a learner-centered approach (r = 0.261, p = 0.003), addressing learning gaps (r = 0.245, p = 0.005), and managing workload (r = 0.176, p = 0.043). These findings suggest that as teachers apply a broader range of instructional strategies, they are also more likely to face difficulties in shifting toward student-centered teaching, adapting lessons to varied learner needs, and balancing these demands within their professional responsibilities. These results align with Weimer (2013), who emphasized that learner-centered methods require more planning and adaptability, and with Tomlinson (2014), who highlighted the complexity of addressing learning gaps through differentiated instruction. However, no significant relationship was found between instructional strategies and the challenge of integrating technology (r = 0.008, p = 0.927), indicating that frequency of strategy use does not necessarily correlate with ease or difficulty in using digital tools. This supports Ertmer's (1999) assertion that technology integration challenges are more closely tied to infrastructure and training than to teaching approach alone.

Variables Tested		Computed r	P-value	Decision	Conclusion
Instructional	Learner centered	0.261	0.003	Reject null hypothesis	Significant
Strategies	Learning gaps	0.245	0.005	Reject null hypothesis	Significant
	Integrating	0.008	0.927	Failed to reject null	Not Significant
	technology			hypothesis	
	managing workload	0.176	0.043	Reject null hypothesis	Significant
Use of	Learner centered	0.137	0.116	Failed to reject null	Not Significant
Technology in				hypothesis	-
Teaching	Learning gaps	0.296	0.001	Reject null hypothesis	Significant
_	Integrating	0.216	0.013	Reject null hypothesis	Significant
	technology				-
	managing workload	0.258	0.003	Reject null hypothesis	Significant
Classroom	Learner centered	0.323	0.000	Reject null hypothesis	Significant
Management	Learning gaps	0.273	0.002	Reject null hypothesis	Significant
-	Integrating	0.105	0.230	Failed to reject null	Not Significant
	technology			hypothesis	-
	managing workload	0.273	0.002	Reject null hypothesis	Significant
Assessment	Learner centered	0.264	0.002	Reject null hypothesis	Significant
Method	Learning gaps	0.427	0.000	Reject null hypothesis	Significant
	Integrating	0.143	0.102	Failed to reject null	Not Significant
	technology			hypothesis	-
	managing workload	0.291	0.001	Reject null hypothesis	Significant

Table 6. Significant relationship between current teaching practices and challenges encountered

The findings indicate that Use of Technology in Teaching has a significant relationship with three challenges: addressing learning gaps (r = 0.296, p = 0.001), integrating technology (r = 0.216, p = 0.013), and managing workload (r = 0.258, p = 0.003). These results suggest that teachers who frequently utilize technology are more likely to encounter challenges in closing student learning gaps and managing the demands that come with planning and implementing tech-based instruction. This supports the view of Zhao and Frank (2003), who noted that technology integration, while beneficial, can widen existing disparities if students and teachers lack the necessary resources and support. Additionally, Selwyn (2016) emphasized that digital teaching often adds to teachers' workload due to the time and effort required for preparation, adaptation, and troubleshooting. On the other hand, the relationship between use of technology and the challenge of implementing a learner-centered approach was not significant (r = 0.137, p = 0.116), suggesting that technology use alone does not automatically lead to more student-centered learning. This finding is aligned with Cuban (2001), who argued that technology must be purposefully integrated into pedagogy to shift instructional focus meaningfully.

The data reveal that Classroom Management has a significant relationship with three key challenges: implementing a learner-centered approach (r = 0.323, p = 0.000), addressing learning gaps (r = 0.273, p = 0.002), and managing workload (r = 0.273, p = 0.002). These results suggest that teachers who maintain well-managed classrooms are more likely to confront the added demands of student-centered practices, differentiated instruction, and professional responsibilities. This aligns with Emmer and Evertson (2016), who noted that effective classroom routines provide the structure necessary for supporting diverse learning needs and sustaining instructional focus amidst increasing workloads. However, the relationship between classroom management and the challenge of integrating technology was not significant (r = 0.105, p = 0.230), indicating that classroom control does not necessarily ease or hinder technology use. As Inan and Lowther (2010) emphasized, successful tech integration is more influenced by access, training, and school-level support than by classroom discipline or routines.

The results show that Assessment Method is significantly related to three challenges: implementing a learnercentered approach (r = 0.264, p = 0.002), addressing learning gaps (r = 0.427, p = 0.000), and managing workload (r = 0.291, p = 0.001). These findings suggest that how teachers assess student learning plays a crucial role in their ability to personalize instruction, identify performance gaps, and manage the demands of grading and feedback. This aligns with Black and Wiliam (1998), who emphasized that effective, ongoing assessment is essential for supporting differentiated instruction and improving student outcomes. It also highlights the extra workload teachers face when striving for meaningful, individualized assessments. On the other hand, there was no significant relationship between assessment method and the challenge of integrating technology (r = 0.143, p = 0.102). This implies that the use of diverse assessment strategies does not directly influence the ease or difficulty of incorporating digital tools in instruction. As noted by Pellegrino and Quellmalz (2010), while technology can enhance assessment, its impact largely depends on teacher readiness and institutional support—factors that may operate independently from assessment style.

4. CONCLUSIONS

The results of this study reveal that teachers remain highly competent and committed in navigating the demands of an evolving educational landscape. Despite varying backgrounds and teaching experiences, they consistently demonstrate strong professional attributes, sound instructional practices, and a clear impact on student learning. Their competence is most evident in personality traits, work commitment, and content mastery, indicating a wellgrounded teaching force prepared to uphold educational quality. However, the study also highlights persistent challenges that teachers regularly encounter, particularly in implementing learner-centered approaches, integrating technology, and managing professional responsibilities. While teaching strategies are consistently applied, these challenges suggest a gap between instructional expectations and available resources or systemic support. Moreover, the significant relationships found between age, years in service, educational attainment, and teaching competence emphasize that experience and academic growth continue to play a vital role in enhancing professional performance. On the other hand, the absence of significant influence from sex, civil status, and rank suggests that teaching quality is shaped more by individual practice than by demographic or positional status. Overall, the study underscores the dual reality of modern teaching—educators are highly capable and responsive, yet they continue to face structural and instructional challenges that require attention. Addressing these challenges is essential to sustain excellence, encouraging innovation, and supporting teachers as they adapt to the changing landscape of education.

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