

Pedagogical Skills as Predictors of Teaching Performance among High School Teachers at Aldersgate College Incorporated: Basis for a Training Design

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ABSTRACT

This study examined the extent to which pedagogical skills predict teaching performance among high school teachers at Aldersgate College Incorporated, Solano, Nueva Vizcaya, Philippines, to inform a training design. The study used a quantitative, correlational-predictive design and included a total enumeration of 32 full-time high school teachers. Data were gathered through adapted questionnaires measuring pedagogical skills (values for students, professional values, general capacities, and pedagogical capacities; adapted from Huong et al., 2021) and teaching performance (teaching and learning effectiveness, classroom management, assessment and evaluation practices, and teacher-student relationships; adapted from (Hyder, 2021) on a four-point scale, together with an open-ended item on training needs. Frequencies, percentages, weighted means, standard deviations, Pearson r , and simple and multiple regression were used at $\alpha = .05$, and the open-ended responses were analyzed thematically. The respondents were predominantly young (81.3% aged 31 and below), female (68.8%), and early-career (75.0% with one to five years of experience). Both pedagogical skills ($M = 3.71$, $SD = 0.27$) and teaching performance ($M = 3.71$, $SD = 0.27$) were perceived as Very High. Pedagogical skills were significantly and positively related to teaching performance ($r = .662$, $p < .001$) and significantly predicted it ($R^2 = .439$, $F(1, 30) = 23.43$, $p < .001$). When the four domains were entered together ($R^2 = .571$, $F(4, 27) = 8.99$, $p < .001$), only pedagogical capacities emerged as a significant unique predictor ($B = 0.591$, $p = .003$). Classroom management was the most frequently suggested training need ($f = 10$). Based on these findings, the PEDAGOSO: Pedagogical Skills Optimization Program, a year-long professional development program with six components, is proposed. The study concludes that professional development should prioritize pedagogical capacities, particularly for early-career teachers, and recommends institutional mentoring, coaching, and sustained, practice-oriented training.

Keywords: *pedagogical skills, teaching performance, pedagogical capacities, professional development, training design, regression analysis*

INTRODUCTION

Effective teaching is widely recognized as a cornerstone of quality education because it directly shapes student learning and contributes to educational equity worldwide. Sustainable Development Goal 4 calls for inclusive and equitable quality education and lifelong learning opportunities for all by 2030, and reaching it depends not only on access to schooling but also on the quality of instruction delivered by competent teachers. Teaching performance is therefore a key determinant of student success and school performance, particularly in secondary education, where foundational competencies are further strengthened.

Pedagogical skills, the methods, strategies, and professional competencies that educators use to promote learning, are central to effective teaching. They include lesson planning, instructional delivery, classroom management, assessment, and the use of technology; together, they define a teacher's ability to turn knowledge into meaningful learning experiences (Darling-Hammond et al., 2020). Teachers' mastery of content combined with strong pedagogical skills has been positively linked to students' academic achievement (Madrid & Oco, 2025), and Philippine studies show that pedagogical abilities influence classroom performance as well as professional outcomes such as job satisfaction, engagement, and retention (Galeng, 2025). However, the strength of the relationship between pedagogical skills and teaching performance differs across educational contexts, subjects, and institutions.

Despite this evidence, it remains unclear how specific pedagogical skills predict overall teaching performance, particularly in private secondary schools. Most studies examined teacher competence in general terms or focused on related constructs such as instructional practices, leaving open which elements of pedagogical skill best predict measurable teaching outcomes, and few investigated the relationship within a single institution where findings could guide targeted professional development. The high school department of Aldersgate College Incorporated, which upholds holistic education grounded in academic excellence, moral integrity, and service to society, continuously seeks to improve instructional quality amid challenges such as adapting to diverse learners, integrating technology, and sustaining teaching effectiveness.

This study therefore examined how the pedagogical skills of high school teachers at Aldersgate College Incorporated influence their teaching performance in order to provide evidence for a targeted training design. Specifically, it sought to answer the following: (1) What is the demographic profile of the respondents in terms of age, sex, educational attainment, years of teaching experience, and professional training attended? (2) What is the perceived level of pedagogical skills in terms of values for students, professional values, general capacities, and pedagogical capacities? (3) What is the perceived level of teaching performance in terms of teaching and learning effectiveness, classroom

management, assessment and evaluation practices, and teacher–student relationships? (4) Is there a significant relationship between pedagogical skills and teaching performance? (5) Do pedagogical skills predict teaching performance? (6) What training program can be designed to enhance pedagogical skills and teaching performance based on the findings?

