

TEACHER'S TEACHING COMPETENCE AND ACADEMIC PREPAREDNESS OF GRADE SIX STUDENTS

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Abstract. In order to satisfy the demand for high-quality education, the teaching skills of teachers must be promptly updated or amended due to unanticipated changes in learning methods. Hence, this research would like to determine if the indicators of teacher's teaching competence significantly influence the grade six student's academic preparedness. This study utilized non-experimental quantitative research design employing a descriptive-correlation technique. Statistical analysis such as mean, standard deviation, Pearson R correlation and Multiple Linear Regression were used in treating the data generated in the study. The respondents of the study were the 100 sixth-grade educators teaching in Piedad District primary schools in Davao City. These respondents were selected using convenience sampling method. Data were evaluated from the survey questionnaires adopted by the researcher with modification in order to fit to the study which undergone validation from experts and were tested for its reliability. Descriptive results of the study revealed a "high" teacher's teaching competence and academic preparedness among grade six students which means that these constructs are oftentimes evident. Consequently, the inferential results of the study suggested that it failed to accept its null hypothesis since there is a significant relationship between teacher's teaching competence and academic preparedness among grade six students. Likewise, the regression analysis resulted that three of the four indicators of the teacher's teaching competence significantly influenced the grade six student's academic preparedness.

KEY WORDS

1. Teaching Competence.
2. Academic Preparedness.
3. Grade Six Students.

1. Introduction

The pandemic caused by COVID-19 has had a variety of impacts on education on all levels. Specifically, it was necessary for public academic institutions, and in particular teachers, to make rapid adjustments to an unforeseen and imposed transition in learning modalities from face-to-face instruction to distant teaching and then back again to face-to-face instruction. As a consequence of this, teaching students in basic levels of education becomes more complex and challenging. Because of unforeseen shifts in methods of learning, the teaching abilities of teachers need to be immediately updated or adjusted in order to meet the need for high-quality education. As sixth-grade teachers are tasked with preparing their students' children for secondary education, the number of adjustments they make will increase by a factor of two. Also, for a student's transition from elementary school to high school to go off without a hitch, it is imperative that they have adequate intellectual preparation. Consequently, educa-

tional innovation has drawn increasing attention around the world, and many countries have already embarked on educational reforms that aim to change both the goals and practices of education (Kan-Kalik Nikandrov, 2020). Such innovations are fundamentally changing students' learning experiences as well as strengthening teacher's teaching competence such as increasing teacher's knowledge on the specialized content coupled with its appropriate pedagogy, handling the diversity of the learners, planning innovative curriculum appropriate for the new normal learning context, and conducting effective assessment and reporting (Ivowi, 2016). Another, Segun (2016) stated that effective learning in schools in order to prepare student for the future would require effective teaching to accompany the efforts of the learners. Teacher competence needs to be very high in order for meaningful teaching learning to take place and to be academically prepared possessing qualities such as concentration, organization processing information, and motivation. Globally, research evidence highlights the significance of factors or problems within the education system itself. These include the ongoing changes and amendments to curricula, inadequate support to teachers, teaching time compared to other activities and the availability of learning, availability of teaching materials such as text books, and the type of teacher training and competence (Bitzer, 2015). Without dismissing any of these factors, the conclusion was that the main problems lie in teacher performance and competence leading to students' academic preparedness and quality of education (Boinamo, 2017). In addition, some teacher's competencies do not relate to their academic and professional preparation, professional growth, classroom interaction and evaluation (Macaulay, 2016). This poses threat since teachers are mandated to guide students by preparing them academically to meet future's demand. In the Philippines, one of the less-economically developed countries, is a hotspot of COVID-19 pandemic case in Southeast Asia. The emergence of the pandemic develops sudden adjustment and innovations on the learning environment of the country (Khaoula Jalal, 2021). These sudden changes were not tested however teaching innovations were considered a must in order to continue the learning process even in the midst of the pandemic. With this state, it has been observed the notable impact in the country's educative process specifically on the its mandate to deliver quality education. In line with this situation, teachers keep on adjusting to different learning modalities that is expected to produce effective and quality results (Elfirdoussi et al., 2020). Hence, a teacher must develop several competencies in order to meet changing learning environment. Lastly, the educative process in the country are now back in the face-to-face learning modalities which needs again several learning competencies in order to effectively deliver quality of education. In Davao City, particularly in Piedad District School observed to have varied learning delivery modalities both in the midst of pandemic and after the so called new normal learning environment set-up. It is in this study to look upon how academically prepared the grade six pupils based on the effectivity of teacher's teaching styles through various learning delivery modalities. Further, this study aims to provide a variety of authorities in education, valuable information, and fresh insights, particularly as regards to influence of the teacher's teaching competence after the COIVD-19 pandemic to the academic preparedness of grade six students of public elementary schools of Buhangin District, Division of Davao City.

