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PEDAGOGICAL COMPETENCE AND LEARNING ENVIRONMENT MANAGEMENT IN THE DIVISION OF DAVAO ORIENTAL

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ABSTRACT

This study examined the relationship between pedagogical competence and learning environment management among Grade 6 teachers in medium schools in the Baganga South District, Division of Davao Oriental. Specifically, it examined pedagogical competence in terms of evaluation of learning, managing student behavior during classes, using information and communication technology to enhance learning, and teachers' student interaction, as well as learning environment management in terms of adaptive teaching, relationship, and behavior management. A quantitative descriptive-correlational research design was employed involving 160 teachers selected through Slovin's formula. Data were collected using validated survey questionnaires and analyzed using weighted mean, standard deviation, Pearson Product-Moment Correlation, and multiple regression analysis at a 0.05 level of significance. Findings revealed that both pedagogical competence and learning environment management were at an extensive level, indicating that these practices were often observed among teachers. A significant relationship was found between the variables, and all domains of pedagogical competence significantly influenced learning environment management, with evaluation of learning as the strongest predictor. Schools may strengthen professional development programs focusing on pedagogical skills, particularly in assessment practices, information and communication technology integration, and classroom interaction, to further enhance effective learning environment management.

KEYWORDS: *Pedagogical Competence; Learning Environment Management; Division of Davao Oriental*

INTRODUCTION

Education thrives when teachers can balance their skills in instruction with their ability to create an environment conducive to learning. The way a teacher demonstrates pedagogical competence through evaluation, behavior management, information and communication technology integration, and interaction with students directly shapes the quality of the learning environment management within the classroom. When both elements work together effectively, students not only acquire knowledge but also develop positive attitudes toward learning. However, when there are gaps in teachers' competence or in managing the learning atmosphere, challenges emerge that hinder both teaching effectiveness and student achievement.

At the international level, scholars have emphasized the growing need for teachers to effectively integrate technology into teaching and learning. Despite advances in digital tools, many teachers across different countries still struggle with the use of information and communication technology for lesson delivery, communication, and assessment, limiting its potential to enhance instruction (Cabero-Almenara & Palacios-Rodríguez, 2021). This issue becomes more pressing in classrooms where students expect digital interaction but encounter traditional, less engaging approaches.

Beyond information and communication technology, another international problem concerns the rising challenge of classroom behavior management. Teachers globally face difficulties in handling disruptive student conduct while ensuring that inclusivity and engagement remain priorities (Alter & Haydon, 2022). Poorly managed behavior not only interrupts the flow of teaching but also creates inequities in learning participation, thereby reducing the overall quality of education.

Adaptive teaching has also emerged as a pressing global concern. Despite widespread advocacy for inclusive education, many educators lack the preparation and resources to personalize instruction for students with varied abilities and needs. This inability to adapt lessons and learning environments undermines efforts toward equity and participation in schools (Sharma & De Boer, 2021). Thus, the global discourse highlights an urgent call for better pedagogical competence to respond to the complexities of today's classrooms.

At the national level, the Philippines mirrors similar challenges. The limited integration of information and communication technology in many public schools reflects gaps in both infrastructure and teacher training. Although information and communication technology has been recognized as a vital tool for instruction, teachers continue to face barriers such as poor connectivity and insufficient digital resources, restricting their ability to enrich the teaching-learning process (Llego

& Barrera, 2022). This deficiency diminishes opportunities for interactive learning and weakens students' readiness for the demands of the modern world.

Another national issue revolves around teacher-student interaction and feedback. In many Philippine schools, large class sizes and heavy teaching loads prevent educators from giving timely, individualized feedback to students (Simbulan, 2020). Such constraints weaken one of the most important elements of pedagogy constructive interaction which is critical for motivating learners and ensuring they understand subject matter deeply. Without quality interaction, the classroom environment becomes less supportive and less effective in managing

student learning.

Nationally, classroom behavior management also poses a recurring challenge. Teachers in the Philippines have reported stress and difficulty in addressing disruptive behavior while maintaining effective instruction (Villanueva & Bernardo, 2021). A lack of strategies and institutional support results in an environment where students' optimal learning time is reduced, and teachers struggle to sustain discipline and order. These persistent issues highlight the continuing importance of strengthening pedagogical competence as a driver of classroom management.