Two null hypotheses were tested at the .05 level of significance. H_{01} : There is no significant relationship between the perceived pedagogical skills and the perceived teaching performance of the respondents. H_{02} : Pedagogical skills do not significantly predict the teaching performance of high school teachers at Aldersgate College Incorporated. The findings are expected to help teachers identify strengths and gaps in their pedagogical skills, guide administrators in designing professional development, benefit students through improved instruction, and give researchers and the institution context-specific evidence aligned with SDG 4.

METHODOLOGY

This study used a quantitative, correlational-predictive research design to examine the relationship between high school teachers' pedagogical skills and their teaching performance at Aldersgate College Incorporated. The quantitative approach allows objective measurement of variables through numerical data, while the correlational component determines the strength and direction of the relationship between pedagogical skills and teaching performance without manipulating either variable (Creswell & Creswell, 2018). The predictive dimension goes further by testing whether pedagogical skills, and which of their dimensions, significantly predict teaching performance, thereby generating context-specific evidence for a targeted training design.

The study was delimited to full-time high school teachers of Aldersgate College Incorporated during the current school year and relied on self-reported perceptions of pedagogical skills and teaching performance. The study excluded part-time and substitute teachers, and it did not examine external factors such as school resources, parental involvement, and socio-economic influences. Because the study covered a single institution and a single school year, its findings are context-specific and not directly generalizable to other schools.

Theoretical Framework

The study is anchored in Shulman's (1986) Theory of Pedagogical Content Knowledge (PCK), which holds that effective teaching requires not only content mastery but also the ability to present it in ways that are comprehensible, relevant, and engaging. PCK integrates subject-matter expertise, understanding of learners, instructional strategies, and classroom management techniques; teachers with strong PCK anticipate misconceptions, select appropriate methods, and cultivate classrooms that promote critical thinking, problem-solving, and participation. In this study, lesson planning, classroom management, learner-centered strategies, and instructional adaptability are treated as core components of pedagogical skills that influence teaching performance.

Bandura's (1986) Social Cognitive Theory complements this view by highlighting self-efficacy, the belief in one's capability to execute instructional tasks, as a determinant of motivation, persistence, and the quality of instruction. Philippine evidence shows that teachers' beliefs in their instructional capacities predict their performance (Padohinog et al., 2024). Teacher self-efficacy is therefore theorized to strengthen the effect of pedagogical competence on performance, although this study did not measure it.

Constructivist learning theory further views teachers as facilitators who guide learners in actively constructing understanding, so that effective pedagogical skills produce learner-centered environments. Performance-based models of teaching effectiveness define teaching performance through observable practices and measurable indicators such as instructional delivery, classroom management, assessment practices, and relationships with learners. Together, these perspectives posit that higher levels of pedagogical skills positively predict teaching performance.

Research Paradigm

Figure 1 shows the research paradigm. Pedagogical skills (values for students, professional values, general capacities, and pedagogical capacities) are the independent, or predictor, variable, and teaching performance (teaching and learning effectiveness, classroom management, assessment and evaluation practices, and teacher–student relationships) is the dependent variable. The demographic profile of the teachers (age, sex, educational attainment, years of teaching experience, and professional training attended) is treated as a moderating variable, on the premise that the effect of pedagogical skills may vary with teachers' background; in this study the profile was described but not tested as a moderator. The findings on how pedagogical skills relate to and predict teaching performance serve as the evidence base for the study's output: a proposed training design.

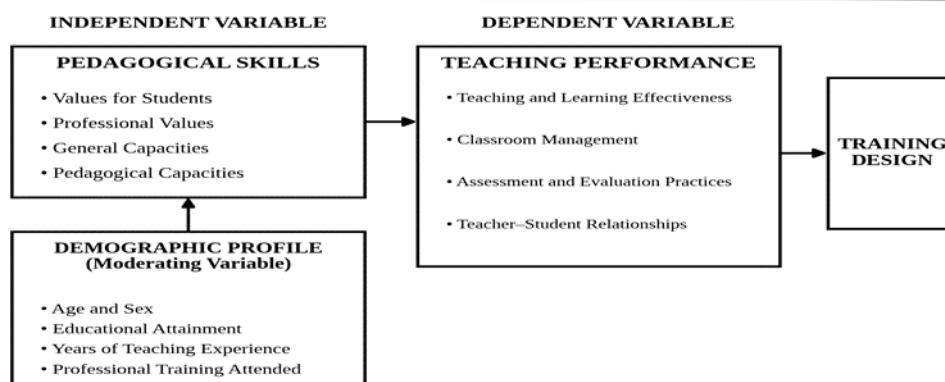


Figure 1. Research paradigm of the study

Research Setting and Respondents

The study was conducted at Aldersgate College, Incorporated, a private educational institution in Solano, Nueva Vizcaya, Philippines. Its high school department offers a comprehensive program with diverse academic strands that emphasizes holistic education, values integration, and quality instruction, and it is staffed by a small team of teachers who deliver the K–12 curriculum. The school provides a structured environment with formal policies, faculty meetings, mentoring programs, and instructional planning activities, and its close-knit staff allows frequent interaction among colleagues and administrators.