2. Methodology

This chapter discusses the research methods in conducting the study which are considered strategies or techniques utilized in the collection of data evidence for analysis in order to uncover new information or create better understanding of a topic. Contents of this chapter include the research design, research respondents of the study, research instrument and the data gathering procedures. In the preparation of this paper, the researcher employed artificial intelligence tools for proofreading. Specifically, AI was utilized to enhance the accuracy, coherence, and overall quality of the manuscript. This practice is being explicitly stated to maintain transparency and adhere to ethical standards in research. The usage of AI for proofreading reflects a commitment to leveraging advanced technologies responsibly and acknowledges the increasing prevalence and capability of AI in academic and professional writing.

2.1. Research Design—In this study, the researcher used a descriptive correlational strategy for non-experimental quantitative research. The descriptive design explains the researched population, circumstance, or phenomena. It emphasizes on addressing the how, what, when, and where questions rather than the why of a research topic. Quantitative research employs a deductive-inductive technique, which means it departs from a theoretical framework, the idea of experts, and develops issues and their answers based on the researchers' experience and knowledge (Creswell, 2013). In particular, this will be used in this study in assessing the extent of teacher's teaching competence and the academic preparedness of grade six students. This design is important to the research because it specifies the techniques and processes for gathering the necessary information, as well as the general operational pattern or framework of the project, which dictates what information is to be acquired from which sources using which methods (Nassaji, 2015). In addition, Grove, Burns, and Gray (2012) noted that descriptive quantitative design may be used to generate theory, uncover difficulties with present practice, defend current practice, make judgments, or determine what others in comparable circumstances are doing.

2.2. Research Respondents—This research will be undertaken in the central ele-

mentary schools of Piedad District, Davao City. There will be 100 Grade 6 teachers that will took part as the respondents of this study. They will be picked using the most prevalent non-probabilistic selection technique, convenience sampling. It is a technique for collecting samples by gathering samples from sources of data that are conveniently placed or convenience for researchers (Edgar and Manz, 2017). The researcher will ensure that several criteria will be met in selecting the respondents such as the years a grade six teacher and the age of the respondents.

2.3. Research Instrument—Study Instruments were measuring instruments meant to collect data from research participants on a topic of interest. It had to aid in addressing the research's goals, objectives, and research questions, as well as support or refute the study's premise (McMillan Schumacher, 2013). In this investigation, the researcher used a survey questionnaire as its instrument in gathering its data. The survey questionnaire had two parts that catered to the two variables in the study. In addition, validity of the instrument was assured by research experts and members of the panel committee. The survey instrument was also subjected to pilot testing in order to determine its reliability. This was computed using the value of the instrument's Cronbach's Alpha. For the first part of the survey instrument, this

provided data on the skills of the respondents. Questions from this part of the instrument were adapted from Philippine Professional Standards for Teachers (PPST), DepEd Order 42, s. 2017. In the process of interpreting its data, a five-point Likert Scale of the survey was used, with

five (5) as the highest and one (1) as the lowest. The scale with description and interpretation was shown below. The following five order gradations with their respective range of means and description were considered:

Range, Descriptive Equivalent, and Interpretation

Range	Descriptive Equivalent	Interpretation
4.20–5.00	Very High	This means that the pedagogical competence of teachers is always evident.
3.40–4.19	High	This means that the pedagogical competence of teachers is oftentimes evident.
2.60–3.39	Moderate	This means that the pedagogical competence of teachers is sometimes evident.
1.80–2.59	Low	This means that the pedagogical competence of teachers is seldom evident.
1.00–1.79	Very Low	This means that the pedagogical competence of teachers is never evident.