At the local level in the Division of Davao Oriental, teachers encounter unique challenges that strongly highlight the research gap. One pressing issue is the limited practice of adaptive teaching and personalized instructional support. While adaptive strategies such as recording students' learning needs, adapting worksheets, and structuring transitions are essential, many teachers in the division face constraints in fully implementing them due to large class sizes, limited training, and scarce teaching resources (Montiel & Atos, 2021). This gap results in learning environments where instruction often fails to meet the diverse needs of students, thereby reducing participation and inclusivity.

Another significant local problem is the difficulty in integrating information and communication technology into instruction due to infrastructural limitations and insufficient skills among teachers. Poor connectivity and a lack of digital devices in rural areas of Davao Oriental hinder the use of information and communication technology for lesson preparation, student engagement, and assessment (Dela Peña, 2022). Without these tools, teachers find it more difficult to deliver interactive lessons, manage student behavior during classes, and foster positive relationships. This local context highlights the urgent need to explore how pedagogical competence influences learning environment management in the division, as little empirical evidence has been gathered to address this pressing issue.

The scientific value of this study lies in its potential to address both national and community needs. Nationally, it contributes to strengthening teacher competence and classroom management, aligning with the Philippines' educational goals of quality, inclusivity, and relevance. Locally, it provides research-based evidence that can guide school leaders in Davao Oriental in crafting professional development programs tailored to teachers' realities. By focusing on pedagogical competence as a predictor of learning environment management, this study ensures that the challenges of adaptive teaching, behavior management, and information and communication technology integration are systematically addressed to improve classroom experiences.

This research on pedagogical competence and learning environment management in the Division of Davao Oriental not only reflects global and national concerns but also zeroes in on local challenges that require urgent solutions. By investigating the relationship between these two variables, the study seeks to bridge the research gap and provide actionable insights. Ultimately, it aimed to foster learning environments where students can thrive academically and socially, while equipping teachers with the competence and strategies they need to succeed in a rapidly evolving educational landscape.

Statement of the Problem

This study determined the relationship between the pedagogical competence and learning environment management. More specifically, it sought to answer the following questions:

1. What is the extent of pedagogical competence in terms of:
   1.1. Evaluation of Learning;
   1.2. Managing Student Behavior During Classes;
   1.3. Using ICT to Enhance Learning; and
   1.4. Teachers' Student Interaction?
2. What is the extent of learning environment management in terms of:
   2.1. Adaptive Teaching;
   2.2. Relationship; and
   2.3. Behavior Management?
3. Is there a significant relationship between the pedagogical competence and learning environment management?
4. Which of the domains of the pedagogical competence significantly influence learning environment management?

METHODOLOGY

This chapter introduces the methodological aspect of the study. This covers the research design, research respondents, research instruments, data gathering procedure, and data analysis employed in this investigation.

Research Design

In this study, a quantitative research design was applied, specifically employing a descriptive correlational approach. Quantitative research focuses on gathering numerical data and analyzing it statistically to explain, predict, or test relationships among variables (Allen, 2021). The descriptive aspect of this design provides an objective picture of the current state of pedagogical competence and learning environment management, while the correlational component identifies whether a significant relationship exists between the two variables. This method is appropriate for studies in education where the aim is not to manipulate variables but rather to observe natural relationships and determine how changes in one construct may be associated with changes in another (Bhat, 2019).

Descriptive research provides a systematic approach to presenting facts about a given population, offering insights into the characteristics of the variables being measured without researcher interference (Subedi, 2019). It helps capture how teachers' pedagogical competence, defined by evaluation of learning, managing student behavior, use of information and communication technology, and student interaction, manifests in actual classroom settings. Correlational research, on the other hand, investigates the degree of association between two or more variables, enabling researchers to determine whether higher pedagogical competence corresponds to better learning environment management in terms of adaptive teaching, relationships, and behavior management (Cohen, Manion, & Morrison, 2018).

