EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:5 | May 2026 -Peer Reviewed Journal

WORKING CONDITIONS AND TEACHING COMPETENCE OF TEACHERS IN HAGONOY II DISTRICT, DAVAO DEL SUR

Oliver E. Gorgonio
Master of Arts in Educational Management, Rizal Memorial Colleges, Inc.

Article DOI: https://doi.org/10.36713/epra28136
DOI No: 10.36713/epra28136

ABSTRACT

This study examined the relationship between working conditions and teaching competence of teachers in Hagonoy II District, Davao del Sur. Specifically, it aimed to determine the level of working conditions in terms of time, facilities and resources, teacher empowerment, leadership, professional development, and mentoring; the level of teaching competence in terms of planning and preparation, classroom environment, and instruction; the significant relationship between working conditions and teaching competence; and the best predictors of teaching competence among the dimensions of working conditions. A total of one hundred eighty-nine elementary teachers participated in the study. A quantitative–predictive research design was employed, and data were analyzed using weighted mean, Pearson Product-Moment Correlation Coefficient, and multiple regression analysis. Findings revealed that teachers generally experienced high working conditions, particularly in leadership, mentoring, teacher empowerment, professional development, and facilities and resources, while time was moderately rated. The overall teaching competence of teachers was high, with a classroom environment obtaining the highest mean. All dimensions of working conditions had a significant positive relationship with teaching competence, indicating that better working environments are associated with higher instructional effectiveness. Regression analysis revealed that mentoring emerged as the strongest predictor of teaching competence, followed by leadership and facilities and resources, while time also significantly influenced competence. Teacher empowerment and professional development were not significant predictors. The study concludes that supportive working conditions, particularly mentoring, leadership, and adequate resources, play a crucial role in enhancing teachers' planning, classroom management, and instructional delivery, thereby strengthening overall teaching competence in the district.

KEYWORDS: *Davao Del Sur, Hagonoy II district; teaching competence; teachers; working conditions*

INTRODUCTION

Teaching competence refers to the ability of teachers to effectively apply their knowledge, skills, and professional attitudes in planning, implementing, and assessing instruction to facilitate meaningful student learning. It is considered a critical variable in education because it directly influences the quality of teaching delivery and student learning outcomes. On the other hand, working conditions pertain to the physical, organizational, and psychosocial environment in which teachers perform their duties, including workload, availability of instructional resources, administrative support, compensation, and opportunities for professional development. In this study, working conditions are examined in relation to teaching competence to determine how the teaching environment shapes teachers' instructional effectiveness in Hagonoy II District,

Davao del Sur.

Globally, concerns regarding teaching competence have intensified as many teachers struggle to meet expected instructional standards due to unfavorable working conditions. In several developing countries, educators are confronted with excessive workloads, limited teaching resources, and inadequate compensation, which negatively affect their instructional quality and professional performance (UNESCO, 2024). Similarly, in many Asian contexts, large class sizes and teacher shortages further compromise teachers' ability to deliver effective instruction, resulting in reduced classroom engagement and weakened teaching competence (OECD, 2023). Moreover, insufficient access to continuous professional development and limited integration of educational technologies hinder teachers from improving their pedagogical skills and adapting to evolving instructional demands (ILO, 2022). These persistent challenges highlight a critical concern: when working conditions are inadequate, teachers' teaching competence is significantly compromised, thereby affecting the overall quality of education.

In the United States, teachers continue to report excessive workloads and emotional exhaustion due to accountability pressures, administrative duties, and insufficient classroom resources (National Education Association, 2023). In Japan, long working hours often exceeding legal limits have been identified as a key factor behind teacher stress and declining retention rates, despite the country's high educational standards (OECD, 2023). Meanwhile, in India, rural teachers face overcrowded classrooms and lack of infrastructure, including poor sanitation and limited teaching aids, which hinder effective instruction (UNESCO, 2024). These examples from different regions emphasize that regardless of economic

development, improving teachers' working conditions remains a global priority for sustaining quality education and teacher competence.