The respondents were all 32 full-time high school teachers, who were included through total enumeration. This technique suits a small and clearly defined population, captures the full range of pedagogical competencies and performance levels in the department, and eliminates sampling error (Gay et al., 2012).

Data Gathering Tools

Data were gathered with a questionnaire adapted from two published instruments and organized into four parts. Part I collected the demographic profile (age, sex, educational attainment, years of teaching experience, and the number of local, national, and international seminars attended). Part II, the Pedagogical Skills Questionnaire, was adapted from Huang et al. (2021) and measures four dimensions with five items each (20 items): values for students, professional values, general capacities, and pedagogical capacities. The original instrument was developed from the teacher-training standards of the Vietnam Ministry of Education and Training and reported a Cronbach's alpha of .83.

Part III, the Teaching Performance Questionnaire, was adapted from the Teachers' Performance Appraisal Scale (TPAS) of Hyder (2021), whose factor structure was validated through confirmatory factor analysis and which reported an overall reliability of .915 (factor-wise reliabilities of .654 to .828). The adapted version covered four dimensions with five items each (20 items): teaching and learning effectiveness, classroom management, assessment and evaluation practices, and teacher–student relationships. Part IV was an open-ended question asking what training program could help improve teachers' pedagogical skills and address classroom management challenges.

The original five-point scales were modified into a four-point scale to remove the neutral midpoint and reduce central tendency bias. Responses were rated 4 = Excellent (3.51–4.00, Very High), 3 = Very Good (2.51–3.50, High), 2 = Poor (1.51–2.50, Low), and 1 = Very Poor (1.00–1.50, Very Low). The adapted questionnaire underwent validation and was approved for finalization before administration.

Data Gathering Procedure and Ethical Considerations

Formal permission was secured from the administration of Aldersgate College Incorporated. The respondents were informed of the objectives, significance, and scope of the study and were assured that participation was voluntary, that they could decline or withdraw at any time without consequence, and that their responses would remain confidential; the researcher obtained informed consent before the survey. The researcher personally distributed the questionnaires during a scheduled faculty meeting, allowed sufficient time for independent answering to minimize bias and peer influence, and collected the forms immediately for encoding and tabulation.

No personal identifiers were collected, results are reported only in aggregate form, and the data are used solely for research purposes and stored securely. Artificial intelligence tools were used only as supplementary writing support to organize ideas and refine grammar and clarity; all analyses, interpretations, and conclusions remain the researcher's sole responsibility.

Statistical Treatment of Data

Frequency and percentage described the demographic profile, while weighted means and standard deviations determined the perceived levels of pedagogical skills and teaching performance, which were interpreted using the scale described above. The Pearson product-moment correlation coefficient (r) determined the strength and direction of the relationship between pedagogical skills and teaching performance (H_{01}). Simple linear regression tested whether overall pedagogical skills predict overall teaching performance, and multiple regression tested the unique contribution of the four pedagogical skills domains (H_{02}); the coefficient of determination (R^2) indicated the variance explained. The level of

significance was set at .05 (two-tailed). Responses to the open-ended question were analyzed thematically through open coding, clustering similar codes into categories, and refining categories into themes based on conceptual similarity and frequency.

RESULTS AND DISCUSSIONS

Section 1. Demographic Profile of the Respondents

The first problem sought to describe the demographic profile of the respondents. Tables 1 and 2 present the results.

Table 1. Demographic Profile of the Respondents (N = 32)

Profile Variable	<i>f</i>	%
Age		
20–25 years old	18	56.3
26–31 years old	8	25.0
32–37 years old	3	9.4
38–43 years old	0	0.0
44–49 years old	1	3.1
50–55 years old	0	0.0
56–61 years old	1	3.1
62 years old and above	1	3.1
Sex		
Male	10	31.3
Female	22	68.8
Educational Attainment		
Bachelor's degree	12	37.5
With master's units	17	53.1
Master's degree graduate	2	6.3
With doctoral units	1	3.1
Doctoral degree graduate	0	0.0
Years of Teaching Experience		
1–5 years	24	75.0
6–10 years	5	15.6
11–15 years	0	0.0
16–20 years	1	3.1
21 years and above	2	6.3

Note. *f* = frequency. Percentages may not sum to exactly 100.0 because of rounding. The total for each variable is 32 (100.0%).

Table 2. Professional Training Attended by the Respondents (N = 32)

Type of Seminar	<i>n</i>	<i>M</i>	<i>SD</i>
Local seminars attended	23	5.65	5.69
National seminars attended	24	2.13	1.48

Note. *n* = number of respondents who attended at least one seminar (local, 71.9%; national, 75.0%). *M* = mean number of seminars attended.

