**SciencePG**
Science Publishing Group

# Instructional Competencies of Laboratory School Teachers in Remote Blended Learning

**Ronnel Moreno Gayon**

College of Education, Bukidnon State University, Malaybalay City, Philippines

**Email address:**

gayon.ronnel@gmail.com

**Abstract:** The teaching-learning process depends heavily on teachers. As a result, they are expected to be knowledgeable in a wide range of competencies and to continue to develop their knowledge, abilities, and experiences, especially in terms of mastery of the subject matter, teaching, classroom management, and evaluation now that institutions have adopted a remote blended learning approach. The participants were eighteen teachers from Bukidnon State University, specifically the Elementary Laboratory School, and they were purposively chosen. A descriptive method of research using quantitative data was employed. The data the researcher wanted to collect needed to come directly from people, in this case, the teachers. The mean and standard deviation were used to explore the teachers' instructional competencies, while frequency and percentage were used to determine the factors affecting the acquisition of teachers' instructional competencies. Evaluation skills emerged as the topmost instructional competence practiced by teachers. From the instructional competencies of teachers, the following were the topmost indicators: teach the subject matter in a clear and simple manner; organize and present the subject matter clearly and coherently utilizing various learning materials such as PPT, learning kits, modules, worksheets, video clips, and others; share the link for the virtual class in advance and start the learning activities on time; and evaluate the performance of the learners on the basis of the learning objectives through quizzes and major examinations done in a self-paced manner.

**Keywords:** Instructional Competencies, Laboratory School Teachers, Remote, Blended Learning, Descriptive Method

## 1. Introduction

The current scenario in the Philippine educational system is an eye-opener for those attempting to navigate a continuously shifting terrain, as the government attempts to prevent additional COVID-19 exposure in schools. Despite this, teachers continue to play an important role in their learners' education and achievement. Teachers are a critical component of the teaching-learning system [1]. As a result, they are expected to be knowledgeable in a wide range of competencies and to continue to develop their knowledge, abilities, and experiences. Many authors and educators have identified several skills, but one of the most often created but distinct is the instructional competency. These include mastery of the subject matter, teaching, classroom management, and evaluation skills. These competencies are utilized to organize the various specific skills and knowledge available for building effective teacher development and in pursuit of quality teaching and excellence.

Instructional competencies are rooted mainly in the qualities gained by the teachers, which hold the potential knowledge, skills, attitudes, experiences, and others that are necessary in their teaching professions [2]. Teachers are now described as competent individuals who can impart knowledge and develop skills in learners while engaging their active responses in an effectively disciplined but collaborative environment. But the present transition in education, where there is no face-to-face interaction, means that being equipped with competencies is a more complex process, so teachers are challenged in the following tasks: lesson preparation, adapting to synchronous and asynchronous learning, and evaluation of the performance of learners.

Bukidnon State University is one of many institutions utilizing more innovative teaching skills, effective learning management, intensive preparations, and numerous

consultative meetings and training to ensure a successful resumption of classes in August 2020. The readiness of the institution is geared towards the implementation of flexible learning, a practical approach in response to the national and local governments' regulations and the Commission on Higher Education's (CHED's) latest advisories. Academic policies and procedures of the university were reviewed, revisited, modified, and improved to align with the implemented intervention. With this, it was critical that the readiness of teachers with the necessary competencies be paid close attention to as well.

Consequently, the Elementary Laboratory School adhered to the academic plans of the institution. It adopted the remote blended learning approach, a more specific instructional feature of flexible learning, to support traditional educational settings. This approach is defined as learning that happens in an instructional context that is characterized by a deliberate combination of online and classroom-based interventions to instigate and support learning [3]. However, the present scenario does not allow personal interaction with learners inside the classroom, and so two types of learning were identified: synchronous and asynchronous learning. In synchronous learning, virtual classes, quizzes, and assessments, as well as live-streamed lectures, are scheduled. In asynchronous learning, self-paced learning is done. Activities such as watching pre-recorded lecture videos or lessons, individual projects, and book activities are done. By having a blend of these two, the success of the teaching and learning experience is equal to or better than traditional learning methods.