The use of a descriptive correlational design is justified in this study because it allows the researcher to describe, analyze, and establish the strength of the relationship between pedagogical competence and learning environment management in a real-world setting. This approach avoids manipulation and instead focuses on naturally occurring variations within the Division of Davao Oriental, making it both practical and reliable for educational research. Moreover, as Creswell and Creswell (2017) emphasize, such designs are well-suited for identifying trends and testing hypotheses about variable relationships in education. Therefore, this design ensures that the findings are grounded in observable data while offering meaningful implications for teachers, school leaders, and learners.

Research Respondents

The research respondents of this study were the Grade 6 teachers in medium schools under the Baganga South, Division of Davao Oriental, with a total population of 268 teachers. Using a 5% margin of error, the computation yielded a sample size of 160 teachers, which is considered adequate to ensure reliable and generalizable findings for this study.

Inclusion criteria were established to ensure that the respondents are suitable for providing reliable insights into the variables of pedagogical competence and learning environment management. Only teachers that have undergone trainings are currently employed in medium schools within the Baganga South, Division of Davao Oriental were considered. Furthermore, teachers with at least three years of teaching experience and with plantilla positions were included in order to ensure that they possess substantial classroom exposure and practical knowledge in handling pupils, as supported by research suggesting that teaching experience enhances instructional practices and classroom management strategies (Ronfeldt, Loeb, & Wyckoff, 2019). Teachers who were on prolonged leave, newly hired with less than three years of service, or holding purely administrative designations were excluded from the sample.

This approach aligns with best practices in educational research, as purposive inclusion criteria improve the validity of findings by ensuring that respondents have the necessary expertise and teaching experience relevant to the study variables (Creswell & Creswell, 2017). By carefully determining the sample size and selection criteria, this study ensures that the data collected was representative, reliable, and reflective of the pedagogical and management practices of Grade 6 teachers in the Division of Davao Oriental.

Research Instrument

The primary instrument for data collection was a structured questionnaire designed to measure both, pedagogical competence and learning environment management. The questionnaire consisted of closed-ended questions with Likert-scale items to quantify perceptions and experiences.

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the extent of pedagogical competence. The second set focused on the extent of learning environment management.

Pedagogical Competence

The pedagogical competence questionnaire was adapted from Olagunju, et al. (2021). The instrument consisted of 20 items. It had 4 indicators namely; evaluation of learning (1-5), managing student behavior during classes (1-6), using information and communication technology to enhance learning (1-5), and teachers' student interaction (1-4).

The pedagogical competence questionnaire, the instrument was subjected to pilot testing among a small group of pedagogical competence of grade 6 teachers outside the actual respondents of the study. The result of the reliability test yielded a Cronbach's alpha coefficient of 0.96, suggesting that the items have a relatively high internal consistency. This indicates that the instrument is reliable in measuring the indicators of pedagogical competence, namely evaluation of

learning, managing student behavior during classes, using information and communication technology to enhance learning, and teachers' student interaction. The implication of this result is that the questionnaire can be confidently utilized for the actual data gathering, as it ensures consistent responses across its items. Below was the grading scale of the extent of pedagogical competence.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The pedagogical competence is always evident.
3.40 - 4.19	Extensive	The pedagogical competence is oftentimes evident.
2.60 - 3.39	Moderately Extensive	The pedagogical competence is occasionally evident.
1.80 - 2.59	Less Extensive	The pedagogical competence is seldom evident.
1.00 – 1.79	Not Extensive	The pedagogical competence is never evident.

Learning Environment Management

The learning environment management questionnaire was adapted from Lutz, et al. (2023). The instrument consisted of 21 items. It had three indicators, namely: adaptive teaching (1-7), relationship (1-7), and behavior management (1-7).

The learning environment management questionnaire, a similar pilot test was conducted with the same approach, ensuring the participation of teachers not included in the final sample. The reliability analysis produced a Cronbach's alpha coefficient of 0.83, which likewise demonstrates a high level of internal consistency. This confirms that the items effectively capture the intended dimensions of adaptive teaching, relationship, and behavior management. The implication of this finding is that the instrument can be deemed valid and dependable, ensuring that the data collected from the respondents yield credible insights into their classroom management practices. Below was the grading scale of the extent of learning environment management.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	Learning environment management is always evident.
3.40 - 4.19	Extensive	Learning environment management is oftentimes evident.
2.60 - 3.39	Moderately Extensive	Learning environment management is occasionally evident.
1.80 - 2.59	Less Extensive	Learning environment management is seldom evident.
1.00 – 1.79	Not Extensive	Learning environment management is never evident.