In the Philippine context, public school teachers continue to face persistent issues related to workload, class size, and limited instructional resources. The Department of Education (DepEd) issued DepEd Order No. 5, s. 2024 to rationalize teacher workload and ensure proper compensation for overload, yet many teachers still struggle with extensive non-teaching duties such as administrative documentation and co-curricular tasks (Department of Education, 2024). Moreover, resource shortages ranging from outdated teaching materials to inadequate classroom facilities affect the delivery of quality instruction, especially in rural areas (World Bank, 2023). The combination of these constraints affects teachers' ability to plan lessons effectively, implement engaging teaching strategies, and assess students' learning outcomes accurately.

The national government has recognized the need to enhance working conditions to sustain teaching competence, especially amid post-pandemic learning recovery. DepEd, in partnership with UNESCO and UNICEF, has implemented teacher training and well-being initiatives under the Learning Recovery Program to strengthen instructional delivery and reduce teacher burnout (UNICEF Philippines, 2023). However, unequal access to training opportunities and regional disparities in educational infrastructure continue to challenge these efforts. Rural and far-flung schools, in particular, often experience limited support and professional development, which emphasizes the need for localized assessments of teachers' work environments and competencies (UNESCO, 2024).

In Davao del Sur, teachers face unique local conditions that influence their competence and instructional effectiveness. While the Department of Education continues to implement various teacher development initiatives and professional advancement programs in line with its Basic Education Development Plan 2030, many teachers in districts such as Hagonoy II still encounter classroom-level challenges that affect instructional delivery (Department of Education, 2022). These include limited access to instructional materials, overcrowded classrooms, and infrastructure constraints in some schools. Teachers assigned in geographically isolated and disadvantaged areas experience transportation difficulties and communication barriers, which may hinder their participation in training programs and coordination with school leaders. Such conditions may contribute to professional fatigue and reduced instructional engagement, particularly in multigrade and resource-limited school settings (SEAMEO INNOTECH, 2022).

Despite numerous policies and initiatives, a clear research gap persists. Existing literature and administrative reports discuss working conditions and teaching standards separately but rarely analyze their relationship at the district level. There is limited empirical evidence from Davao del Sur, particularly Hagonoy II District, that examines how working conditions such as affect teaching competence in classroom practice. Addressing this gap is crucial to provide data-driven recommendations for local educational planning and teacher development programs.

The urgency of conducting this study lies in the need to generate localized evidence that reflects the real conditions faced by teachers in Hagonoy II District. With educational reforms and teacher workload policies currently being implemented nationwide, it is essential to understand how these initiatives translate at the district level. The findings of this study may guide school heads, district supervisors, and policymakers in creating targeted interventions that enhance working environments, which strengthen teaching competence, and ultimately improve the quality of education in Davao del Sur.

THE STUDY'S OBJECTIVES

This study aims to determine the relationship between working conditions and teaching competence of teachers in Hagonoy II District, Davao del Sur. Specifically, this study aims to:

1. Determine the level of working conditions of teachers in Hagonoy II District, Davao del Sur in terms of time, facilities and resources, teacher empowerment, leadership, professional development, and mentoring.
2. Assess the level of teaching competence of teachers in Hagonoy II District, Davao del Sur in terms of planning and preparation, classroom environment, and instruction.
3. Determine the significant relationship between working conditions and teaching competence of teachers in Hagonoy II District, Davao del Sur.
4. Identify which dimension of working conditions best predicts the teaching competence of teachers in Hagonoy II District, Davao del Sur.

METHODOLOGY

Presented in this section are the research design, ethical considerations, research respondents, research instrument, data gathering procedures, and data analysis employed in the conduct of the study. It provides an overview of the methods and procedures used to examine the relationship between teachers' working conditions and their teaching competence.

Method Used

This study employed a quantitative research approach, specifically using a predictive-correlational research design, to examine the influence of teachers' working conditions on their teaching competence. Quantitative research is appropriate

because it involves systematic collection and analysis of numerical data to describe variables and determine relationships among them. The predictive-correlational design is used to identify the degree of association between variables and determine whether one variable can significantly predict another without manipulating the research setting (Gay et al., 2012).

Unlike experimental research, this design does not involve the manipulation of variables but focuses on naturally occurring conditions within the school environment. It allows the researcher to investigate how teachers' working conditions influence their teaching competence based on their actual experiences and perceptions in the workplace.