However, as I personally observed and experienced, it cannot be denied that there were huge adjustments to the new approach, the learning setting, and the utilization of the learning management system on the grounds that teachers had never experienced this before. The new teacher and learner settings made the teaching of contents difficult to deliver, explain further, and correct misconceptions of knowledge. Teaching skills are to be updated and refined to meet the learners' needs, interests, and abilities in the 21st century. The management of class during virtual classes is handled with enthusiasm, the same as how teachers teach them in a traditional setting. Further, assessments and evaluations of learners need to be administered successfully. Clearly, this is a period of adjustment and a part of the birthing process [4].

As previously stated, because this is the first time for many institutions, including Bukidnon State University, to begin a new school year, this study assessed teachers' instructional competencies in order to facilitate efficient and effective teaching in the remote blended learning approach used. The researcher is assertive that the onset of this approach, especially at the Elementary Laboratory School, will let teachers facilitate teaching-learning more successfully, and by evaluating oneself, teaching will become a more fulfilling and rewarding experience. The instructional competencies that they possess also assure betterment and quality education on the learners' part. The success of their teaching is one of the key aspects that determines how well the learners will do in the learning process. The results of this study will also act as a guide for coping with unanticipated changes in the educational system under the new normal and in the coming years.

### 1.1. Statement of the Problem

This study aimed to determine the instructional competencies of teachers of the Bukidnon State University Elementary Laboratory School. Specifically, this study answered the question:

What is the level of teachers' instructional competencies in time of remote blended learning in terms of:

i. mastery of the subject matter;
ii. teaching skills;
iii. classroom management and
iv. evaluation skills?

### 1.2. Objectives of the Study

Specifically, the purpose of this study is to:

Describe the level of teachers' instructional competencies in terms of:

i. mastery of the subject matter;
ii. teaching skills;
iii. classroom management and
iv. evaluation skills.

## 2. Theoretical Framework

Bruner's constructivist theory is the foundation of instruction. This theory is a fusion of two distinct but intertwined approaches to education and learning. Accordingly, an instruction should take a number of factors into account, including a person's propensity for learning, the most effective ways to organize knowledge so that learners may quickly absorb it, the possible mechanisms in which to give material, and the kind and pace of rewards and consequences [5]. In this study, we find that teachers' instructional competencies play an important role in school operation, especially now that the learning approach to the present educational system has been altered. With knowledge about the subject taught and by emphasizing the key elements, teachers may organize and conduct the lesson efficiently. Teaching skills can contribute to learners' success while learning at home. Teachers can also deliver innovative strategies to manage their online classes and utilize online tools to assess learning. Remote blended learning has been challenging for teachers, but keeping updated on one's knowledge, skills, and attitude towards teaching can greatly aid in the preparation for the transition that is happening in teaching and learning.

## 3. Methodology

The study employed a descriptive method of research using quantitative data. Quantitative research is the method of

employing numerical values to describe phenomena [6]. A questionnaire was used to collect the data. This was accomplished through the use of a descriptive rating, a 5-Likert-type survey. Specifically, it explored the instructional competencies of teachers in the remote blended learning approach.

The study was conducted at Bukidnon State University (BukSU), Malaybalay City, Bukidnon, Philippines. The participants of the study were 15–18 teachers, specifically at BukSU Elementary Laboratory School. There are 12 advisers from kindergarten to grade 6, while there are six subject teachers assigned in different grade levels. Their ages range from 27 to 56 years old, while the length of their teaching careers ranges from 3 years to 25 years. Among the participants, 3 of them are doctorate degree holders; 11 are pursuing a doctorate degree; 2 are master's degree holders; and 2 are pursuing a master's degree.

The research instrument of the study was based on the instructional competencies of the work force [7], with some modifications made by the researcher, such as restating and selecting the most appropriate competencies for a remote blended learning approach. It was composed of two parts. Part I of the survey questionnaire was intended to capture the demographic profile of the teachers: age, gender, educational attainment, and teaching position or rank. Part II focuses on the teachers' instructional competencies and includes five (5) modified items for each skill. These indicators were (a) mastery of the subject matter, (b) teaching skills, (c) classroom management, and (d) evaluation skills. There were 20 indicators, with five for each area.

The collected data was analyzed and interpreted, and the implications were determined with the use of both descriptive statistics. The means and standard deviations were used to explore the teachers' instructional competencies.