The instruments in this study were contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Data Gathering Procedure

The data gathering procedure for this study followed a systematic and ethically guided process to ensure the accuracy, reliability, and integrity of the research results. The procedure included securing the ethics compliance certificate, obtaining the endorsement letter from the dean, requesting the permit to conduct the study from the Schools Division Superintendent (SDS), sending letters to the school principals, and validating the research instruments prior to the administration of the questionnaires. The data collection was conducted among respondents in the Division of Davao Oriental.

Securing Ethics Compliance Certificate. Prior to the conduct of the study, the researcher secured an Ethics Compliance Certificate on November 11, 2025. This process ensured that the study adhered to the ethical standards required for research involving human participants. The ethics review confirmed that the rights, dignity, and welfare of the respondents were protected throughout the research process. Ethical principles such as voluntary participation, informed consent, confidentiality of responses, and proper handling of collected data were strictly observed in accordance with the provisions of the Data Privacy Act of 2012. The issuance of the certificate signified that the study met the required ethical guidelines and was permitted to proceed with the subsequent stages of the research.

Requesting Endorsement Letter from the Dean. After securing the ethics compliance certificate, the researcher requested an endorsement letter from the Dean of the Graduate School of Rizal Memorial Colleges, Inc. on November 22, 2025. The endorsement confirmed that the research had undergone proper academic review and was aligned with the requirements of the graduate program. It also verifies that the study is legitimate, academically sound, and appropriate for implementation in the identified research setting. This endorsement serves as an official institutional support that allows the researcher to formally request permission from the Schools Division Office to conduct the study.

Submission of Request for Permit to Conduct the Study. With the endorsement letter from the dean, the researcher submitted a formal request for a Permit to Conduct the Study addressed to the Schools Division Superintendent (SDS) of Davao Oriental on February 09, 2026. The request included the research title, objectives of the study, the target respondents, and the procedures for data collection. Supporting documents such as the endorsement letter, research instruments, and other required attachments were also submitted for review. Upon approval, the permit grants the researcher official authorization to conduct the study within the schools under the jurisdiction of the said division.

Letter to the Principals. After receiving the permit from the Schools Division Superintendent, the researcher prepared and sent letters to the school principals of the identified schools in Davao Oriental Division on February 11, 13, and 18, 2026. The letter informed the school heads about the purpose of the research, the respondents involved, and the procedures for administering the research instruments. Coordination with the principals was conducted to schedule the appropriate time for the distribution and retrieval of the questionnaires while ensuring that the regular school activities not be disrupted. Their cooperation was essential in facilitating smooth communication with the respondents and ensuring an organized data collection process.

Securing Instrument Validation. Prior to the actual administration of the research instruments, the questionnaire underwent expert validation on January 3, 2026. The researcher provided validation sheets to selected experts who evaluate the research instruments in terms of clarity, relevance, appropriateness of content, and alignment with the research variables. The experts recorded their comments and suggestions in the validation sheets, which are carefully reviewed by the researcher. Necessary revisions were incorporated to improve the quality of the questionnaire before the final administration to the respondents. This process ensured that the instrument was valid, reliable, and capable of accurately measuring the variables included in the study.

Data Analysis

For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized:

Weighted Mean. To answer the first and second problems, which aim to determine the extent of pedagogical competence and learning environment management, the study employed the weighted mean and standard deviation as descriptive statistical tools. The weighted mean was used to determine the average level of responses of the teacher-respondents across the different indicators, providing a general description of the extent to which each variable is manifested.

Standard Deviation. The standard deviation was used to measure the variability or dispersion of the responses from the mean. A low standard deviation indicates that the responses are closely clustered around the mean, suggesting consistency in the perceptions of the respondents. On the other hand, a high standard deviation implies that responses are more spread out, indicating variability or differences in respondents' perceptions. The inclusion of standard deviation provides a clearer understanding of how uniform or diverse the responses are, thereby strengthening the interpretation of the results.

