
***LEVEL OF TEACHERS' COMPETENCIES IN TEACHING KEY STAGE 2
LEARNERS IN KIBAWÉ DISTRICT***

***Rhodora C. Holcinger**

Valencia Colleges (Bukidnon) Incorporated Hagkol, Valencia City Philippines.

Article Received: 26 February 2026 *Corresponding Author: Rhodora C. Holcinger

Article Revised: 16 March 2026

Valencia Colleges (Bukidnon) Incorporated Hagkol, Valencia City Philippines.

Published on: 06 April 2026

DOI: <https://doi-doi.org/101555/ijrpa.2806>

ABSTRACT

This study aimed to determine the relationship between teachers' demographic profiles, including age, gender, marital status, length of service, and educational qualifications, and the extent of their teaching competency practices among kindergarten teachers. These competencies include the use of instructional materials, learning resources, lesson planning, teaching delivery, teaching strategies, and teaching reading phonics. This study employed a descriptive research approach and was conducted in Kibawe, Bukidnon, with 120 teachers as the respondents. This study also utilized complete enumeration, also known as the Take-All Method. The majority of the respondents were in ages between 46 years old and above. The result revealed that most of the respondents were female and had a BEED Major in Teaching Early Grades. There was a very large extent of practices on teaching competencies among key stage 2 teachers in terms of instructional materials, learning resources, lesson planning, teaching delivery, teaching strategies, and teaching reading in phonics. Another result revealed that there is no significant relationship between age and gender and the extent of practices on teaching competencies among key stage 2 teachers, and the test of significant difference on the level of practices on teaching competencies and the teacher's demographic profiles were not all significant in all the variables. These suggest that schools may continue to provide equitable support and professional development opportunities for all teachers, regardless of their demographic profile. Focus should be placed on enhancing teaching competencies through training, collaboration, and resource provision rather than targeting specific demographic groups. Additionally, ongoing assessment and feedback mechanisms can help sustain consistent and high-quality teaching practices across the entire teaching staff.

KEYWORDS: *Teaching Competencies, Instructional Materials, Learning Resources, Lesson Planning, Teaching Delivery, and Teaching Strategies, Phonics.*

INTRODUCTION

The Key Stage 2 in the Department of Education is the grade level progression, with a focus domain shift s from literacy in the first key stage. This is the Grade Four to Grade Six. The key stage 2 is the legal term for two years of schooling in England, normally known as year 1 and year 2 when pupils are aged 9-12. This key stage normally covers learners during elementary school, although in some cases, this is a part of a primary school. The key stage 2 teachers are teachers teaching learners from Grade four to Grade six. It is a group set to administer and monitor the progressive education of children's standardized exams in elementary school education. They are doing the teaching and learning process where children are facilitated to be imparted with the desired learning competencies.

Eventually, Key Stage 2 teachers are the ones who do the most sensitive and delicate job in the teaching profession. They teach the young minds of learners whose social and mental maturity is still at stake. Hence, they must be knowledgeable and competent to handle the job. They should possess the teaching competencies needed to produce sound and better results for learners. These teaching competencies among key stage 1 teachers are instructional materials, learning resources, lesson planning, teaching delivery, teaching strategies, and teaching reading in phonics.

Consequently, being one in Key Stage 2 Education is not easy and manageable. Strong motivations are manifested to capture their interest and needs, just to tune in to the lessons and activities. These children are in need of thorough care, for they only have the shortest span of interest now and then. Hence, teachers should be skillful enough to transition the activities that a child can connect to and be in a state of learning on a particular lesson.

K stage 2 teachers need to provide instructional materials that will open the door to learning among the children. It is the instrument of making learning among learners meaningful and enjoyable. It also reinforces the learners' understanding, making it more effective and impressive. As mentors, they are to be credible on where they have taken their learning resources to ensure the quality assurance of the learning resources that they are taking. They needed to have legal authority for the teachers to use what is prescribed and suggested.

Finally, the teaching strategies they have used in teaching are also included as part of the teaching competencies needed for kindergarten teachers. This is essential since it determines the kind of participation the learners will have to extend in the class discussions and activities. There is a need for them to utilize and apply integrative and interactive strategies in teaching to do the exercises. The teacher's role is just to facilitate the learning among the learners. It is on this ground that the researcher would like to investigate the relationship between the extent of practices on teaching competencies among key stage 1 teachers in terms of instructional materials, learning resources, lesson planning, teaching delivery, teaching strategies, and teaching reading in phonics and its relationship to the Teachers Demographic profiles in terms of age, gender, length of service and educational Qualification.