# 4. Results and Discussions

## 4.1. Teachers' Mastery of the Subject Matter

Teaching as a noble profession is a popular tagline that makes it well-respected as a profession because it creates other professions. The teaching and learning process requires a teacher, who also has a direct and important impact on learners and schools. Mastery of the subject matter is one skill that a teacher is renowned for. It is a crucial skill that encompasses knowledge of the content, skills in teaching it, and an attitude that molds a learner's behavior and changes one's life for the better. This means that understanding the subject taught goes beyond informing and imparting; instead, it is transforming.

It can be gleaned from the table that the teachers practiced mastery of the subject matter in all indicators. This means that they practiced these instructional competencies all the time when the new learning approach was introduced and implemented. The topmost indicator is to teach the subject matter in a clear and simple manner. When teaching primary and intermediate learners, the delivery of the lesson content is based on the level of their understanding; that is why teachers are conscious and skillful enough to use simple words and sentences when explaining the most important concept that learners must learn. Also, the instructions given, whether in verbal or written form, are clear and plausible. If learners are not able to comprehend the lesson, the teacher is able to expound and give more examples. The shortest length of teaching service of a teacher participant is 3 years, and most of them teach the same subjects for several years. This proves that mastery of the subject matter is observed, and teachers do continue to improve in their effectiveness as they gain experience in the teaching profession.

*Table 1. Mastery of the Subject Matter as an Instructional Competency of Teachers.*

| As a Teacher, I… | Mean | sd | Qualitative Description |
|---|---|---|---|
| teach the subject matter in clear and simple manner. | 4.73 | 0.46 | Always |
| relate the subject matter to previous lessons and areas within the interest. | 4.67 | 0.51 | Always |
| am knowledgeable enough to relate lessons to other subjects. | 4.47 | 0.52 | Always |
| use the most essential learning competencies. | 4.40 | 0.51 | Always |
| reflect mastery of the entire subject I teach. | 4.33 | 0.49 | Always |
| Overall | 4.52 | 0.49 | Always |

Teachers were prepared at the onset of remote blended learning. Synchronous learning was introduced, so lessons were taught virtually, and teaching was conducted through learning management systems (LMS) such as Google Classroom and Google Meet. The lead-in to the lesson was designed to focus learners on concepts or skills to be learned, and it was designed to follow the time screen from 45 minutes to 1 hour so that learners were not exposed for a longer period of time and overused their devices. Further, specific contents and scheduling for each lesson were constructed. Hence, preplanning a lesson aids in its clear and concise instruction as well as the achievement of the teachers' learning goals.

Mastery of the subject allows the teacher to successfully

deliver and explain the lesson's content to their learners [8]. They deliver concepts in an organized and clear manner. A teacher who is knowledgeable in the subject matter will be able to simplify the lesson's essential points for the learner while also dispelling any misconceptions about the material. Furthermore, the teacher pays attention to the subjects taught, gaining him with academic knowledge of those subjects and integrating with professional education to produce new insights and skills for performing in a professional capacity [9].

As to the least important indicator, which is to reflect mastery of the entire subject taught, the result was always positive. Teachers are supposed to teach all subjects in the elementary school. Thus, they are considered to be generalists. However, some teachers specialized in specific

subjects like English, science, and Filipino when they graduated from college. That is why they have been assigned to teach those subjects since then and have been able to reflect, modify, improve, and innovate in teaching the lessons. The rest of the teachers were assigned to subjects for which they needed to explore the different facets of teaching them yet. Fortunately, the average teaching load at a university is 18 units. Therefore, a teacher handles two to three subjects only. But even if they specialize in a limited number of subject areas, one must still understand a lot about their contents to teach successfully.

A teacher has knowledge of the subject in every teaching and learning situation. Remote blended learning is a good platform to reflect on whether teachers are still practicing their profession effectively even if there is no face-to-face interaction. Reflective practice in teaching is significant because it helps teachers to earnestly observe, gather, keep records, analyze, and evaluate everything that happened during the virtual lesson execution. It also allows teachers to move from experiencing to understanding the need to be responsive. If they do not question themselves about what their learning experiences mean and think critically about them, they will not make any changes and therefore not improve. Teachers are tasked with bringing these aspects together impeccably in order to harmonize meaningful experiences. Without deep thinking about their assigned subjects, reflection will not come.