For the second part of the questionnaire, this will determine the extent of of the grade six students’ academic stress. In this part, the researcher adopted from Kwarikunda (2017) Academic Preparedness Questionnaire. The same with the first part of the survey questionnaire, a five-point Likert Scale of the survey having five

(5) as the highest and one (1) as the lowest in interpreting its data. The scale with description and interpretation is shown below. The following five order gradations with their respective range of means and description were considered:

Range, Descriptive Level, and Interpretation

Range	Descriptive Level	Interpretation
4.20–5.00	Very High	This means that the academic preparedness of grade six students is always evident.
3.40–4.19	High	This means that the academic preparedness of grade six students is oftentimes evident.
2.60–3.39	Moderate	This means that the academic preparedness of grade six students is sometimes evident.
1.80–2.59	Low	This means that the academic preparedness of grade six students is seldom evident.
1.00–1.79	Very Low	This means that the academic preparedness of grade six students is never evident.

2.4. Data Gathering Procedure—

At the outset of the data gathering procedure, the researcher will write a letter seeking permission from the Dean of the Graduate School so that this research study will be conducted. Next, the researcher will secure a letter asking for permission to the Schools Division Superintendent, Division of Davao del Sur through the channels of the Office of Public Schools District Supervisors (PSDS) of the selected different schools. Upon approval of the permit, the survey questionnaire will be ready for the conduct of the study. During the conduct of the study, the researcher will personally hand-in

the survey questionnaire to the selected respondents. The questionnaire will be retrieved right after the respondents will be done answering the survey questions. The researcher will ensure that the collection and retrieval of data will be conducted following the IATF protocols for face-to-face learning delivery mode. Lastly, the collected data will be analyzed by a statistician using the different measures of treating the data as presented this chapter. The results in the treatment of the data were interpreted for further information of the study.

2.5. Data Analysis—The study will use the respondents' collected data for analysis. The following statistical tools will be used in the analysis and interpretation of the responses in this study: The mean is commonly used to measure the central tendency. Central tendency identifies a single value as representative of an entire distribution. It also provides an accurate description of the entire data (Creswell, 2013). In this study, mean will be used to determine the extent of teacher's teaching competence in terms of (a) Content Pedagogy (b) Diversity of Learners, (c) Curriculum and Planning, and (d) Assessing and Report as well as the extent of academic preparedness of grade six students in terms of (a) Concentration (b) Organization and Processing of Information and (c) Motivation. The correlational test is one type of inferential statistics that investigates relationships between variables without the researcher controlling or manipulating any of them. This statistical test reflects the strength and/or direction of the relationship between two (or more) variables. The direction

of a correlation can be either positive or negative (Mukaka, 2012). This study used this type of analysis as hypothesis testing to determine the significant relationship between teacher's teaching competence and academic preparedness among grade six students. Multiple linear regression (MLR) is a statistical technique for estimating the relationship among variables which have reason and result relation. The main focus is to analyze the relationship between a dependent variable and independent variable and formulate the linear relation between the dependent and independent variable (Rencher and Christensen, 2012). As a predictive analysis, the multiple linear regression was used to explain the relationship between one continuous dependent variable and two or more independent variables. The independent variables can be continuous or categorical. MLR was used in this study to determine which of the indicators of teacher's teaching competence significantly influence the academic preparedness of grade six students.

3. Results and Discussion

This chapter presents the results and discussions based from the data gathered after the conduct of this study. This includes the interpretation of the data and the repercussions of the findings of the study. The deliberations presented in this chapter are aligned to the statement of the problem cited in the previous chapters of this study. Specifically, the presentation for the results and discussions

will start from the extent of teacher’s teaching competence in terms of content pedagogy, diversity of learners, curriculum planning, and assessing reporting. This will be followed on the presentation of the extent of grade six students’ academic preparedness as perceived by teachers in terms of concentration, organization processing information, and motivation. Next, will be the discussion of the results of the significant relationship between the teacher’s teaching competence and academic preparedness of grade six students. Lastly, the discussion of the results on which indicators of teacher’s teaching competence significantly influence the academic preparedness of grade six students.