Conceptual Framework

This study is anchored on the Enhanced Basic Education Act of R A 10533 and Section 2 of the Implementing Rules and Regulations (IRR) of RA 10157. The Department of Education shall provide opportunities for all children at least five (5) years old with kindergarten education. As a result, the DepEd Order establishes the foundation for a successful and efficient implementation of the Kindergarten Education Program in public and private schools across the country and a basis for early learning facilities to be accredited and/or recognized.

The different legal bases, such as DepEd Order No. 47, 5, and the DepEd Order No. 47, 5, are also backed up and supported. The "Kindergarten Education Act and the "Enhanced Basic Education Act of 2013" of 2016 state that all five-year-old Filipino children must receive a kindergarten education that effectively promotes the development of physical, social, cognitive, and emotional skills, as well as the formation of values, to adequately prepare them for Grade One. Figure 1 shows the schematic diagram of the study. It consists of two significant variables: the first box is about the teachers demographic profiles in terms: of age, gender, marital status, length of service and Educational Qualifications in teaching Kindergarten and the second box is the dependent variables which contains the extent of teaching competencies among kindergarten teachers in terms of instructional materials, learning resources, lesson planning, teaching delivery, and teaching strategies.

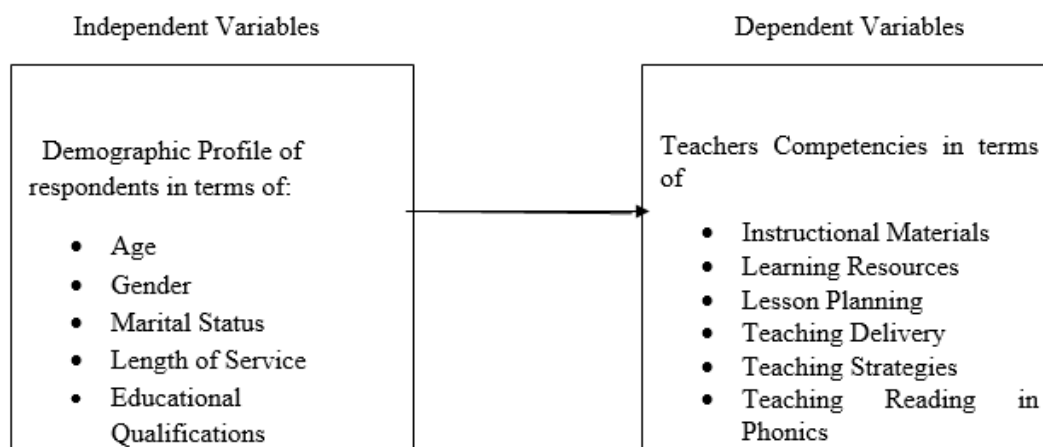


Figure 1. Schematic Presentation Showing the Relationship Between the Independent and Dependent Variables of the Study.

Statement of the Problem

This study aimed to determine the relationship between teachers' demographic profiles, including age, gender, marital status, length of service, and educational qualifications, and the extent of their teaching competency practices among kindergarten teachers. These competencies include the use of instructional materials, learning resources, lesson planning, teaching delivery, teaching strategies, and teaching reading phonics.

Specifically, it sought to answer the following questions:

1. What are the demographics of teachers teaching key stage 2 in terms of age, gender, marital status, length of service, and Educational Qualification?
2. What is the level of practice on teaching competencies among key stage 2 teachers in terms of instructional material, learning resources, lesson planning, teaching delivery, teaching strategies, and teaching reading in phonics?
3. Is there a significant relationship between the teacher's demographic profiles and the extent of practices on teaching competencies among key stage 2 teachers regarding instructional materials, learning resources, lesson planning, teaching delivery, and teaching strategies?
4. Is there a significant difference between the level of practices on teaching competencies and the teacher's demographic profiles when grouped according to age, gender, marital status, and educational qualification?

Delimitation of the Study

This study was delimited to the teachers in the Division of Bukidnon, preferably Key Stage 2 teachers in Kibawe, to describe their demographic profiles and assess their teaching competencies in terms of instructional materials, learning resources, lesson planning, teaching delivery, and teaching strategies. The respondents of this study are the Key Stage 2 teachers teaching grade four, five, and six learners, in Kibawe district in the Division of Bukidnon, this school year 2025-2026. Likewise, the statistical tools used in the treatment of data are limited only to frequency counts, percentages, Mean, standard deviation, weighted mean, Pearson r, and regression analysis.