Pearson Correlation Coefficient. To answer the third problem, which seeks to establish the relationship between pedagogical competence and learning environment management, the Pearson product-moment correlation coefficient (Pearson r) was utilized. This statistical tool measures the degree and direction of the linear relationship between two continuous variables. It determines whether an increase or decrease in pedagogical competence is associated with a corresponding increase or decrease in learning environment management.

Multiple Regression Analysis. To determine which domains of pedagogical competence significantly influence learning environment management, the study employed multiple regression analysis. This statistical technique was used to identify the extent to which each independent variable contributes to the dependent variable. It also determines which among the indicators of pedagogical competence significantly predict learning environment management, thereby providing deeper insights into the relative influence of each domain.

Ethical Consideration

The ethical considerations of this study ensured that the rights, welfare, and dignity of the respondents were prioritized throughout the research process. Since the study was conducted among Grade 6 teachers in the Division of Davao Oriental, it was necessary to follow established ethical guidelines that safeguarded participants and maintained the credibility of the research. The discussion below presented the ethical factors that guided the study, contextualized to the respondents and location.

Social Value. This study carried significant social value as it aimed to examine the relationship between pedagogical competence and learning environment management, which could directly inform teaching practices in the Division of Davao Oriental. Improving pedagogical skills such as evaluation of learning, classroom behavior management, information and communication technology integration, and student interaction contributed to better instructional delivery, while effective learning environment management enhanced classroom inclusivity, relationships, and behavior regulation. The findings could benefit teachers by strengthening their professional growth, school administrators by improving educational leadership, and learners by creating safer and more engaging classrooms. By contributing to teacher development, the study held value for the broader educational system and aligned with the community's aspiration for quality education.

Informed Consent and Assent. The researcher ensured that all teacher-respondents provided informed consent prior to participation. Respondents received clear and comprehensive information about the purpose of the study, the procedures involved, the expected duration of their participation, potential risks, benefits, and their right to withdraw at any time without penalty. Consent forms were distributed and collected, ensuring that each respondent voluntarily agreed to

participate after fully understanding the details. Since the participants were teachers, assent was not necessary as they were adults, but transparency in communication ensured they were comfortable and confident with their decision to join.

Vulnerability of Research Participants. Though teachers were not considered highly vulnerable compared to children or marginalized groups, their professional roles may have made them cautious about sharing their experiences honestly, especially if they perceived risks to their reputation or work. To address this, the study created an environment where teachers felt safe to express their perspectives without fear of judgment or administrative repercussions. Their participation did not affect their teaching status, performance ratings, or relationships with their schools. Acknowledging these potential vulnerabilities ensured the study remained sensitive to the teachers' position within their institutional and community contexts.

Privacy and Confidentiality. Protecting the privacy of respondents was paramount. The study adhered to the Data Privacy Act of 2019, ensuring that all personal information was treated confidentially. Names and personal identifiers were excluded from research reports, replaced with codes to protect anonymity. Data was stored securely in password-protected digital files and locked physical storage, accessible only to the researcher. Findings were presented in aggregate form to prevent the identification of individual respondents. By safeguarding confidentiality, the study fostered trust and ensured the integrity of the research process.

Risk, Benefits and Safety. The risks in this study were minimal, limited primarily to possible discomfort when answering survey questions. These risks were mitigated by designing non-intrusive and respectful items in the questionnaires. Respondents could skip any question they found uncomfortable. On the other hand, the benefits of the study were substantial, as the results could help teachers reflect on their competencies and classroom practices and provide school administrators with insights to guide professional development programs. Safety was ensured by conducting the research in secure school facilities or through monitored survey distribution, protecting both the physical and emotional well-being of participants.

Justice. The principle of justice was observed by ensuring fairness in the selection of respondents. All Grade 6 teachers in the Division of Davao Oriental, regardless of school type, status, or background, were given an equal opportunity to participate. No respondent was excluded without valid reasons, ensuring representation across urban and rural schools. This equitable approach ensured that the findings reflected the diverse experiences of teachers across the division, avoiding bias and enhancing the generalizability of results.