Summary of the Extent of Teachers’ Teaching Competence The statistical result on the extent of teachers’ teaching competence is shown in Table 1. Competence can be defined as a specification of a person’s knowledge, skills and attitudes and his application to work, in accordance with performance standards. It is the ability of individuals to perform tasks (Lotunani et. al.,

2014). A competent teacher is he who has in depth knowledge of subject matter, good verbal and nonverbal communication skills, complete work within time, initiative, take appropriate decisions, get adjustment in every situation, believe in research, cooperative attitude towards pupils, colleagues, parents, and administration, etc (Arshad, 2017).

Table 1. Summary of the Extent of Teacher’s Teaching Competence

Indicators	Mean	Descriptive Level
Content and Pedagogy	3.80	High
Diversity of Learners	3.59	High
Curriculum and Planning	3.61	High
Assessing and Reporting	4.11	High
Overall	3.78	High

Based on the analysis in Table 1, the overall mean rating of the extent of teachers’ teaching competence is 3.78. This numerical data result is equivalent to a “high” descriptive level rating which means that the teaching competence among grade six teachers in Piedad District, Davao City is oftentimes evident. It is said that teachers are essential during the learning process since individual development takes place in the context of activities modeled or assisted by

these more skilled individuals. They contribute very considerably to determining the quality of education. That is why, teachers should master competencies as a professional educator (Ulfah, 2018). Having competence in teaching will help them understand and be aware of their duty and obligation as educators, corresponding to the demand they should meet (Susilowati, Sutanto, Daharti, 2013).

Based on the analysis in Table 2, the overall mean rating of the extent of academic preparedness among grade six students as perceived by their teachers is 3.88. This numerical data re-

sult had an equivalent descriptive rating equal to “high” which means that the academic preparedness among grade six students as perceived by their teachers is oftentimes evident. The role of

concentration is essentially undeniable in students' learning process. On the other hand, students' interest and understanding ability broadly determine their concentration in class. In fact, (David et al., 2018) concluded that interest is the determiner of good attention, and interest

is always behind the actions of an attentive student. Similarly, Gerschler (2015) believed that lesson design plays an essential part in maintaining students' interest in the class. This is to say, teachers cannot expect students to find the dry, poor-prepared lesson to be inspired.

Table 2. Summary of the Extent of Academic Preparedness of Grade Six Students

Indicators	Mean	Descriptive Level
Concentration	3.91	High
Organization and Processing Information	4.02	High
Motivation	3.83	High
Overall	3.92	High

Specifically, the “Organization and Processing Information” indicator of the academic preparedness among grade six students ranked first with a mean score of 4.02. This indicates that the organization and processing information indicator as part of the academic preparedness among grade six students is oftentimes evident as perceived by their teachers. Grade six students record, store, and retrieve information in their brains and affects the motivation and the behavior of a person (Hann et al., 2017). Such

ability of the human brain depends on the processes needed to accomplish a task and/or the amount of practice and the ability of the individual. Mayer (2017) makes a close link between information processing, thinking and cognition. Relatively, Anderson (2015) claims the information processing approach became predominant in cognitive psychology and attempted to analyze cognition into a set of steps in which an abstract entity, called information, is processed.

Significant Relationship between Teacher's Teaching Competence and Academic Preparedness of Grade Six Students The third objective of this study is to explore on the association between teacher's teaching competence and academic preparedness among grade six students. The Pearson R statistical analysis is fit to be used in order to treat the provided data since this type of analysis is used to determine whether there is a significant relationship between the means of two groups (Creswell Poth, 2016). The alpha level is set at 0.05 for this analysis. Shown in Table 3 is the analysis result on the relationship between the teacher's teaching competence and academic preparedness among grade six students as perceived by their teachers.