Review of the Literature

The implementation of kindergarten education in the Philippines has been formalized through RA 10157 and RA 10533, granting the Department of Education (DepEd) the mandate to provide universal access to Kindergarten for all five-year-old children. According to DepEd Order No. 47, the policy ensures standardized implementation across public and private schools, covering curriculum, instruction, assessment, learning resources, learning spaces, and monitoring and evaluation. The Kindergarten Education (KE) Program focuses on the holistic development of children, taking into account their prior knowledge, capabilities, interests, and personality traits. The program emphasizes health and nutrition, school readiness, and the transition from informal to formal education, while ensuring equitable access to all learners (RA 10157, Sec. 2; DepEd Order No. 47).

Kindergarten education promotes a child-centered curriculum that integrates active learning, play, and meaningful experiences to support physical, social, emotional, and intellectual development. Learning areas are interlinked, and the mother tongue is used as the primary medium of instruction to enhance comprehension and engagement. Weekly content focuses and daily messages are designed around themes such as “I belong to a kindergarten class” and “I belong to a community,” fostering a child’s sense of identity and social belonging. Instructional accommodations and differentiated strategies ensure inclusivity, addressing diverse learner profiles, learning styles, and needs to maximize engagement and promote success for all children (DepEd Kindergarten Manual; Anderson, 2010).

Research in primary education highlights the crucial role of teacher competencies in improving student learning outcomes. Studies in Kenya, including those by Anderson (2010),

Mwangi (2015), Njoroge (2018), Ochieng (2017), Kamau (2013), Wambui (2016), Kariuki (2016), Mutiso (2019), Muthoni (2020), and Kibet (2018), emphasize that teachers' pedagogical knowledge, classroom management skills, subject mastery, and ability to adapt lessons to diverse learner needs are critical for academic achievement. Teachers trained in reflective practices, inclusive strategies, and active learning methods are better able to motivate students, improve engagement, and address the challenges of mixed-ability classrooms. Professional development, contextualized teaching materials, and culturally relevant practices significantly enhance the effectiveness of instruction and foster holistic student growth.

In early literacy, research underscores the importance of evidence-based practices such as systematic phonics instruction. Despite critiques from Bowers (2020), meta-analyses and extensive reading research confirm that systematic phonics is more effective than alternative methods for early reading acquisition. While ongoing research into alternative instructional approaches is valuable, current evidence strongly supports the use of phonics-based methods as the most reliable strategy for foundational literacy development. Collectively, these studies highlight that comprehensive policies, teacher competencies, inclusive practices, and evidence-based instruction are essential to ensure effective early education and primary learning outcomes.

Research Methodology

This study employed a descriptive-correlational research design to determine the relationship between teachers' demographic profiles and the extent of Key Stage 1 teachers' teaching competencies. These competencies include instructional components, learning resources, lesson planning, teaching provision, teaching strategies, and teaching reading in phonics. It was conducted in East Kibawe District, Division of Bukidnon, where the Key Stage 1 teachers teaching kindergarten, Grade 1, Grade 2, and Grade 3 were included in the respondents of the study. It used the researcher-created questionnaire to collect information on teachers' demographic profiles as Part I and Part II for the assessment of the extent of teachers' competencies in teaching kindergarten, based on the Kindergarten Education Manual and the progress report cards of preschool learners. Frequency count and percent were used to determine the demographic profile of the respondents. Mean and standard deviation were utilized to ascertain the extent of teaching competency practices among Key Stage 1 teachers in terms of instructional materials, learning resources, lesson planning,

teaching delivery, and teaching techniques. Pearson's r product-moment correlation and phi biserial correlation were used to measure the significance of the relationship between teachers' demographic profiles and the extent of their teaching competency practices among kindergarten learners. Analysis of variance and independent sample t – test were utilized to ascertain significant differences in teachers' teaching competency practices when teachers are grouped according to their demographic profile.

Findings

Presented below are the findings derived from this study.

The majority of the respondents were in ages between 46 years old and above. Most of them were female and had a BEED Major in Teaching Early Grades.

There was a very large extent of practices on teaching competencies among key stage 2 teachers in terms of instructional materials, learning resources, lesson planning, teaching delivery, teaching strategies, and of teaching reading in phonics.