Table 1 shows that the teaching force is predominantly young and early-career. Most respondents were aged 20–25 (56.3%) or 26–31 (25.0%), so 81.3% were 31 years old or younger, and three-fourths (75.0%) had taught for only one to five years and 90.6% for ten years or less. Females made up 68.8% of the respondents, about twice the number of males (31.3%). Over half (53.1%) had earned units toward a master's degree and 37.5% held a bachelor's degree only; only 6.3% had completed a master's degree, one respondent (3.1%) had doctoral units, and none held a doctorate. Table 2 indicates that 71.9% of the respondents (*n* = 23) had attended local seminars (*M* = 5.65, *SD* = 5.69) and 75.0% (*n* = 24) had attended national seminars (*M* = 2.13, *SD* = 1.48), with attendance at local seminars far more variable.

Because the workforce is largely novice, most teachers are still translating pre-service knowledge into classroom practice and developing the pedagogical content knowledge and reflective professional judgment that mature with experience (Darling-Hammond et al., 2020; Hollenstein, 2024). The scarcity of experienced colleagues may limit informal

mentoring, which places greater weight on formal induction, mentoring, and leadership support (Pimentel et al., 2023; Resor, 2025). The predominance of females is consistent with the composition of the profession, and teaching performance is better explained by measurable pedagogical competence than by demographic characteristics (Madrid & Oco, 2025). Training participation was widespread, but attendance alone does not ensure the application of learning. The wide variation in local seminar attendance further suggests that tiered, individualized professional development is more suitable than uniform training (Darling-Hammond et al., 2020; Resor, 2025).

Section 2. Perceived Level of Pedagogical Skills

The second problem determined the respondents' perceived level of pedagogical skills in terms of values for students, professional values, general capacities, and pedagogical capacities. Table 3 presents the results.

Table 3. Perceived Level of Pedagogical Skills (N = 32)

Indicator	<i>M</i>	<i>SD</i>	Description
2.1 Values for Students			
PS1. Love and patience for students	3.78	0.42	Very High
PS2. Belief that all students can learn	3.88	0.34	Very High
PS3. Nurturing students' potential	3.88	0.34	Very High
PS4. Respect for diversity	3.97	0.18	Very High
PS5. Persistence in guiding students	3.78	0.42	Very High
Subscale mean	3.86	0.22	Very High
2.2 Professional Values			
PS6. Collaboration with colleagues	3.59	0.50	Very High
PS7. Responsibility and dedication	3.81	0.40	Very High
PS8. High educational standards	3.88	0.34	Very High
PS9. Pride in the profession	3.78	0.42	Very High
PS10. Honesty and trustworthiness	3.75	0.51	Very High
Subscale mean	3.76	0.33	Very High
2.3 General Capacities			
PS11. Independence and adaptability	3.56	0.50	Very High
PS12. Clear communication and collaboration	3.50	0.51	High
PS13. Leadership skills	3.56	0.56	Very High
PS14. Problem-solving and creativity	3.53	0.51	Very High
PS15. Cultural and social awareness	3.59	0.50	Very High
Subscale mean	3.55	0.39	Very High
2.4 Pedagogical Capacities			
PS16. Lesson plan alignment	3.66	0.48	Very High
PS17. Clear learning objectives	3.78	0.42	Very High
PS18. Clear concept explanation	3.75	0.44	Very High
PS19. Appropriate assessment tools	3.66	0.48	Very High
PS20. Punctuality and preparedness	3.50	0.57	High

Indicator	<i>M</i>	<i>SD</i>	Description
Subscale mean	3.67	0.34	Very High
Overall Pedagogical Skills	3.71	0.27	Very High

Note. Scale: 3.51–4.00 = Very High; 2.51–3.50 = High; 1.51–2.50 = Low; 1.00–1.50 = Very Low. *M* = mean; *SD* = standard deviation.

Table 3 reveals that the respondents perceived their pedagogical skills as Very High overall ($M = 3.71$, $SD = 0.27$). Values for Students obtained the highest subscale mean ($M = 3.86$, $SD = 0.22$), followed by Professional Values ($M = 3.76$, $SD = 0.33$), Pedagogical Capacities ($M = 3.67$, $SD = 0.34$), and General Capacities ($M = 3.55$, $SD = 0.39$). The highest indicator was respect for diversity (PS4, $M = 3.97$, $SD = 0.18$). Two indicators fell in the High range, at the threshold of Very High: clear communication and collaboration (PS12, $M = 3.50$) and punctuality and preparedness (PS20, $M = 3.50$). Collaboration with colleagues (PS6, $M = 3.59$) was the lowest indicator under Professional Values.

