
**REFLECTIVE TEACHING PRACTICES AND INSTRUCTIONAL
COMPETENCE AMONG TEACHERS**

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Article Received: 24 February 2026***Corresponding Author: Aveguel L. Barrera****Article Revised: 14 March 2026**

Master of Arts in Teaching major in Social Studies, Graduate School, Valencia

Published on: 04 April 2026

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DOI: <https://doi-doi.org/101555/ijrpa.9813>

ABSTRACT

This study aimed to examine the reflective teaching practices and instructional competence among teachers in the Kadingilan 2 District. It specifically investigates how teachers engage in reflective practices, such as self-assessment and Pedagogical improvement, and how these contribute to the enhancement of their teaching strategies, classroom management, lesson planning, and delivery. The study was limited to 121 public school teachers within the Kadingilan 2 District during the school year 2025–2026. This study used a descriptive-correlational research design. The findings revealed that the level of reflective teaching practices among teachers, particularly in terms of self-assessment and pedagogical improvement, was interpreted as "always." The results indicate that teachers consistently evaluate their teaching strategies and actively seek ways to enhance their instructional approaches. The results further showed that the level of instructional competence among teachers, specifically in lesson planning and delivery as well as classroom management, was likewise interpreted as "always." The result means that teachers consistently demonstrate effective lesson preparation and the ability to deliver content clearly and systematically. The study also found a significant relationship between the level of reflective teaching practices and teachers' instructional competence. The result implies that teachers who regularly engage in reflective practices tend to exhibit higher levels of instructional competence. These suggest that teachers may continue to enhance their instructional competence through ongoing professional development programs. Schools may provide resources and training to support effective lesson planning, innovative teaching strategies, and classroom management techniques. Collaborative activities, such as peer observation and feedback sessions, can

further strengthen teaching practices. Professional development programs may emphasize not only self-assessment but also the application of reflections to improve instructional methods and classroom management.

KEYWORDS: reflective teaching, self-assessment, pedagogical improvement, instructional competence, lesson planning and delivery, classroom management.

INTRODUCTION

Teachers continue to face challenges in improving instructional competence due to limited self-assessment opportunities, inadequate professional development, and reliance on traditional teaching methods. These issues often result in ineffective strategies, poor classroom management, and low student engagement, ultimately affecting academic performance. This situation highlights the need for continuous improvement through reflective practices, which allow teachers to evaluate and enhance their teaching approaches. Strengthening instructional competence not only benefits teachers but also improves student learning outcomes and overall education quality.

Reflective teaching has been widely recognized as a key factor in professional growth and effective pedagogy. Studies emphasize that reflection enables teachers to critically analyze their practices, make informed classroom decisions, and develop autonomy. It also promotes deeper skills such as critical thinking, adaptability, and self-awareness, moving beyond basic technical teaching abilities. As a result, reflective practice serves as a foundation for improving teaching effectiveness and fostering meaningful learning experiences for students.

Despite its proven benefits, existing research on reflective teaching is largely centered on Western contexts and formal training programs, with limited focus on practical application in resource-constrained environments. There is a gap in localized studies that examine how reflective practices directly influence instructional competence in developing countries. This study aims to address that gap by exploring how reflective teaching can be used as a sustainable approach to professional development, helping educators bridge the divide between theory and classroom practice while adapting to diverse learner needs.

Conceptual Framework of the Study

This study was anchored on Donald Schön's Reflective Practice Theory (1983), which emphasizes that teachers develop professional competence through continuous reflection on

their experiences. Schön identified two key processes: reflection-in-action, or thinking during teaching, and reflection-on-action, which involves evaluating teaching after it occurs. These reflective processes enable educators to assess their instructional methods, make necessary adjustments, and improve their teaching practices. Through reflective practice, teachers are able to connect theoretical knowledge with real classroom situations, promoting ongoing professional growth and adaptability.

In this study, reflective teaching is viewed as a vital mechanism for enhancing instructional competence, particularly in designing, delivering, and assessing effective instruction. By engaging in systematic reflection, teachers become more aware of their strengths and areas for improvement, allowing them to adopt appropriate and innovative strategies that address learners' needs. Grounded in Schön's theory, reflective teaching is not simply an additional task but a core component of effective teaching, supporting continuous improvement and higher levels of instructional quality.