Transparency. The researcher practiced transparency by openly communicating the study's goals, processes, and expected outcomes with respondents and stakeholders. Teachers were informed of how their data was used, the scope of the study, and its potential impact on classroom practices. After completion, a summary of the findings may have been shared with schools or the division office to ensure that the research outcomes were accessible and beneficial to the local education community. This transparent approach strengthened trust and accountability in the research process.

Qualification of the Researcher. The researcher acknowledged the responsibility of conducting this study with a high level of professional competence and ethical accountability. The researcher had undergone formal academic training in educational research, particularly in quantitative methods, including courses on research design, statistical analysis, and instrument development as part of graduate studies. Additionally, the researcher participated in various seminars, workshops, and research colloquia focused on quantitative data analysis, survey instrument construction, and ethical standards in research involving human participants. These academic and professional engagements strengthened the researcher's capability to design, implement, and analyze the study effectively.

Further, the researcher graduated the degree of Bachelor of Science in Elementary Education major in Communication Arts Reading at Baganga College on April 16, 2008 with 12 years of teaching experience. The researcher also ensured adherence to ethical standards by seeking guidance from the RMC Research Ethics Committee, which reviewed the study design, instruments, and procedures prior to implementation. This oversight ensured that the research complied with ethical principles, safeguarded the rights of teacher-respondents, and maintained the integrity and credibility of the research process.

Conflict of Interest. The researcher committed to avoiding conflicts of interest that might compromise the objectivity of the study. For example, if the researcher held a position of authority over potential respondents, such as being a school head or supervisor, it could have pressured teachers to participate against their will. To prevent this, the researcher clarified that participation was voluntary and unrelated to job performance. Moreover, no personal, financial, or institutional gains biased the conduct or reporting of the research. This ensured that the results were accurate, impartial, and credible.

Adequacy of Facilities. Adequate facilities were utilized to ensure the study's smooth conduct. Data collection primarily involved survey questionnaires distributed within schools, ensuring convenience for teacher-respondents. The researcher used secure filing systems, both physical and digital, for storing data, and statistical software such as SPSS was used for data analysis. Classrooms or meeting areas provided by schools served as venues for orientations or clarifications, ensuring

respondents were comfortable during the process. These facilities were sufficient for maintaining confidentiality, accessibility, and efficiency in the research procedures.

Community Involvement. Community involvement was a vital aspect of this study. The researcher coordinated with school principals, division officials, and local education stakeholders in Davao Oriental to inform them of the study and seek their support. This involvement ensured that the research aligned with local educational priorities and was culturally and contextually relevant. Teachers, as central respondents, had the opportunity to share their perspectives, while administrators may have used the findings to enhance school programs. This participatory approach ensured that the research not only benefited individual respondents but also contributed meaningfully to the broader education community in the division.

Results

The findings show that the teachers' **pedagogical competence** was at an **extensive level**, with an overall mean of **4.03** and standard deviation of **0.951**. Among the indicators, **managing student behavior during classes** obtained the highest mean of **4.05**, followed by **teachers' student interaction** with **4.03**, while **evaluation of learning** and **using ICT to enhance learning** both obtained **4.02**. This indicates that teachers often demonstrate competence in assessment, classroom management, technology integration, and student interaction.

The extent of **learning environment management** was also rated **extensive**, with an overall mean of **4.05** and standard deviation of **0.912**. The highest indicator was **relationship** with a mean of **4.07**, followed by **adaptive teaching** with **4.06**, and **behavior management** with **4.02**. These results imply that teachers generally maintain inclusive, supportive, and well-managed classroom environments.

The correlation results revealed a **significant relationship** between pedagogical competence and learning environment management across all indicators, with all p-values below the 0.05 level of significance. Pedagogical competence showed a moderate to strong positive relationship with **adaptive teaching** (**r = 0.6520**) and **relationship** (**r = 0.6284**), while it showed a strong positive relationship with **behavior management** (**r = 0.7956**). Therefore, the null hypothesis was rejected. This means that higher pedagogical competence is associated with better learning environment management.