There were no significant relationships between age and gender and the extent of practices on teaching competencies among key stage 2 teachers.

The test of significant difference on the level of practices on teaching competencies and the teacher's demographic profiles was not significant in all the variables.

CONCLUSIONS AND RECOMMENDATIONS

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

The study concludes that the majority of Key Stage 2 teachers are aged 46 years and above, with a predominance of female educators holding a BEED Major in Teaching Early Grades. Despite these demographic characteristics, the analysis revealed no significant differences in the level of teaching competencies across age, gender, or educational attainment. This indicates that teachers, regardless of their personal background, consistently demonstrate a high level of competence in teaching practices. The findings suggest that professional development, experience, and institutional support are likely more influential than demographic factors in shaping teaching effectiveness. Overall, the data reflect a stable and experienced teaching workforce that maintains uniformity in instructional quality. This consistency ensures that learners receive effective teaching irrespective of teacher

demographics. Therefore, demographic characteristics do not appear to be a limiting factor in achieving teaching competency goals.

Based on the findings of problem 2, it can be concluded that Key Stage 2 teachers consistently demonstrate a very large extent of practices in various teaching competencies, including the preparation and use of instructional materials, effective utilization of learning resources, thorough lesson planning, dynamic teaching delivery, diverse teaching strategies, and specialized approaches to teaching reading in phonics. This indicates a high level of professional commitment and proficiency among teachers, reflecting their capability to create engaging and effective learning environments that meet the developmental and academic needs of their students. The uniformity of a very large extent across all areas suggests that these teachers not only understand the theoretical aspects of teaching but also effectively apply them in practice. The positive results also imply that professional development initiatives, mentorship, and school support systems are likely contributing to the teachers' competencies. Overall, the data underscores the readiness of Key Stage 2 teachers to facilitate quality education and promote student learning outcomes through well-rounded instructional practices.

The analysis indicates that there are no significant relationships between age or gender and the extent of practices on teaching competencies among Key Stage 2 teachers. This suggests that teaching competencies are consistently applied across all age groups and genders, highlighting that professional skills are not influenced by these demographic factors. Therefore, all teachers, regardless of age or gender, demonstrate a comparable level of proficiency in instructional practices.

The results indicate that the test of significant difference on the level of practices on teaching competencies across teachers' demographic profiles did not show significance in all variables. This implies that factors such as age, gender, and other demographic characteristics do not consistently influence the extent to which teachers apply their competencies. Consequently, teaching practices among Key Stage 2 teachers appear to be largely uniform and independent of demographic differences.

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

Schools and education authorities may prioritize ongoing professional development and mentoring programs, particularly to support younger or less experienced teachers, while

emphasizing instructional innovation, collaboration, and sharing of best practices. Additionally, investing in workshops and refresher courses will ensure all teachers remain updated on current pedagogical strategies, especially in teaching reading and early-grade competencies.

Schools may continue supporting teachers' competencies through regular professional development, focusing on innovative strategies, lesson planning, and effective use of instructional materials and resources. Collaboration, mentoring programs, and the sharing of best practices should be encouraged to refine instructional skills and guide new teachers. Investments in upgraded materials, technology, and specialized training, particularly in phonics and differentiated instruction, alongside continuous monitoring and feedback, will sustain high teaching effectiveness and improve literacy outcomes.

Professional development programs may continue to be inclusive and accessible to all teachers, as age and gender do not affect competency levels. Schools should focus on enhancing teaching skills through continuous training, collaboration, and mentorship for all educators. Additionally, efforts should be made to maintain equitable opportunities for professional growth and skill improvement, ensuring consistent teaching quality across the board.

Schools may continue to provide equitable support and professional development opportunities for all teachers, regardless of their demographic profile. Focus should be placed on enhancing teaching competencies through training, collaboration, and resource provision rather than targeting specific demographic groups. Additionally, ongoing assessment and feedback mechanisms can help sustain consistent and high-quality teaching practices across the entire teaching staff.

Further studies will be recommended by the researcher using different variables in the study to find out if there is a difference.

REFERENCES

1. Akpan and Beard (2018). Global teaching competencies in primary education. *Comparative Education*.
2. Akpan (2018). Teachers' professional competence in thematic learning. *IJLREE Journal*.