Furthermore, consistent reflective self-assessment and pedagogical refinement contribute significantly to improved teaching practices. Teachers who reflect regularly can enhance their lesson planning, classroom management, and instructional delivery by identifying challenges and adjusting their approaches. This process encourages the use of student-centered strategies, better organization, and increased learner engagement. Ultimately, reflective teaching fosters a more effective and dynamic learning environment, ensuring that teachers remain adaptable, competent, and responsive to the demands of modern education.

Significance of the Study

This study was conducted because the researcher believes that it would benefit and provide significance to the following people:

To the teachers. Reflective teaching allows teachers to critically examine their own practices, identify strengths and weaknesses, and develop strategies for improvement. Through continuous self-assessment and reflection, teachers become more adaptive and responsive to diverse learning needs, enhancing their instructional competence. This practice also fosters professional growth, promotes confidence in lesson delivery, and empowers teachers to innovate in pedagogy, ultimately leading to more effective classroom engagement.

To the learners. Learners benefit greatly from reflective teaching as it leads to more thoughtful, student-centered instruction tailored to their needs and abilities. When teachers reflect on their methods, they adjust lessons to improve clarity, relevance, and effectiveness,

resulting in deeper understanding and higher academic achievement. Students also experience more engaging and supportive learning environments, where their feedback and participation are valued, thus increasing motivation, confidence, and active involvement in the learning process.

To the school. At the school level, reflective teaching fosters a culture of continuous improvement and collaboration among educators. When teachers consistently refine their practices, overall instructional quality improves, which enhances the school's academic reputation and performance. Schools that encourage reflective practices also strengthen teamwork, professional development, and innovation in teaching strategies, leading to higher teacher satisfaction and retention. Ultimately, reflective teaching contributes to a positive school climate that supports excellence in both teaching and learning.

To the future researchers. For future researchers, reflective teaching serves as a rich foundation for exploring innovations in pedagogy, teacher development, and student outcomes. It provides evidence-based insights into how reflective practices influence instructional competence and educational success. Researchers can use this framework to design further studies, validate best practices, and contribute new knowledge to the academic community. Moreover, reflective teaching opens avenues for interdisciplinary research, linking education with psychology, leadership, and curriculum development, thereby expanding the scope of educational inquiry.

Definition of Terms

For a better understanding of the study, the following terms are operationally defined:

Self-Assessment. Self-assessment is the reflective process in which teachers critically examine their teaching practices, strengths, and areas for improvement. It allows educators to evaluate the effectiveness of their instructional strategies, identify knowledge or skill gaps, and adjust their methods to enhance student learning outcomes. Through self-assessment, teachers develop greater self-awareness and accountability, fostering continuous professional growth and higher instructional standards.

Pedagogical Improvement. Pedagogical improvement is the deliberate and systematic enhancement of teaching methods, strategies, and approaches to ensure effective student learning. It involves adopting innovative instructional techniques, integrating technology, and refining lesson delivery to align with learners' needs and curriculum goals. Teachers improve pedagogy by reflecting on feedback, engaging in professional development, and applying best practices, thereby enhancing both the quality of teaching and student engagement.

Instructional Competence. Instructional competence refers to a teacher's ability to design, implement, and assess effective learning experiences that meet educational objectives. It encompasses skills in lesson planning, delivery, classroom management, assessment, and adaptability to diverse learner needs. A competent teacher demonstrates mastery of subject matter, employs varied instructional strategies, and fosters a learning environment that encourages critical thinking, creativity, and collaboration. Instructional competence is a key indicator of teaching effectiveness and overall educational quality.

Lesson Planning and Delivery. Lesson planning and delivery involve preparing and executing structured learning activities to meet specific educational objectives. Lesson planning requires teachers to outline clear goals, organize content logically, select appropriate teaching methods, and anticipate potential challenges. Delivery, on the other hand, focuses on how teachers present the lesson, engage students, adapt strategies in real time, and ensure active participation. Effective lesson planning and delivery maximize instructional time, improve student comprehension, and create meaningful learning experiences.