The ordering, in which values-oriented dimensions were rated above capacity-oriented ones, suggests that affective and ethical dispositions are more readily internalized than technical and applied competencies, which require sustained practice, feedback, and reflection (Darling-Hammond et al., 2020; Hollenstein, 2024). This is expected of a largely early-career workforce that is still refining its skills. The relatively lower ratings for communication, collaboration, and preparedness point to constraints such as workload, limited time, and few opportunities for professional interaction, and to the need for collaborative structures and leadership support (Pimentel et al., 2023; Resor, 2025). Teachers' confidence in setting clear objectives (PS17, $M = 3.78$) and explaining concepts (PS18, $M = 3.75$) is consistent with Shulman's (1986) emphasis on transforming content for learners, and with the links that Guskey (2022) and Hollenstein (2024) draw between well-defined outcomes, sound assessment, and student learning. Because the ratings are self-reported, they may not fully correspond to observed classroom practice (Resor, 2025).

Section 3. Perceived Level of Teaching Performance

The third problem determined the respondents' perceived level of teaching performance in terms of teaching and learning effectiveness, classroom management, assessment and evaluation practices, and teacher–student relationships. Table 4 presents the results.

Table 4. Perceived Level of Teaching Performance (N = 32)

Indicator	<i>M</i>	<i>SD</i>	Description
3.1 Teaching and Learning Effectiveness			
TP1. Lesson planning	3.53	0.51	Very High
TP2. Use of audio-visual aids	3.56	0.50	Very High
TP3. Student participation	3.84	0.37	Very High
TP4. Variety of teaching methods	3.81	0.40	Very High
TP5. Addressing individual student needs	3.69	0.54	Very High
Subscale mean	3.69	0.33	Very High
3.2 Classroom Management			
TP6. Discipline rules with students	3.66	0.48	Very High
TP7. Ideal classroom behavior	3.78	0.42	Very High
TP8. Addressing inappropriate actions	3.78	0.42	Very High
TP9. Handling misbehavior tactfully	3.78	0.42	Very High
TP10. Incentive strategies	3.72	0.46	Very High
Subscale mean	3.74	0.36	Very High
3.3 Assessment and Evaluation Practices			
TP11. Variety of assessment methods	3.66	0.48	Very High
TP12. Monitoring and documenting progress	3.53	0.51	Very High

Indicator	<i>M</i>	<i>SD</i>	Description
TP13. Using assessment to improve teaching	3.66	0.55	Very High
TP14. Timely feedback	3.59	0.56	Very High
TP15. Sharing results with parents	3.59	0.56	Very High
Subscale mean	3.61	0.40	Very High
3.4 Teacher–Student Relationships			
TP16. Pleasant teacher–student relationship	3.81	0.40	Very High
TP17. Trust and respect atmosphere	3.72	0.46	Very High
TP18. Nurturing student character	3.84	0.37	Very High
TP19. Preserving student dignity	3.81	0.40	Very High
TP20. Students discuss problems freely	3.84	0.37	Very High
Subscale mean	3.81	0.29	Very High
Overall Teaching Performance	3.71	0.27	Very High

Note. Scale: 3.51–4.00 = Very High; 2.51–3.50 = High; 1.51–2.50 = Low; 1.00–1.50 = Very Low. *M* = mean; *SD* = standard deviation.

Table 4 shows that teaching performance was likewise perceived as Very High overall ($M = 3.71$, $SD = 0.27$). Teacher–Student Relationships obtained the highest mean ($M = 3.81$, $SD = 0.29$), followed by Classroom Management ($M = 3.74$, $SD = 0.36$), Teaching and Learning Effectiveness ($M = 3.69$, $SD = 0.33$), and Assessment and Evaluation Practices ($M = 3.61$, $SD = 0.40$). The highest indicators were student participation (TP3), nurturing student character (TP18), and students' freedom to discuss problems (TP20), each with $M = 3.84$. The lowest were lesson planning (TP1) and monitoring and documenting progress (TP12), both with $M = 3.53$.

Relational and managerial dimensions were rated higher than instructional and assessment dimensions, which suggests that relationship-building and classroom order are more readily developed than complex technical skills such as lesson planning, differentiation, and the use of assessment data (Darling-Hammond et al., 2020). The emphasis on participation and varied teaching methods agrees with evidence that active learning enhances engagement and higher-order thinking (He, 2025). The comparatively lower and more variable rating for addressing individual needs (TP5, $M = 3.69$, $SD = 0.54$) reflects the practical difficulty of differentiation given class size and time (Evertson & Weinstein, 2021). In assessment, the variability in timely feedback, record keeping, and sharing results with parents suggests inconsistent implementation that depends on time, tools, and institutional support (Guskey, 2022; Van der Steen et al., 2023). Training should therefore give particular attention to instructional delivery and assessment.