Reflective practice is a process that facilitates teaching, learning, and understanding, and it plays a central role in teachers' professional development [10]. Also, it has been pointed out that when teachers practice reflective teaching, it stimulates them to improve their decision-making, metacognition, and logical thinking skills [11] and further shape learners' learning. Additionally, reflective teaching offers an opportunity to renovate their practice and recognize the effects of their teaching [12].

### 4.2. Teachers' Teaching Skills

Teaching is a systematic process of transmitting knowledge, skills, and attitudes to learners in accordance with the identified instructional competence, especially the teaching skills. It refers to the instructional capabilities that a teacher must hold in order to become a more effective teacher. These are of great help in the way teachers present the lessons in the class. Teaching is difficult in this time of pandemic. But working on innovative teaching skills means keeping instruction coherent across online platforms and providing a better learning experience for learners.

From the data, it was deemed necessary to always organize and present subject matter clearly and coherently, utilizing various learning materials such as PowerPoint presentations, learning kits, modules, worksheets, video clips, and the like. This means that the teachers practiced this indicator all the time. A teacher designs a lesson in creative ways to foster learner motivation and enhance opportunities for more meaningful learning experiences. A list of learning objectives or outcomes is also carefully selected and should be specific, measurable, attainable, relevant, and time-bound. With the aid of learning resources, whether conventional or digital, it greatly supports the organization and presentation of the subject matter.

*Table 2. Teaching Skills as Instructional Competencies of Teachers.*

| As a Teacher, I… | Mean | sd | Qualitative Description |
|---|---|---|---|
| organize and present subject matter clearly and coherently utilizing various learning materials such as PPT, learning kits, modules, worksheets, video clips and others. | 4.60 | 0.51 | Always |
| analyze and identify specific learning tasks. | 4.47 | 0.52 | Always |
| use innovative techniques, methods and strategies appropriate to the remote blended learning for more engaging and meaningful lessons. | 4.40 | 0.63 | Always |
| adjust to the needs, interests, and skills of the learners. | 4.33 | 0.82 | Always |
| encourage learners to reflect on and clarify lessons by asking insightful questions. | 4.20 | 0.68 | Often |
| Overall | 4.40 | 0.64 | Always |

Even before the remote blended learning, the teachers were using learning materials when teaching. Other learning resources are believed to support student learning and will significantly catch their attention, increase class participation, cater to various learning styles, make it fun, and eventually lead to a successful learning process, aside from books, which learners at the laboratory school purchase every school year and serve as supplementary learning materials. Learning objectives were indicated on both PowerPoint presentations and learning kits, so learners already knew the skills to be measured and mastered. The slides were not very textual, and only the most important concepts were presented. The learning kits have clear and easy-to-follow instructions, and they are also artistically done. On the other hand, video clips were sensibly chosen to assist learners in gaining a deeper understanding of the content.

A teacher can help improve the learning process. For effective learning promotion, a teacher knows how to teach, and that is the method of teaching. The utilization of various learning resources provides a rich experience for all learners. It is necessary to manage the utilization of resources in an effective manner and for the educators to guarantee that they make use of suitable teaching and learning resources in accordance with the grade levels of learners [13]. In this manner, an enriched learning environment can be created [14]. Learning resources such as PowerPoint presentations are widely used and are now ubiquitous media [15]. These include graphic displays that succinctly deliver the information. Video presentations also communicate.

The least indicator is to encourage the learners to reflect on

and clarify lessons by asking insightful questions, which is always practiced. The teachers encourage the learners all the time. Questioning skills are also indispensable to effective teaching. Teachers make sure to use questions to ensure that learners are paying attention and engaged, as well as to assess their understanding. The important note for this indicator is that the question itself matters. Usually, the teachers ask the following questions: "Are you listening?" "Do you have any questions?" "What specific part of the lesson would you like to clarify?" "Do you have any questions before we proceed to the next part of our lesson?"

However, several factors hamper the effective questioning skill, such as the fluctuating internet connection of both the teachers and the learners. Both should check the internet connection in advance to avoid delays and to catch up on the lesson discussed within the limited time allotted. In addition, during the conduct of virtual classes, when the teacher asks questions, the learners usually respond with "Yes, I am listening" or "Yes, I have understood" to avoid being caught up in an embarrassing situation. For some learners, they have low self-esteem because when they are asked a question, they have to turn on their microphone and camera. They can drop their questions in the comment box, but it is better if they raise them verbally, just like it is done inside the classroom. For others, it is difficult for them to think of the answers because of the not-so-clear questions raised.