Classroom Management. Classroom management refers to the strategies and practices teachers use to create an organized, safe, and productive learning environment. It involves planning and implementing procedures that help maintain order and support effective teaching and learning in the classroom. Teachers establish clear rules, expectations, and routines to guide students' behavior and ensure smooth classroom operations. Effective classroom management also includes maintaining discipline while promoting respect and fairness among learners. In addition, it requires teachers to foster positive relationships with students to build trust and encourage cooperation. Addressing behavioral issues promptly and appropriately is another important aspect of maintaining a conducive learning environment. Good classroom management helps minimize disruptions that may interfere with teaching and learning.

The Methodology

This study employed a descriptive-correlational research design to determine the relationship between reflective teaching and instructional competence among teachers in the Kadingilan 2 District. This study was conducted in the public elementary schools of the Kadingilan II District, Division of Bukidnon, during the academic year 2025-2026. The respondents in the study were selected through total enumeration, a sampling technique in which the entire population is included. In this research, all one hundred twenty-one (121) teachers in Kadingilan 2 District for the school year 2025–2026 were taken as respondents. The study

used total enumeration sampling, in which all members of the target population were included as respondents. Specifically, this approach involved surveying all full-time teachers in the selected school or school district to ensure comprehensive data collection from the entire population under study.

Research Locale

This study was conducted in the public elementary schools of the Kadingilan II District, Division of Bukidnon, during the academic year 2025-2026. Kadingilan is divided from the municipality of Pangantucan and the province of Lanao del Sur by the Maridugao and Kidanggin Rivers in the southern region. The research environment in question is comprised of the following institutions: Bagongbayan Elementary School, Pinamanguan Elementary School, Bala-Oro Elementary School, Mabuhay Elementary School, Merak Elementary School, Bahucanon Elementary School, Kabadiangan Central Elementary School, Matampay Elementary School, Kibalagon Elementary School, Kawilihan Elementary School, Bacbacon Elementary School, San Andres Elementary School, and Bagor Elementary School.

Bagongbayan is a barangay located in the province of Bukidnon, within the municipality of Kadingilan. In 2015, the population was 1,552, according to the Census. The result accounted for 4.59% of Kadingilan's total population. The age group with the highest population in Bagongbayan is 5 to 9, according to the 2015 Census, with 213 individuals.

Pinamanguan is a barangay in the municipality of Kadingilan, Bukidnon. Its population was 2,115, according to the 2015 Census. The result accounted for 6.26% of Kadingilan's total population. In Pinamanguan, the age group with the highest population is 5 to 9, with 280 individuals, according to the 2015 Census.

Balaoro is a barangay located in the province of Bukidnon, within the municipality of Kadingilan. Its population was 2,247, according to the 2015 Census. The result accounted for 6.65% of Kadingilan's total population. In Balaoro, the age group with the highest population is 5 to 9, according to the 2015 Census, with 311 individuals.

Mabuhay is a barangay located in the province of Bukidnon, within the municipality of Kadingilan. It had a population of 817, according to the 2015 Census. The result accounted for 2.42% of Kadingilan's total population. The age groups with the highest population in Mabuhay are 5 to 9 and 10 to 14, according to the 2015 Census, totaling 102 individuals.

Cabadiangan is a barangay in the municipality of Kadingilan, Bukidnon. Its population was 4,638 as determined by the 2015 Census. The result accounted for 13.73% of Kadingilan's

total population. The age group with the highest population in Cabadiangan is 5 to 9, according to the 2015 Census, with 714 individuals.

Kibalagon is a barangay in the municipality of Kadingilan, Bukidnon. The 2015 Census determined that its population was 1,096. The result accounted for 3.24% of Kadingilan's total population. The age group with the highest population in Kibalagon is 10 to 14, according to the 2015 Census, with 151 individuals.

Kawilihan Elementary School, located in Kadingilan, is a public elementary school that serves pupils in the surrounding community. The school maintains well-maintained classrooms and facilities, creating a welcoming and inclusive atmosphere. The students receive a high-quality education from dedicated, passionate instructors.

Bahucanon Elementary School, a public elementary school, is situated in the isolated region of Bahucanon. The school is dedicated to delivering education to the students in the community, despite its location. The school's limited enrollment enables the instructors to provide more personalized attention to each student.