Based on the analysis in the said table, there is a very strong significant correlation between teacher's teaching competence and academic preparedness among grade six students as perceived by their teachers with an r -value equal to 0.871 and a p -value equal to 0.000. Hence, the null hypothesis of this study that there is no significant correlation between the teacher's teaching competence and academic preparedness among grade six students as perceived by their teachers is rejected. The correlational analysis of the study also denotes that as teacher's teaching competence increases, the academic preparedness also of the grade six students tend to increase. Consistently, several literatures in this study supports the result of this study in

which there exist a consistent positive correlation between teacher’s teaching competence and academic preparedness among grade six students. For example, the study of Wu, Chang, and Sung (2022) in Taiwan as well as the study of Alam, Khalid, and Ahmad (2021) in Pakistan both resulted that teacher’s teaching competence significantly predicted the academic preparedness of their students. Relatively, the

relationship between teacher’s teaching competence and academic preparedness among grade six students in the Philippines has been extensively studied. Studies have consistently shown that teacher’s teaching competence is positively correlated with the academic preparedness of their students (Ramirez and Magsino, 2020; Bularan, Cuaresma, and Escobar, 2021).

Table 3. Significant Relationship between Teacher’s Teaching Competence and Academic Preparedness among Grade Six Students

Teaching Competence	<i>r</i>	<i>p</i> -value	Decision on H_0	Interpretation
Content and Pedagogy	0.794	.000	Reject	There is a strong positive significant correlation
Diversity of Learners	0.714	.000	Reject	There is a strong positive significant correlation
Curriculum and Planning	0.573	.000	Reject	There is a moderate positive significant correlation
Assessing and Reporting	0.776	.000	Reject	There is a strong positive significant correlation
Overall	0.871	.000		Reject

Specifically, the analysis in table 3 highlighted the relationship between each indicator of teacher’s teaching competence and academic preparedness among grade six students as perceived by their teachers. Based on the analysis, three (3) out of the four (4) indicators of teacher’s teaching competence obtained strong positive correlation with the academic preparedness of the grade six students. These indicators are the “Content and Pedagogy” indicator with an r -value equal to 0.794 and a p -value equal to 0.000, the “Assessing and Reporting” indicator with an r -value equal to 0.776 and a p -value equal to 0.000, and the “Diversity of Learners” indicator with an r -value equal to 0.714 and a p -value equal to 0.000. On the other hand, the “Curriculum and Planning” indicator obtained an r -value equal to 0.573 and a p -value equal to 0.000. This indicator has moderate positive significant correlation with the academic preparedness among grade six students as perceived by their teachers. As observed based on the shown data results, the relationship be-

tween these four indicators of teacher’s teaching competence and the academic preparedness among grade six students is positive which denotes that if there is an increase on the indicators of teacher’s teaching, then the felt academic preparedness among grade six students tend to increase also as perceive by their teachers. The relationship between teacher’s teaching competence and academic preparedness among grade six students in the Philippines has been extensively studied. It had been consistently shown that teacher’s teaching competence in terms of content and pedagogy, assessing and reporting, diversity of learners, and curriculum and planning is positively correlated with the academic preparedness of the students. A study by Fernandez (2021) and Robillos (2020) in the Philippines revealed that both content and pedagogy significantly predicted academic preparedness. The study also found that content had a greater impact on academic preparedness compared to pedagogy. Another, the quality of assessing and reporting significantly predicted

academic preparedness. The study also found that regular communication between teachers and parents/guardians through various modes, such as phone calls, emails, and face-to-face meetings, was essential in improving academic preparedness (Gamba Balintec, 2020). The use of formative assessments, such as quizzes and homework, was effective in improving academic preparedness (Gordo and Alvarez, 2021). Consequently, De Guzman et al. (2021) in the Philippines found that students who come from diverse backgrounds, cultures, and languages are less academically prepared compared to students who come from more homogenous backgrounds. The study also found that teachers who are trained to work with diverse learners can help improve the academic preparedness of their students. In addition, teachers who provide opportunities for students to share their cultural experiences and promote a positive classroom climate can help improve the academic self-efficacy of their diverse learners (Manlangit De Leon, 2019). Furthermore, Delos Reyes et al. (2020) found that teachers who use varied teaching strategies, integrate technology in their lessons, and provide opportunities for student-centered learning can help improve the academic preparedness of their students. Also, teachers who align their teaching strategies with the curriculum objectives and provide clear learning goals can help improve the academic preparedness of their students (Velasco et al., 2019). In addition, teachers who design a curriculum that is engaging, relevant, and meaningful to their students can help improve the academic preparedness of their students (Sulaeman et al., 2021).