3. Alinsod (2018). Four in ten primary pupils fall short in reading, writing, and mathematicss (KS2 results commentary). News article.
4. Allington and McGill-Franzen (2018). Teachers' research competence and engagement. Research Gate.
5. Anderson, P. (2010). Teacher Competency and Student in Primary Education in Kenya. Nairobi; Kenya Publisher
6. Brown and Lee (2016). Improving Literacy in Key Stage 2: Guidance report. EEF.
7. Bransford, Brown, and Cocking (2020). Competencies and performance of teachers: descriptive-correlational study.
8. Boyd et al. (2019). The structure of primary school teachers' professional competence.
9. Bowers, J.S. (2020), Reconsidering the evidence that systematic phonics, is mre effective that alternative methods of reading instruction, Educational Psychology.
10. Cheng et al. (2020). Developing general and subject competences of primary pupils. Journal of Educational and Cultural Studies.
11. Darling-Hammond (2020). Teacher assessment frameworks at the end of Key Stage 2. GOV.UK (PDF guidance).
12. Dee (2017). Teachers' teaching and professional competences: Meaning and significance. Teaching and Teacher Education.
13. Ehri (2017). Teacher competencies — evidence summary. Wing Institute resource page.
14. Gloria (2018). Opening up the black box: Teacher competence, instructional quality and student learning. Teaching and Teacher Education.
15. Goddard, Hoy, and Hoy (2020). Teaching competencies of upper primary teachers in formative assessment activities.
16. Horner (2019). Managing teacher competence improvement: A systematic literature review (2019). Serambi Journal.
17. Ingersoll and Strong (2021). Twenty-first-century teacher competencies and trends in teacher education.
18. Johnson et al. (2020). Influences on KS2 teachers of reading comprehension: a doctoral study. Literacy Research Journal.
19. Kamau, W. M. (2013). Effective Teaching and Learning Practices in Primary Schools: The role of Teachers' Competency. African Journal of Education Student, 5 (2), 91-105.
20. Kariuki, D.K. (2016). Improving Teacher Effectiveness in Primary Schools: A Focus on Key Stage 2 Learners in Kenya. International Journal of Education, 8(1),34-35.

21. Kibet, R.T. (2018). The Impact of Teachers Professional Development on Student Learning Outcomes in Kenya's Primary Schools. *Journal of Education Studies*, 9 (4), 200-214.
22. McMillan and Schumacher (2014). The effects of teacher competence on student outcomes. *Tertiary Education Research* (pdf).
23. Mutiso, P. (2019). The Role of Teacher Competencies in Promoting Inclusive Education in Primary Schools. *Kenya Journal of Education and Development*, 14 (2), 125-139.
24. Muthoni, E.G. (2020). Challenges Faced by Teachers in Enhancing Competency-Based Education in Primary School. *East African Journal of Education*, 18 (1), 50-64.
25. Mwangi, R.K. (2015). Enhancing Primary Teachers' Professional Competencies in Kenya: A Study on Classroom Practices *Journal of Educational Development*, 21 (3), 45-591
26. Mayer (2019). Strategies for improving elementary teachers' professional competence (Merauke Regency case study).
27. National Reading Panel (2020). Teachers' professional core competencies and functional competencies (elementary level). *Conference Proceedings*.
28. Njoroge, L. (2018). Teacher Competencies and Their Influence on Student Performance at the Primary School Level. *East African Education Review*, 16(1), 103-118.
29. Ochieng, F. (2017). Assessing the Impact of Teacher Competencies on Learning Outcomes in Primary Education n Kenya. *Nairobi Journal of Education*, 22 (4). 76-89.
30. Reyes (2017). *Teacher competence and student academic performance: an intervention study*. Springer.
31. Santos et al. (2020). Modelling K-12 teachers' online teaching competency. PMC / NCBI article.
32. Smith and Doe (2019). Key stage 2 teacher assessment guidance 2024/25 (PDF). GOV.UK.
33. Tan and Reyes (2021). Mapping 21st-century teaching competencies: a coping review.
34. Tompkins (2024). *Teacher competencies and teacher education: international review*.
35. UNESCO (2019). Key stage 2 teacher assessment guidance. GOV.UK.
36. Wambui, j. (2016). Teachers' Competencies and their effect on Student Motivation in Primary School in Kenya. *Journal of Education Research and Practice*, 10 (3),57-69.

37. Velasco (2020). Competencies and performance of teachers in Balo-I District. EJournals Philippines.z (2019). Quality educators: an international study of teacher qualifications and competence. Oxfam Research Report.
38. Zhenia (2019). Key Stage 2 assessments: tests and teacher assessment materials. NFER assessment resources.