Section 4. Relationship between Pedagogical Skills and Teaching Performance

The fourth problem tested the null hypothesis that there is no significant relationship between the perceived pedagogical skills and the perceived teaching performance of the respondents, using Pearson's *r*. Tables 5 and 6 present the results.

Table 5. Pearson Correlation between Pedagogical Skills and Teaching Performance Subscales (N = 32)

PS Subscale	T&L	CM	Assess.	T–S Rel.	Overall TP
Values for Students	.184	.343	.504*	.412*	.460*
Professional Values	.422*	.512*	.447*	.652*	.629*
General Capacities	.167	.357*	.307	.452*	.398*
Pedagogical Capacities	.505*	.631*	.579*	.623*	.733*
Overall PS	.387*	.555*	.533*	.644*	.662*

Note. PS = pedagogical skills; TP = teaching performance; T&L = teaching and learning effectiveness; CM = classroom management; Assess. = assessment and evaluation practices; T-S Rel. = teacher–student relationships. * $p < .05$ (two-tailed).

Table 6. Correlation between Pedagogical Skills Subscales and Overall Teaching Performance (N = 32)

PS Subscale	<i>r</i>	<i>p</i>	Decision on H_{01}
Values for Students	.460	.008	Reject
Professional Values	.629	< .001	Reject
General Capacities	.398	.024	Reject
Pedagogical Capacities	.733	< .001	Reject
Overall Pedagogical Skills	.662	< .001	Reject

Note. $\alpha = .05$ (two-tailed). Dependent variable: overall teaching performance. All relationships are significant and positive.

Tables 5 and 6 show that overall pedagogical skills were significantly and positively correlated with overall teaching performance ($r = .662$, $p < .001$) and with every teaching performance dimension, from teaching and learning effectiveness ($r = .387$) to teacher–student relationships ($r = .644$). Pedagogical Capacities had the strongest relationship with overall teaching performance ($r = .733$, $p < .001$) and correlated significantly with all four dimensions ($r = .505$ to $.631$). It was followed by Professional Values ($r = .629$, $p < .001$), Values for Students ($r = .460$, $p = .008$), and General Capacities ($r = .398$, $p = .024$). Values for Students was not significantly related to teaching and learning effectiveness ($r = .184$) or classroom management ($r = .343$), and General Capacities was not significantly related to teaching and learning effectiveness ($r = .167$) or assessment ($r = .307$). The null hypothesis H_{01} was therefore rejected.

The results indicate that pedagogical competence is significantly associated with teaching performance, although the strength of the association varies by domain. Technical pedagogical capacities such as lesson planning, objective setting, concept explanation, assessment, and preparedness were the strongest correlates, consistent with Madrid and Oco (2025) and with the central role of pedagogical content knowledge (Darling-Hammond et al., 2020; Shulman, 1986). Professional values, which cover ethics, responsibility, and collaboration, also mattered (Hollenstein, 2024). Positive dispositions toward students, though essential, were not enough on their own: the non-significant link between Values for Students and teaching and learning effectiveness suggests that care and belief in students must be complemented by instructional competence. Because correlation does not imply causation, regression analysis was used to test prediction.

Section 5. Pedagogical Skills as Predictors of Teaching Performance

The fifth problem tested the null hypothesis that pedagogical skills do not significantly predict teaching performance, using simple linear regression for overall pedagogical skills and multiple regression for the four subscales. Tables 7 and 8 present the results.

Table 7. Model Summary of the Regression Analyses (N = 32)

Model	<i>R</i>	<i>R</i> ²	Adj. <i>R</i> ²	<i>F</i>	<i>df</i>	<i>p</i>
Simple regression	.662	.439	.420	23.43	1, 30	< .001
Multiple regression	.756	.571	.508	8.99	4, 27	< .001

Note. Dependent variable: overall teaching performance. Simple regression predictor: overall pedagogical skills; multiple regression predictors: the four pedagogical skills subscales. Both models led to rejection of H_{02} .

Table 8. Regression Coefficients (N = 32)

Predictor	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Model 1: Simple regression				
Constant	1.240	—	—	—
Overall Pedagogical Skills	0.666	0.138	4.84	< .001
Model 2: Multiple regression				
Constant	1.905	0.627	3.04	.005
Values for Students	−0.225	0.232	−0.97	.341

Predictor	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Professional Values	0.188	0.159	1.18	.249
General Capacities	-0.057	0.109	-0.52	.607
Pedagogical Capacities	0.591	0.184	3.21	.003

Note. Dependent variable: overall teaching performance. Model 1 equation: $TP = 1.240 + 0.666(PS)$. *B* = unstandardized coefficient; *SE* = standard error. Pedagogical Capacities is the only significant unique predictor in Model 2.