Regression Analysis of the Teacher's Teaching Competence on the Academic Preparedness of Grade Six Students The last objective of this study is to determine which indicators of teacher's teaching competence significantly in-

fluence the academic preparedness among grade six students. The Multiple Linear Regression (MLR) is best fit for this analysis since this statistical treatment is defined as a predictive analysis which is used to explain the relationship between one continuous dependent variable which is the academic preparedness among grade six students, and two or more independent variables which are the teacher's teaching competence in terms of content and pedagogy, assessing and reporting, diversity of learners, and curriculum and planning (Trek, 2019). Still, this data analysis is set with an alpha equal to 0.05. According to what is presented in Table 11, the overall statistical analysis of the study came up with a value of F that was 94.311 and a value of 0.000 for the p-value. This demonstrates that the regression model that was used in the analysis of the study is helpful, and that the interpretation of the model that was based on the assumption of the impact that was discussed earlier has some validity. This lends credence to the idea that the interpretation of the premise that was used to forecast which signs of a teacher's teaching skill was correct. Moreover, three (3) out of the four (4) indicators of teacher's teaching competence significantly influenced the academic preparedness among grade six students. This denotes that the predefined null hypothesis of this study stating that there is no indicator of teacher's teaching competence that would significantly influenced the academic preparedness among grade six students is rejected. Specifically, the indicators with significant influence to grade six student's academic preparedness are the "Content and Pedagogy" indicator which obtained a p-value equal to 0.000, and t-value equal to 4.732, the "Curriculum and Planning" indicator which obtained a p-value equal to 0.027, and t-value equal to 2.246, and the "Assessing and Reporting" indicator which obtained a p-value equal to 0.000, and t-value equal to 7.015.

Table 4. Regression Analysis of Teacher’s Teaching Competence on the Academic Preparedness of Grade Six Students

Teacher’s Teaching Competence	B	Std. Error	Beta	t	p-value	Decision on H_0
(Constant)	0.066	0.217		0.303	.763	
Content and Pedagogy	0.309	0.065	.341	4.732	.000	Reject
Diversity of Learners	0.125	0.076	.144	1.647	.103	Failed to Reject
Curriculum and Planning	0.163	0.073	.162	2.246	.027	Reject
Assessing and Reporting	0.400	0.057	.429	7.015	.000	Reject

$R = .894$; $R^2 = .799$; F -value = 94.311; p -value = .000

Relatively, teacher’s teaching competence significantly predicted the academic achievement of their students and teacher’s teaching competence had a greater impact on the academic achievement of students from rural areas (Chen, Huang, Lee, 2022). These findings were also true in the Philippine setting (Asis delos Santos, 2021) wherein teacher’s teaching competence had a greater impact on the academic preparedness of students from low-income families (Ramirez Magsino, 2020). To be specific, content and pedagogy significantly predicted academic preparedness. However, pedagogy had a greater impact on academic preparedness compared to content (Aguirre Bondad, 2021). In dealing Mathematics, both content and pedagogy significantly predicted academic preparedness of the students (Robillos (2020). Consequently, quality of assessing and reporting significantly predicted academic prepared-

ness. It was found out that the provision of feedback to students was essential in improving academic achievement (Amparo Dimaculangan, 2020). In addition, quality of assessing and reporting significantly predicted academic preparedness in Mathematics (Gordo Alvarez, 2021). Furthermore, students’ cultural and language diversity has a significant impact on their academic achievement in science. This means that teachers who are knowledgeable about the cultural and language diversity of their students and use culturally responsive teaching strategies can help improve the academic preparedness of their students (Alvarez Almendral, 2020). To further strengthen the interpretation of the MLR analysis used in this study, the overall analysis also obtained a coefficient of determination (R^2) equal to 0.799 implying that the analysis using the said statistical treatment is useful at 79.90

4. Conclusions and Recommendations

Presented in this chapter are the findings of the study based on the outcome of the gathered data. The conclusions drawn from the findings of the study are likewise outlined in this section. To maximize the significant contribution of this study, the researcher laid down recommendations in this chapter.