Open-ended questions allow for divergent thinking. Then, give learners ample time to absorb the question and think of their answers. These types of questions motivate learners to share their brilliant ideas, thereby allowing active and collaborative learning to take place. Although factual responses are necessary, the teachers also need to promote higher-level thinking skills. To solicit ideas from all learners, not just those who are active all the time but also those who are silent behind their cameras and waiting for the class to end, teachers may utilize online interactive applications or websites such as Nearpod, Quizziz, Google Jamboard, and others during virtual classes. This allows learners to be more engaged in learning since their responses can be made known or anonymous. This also encourages and fosters an environment where each and every question is valued.

One of the key teaching methods is to utilize questioning as a learning tool to promote classroom interaction [16]. A teacher's questioning ability is an instructional cue that allows learners to convey the material to be learned as well as directions for what to do and how to do it [17]. Teachers should plan ahead of time what questions they will ask during class to ensure that the discussion runs smoothly and within the time allotted. As a result, it drives learners and encourages class thinking in the delivery of the lesson [18].

### 4.3. Teachers' Classroom Management Skills

Another area of instructional competence that is also of significance is the skill to manage the class. Several academics who are also educators hold the opinion that a successful teacher also instills in their learners the values and self-discipline. Classroom routines such as the establishment of rules, routines, trust, and student ownership all have implications in creating a smooth and manageable classroom. In relation to the current scenario of teachers teaching in alternative ways, this might be challenging as it is far different from the traditional classroom set-up. Nevertheless, a teacher must be in absolute control of the situations occurring in the online learning environment.

*Table 3. Classroom Management as an Instructional Competency of Teachers.*

| As a Teacher, I… | Mean | sd | Qualitative Description |
| --- | --- | --- | --- |
| share the link for the virtual class in advance and start the learning activities on the scheduled time. | 4.67 | 0.62 | Always |
| make the virtual classroom pleasant and engaging to boost the learning process. | 4.47 | 0.64 | Always |
| demonstrate patience towards the learners especially when they experience an internet connection problem. | 4.40 | 0.63 | Always |
| achieve teaching objectives to optimum degree possible for the particular subject, lesson, or activity within a reasonable time frame. | 4.20 | 0.56 | Always |
| maintain learners' interest in the lessons and virtual discussion. | 4.13 | 0.74 | Often |
| Overall | 4.37 | 0.64 | Always |

The conduct of classes virtually during this time paves a new way to continue the teaching and learning process. Unlike the face-to-face classes, wherein instructional time was fixed, each teacher, whether an adviser or a subject teacher, creates a schedule for their class. A day consists of two subjects, one in the morning and one in the afternoon, and they are taught once a week. To limit the exposure from the devices used, it was decided that a combination of online and offline learning would be used. That is why, to maximize the instructional time during the virtual class, the shared link is posted earlier than the set schedule so lessons are covered.

When working in a university, teachers accomplish many important things, and their role is not solely focused on instruction. However, with instruction as the central function, teachers should have time to teach, so when a virtual class is scheduled, it is expected that all learners are present, on time, and always prepared. It's a small thing to consider, but it greatly affects the effectiveness of a teacher's classroom management, even in a remote learning environment. It not only keeps order, but it also improves their learning. It also prevents disruptions in the delivery of the lesson. With a classroom environment like that in place, a teacher would have time to teach.

Classroom management is a multifaceted activity. But in today's scenario, it includes procedures for various kinds of virtual activities and management of learner behavior [19]. A

clear indicator of the sudden, but a global, progress of digital utilization brings advancement and innovation. Thus, effective use of the pedagogical foundations of virtual learning will lead to higher learning [20].

A teacher who maintained learners' interest in the lessons and virtual discussion obtained the lowest mean where it was qualitatively described as always, so it was still practiced most of the time. Effective classroom management and creating a positive classroom climate were critical objectives for all teachers up until the new normal in education arose and became challenging. From the experiences of the participants, to promote active participation in the class, one needs to utilize innovative teaching strategies and activities in an online learning environment, and it must stimulate their interests. However, learners are still adjusting to the new mode of learning, which is disrupted by various factors, especially at home. There should be an assurance that learners are paying attention even if the camera on their device is turned off, and a way to ensure their interest is not just by calling them and asking them if they are listening to the discussion from time to time.