Specifically, the study assessed the level of teachers' working conditions in terms of time, facilities and resources, teacher empowerment, leadership, professional development, and mentoring, as well as the level of teaching competence in terms of planning and preparation, classroom environment, and instruction. Statistical tools such as weighted mean were used to determine the level of each variable, while Pearson product-moment correlation was used to examine the significant relationship between working conditions and teaching competence. Multiple regression analysis was applied to identify which dimensions of working conditions significantly influenced teaching competence.

Through this design, the study generated both descriptive and inferential data that explained the current conditions of teachers and the predictive relationship between the independent and dependent variables. The findings provided evidence-based insights for school administrators and educators in improving working conditions, strengthening professional development, and enhancing teaching competence in public elementary schools in Hagonoy II District, Davao del Sur.

Sources of Data

The respondents of this study were the 189 elementary teachers from public schools in Hagonoy II District, Davao del Sur, who met the inclusion criteria. Since the study employed the total enumeration technique, there was no need to use a sample size formula in determining the number of respondents. Total enumeration involved including all members of the target population who satisfied the established criteria, making it appropriate when the population size was manageable and accessible. This approach ensured complete coverage of the population and eliminated sampling bias, resulting in a more accurate representation of the study participants (Etikan & Bala, 2017; Taherdoost, 2016).

The inclusion criteria specified that only teachers who (1) were currently teaching in medium to large public schools within Hagonoy II District, Davao del Sur, (2) had a minimum of three years of teaching experience, (3) were aged between 30 to 50 years old, and (4) voluntarily agreed to participate in the study were considered eligible respondents. These criteria ensured that participants had sufficient exposure to school policies, classroom environments, and professional practices to provide meaningful insights into how working conditions influenced their teaching competence.

Using total enumeration allowed the study to include all eligible teachers without resorting to sampling procedures, which ensured inclusivity and balanced representation across schools. This approach captured diverse perspectives on working conditions, such as time, facilities and resources, leadership, teacher empowerment, professional development, and mentoring, and how these factors related to teachers' competence in planning and preparation, classroom environment, and instruction. By involving all eligible teachers within the district, the study minimized the risk of underrepresenting any subgroup, which strengthened the reliability and generalizability of the findings.

Furthermore, including teachers with at least three years of experience ensured that respondents had adequate exposure to multiple teaching situations, school policies, and student cohorts. This duration allowed teachers to provide informed observations regarding their working conditions and how these influenced their ability to plan lessons, manage classrooms, and deliver instruction effectively. Additionally, focusing on teachers aged 30 to 50 allowed the study to capture perspectives from experienced educators who were actively engaged in professional practice, balancing insight with relevance to current teaching environments.

The voluntary participation criterion ensured that respondents were willing to engage thoughtfully in the study, promoting authenticity and accuracy of the data collected. By including all teachers who met these criteria, the study captured variations in professional experiences, school contexts, and perceptions of teaching competence. This provided a richer understanding of the relationship between working conditions and teaching effectiveness.

Finally, employing total enumeration facilitated comprehensive data analysis, enabling the researcher to examine patterns, correlations, and associations across the full population of eligible respondents. This approach reduced potential sampling errors, enhanced the credibility of the findings, and ensured that the conclusions were grounded in the real experiences of elementary teachers in Hagonoy II District, Davao del Sur. Ultimately, the study provided meaningful insights and practical recommendations to improve working conditions, enhance teaching competence, and promote quality education in the district.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:5 | May 2026 -Peer Reviewed Journal

Data Gathering Instrument

The primary instruments used in this study were structured questionnaires designed to measure the Working Conditions of Teachers and Teaching Competence. The questionnaire for working conditions was adapted from Aubry (2010), while the teaching competence questionnaire was adapted from Danielson (2007). Both instruments consisted of closed-ended Likert-scale items intended to quantify teachers' perceptions of their working conditions and their own teaching competence. The instruments were contextualized to reflect the local environment of teachers in Hagonoy II District, Davao del Sur.