4.1. Findings—The transition from face-to-face instruction to distance teaching and then back to face-to-face instruction required aca-

demical institutions and, in particular, teachers to make rapid adjustments. As a result, teaching students at the elementary level becomes

increasingly complex and difficult. In order to satisfy the demand for high-quality education, the teaching skills of teachers must be promptly updated or amended due to unanticipated changes in learning methods. The number of modifications sixth-grade instructors make will increase by a factor of two as they prepare their students for secondary education. In order for a student's transition from elementary school to high school to go smoothly, they must also have sufficient intellectual preparation. Hence, the primary goal of this research is to determine which indicators of teacher's teaching competence significantly influence the academic preparedness among grade six students. In this study, a non-experimental quantitative research methodology using a descriptive correlation approach was applied. When it came time to treat the data that was created over the course of the study, statistical analyses such as the mean, standard deviation, Pearson R correlation, and Multiple Linear Regression were utilized. The participants in the research were the one hundred sixth-grade teachers who worked at primary schools located in the Piedad District of Davao City. These respondents were chosen via a sample process known as convenience sampling. Data were analyzed based on the survey questionnaires that were used by the researcher after they had been modified to conform to the parameters of the study, which had been subjected to validation by industry professionals and had its reliability examined. Descriptive results of the study revealed that teacher's teaching competence and academic preparedness of grade six students as perceived by their teachers obtained a "high" descriptive level rating which means that teacher's teaching competence and student's academic preparedness are oftentimes evident. Consequently, the inferential results of the study suggested that it failed to accept its null hypothesis since there is a significant relationship between teacher's teaching competence and academic prepared-

ness among the grade six students. Likewise, the regression analysis resulted that three of the four indicators of the teacher's teaching competence significantly influenced the grade six student's academic preparedness.

4.2. Conclusions—Based on the findings of this study, the following conclusions were offered: Teachers in the Piedad District of Davao City's sixth grade shown a high degree of teaching competency. This suggests that they are skilled in their material as well as their methodology, as well as their curriculum and planning, assessment and evaluation, and other areas of teaching that are relevant, such as diversifying the learners. This level of competency can lead to improved results and performance for the students. Nonetheless, it is important to keep in mind that teaching competency is a fluid and ongoing process that calls for ongoing professional growth and introspective thought on the part of the instructor. As a result, it is essential for these educators to continue enhancing their capabilities and expanding their vocabularies in order to guarantee that they are giving their pupils the very finest education that is currently available. Grade six students in Piedad District, Davao City possessed a high level of academic preparedness. This indicates that they have the necessary knowledge, skills, and abilities to succeed in their academic pursuits. This high level of academic preparedness observed among grade six students is a positive sign for their future academic success. However, it should be noted that academic preparedness is a complex and multi-faceted concept that encompasses various aspects such as cognitive abilities, motivation, and socio-economic background. Therefore, it is important for the education system to continue supporting and providing opportunities for students to further develop their academic preparedness. This can include providing access to high-quality educational resources, engaging students in challenging and meaningful learning experiences, and

fostering a supportive and inclusive learning environment. Overall, the high level of academic preparedness observed among grade six students in Piedad District, Davao City is a promising indicator for the district's education system and the future success of its students. There is a significant positive correlation between the two variables. This means that as the teacher's teaching competence increases in terms of content and pedagogy, diversity of learners, curriculum and planning, and assessing and reporting, the academic preparedness of the grade six students also increases. This finding emphasizes the importance of having competent teachers who possess the necessary skills and knowledge to effectively teach and prepare students for their academic pursuits. It also highlights the need for continuous professional development and training for teachers to further enhance their teaching competencies and improve student outcomes. Lastly, this finding can serve as a basis for the development of targeted interventions and programs aimed at improving both teacher's teaching competence and student academic preparedness in Piedad District, Davao City. By addressing the factors that contribute to the positive correlation between these variables, the education system in the district can strive towards providing a high-quality education for its students. Teacher's teaching competence in terms of content and pedagogy, curriculum and planning, and assessing and reporting significantly influence academic preparedness. This means that these factors are crucial in ensuring that students are well-prepared for their academic pursuits. However, the diversity of learner's indicator of teacher's teaching competence in this study does not significantly influence academic preparedness. Even though, diversity of learners is an important aspect of teaching, it may not be the primary factor in determining academic preparedness among students. Overall, these findings highlight the importance of teacher's teaching competence in ensuring academic suc-