Personalizing learning by building on learners' interests can result in increased motivation, more time spent on tasks, and ultimately better learning outcomes. This does not only encompass individualization and differentiation but also allows learners to think about and draw on their personal interests to direct learning objectives and content. Personalized learning can tap learners' innate curiosity and help them deepen their learning. Additionally, engaging learners in active learning with learning resources can facilitate improved learning outcomes through immersive experiences and activities. This enables greater motivation and deeper learning.

Classroom management is one of the most important roles played by teachers because it determines teaching success. Interest is a powerful motivational process to manage learning and leads to academic success [21]. Educators who are also researchers are tasked with comprehending its implications for online learning. Children gain learning opportunities and experiences at home [22] provided that time allocation in front of the screen and engagement are ideal.

### 4.4. Teachers' Evaluation Skills

To find out what learners are learning, teachers use assessments because they are an integral part of instruction and a critical aspect of the teaching and learning process. Therefore, teachers should assess themselves to see if they are also skilled enough to assess learners' learning. Evaluation skills, an instructional competence, allow the teacher to judge the learner's performance and progress, which most likely gives them an indication of some necessary adjustments or notices to give. It is imperative for teachers to strategically evaluate the efficacy of their teaching by gauging the extent to which learners in the remote blended approach are learning.

The topmost indicator that emerged was to evaluate the learners' performance on the basis of the learning objectives through quizzes and major examinations done in a self-paced manner. Assessments, whether formative or summative, were given by the participants through Google forms. These are based on the specific competencies from the curriculum guide and the most essential learning competencies. Learners are able to practice it, and teachers will interpret it in the latter part to determine if they successfully learned it or need remediation.

*Table 4. Evaluation Skills as Instructional Competencies of Teachers.*

| As a Teacher, I… | Mean | sd | Qualitative Description |
|---|---|---|---|
| evaluate performance of the learners on the basis of the learning objectives through quizzes and major examinations done in a self-paced manner. | 4.80 | 0.41 | Always |
| utilize evaluation result as a basis for improving instruction. | 4.67 | 0.49 | Always |
| evaluate learners' performances fairly and use suitable and reliable standard measures of assessment such as rubrics. | 4.47 | 0.64 | Always |
| analyze and interpret evaluation results skillfully. | 4.47 | 0.52 | Always |
| use a variety of methods in assessing the learners' learning aligned to the learning competencies. | 4.33 | 0.62 | Always |
| Overall | 4.55 | 0.54 | Always |

Learning objectives are statements of what a learner should know or be able to do when they have accomplished the learning experience and are based on the assessment of learning. Learner assessment enables teachers to quantify the effectiveness of their teaching by linking learner performance to specific learning objectives. It also provides beneficial feedback to both teachers and learners about the extent to which learners are successfully meeting learning objectives. Additionally, it requires a careful reflection on what is important for learners to learn and what skills are important to develop from the experience.

One of the most important educational tools available is assessment, which can be used to raise learners' performance

levels and help them reach learning goals and standards [23]. One of the key features of effective teaching is the quality of assessment [24]. Finding out how well learners are enhancing their knowledge and abilities in particular is a crucial aspect of learning assessment. Thus, before designing specific units of lessons, consider up front how teachers promote the achievement of teaching and learning objectives [25].

As to the least indicator of the use of a variety of methods in assessing the learners' learning aligned to the learning competencies, the result was always the same, so teachers practiced this all the time. As observed and experienced, a collection of teaching methods helps learners comprehend the concepts of the lessons and eventually accomplish a successful

outcome in evaluation. Paper and pencil, performance-based, project-based, portfolio-based, and others are types of assessments that can be utilized in remote blended learning. But it should be learner-centered to cater to the learning styles of all.

Teaching methods are important in the learning process, so teachers should be ready and able to explore other methods of teaching when evaluating the performance of learners in the class. In today's diverse classrooms, it is critical for teachers to have diverse ways of assessing learners, just as they do when teaching them. Just as a one-size-fits-all approach does not work with instruction, it is also similar for learner evaluation. Grading systems need to be fair and accurately reflect a learner's ability and potential.