The regression analysis further showed that pedagogical competence significantly influenced learning environment management. The model produced an **R value of 0.921** and an **R^2 value of 0.848**, indicating that **84.8%** of the variance in learning environment management was explained by the domains of pedagogical competence. The model was statistically significant, **$F = 216.409$, $p < 0.001$**. Among the predictors, **evaluation of learning** had the strongest influence (**$\beta = 0.468$**), followed by **managing student behavior during classes** (**$\beta = 0.345$**), **using ICT to enhance learning** (**$\beta = 0.256$**), and **teachers' student interaction** (**$\beta = 0.038$**).

Overall, the results confirm that teachers' pedagogical competence plays an important role in managing the learning environment. Effective evaluation practices, behavior management, ICT integration, and student interaction contribute to creating classrooms that are organized, inclusive, and supportive of student learning. Thus, the hypothesis stating that **pedagogical competence does not significantly influence learning environment management** is rejected.

Publication note: In Table 11, please recheck the value for teachers' student interaction because **t = 1.147** and **p = 0.025** may not match statistically. Also, replace "multicultural competence" and "teaching engagement" with **pedagogical competence** and **learning environment management** for consistency.

Summary

Presented in this chapter are the findings based on the results of the data, the conclusions drawn from the findings, and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between pedagogical competence and learning environment management among Grade 6 teachers in medium schools under the Baganga South District, Division of Davao Oriental. A total of one hundred sixty (160) teachers participated as respondents. The study employed a quantitative approach using a descriptive correlational research design to examine the extent of the variables and their relationship. The research instruments used in this study were adapted from established sources and were validated by a panel of experts and subjected to pilot testing prior to data collection to ensure reliability and validity. Statistical tools such as weighted mean, Pearson Product Moment Correlation, and multiple regression analysis were utilized to analyze the data. The hypotheses were tested at a 0.05 level of significance.

The major findings of the study revealed that the extent of pedagogical competence of teachers is extensive. This indicates that teachers frequently demonstrate competencies in evaluation of learning, managing student behavior during classes, using Information and Communication Technology to enhance learning, and teachers' student interaction. Similarly, the extent of learning environment management among teachers is also extensive, signifying that practices related to adaptive teaching, relationship-building, and behavior management are often evident in classroom settings. These findings suggest

that teachers are generally capable of maintaining effective instructional practices while fostering a supportive and well-managed learning environment.

Further, the study found that there is a significant relationship between pedagogical competence and learning environment management. This implies that teachers who exhibit higher levels of pedagogical competence are more likely to effectively manage their classroom environments. The results highlight that improvements in pedagogical skills contribute to better adaptive teaching practices, stronger teacher-student relationships, and more effective behavior management strategies. Hence, the null hypothesis stating that there is no significant relationship between pedagogical competence and learning environment management was rejected.

In addition, the regression analysis revealed that the domains of pedagogical competence significantly influence learning environment management. Among the domains, evaluation of learning emerged as the strongest predictor, followed by managing student behavior during classes and using Information and Communication Technology to enhance learning, while teachers' student interaction showed the least but still significant influence. This indicates that assessment practices, classroom management skills, and technological integration play critical roles in shaping how teachers manage their learning environments. Consequently, the null hypothesis stating that none of the domains of pedagogical competence significantly influence learning environment management was also rejected.

Conclusions

Based on the findings of this study, several conclusions were drawn in relation to the stated problems. The extent of pedagogical competence among Grade 6 teachers in medium schools under the Baganga South District, Division of Davao Oriental is extensive, which implies that it is oftentimes evident in their instructional practices. All dimensions of pedagogical competence, namely evaluation of learning, managing student behavior during classes, using Information and Communication Technology to enhance learning, and teachers' student interaction, are manifested at an extensive level. Similarly, the extent of learning environment management is also extensive, indicating that practices related to adaptive teaching, relationship-building, and behavior management are consistently demonstrated. These findings affirm that teachers are capable of maintaining both effective instructional delivery and a supportive classroom climate, reinforcing the need for continuous collaboration among school stakeholders to sustain and further enhance these competencies.