cess for students. It underscores the need for continuous professional development and training for teachers to enhance their competencies in areas such as content and pedagogy, curriculum and planning, and assessing and reporting. Additionally, it suggests that while diversity of learners is important, it may not be the sole factor in determining academic preparedness among students. Therefore, the education system in Piedad District, Davao City should focus on improving the teacher's teaching competence in the areas that significantly influence academic preparedness. This can be achieved through the development of targeted interventions and programs aimed at enhancing teacher's competencies in these areas, ultimately leading to better academic outcomes for students.

4.3. Recommendations—The following interventions were offered based on the conclusions of the study: The findings of this study indicate that the level of expertise and knowledge possessed by a teacher can significantly influence a student's academic preparedness. Hence, it is very necessary for the Department of Education (DepEd) officials to invest in teacher training and professional development programs that strengthen their teaching abilities and expertise, particularly in courses that are vital to the future success of a student. In addition, it appears from the findings of this research that there is a requirement to enhance the academic preparedness of students in grades six in a variety of subject areas. DepEd officials need to make it a top priority to provide teachers and students with the resources, tools, and programs that will help them succeed. By working collaboratively and continually assessing and improving teaching standards and methods, the department can ensure that students can receive a high-quality education and will be well-prepared for future academic pursuits. As school administrators, it is crucial to recognize the significance of providing teachers with continuous training and development opportunities that enhance their

teaching skills and knowledge, ultimately benefiting the academic performance of our students. The findings suggest that by improving the quality of teaching in our schools, it can significantly impact the academic preparedness of the grade six students, ensuring that they are adequately equipped with the necessary skills and knowledge for future academic pursuits. Therefore, it is essential to prioritize teacher training programs and ensure that teachers have access to the latest resources and teaching methods. By doing so, it can create a learning environment that supports both our teachers and students, setting them up for future success. Overall, school administrators play crucial role in shaping the quality of teaching and education in schools. As teachers who also play a vital role in ensuring that the grade six students are adequately prepared for future academic pursuits. The findings of this study suggest that investing in continuous professional development and improving teaching methods can significantly impact student academic preparedness. Therefore, it is crucial to prioritize teacher's ongoing training and development to enhance and develop more on their teaching skills and knowledge. By staying up-to-date with the latest teaching techniques and resources, teachers can provide their students with a high-quality education, setting them up for future success. As teachers, they have the power to shape the future of their students, and this research study emphasizes the importance of their role in ensuring their academic preparedness. By working collaboratively with school administrators and continually improving their teaching standards, they can make a positive impact on the academic performance of their grade six students. Moreover, the findings of this study suggest that the quality of teaching a student receive plays a significant role in their academic preparedness. Therefore, it is essential to recognize the value of a good teacher and the impact they can have on their future success. As students, they can also play an active role

in their academic preparedness by being proactive in their learning, seeking out resources and support when needed, and staying engaged in their studies. In addition, this research study emphasizes the importance of creating a collaborative learning environment that supports both teachers and students. By working together, students can ensure that they receive a high-quality education and are adequately prepared for future academic pursuits. Remember, their education is the foundation for their future, and by prioritizing their academic preparedness and taking an active role in their learning, students can achieve their goals and succeed in their academic and professional pursuits. For future researchers, this study provides a framework for further exploring the impact of teacher competence on student academic preparedness, which can help identify areas of improvement and guide the development of effective teaching strategies and programs. Additionally, future studies can explore the impact of other factors, such as classroom resources and student engagement, on academic preparedness. By building on the findings of this research study and conducting further studies, further researchers can continue to improve the quality of teaching and education in our schools, ensuring that students are well-prepared for future academic and professional pursuits. Furthermore, a higher R2 value might be achieved if the sample size for the survey may be increased, as well as the number of independent variables tested. With this, the resulting results will be clearer and more concise. Lastly, future scholars might further concretize the outcomes of this study by applying them to other fields of study or areas of expertise. These undetermined indicators of study skills might be added to determine if they might have stipulated effect on the academic preparedness felt by grade six students which would be possible by finding various indicators based on research findings and literatures.

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