Heudan Te Merak Elementary School is a small public elementary school located in the rural region of Heudan. Teachers and students collaborate in a supportive and collaborative environment, fostering a sense of community at the school. Incorporating local culture and traditions into the curriculum is also a priority for the school.

Balaoro Elementary School, a public elementary school in Balaoro, is dedicated to providing a high-quality education to pupils from diverse backgrounds. Instructors employ innovative teaching methods to engage students in their learning, and the school places strong emphasis on fostering a safe and inclusive learning environment.

San Andres Elementary School, possibly named after the local town or a noteworthy figure, would provide primary education to students, with a focus on foundational disciplines such as mathematics, science, language, and social sciences.

Bagor Elementary School focuses on meeting the community's educational needs. It may give tools and programs to help its pupils succeed academically and socially, creating a positive learning environment.

Respondents of the Study

The respondents in the study were selected through total enumeration, a sampling technique in which the entire population is included. In this research, all one hundred twenty-one (121) teachers in Kadingilan 2 District for the school year 2025–2026 were taken as respondents. Since the population size was manageable and accessible, no sampling or selection criteria

were applied to exclude any teacher. This approach ensured that every teacher had an equal opportunity to participate, thereby eliminating sampling bias and increasing the accuracy and representativeness of the data. Table 1 presents the distribution of respondents by school.

Sampling Procedure

The study used total enumeration sampling, in which all members of the target population were included as respondents. Specifically, this approach involved surveying all full-time teachers in the selected school or school district to ensure comprehensive data collection from the entire population under study. Total enumeration was appropriate for this research, as the number of potential participants is manageable and accessible, allowing for a more accurate representation of reflective teaching and instructional competence. This method also eliminates sampling bias and enhances the reliability and generalizability of the findings within the defined setting.

Research Instrument

This study used adapted questionnaires developed by Cheng and Ramirez (2020) in their study, "Reflective teaching impact upon pre-service English teachers' professional development," to ensure the validity and reliability of the instruments used for data collection. The questionnaires were designed to collect comprehensive information relevant to the study's objectives and are structured to elicit insights from teachers on their reflective teaching practices and instructional competence.

The instrument was composed of two main parts. Part I focuses on Reflective Teaching Among Teachers and covers dimensions such as self-assessment and pedagogical improvement, aiming to assess how teachers evaluate and enhance their teaching methods. Part II, on the other hand, examines the Level of Instructional Competence Among Teachers, providing a measure of their effectiveness in planning, delivering, and managing classroom instruction. Together, these sections yielded data essential for analyzing the relationship between teachers' reflective practices and their instructional performance.

Data Gathering Procedure

The study began by securing the necessary permissions from school administrators and other relevant authorities to ensure ethical compliance and smooth access to participants. Once approval was granted, the researcher administered a validated questionnaire to all teachers included in the study through total enumeration. Clear instructions were provided to guide participants in understanding each item and to encourage honest and accurate responses.

Participants were assured that their answers would remain confidential and anonymous, promoting candid participation. The researcher allowed sufficient time for respondents to complete the questionnaires thoughtfully and without pressure. After the specified period, the completed questionnaires were collected and carefully reviewed for completeness and consistency. The verified responses were then encoded systematically to prepare the data for analysis.

Scoring Procedure

The data were processed and interpreted using the rating scales provided below. These scales were specifically applied to assess the level of reflective teaching practices in relation to improving instructional competence. Each item was evaluated based on frequency and effectiveness to determine how teachers engage in self-assessment and pedagogical improvement. The results were then summarized to identify overall patterns and trends in reflective teaching behaviors.

Statistical Treatment of Data

The following statistical tools were applied to analyze and interpret the data of this study:

Mean and standard deviation were used to determine the level of reflective teaching practices among teachers.

Mean and standard deviation were used to determine the level of instructional competence among teachers.

The Pearson r Product-Moment Correlation Coefficient (r) was used to assess the significant relationship between the level of reflective teaching practices and instructional competence among teachers.

FINDINGS

Presented below are the findings derived from this study.