As a result, teachers are able to institutionalize effective teaching choices and revise ineffective ones in their pedagogy. The methods of evaluation have the primary goal of determining whether the learners are scaling up towards the right path in the achievement of academic goals [26]. Additionally, it is important to use a variety of techniques for discovering what learners have learned. It should also be valid and trustworthy in order to ensure learner progress and achievement [24]. This implies that it is necessary to carefully select evaluation methods to improve learner performance and impact learner achievement.

### 4.5. Summary on the Instructional Competencies of Teachers in the Remote Blended Learning

Teachers who are keen observers of their professional competence should have a high level of instructional competency. Generally, teachers must be aware and mindful of these competencies that they must possess so as to guarantee betterment and quality education on the learners' part. Table 5 illustrates the summary of the instructional competencies of teachers. In general, it revealed that it was always practiced, which means the teachers practiced these competencies all the time. Among the competencies, evaluation skills obtained the highest mean, indicating that they were always practiced and therefore practiced all the time.

The process of evaluating learners includes any learning task they do and complete in order to demonstrate knowledge or ability in the subject area. The teachers use as many instruments or tools as possible, whether the assessment is of learning, for learning, or as learning. Teacher participants ensure that learners have active involvement in the learning process, which is always ongoing, actionable, and aligned to the curriculum or grade-level standards.

The aim of evaluation is to determine grades to be given based on the information acquired from the learners. Several studies proposed that assessment should not be a one-time activity in order for such an evaluation to be effective [27]. Instead, it must be a constant act. It is regarded as one of the most important educational tools accessible for a variety of reasons, including maximizing learning and motivating learners to improve their performance in order to reach pre-specified goals and criteria [23].

***Table 5.*** *Summary on the Instructional Competencies of Teachers in the Remote Blended Learning.*

| As a Teacher, I… | Mean | Sd | Qualitative Description |
| --- | --- | --- | --- |
| Evaluation Skills | 4.55 | 0.54 | Always |
| Mastery of the Subject Matter | 4.52 | 0.49 | Always |
| Teaching Skills | 4.40 | 0.64 | Always |
| Classroom Management | 4.37 | 0.64 | Always |
| Overall | 4.46 | 0.58 | Always |

## 5. Conclusion

Based on the findings of the study, conclusions were drawn. Instructional competencies of laboratory school teachers were always practiced, indicating that they were consistent in practicing these all the time. Teachers are aware and mindful of these competencies that they must possess so as to guarantee betterment and quality education amidst health crises. Evaluation skills emerged as the topmost instructional competence practiced by teachers. The teachers use as many instruments or tools as possible, whether the assessment is of learning, for learning, or as learning. They also ensure that learners have active involvement in the learning process, which is always ongoing, actionable, and aligned to the curriculum or grade-level standards.

## 6. Recommendations

The following recommendations are given based on the findings and conclusions:

1) For the mastery of the subject matter, teachers may undergo reflective practice in teaching to aid them in earnestly observing, gathering, keeping records, analyzing, and evaluating everything that happened during the virtual lesson execution.

2) For teaching skills, teachers may utilize open-ended questions that allow for divergent thinking. This also encourages and fosters an environment where each and every question is valued.

3) For classroom management, personalized learning may be employed to build learners' interests, increase motivation, and ultimately produce better learning outcomes. Additionally, engaging learners in active learning with resources can facilitate improved learning outcomes through immersive experiences and activities.

4) For evaluation skills, teachers may utilize and explore varied methods in evaluating the performance of learners.

## Acknowledgements

## References

[1] Nair, P. (2017). A Study on Identifying Teaching Competencies and Factors Affecting Teaching Competencies with Special Reference to MBA Institutes in Gujarat. Gujarat Technological University.

[2] Golingay, G. (2018). Instructional Competence of Grade Eleven Teachers and Academic Performance of Students: Basis for Proposed Training Program. SSRN Electronic Journal.

[3] Boelens, R., Laer, S. V., Elen, J. & Wever, B. D. (2015). Blended Learning in Adult Education: Towards a Definition of Blended Learning. Retrieved from www.iwt-alo.be/publications.