Table 7 shows that overall pedagogical skills significantly predicted overall teaching performance and accounted for 43.85% of its variance ($R^2 = .439$, adjusted $R^2 = .420$, $F(1, 30) = 23.43$, $p < .001$). As Table 8 shows, the regression equation was $TP = 1.240 + 0.666(PS)$: each one-point increase in pedagogical skills was associated with a 0.666-point increase in teaching performance ($t = 4.84$, $p < .001$). When the four subscales were entered together, the model explained 57.11% of the variance ($R = .756$, $R^2 = .571$, adjusted $R^2 = .508$, $F(4, 27) = 8.99$, $p < .001$). Only Pedagogical Capacities was a significant unique predictor ($B = 0.591$, $SE = 0.184$, $t = 3.21$, $p = .003$); Values for Students ($B = -0.225$, $p = .341$), Professional Values ($B = 0.188$, $p = .249$), and General Capacities ($B = -0.057$, $p = .607$) were not. The null hypothesis H_{02} was therefore rejected for the overall model.

Pedagogical skills are a substantial predictor of teaching performance, as Madrid and Oco (2025) also reported, and the higher explained variance of the multiple regression model shows that disaggregating pedagogical skills into domains explains performance better than a single composite score. The remaining 56.15% of unexplained variance in the simple model suggests that other factors, such as teaching experience, institutional support and leadership, and learner characteristics, also shape performance (Nguyen et al., 2024). The dominance of Pedagogical Capacities implies that core instructional competencies exert the most direct influence on teaching performance.

The non-significant coefficients of the other subscales do not make them irrelevant. Their influence is probably indirect, operating through pedagogical capacities (for example, professional values and positive dispositions may motivate teachers to refine their instruction), and shared variance among correlated predictors may have reduced their unique contributions. The negative coefficients for Values for Students and General Capacities should be read with caution, as they likely reflect suppression among correlated predictors rather than an inverse relationship. Institutions with limited resources may therefore prioritize programs that strengthen pedagogical capacities, namely lesson design, differentiated instruction, formative assessment, and classroom management (Evertson & Weinstein, 2021; Guskey, 2022; He, 2025).

Section 6. Proposed Training Program

The sixth problem sought a training program to enhance pedagogical skills and teaching performance. Teachers' responses to the open-ended question on the training that could improve their pedagogical skills and address classroom management challenges were thematically analyzed. Table 9 presents the six themes that emerged.

Table 9. Thematic Analysis of the Suggested Training Programs (N = 32)

Theme	<i>f</i>	Focus of the Theme
Classroom management training	10	Establishing rules, maintaining discipline, and managing disruptive behavior
Differentiated and student-centered instruction	6	Adapting teaching to diverse learners and promoting active engagement
Technology integration (ICT training)	5	Integrating digital tools and modern technologies into instruction
Professional development and instructional coaching	5	Seminars, mentoring, peer observation, and coaching
Assessment and instructional design	4	Assessment strategies, lesson planning, and instructional design
Behavioral management and positive discipline	2	Positive behavior, emotional intelligence, and supportive classrooms
Total	32	

Note. f = frequency. Themes were generated by open coding of the responses, clustering of similar codes into categories, and refinement of the categories into themes.

Classroom management training was suggested most often ($f = 10$), followed by differentiated and student-centered instruction ($f = 6$), technology integration ($f = 5$), professional development and instructional coaching ($f = 5$), assessment and instructional design ($f = 4$), and behavioral management and positive discipline ($f = 2$). Teachers thus prioritized practical, classroom-oriented competencies. The demand for classroom management training agrees with evidence that strong classroom management underpins instructional effectiveness (Chow et al., 2024; Evertson & Weinstein, 2021). The interest in differentiated instruction and technology reflects the documented benefits of differentiation for learning outcomes (Asriadi et al., 2023) and of adequately supported technology integration (Akram et al., 2022), and the coaching and mentoring themes fit evidence that sustained professional development and professional learning communities strengthen competence and performance (Hu et al., 2024; Resor, 2025). Although assessment received the fewest mentions, it remains important because assessment informs instructional decisions (Guskey, 2022) and the assessment and evaluation dimension had the lowest performance mean ($M = 3.61$).

Anchored on these themes and on the finding that pedagogical capacities were the strongest predictor of teaching performance, the PEDAGOSO: Pedagogical Skills Optimization Program was designed. Its general objective is to enhance the pedagogical capacities and teaching performance of high school teachers through a structured, evidence-based, and context-responsive program. Its six specific objectives correspond to the six components in Table 10, including a target of at least 80% of participants demonstrating functional ICT integration within nine months. The target participants are all 32 high school teachers, with priority for those with one to five years of teaching experience, while department heads, coordinators, and administrators serve as facilitators, evaluators, and mentors.