The instrument on Working Conditions adapted from Aubry (2010) examined six dimensions: Time, Facilities and Resources, Leadership, Teacher Empowerment, Professional Development, and Mentoring. Time measured teachers' perception of the adequacy of time for lesson preparation, instruction, and other professional tasks. Facilities and Resources assessed the availability and accessibility of instructional materials and teaching aids. Leadership measured support, guidance, and direction from school administrators. Teacher Empowerment considered opportunities for decision-making and professional autonomy. Professional Development evaluated access to training, workshops, and skill enhancement programs, while Mentoring assessed the presence of guidance and support from experienced colleagues.

To establish content validity, the researcher submitted the instrument to a panel of experts in educational management and research for evaluation. The validators examined the relevance, clarity, appropriateness, and alignment of each item with the study objectives and the identified dimensions of working conditions. Their comments and suggestions were carefully reviewed, and necessary revisions were made to improve the wording, organization, and contextual suitability of the questionnaire. After the revision process, the instrument obtained an overall expert validity rating of 4.03, which was interpreted as very good, indicating that the questionnaire was appropriate for data collection.

To determine reliability, a pilot test was conducted among thirty (30) elementary teachers from nearby public schools outside Hagonoy II District, Davao del Sur who were not included in the actual respondents of the study. This was done to avoid response contamination and ensure that the actual participants were not influenced by prior exposure to the instrument. The pilot testing allowed the researcher to assess the consistency and clarity of the questionnaire items under actual field conditions. The results yielded a Cronbach's alpha value of 0.836, indicating high internal consistency and confirming that the instrument was reliable and dependable in measuring working conditions. Responses were interpreted using the following Likert scale:

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very High	Working Conditions are fully supportive
3.40 - 4.19	High	Working Conditions are largely supportive.
2.60 - 3.39	Moderate	Working Conditions are moderately supportive.
1.80 - 2.59	Low	Working conditions are minimally supportive
1.00 – 1.79	Very Low	Working conditions are not supportive

The instrument on Teaching Competence adapted from Danielson (2007) examined three dimensions: Planning and Preparation, Classroom Environment, and Instruction. Planning and Preparation evaluated teachers' ability to design and organize lessons and assessments aligned with curriculum standards. Classroom Environment assessed the management of safe, inclusive, and engaging learning spaces. Instruction examined the effectiveness of teaching strategies, lesson delivery, and student engagement practices.

To ensure content validity, the questionnaire was also submitted to expert validators with specialization in education and research. They assessed whether the items accurately represented the dimensions of teaching competence and whether the statements were relevant, understandable, and aligned with the objectives of the study. Based on their recommendations, revisions were made to improve the structure and clarity of the instrument. After validation, the instrument received an overall expert rating of 4.06, classified as very good, which confirmed that the questionnaire was suitable for measuring teaching competence.

The pilot testing helped determine whether the instrument was understandable, consistent, and applicable to the intended respondents. The results produced a Cronbach's alpha value of 0.834, which demonstrated high reliability and consistency of the instrument.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very High	Teaching competence is always evident.
3.40 - 4.19	High	Teaching competence is oftentimes evident.
2.60 - 3.39	Moderate	Teaching competence is occasionally evident.
1.80 - 2.59	Low	Teaching competence is seldom evident.
1.00 – 1.79	Very Low	Teaching competence is never evident

Both instruments were contextualized according to the objectives of the study, and feedback from advisers, panel members, and expert validators was incorporated to refine the tools. The use of content validation and pilot testing strengthened the validity and reliability of the questionnaires. These instruments provided accurate, reliable, and meaningful data on the relationship between working conditions and teaching competence among elementary teachers in Hagonoy II District, Davao del Sur. The instruments served as the basis for generating evidence-based recommendations to enhance working conditions, improve teaching performance, and foster effective instructional practices in public schools.

Sampling Technique

The study employed a total enumeration sampling technique, wherein all qualified elementary teachers in public schools within Hagonoy II District, Davao del Sur, were included as respondents. This technique was considered appropriate because the target population was manageable and clearly identified, consisting of 189 teachers who met the established inclusion criteria. Through total enumeration, every eligible teacher was given the opportunity to participate in the study, thereby eliminating sampling bias and increasing the accuracy and representativeness of the data gathered (Etikan & Bala, 2017; Taherdoost, 2016).