[4] Gayon, R. M. & Tan, D. A. (2021). Experiences of Higher Education Institution (HEI) Teachers in the Implementation of Flexible Learning. Science International, 33 (1), 47-52.

[5] Bruner, J. (1966). Toward a Theory of Instruction. Cambridge, MA: Harvard University Press.

[6] Taherdoost, H. (2022). What are Different Research Approaches? Comprehensive Review of Qualitative, Quantitative, and Mixed Method Research, Their Applications, Types, and Limitation. Journal of Management Science & Engineering Research.

[7] Hasegawa, K. (2011). Instructional Competencies of the Teaching Force: Their Relationship to the Students' Academic Performance. Academia.

[8] Kamamia, L. N., Ngugi, N. T. & Thinguri, R. W. (2014). To establish the Extent to which the Subject Mastery Enhances Quality Teaching to Student-Teachers during Teaching Practice. International Journal of Education and Research, Vol. 2 No. 7.

[9] Shantz, A. & Latham, G. P. (2012). Transfer of Training: Written Self-guidance to increase Self-efficacy and Interviewing Performance of Job Seekers. Human Resource Management, 51 (5), 733-746.

[10] Mathew, P., Mathew, P. & Peechattu, P. J. (2017). Reflective Practices: A Means to Teacher Development. Asia Pacific Journal of Contemporary Education and Communication Technology.

[11] Goodley, C. (2018). Reflecting on being an effective teacher in an age of measurement. Reflective Practices, Vol. 19, pp, 167-178.

[12] Jacobs, M., Vakalisa, N. C. G. & Gawe, N. (2011). Teaching-Learning Dynamics. Cape Town: Pearson.

[13] Kapur, R. (2019). Impact of Resource Utilization in Education. Research Gate Publication.

[14] Mugure, N. S. (2012). Impact of Resource Utilization in Education as Perceived by Teachers in Secondary Schools in Mathioya District, Muranga County, Kenya. Kenyatta University. Irlibrary.ku.ac.ke.

[15] Hopper, K. B. & Waugh, J. B. (2014). PowerPoint: An Overused Technology deserving of Criticism, but Indispensable. Educational Technology, 54 (5), 29-34.

[16] Ma, X. (2008). The Skills of Teacher's Questioning in English Classes. International Education Studies.

[17] Milawati & Suryati, N. (2019). EFL Teacher's Oral Questioning: Are Her Questions and Strategies Effective?. Dinamika Ilmu, Volume 19.

[18] Shanmugavelu, G., Ariffin, K., Vadivelu, M., Mahayudin, Z. & Sundaram, M. A. (2020). Questioning Techniques and Teachers' Role in the Classroom. International Journal of Education.

[19] Richards, J. C. & Schmidt, R. (2010). Longman Dictionary of Language Teaching and Applied Linguistics. Pearson Education Limited, 4th Edition.

[20] Rufai, M. M., Alebiosu, S. O. & Adeakin, O. A. S. (2015). Conceptual model for virtual classroom management. International Journal of Computer Science Engineering Information Technology.

[21] Renninger K. & Hidi, S. (2015). The Power of Interest for Motivation and Engagement. New York, NY: Routledge.

[22] Erdogan, N. I., Johnson, J. E., Dong P. I. & Qiu Z. (2019). Do parents prefer digital play? Examination of parental preferences and beliefs in four nations. Early Childhood Education Journal.

[23] Oyinloye, O. M. & Imenda, S. N. (2019). The Impact of Assessment for Learning on Learner Performance in Life Science. EURASIA Journal of Mathematics, Science and Technology Education.

[24] Jimaa, S. (2011). The impact of assessment on students learning. Procedia: Social and Behavioral Sciences.

[25] Onyema, E. M. (2020). Integration of Emerging Technologies in Teaching And Learning Process in Nigeria: the challenges. Central Asian Journal of Mathematical Theory and Computer Sciences.

[26] Kapur, R. K. (2020). Evaluation Methods: Ways of Identifying the Learning Abilities and Academic Performance of Students. Research Gate Publication.

[27] Umar, A. (2018). The Impact of Assessment for Learning on Students' Achievement in English for Specific Purposes: A Case Study of Pre-Medical Students at Khartoum University: Sudan. English Language Teaching.