Table 10. Components of the PEDAGOSO Program

Component	Key Training Activities
1. Core Pedagogical Capacities Enhancement	Backward design and standards-based lesson planning; measurable objectives; scaffolded concept explanation; assessment tool alignment; preparedness coaching
2. Classroom Management and Positive Discipline	Proactive routines and participatory rule-setting; evidence-based behavior management; restorative discipline and positive reinforcement; case-based sessions
3. Differentiated and Student-Centered Instruction	Differentiation across learning profiles; inquiry-based, cooperative, and problem-based learning; Universal Design for Learning; demonstration teaching
4. Technology Integration and ICT Literacy	Digital tools, multimedia, and learning management systems; interactive digital materials; digital assessment and e-portfolios; ICT practicum
5. Assessment Literacy and Instructional Feedback	Valid formative and summative assessments; data-driven decisions; timely, constructive feedback; progress monitoring; reporting results to stakeholders
6. Mentoring, Coaching, and Collaborative Learning Communities	Mentoring dyads; peer observation cycles; subject-area professional learning communities and lesson study; reflective journaling; portfolios

Note. Source: Appendix D, Proposed Training Program.

The program runs for one academic year in four phases: Preparation (June–July), consisting of baseline assessment, orientation, and formation of mentoring dyads and learning communities; Core Training on Components 1 to 3 (August–November); Advanced Training on Components 4 to 6 (January–March); and Evaluation (April–May), consisting of post-program assessment, pre–post comparison, a focus group discussion, and an evaluation report. Sessions are workshop-

based and experiential, and evaluation follows Kirkpatrick's four levels of reaction, learning, behavior, and results. Expected outcomes include enhanced pedagogical capacities, improved teaching effectiveness, stronger assessment practices, developed collaborative competencies, institutionalized mentoring, learning community and peer observation structures, and a program evaluation report. The estimated budget is PHP 112,640.00, including a 10% contingency, with ICT tools assumed to be covered by existing institutional infrastructure.

CONCLUSIONS

Based on the findings, the following conclusions are drawn:

1. The teaching workforce is composed predominantly of early-career educators with strong foundational values but limited academic credentials and teaching experience, so sustained institutional support through mentoring, professional development, and graduate education is needed.
2. Teachers perceive themselves as highly competent in all dimensions of pedagogical skills, but technical competencies such as lesson planning, instructional delivery, assessment, and collaboration are rated lower than values-oriented competencies and need continuous refinement.
3. Teachers demonstrate high teaching performance. Teacher–student relationships and classroom management are institutional strengths, while instructional delivery and assessment practices warrant further development.
4. All dimensions of pedagogical skills are significantly and positively associated with teaching performance, most strongly Pedagogical Capacities and Professional Values.
5. Pedagogical skills significantly predict teaching performance. When all domains are considered together, only Pedagogical Capacities is a significant unique predictor, while Professional Values and General Capacities presumably contribute indirectly by supporting the development of pedagogical capacities.
6. The predictive role of Pedagogical Capacities supports targeted professional development that prioritizes instructional planning, differentiated instruction, formative assessment, and reflective practice within a comprehensive, institutionally supported approach.

RECOMMENDATIONS

Premised on the conclusions, the following are recommended in correspondence with each problem investigated:

1. Teachers are encouraged to pursue advanced academic degrees to deepen their pedagogical content knowledge and reflective practice. The institution may establish a formal induction program, a structured mentoring scheme, and support such as scholarship grants or study-leave provisions for graduate education.
2. Teachers should engage in systematic self-reflection to identify domains needing improvement, particularly clear communication and collaboration and punctuality and preparedness. The institution should develop a differentiated professional development framework with sustained, practice-oriented modules responsive to individual needs.
3. Teachers should diversify instructional strategies, refine lesson planning, and consistently use formative assessment to address the lower ratings in teaching and learning effectiveness and assessment practices. The institution should expand pedagogical coaching and peer observation in these areas.
4. The institution should adopt a multidimensional approach to teacher development and evaluation that recognizes the distinct contributions of values, ethics, general capacities, and pedagogical capacities, revising evaluation instruments and planning professional development according to the correlation evidence.
5. Teachers and institutional planners should prioritize Pedagogical Capacities in professional development, focusing on lesson planning, objective formulation, concept explanation, assessment design, and instructional preparedness, and should direct resources to programs that strengthen these core competencies.
6. The institution should adopt the proposed PEDAGOSO program with defined timelines, measurable targets, and periodic evaluation informed by performance data and stakeholder feedback. Future researchers are encouraged to extend the study through longitudinal designs, objective performance measures, and mixed-methods approaches

AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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