In relation to the second problem, the results confirm that teachers are able to implement adaptive teaching, foster positive relationships, and manage student behavior effectively within the classroom. This suggests that learning environments are generally inclusive, structured, and responsive to students' needs. Such outcomes align with the principles of Constructive Alignment Theory, which emphasizes that coherent alignment between instruction, assessment, and classroom practices leads to meaningful and well-managed learning environments (Biggs, 1996). When teachers demonstrate competence in aligning their teaching strategies with student needs and learning objectives, they create classroom conditions that promote engagement, minimize disruptions, and support academic success.

Further, the findings revealed that there is a significant relationship between pedagogical competence and learning environment management. This indicates that higher levels of pedagogical competence are associated with more effective classroom management practices. This conclusion resonates with Transformative Learning Theory, which underscores the importance of reflective, interactive, and inclusive teaching practices in shaping both academic and social outcomes (Mezirow, 1991). Teachers who are competent in engaging students, providing feedback, and facilitating meaningful interactions are more likely to establish environments that encourage participation, critical thinking, and mutual respect. Thus, pedagogical competence extends beyond instructional delivery to influence the overall quality of the learning environment.

Also, the study established that pedagogical competence significantly influences learning environment management, leading to the rejection of the null hypothesis. All domains of pedagogical competence were found to significantly predict learning environment management, with evaluation of learning, managing student behavior during classes, and using Information and Communication Technology emerging as the strongest contributors, while teachers' student interaction also showed a significant influence. This implies that as teachers enhance their competencies across these domains, their ability to manage the classroom environment correspondingly improves. This finding is supported by Ecological Systems Theory, which posits that teaching and classroom management are shaped by interactions within multiple systems, including instructional practices, interpersonal relationships, and institutional contexts (Bronfenbrenner, 1979). As such, improvements in pedagogical competence lead to more responsive and adaptive classroom environments.

The results indicate that pedagogical competence and learning environment management are interdependent constructs that function synergistically in promoting effective teaching and learning. For every improvement in teachers' pedagogical competence, there is a corresponding enhancement in their ability to manage the learning environment. This underscores the importance of sustained professional development, institutional support, and reflective teaching practices to strengthen both domains. Consequently, the study concludes that improving teachers' competencies in assessment, behavior

management, technology integration, and interaction will significantly contribute to the creation of inclusive, structured, and engaging learning environments that support student achievement and holistic development.

Recommendations

The following suggestions were offered based on the conclusions of the study:

Higher officials in the Department of Education may strengthen policies and programs that support the continuous development of teachers' pedagogical competence, particularly in the areas of evaluation of learning, behavior management, and the integration of Information and Communication Technology. Given the strong influence of these domains on learning environment management, the Department may institutionalize sustained, practice-based professional development programs such as coaching, mentoring, and learning action cells that focus on real classroom applications. Moreover, the provision of adequate technological resources and infrastructure should be prioritized to ensure that teachers can effectively integrate digital tools into their instruction and assessment practices.

School principals may intensify their instructional leadership by providing structured support systems that enhance both pedagogical competence and learning environment management. School leaders may conduct regular classroom observations, provide constructive feedback, and facilitate collaborative professional learning communities where teachers can share best practices and reflect on their teaching. Additionally, principals may design school-based training programs that focus on adaptive teaching strategies, relationship-building, and proactive behavior management to ensure a consistently positive and inclusive classroom climate across all grade levels.

Teachers may continuously engage in reflective practice and professional growth to sustain and further improve their competencies. Teachers may enhance their assessment literacy, adopt innovative teaching strategies, and utilize Information and Communication Technology to create more engaging and inclusive learning experiences. Strengthening teacher-student interaction through meaningful feedback, accessibility, and individualized support is likewise essential in fostering a supportive learning environment. By actively seeking professional development opportunities and collaborating with peers, teachers can further refine their instructional practices and classroom management strategies.

Future researchers may expand this line of inquiry by exploring additional variables that may influence learning environment management, such as school leadership, resource availability, and student-related factors. The study may be replicated in different educational contexts and grade levels to validate and generalize the findings. Moreover, future studies may employ mixed methods approaches to provide deeper insights into how pedagogical competence is applied in actual classroom settings. Such research efforts will contribute to a more comprehensive understanding of the interplay between pedagogical competence and learning environment management, thereby informing evidence-based educational policies and practices.

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