The findings revealed that the level of reflective teaching practices among teachers, particularly in terms of self-assessment and pedagogical improvement, was interpreted as "always." The results indicate that teachers consistently evaluate their teaching strategies and actively seek ways to enhance their instructional approaches. Such regular reflection suggests a strong commitment to professional growth and continuous learning. Overall, the results imply that reflective practices are deeply embedded in the teachers' daily instructional routines.

The results further showed that the level of instructional competence among teachers, specifically in lesson planning and delivery as well as classroom management, was likewise interpreted as "always." The result means that teachers consistently demonstrate effective lesson preparation and the ability to deliver content clearly and systematically. In addition, they maintained well-managed classrooms that support positive learning environments. These findings suggest that teachers possessed a high level of competence in fulfilling their instructional responsibilities.

Finally, the study found a significant relationship between the level of reflective teaching practices and teachers' instructional competence. The result implies that teachers who regularly engage in reflective practices tend to exhibit higher levels of instructional competence. The connection highlights the important role of self-assessment and pedagogical improvement in strengthening teaching effectiveness. Therefore, fostering reflective teaching practices may enhance teachers' overall instructional performance.

CONCLUSIONS

Drawing from the study's findings, the following conclusions can be made:

The results revealed that the level of reflective teaching practices among teachers, in terms of self-assessment and pedagogical improvement, was consistently rated as Always. The results indicate that teachers regularly evaluate their teaching and apply reflective insights to improve their instructional practices. Such consistency reflects a strong commitment to professional growth and effective teaching. Overall, reflective teaching practices are integral to enhancing instructional competence and classroom effectiveness. However, a limitation of this finding is that it relies on self-reported data, which may be subject to bias or overestimation of actual reflective practices. Additionally, the study does not account for external factors such as school support or resources that may influence the ability to engage in reflection. Future studies could include classroom observations or peer evaluations to validate self-reported reflective practices.

The results revealed that the level of instructional competence among teachers in lesson planning and delivery and classroom management was consistently rated as Always. The results indicate that teachers are highly capable of organizing lessons, delivering instruction effectively, and maintaining orderly classroom environments. Their competence reflects strong professional preparation, planning, and the ability to manage diverse student behaviors. Nevertheless, a limitation is that the assessment did not measure the actual

effectiveness of teaching on student learning outcomes, meaning high competence ratings may not directly translate into improved student performance. Furthermore, contextual factors such as class size, subject complexity, and student diversity were not controlled, which could influence instructional competence. Including these variables in future research would provide a more nuanced understanding of teachers' instructional effectiveness.

The findings revealed a significant relationship between the level of reflective teaching practices and teachers' instructional competence. The result indicates that teachers who engage in reflective practices, particularly in pedagogical improvement, tend to demonstrate higher competence in lesson planning, delivery, and classroom management. Reflection helps teachers identify strengths and areas for growth, translating insights into effective instructional strategies. However, a limitation is that the study design was correlational, so causality cannot be established; it cannot be concluded that reflective teaching directly causes higher instructional competence. Additionally, unmeasured variables, such as teacher motivation, experience, or access to professional development, may have influenced the observed relationship. Future research employing longitudinal or experimental designs could provide stronger evidence of a causal relationship between reflection and competence.

Recommendations

Derived from the study's conclusions, the following recommendations are proposed:

To the Teachers: Continue to enhance their instructional competence through ongoing professional development programs. Schools provide resources and training that strengthen effective lesson planning, innovative teaching strategies, and classroom management techniques. Engaging in collaborative activities, such as peer observation and structured feedback sessions, further refines teaching practices and promotes professional growth.

To the School Administrators: They should actively support reflective teaching by implementing sustained professional development initiatives. Teachers are guided to connect self-assessment with strategic instructional planning and long-term goal setting, fostering continuous improvement.

To the School Heads: Encourage the integration of reflective practices into teachers' daily instructional routines. Professional development programs emphasize not only systematic self-assessment but also the practical application of insights to enhance teaching methods and classroom management.

To the Future Researchers: They investigate the relationship between instructional competence and student academic achievement to inform evidence-based practices. Additional studies examine the impact of reflective teaching practices on student learning outcomes and classroom effectiveness.

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