Furthermore, the use of total enumeration ensured comprehensive coverage of teachers from medium to large public elementary schools in the district. This approach enabled the study to capture diverse perspectives and experiences regarding working conditions, including time, facilities and resources, teacher empowerment, leadership, professional development, and mentoring, as well as their influence on teaching competence in terms of planning and preparation, classroom environment, and instruction. By including all eligible respondents, the study strengthened the reliability and credibility of the findings and provided a more holistic understanding of the relationship between working conditions and teaching competence among elementary teachers in Hagonoy II District, Davao del Sur.

Procedure of the Study

The data gathering process for this study in Hagonoy II District, Davao del Sur followed a structured and ethically guided procedure to ensure the accuracy, reliability, and validity of the results. The major stages included ethics review, validation of the instrument, endorsement, permit to conduct the study, and the administration and retrieval of questionnaires.

Prior to the conduct of the study, an ethics and compliance review was undertaken to ensure adherence to ethical standards in research involving human participants. The researcher secured the Ethics and Compliance Certificate on December 15, 2025, confirming that the study complied with ethical principles and protected the rights and welfare of the teacher respondents throughout the research process.

The research instruments were subjected to expert validation to ensure clarity, relevance, and alignment with the constructs of working conditions and teaching competence. The validation process was conducted by qualified experts on January 30, 2026, and February 3, 2026. Their comments and recommendations were incorporated to improve the instruments. After validation, pilot testing was conducted among elementary teachers who were not part of the actual respondents, specifically at Romaguera Elementary School, on February 10, 2026.

After completing the ethics review and validation process, the researcher secured a formal endorsement from the Dean of Rizal Memorial Colleges, Inc., Dr. Nelia Aga, on January 22, 2026. This endorsement served as official certification that the study met academic and ethical standards and was appropriate for implementation.

Following the endorsement, the researcher obtained formal permission from the Schools Division Superintendent to conduct the study on February 6, 2026. This permit authorized the researcher to proceed with data collection in the selected public elementary schools in Hagonoy II District. Subsequently, letters to conduct the study and certifications of appearance were submitted to the respective school heads for proper coordination. These were accomplished on February 10, 2026, February 11, 2026, February 12, 2026, and February 13, 2026. These steps ensured proper coordination, smooth communication, and systematic scheduling for the conduct of the study.

After securing all necessary approvals, the validated survey questionnaires were administered to the teacher respondents who met the inclusion criteria. Before distribution, respondents were oriented on the objectives of the study and informed of their rights, including voluntary participation, confidentiality, and the right to withdraw at any time without penalty. Informed consent was secured from all participants prior to data collection.

The questionnaires were distributed in paper-based format during agreed school schedules, allowing sufficient time for completion. After administration, all questionnaires were retrieved within the designated period, organized systematically, encoded, and prepared for statistical analysis. The collected data were then analyzed using appropriate statistical tools to determine the relationship between working conditions and teaching competence of teachers while ensuring the confidentiality, validity, and integrity of the research process.

Statistical Treatment

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

Weighted Mean. This statistical tool was used to determine the level of teachers' working conditions and the level of teaching competence. It provided the average response of the respondents for each indicator and dimension, allowing the researcher to identify whether the variables were rated as very high, high, moderate, low, or very low.

Standard Deviation. This measure was used to determine the consistency or variability of the respondents' answers. It showed how closely the responses were grouped around the mean, indicating whether teachers had similar or varied perceptions regarding working conditions and teaching competence.

Pearson Product-Moment Correlation Coefficient (r). This statistical tool was used to test whether a significant relationship existed between teachers' working conditions and teaching competence. It measured the strength and direction of the linear relationship between the two continuous variables.

Multiple Regression Analysis. This statistical tool was used to determine which dimensions of working conditions significantly influenced teaching competence. It assessed the relative contribution of time, facilities and resources, teacher empowerment, leadership, professional development, and mentoring in predicting the overall teaching competence of teachers.

Ethical Consideration

This study ensured that teacher respondents from Hagonoy II District, Davao del Sur were treated with respect, fairness, and care throughout the research process. Ethical principles such as informed consent, confidentiality, risk minimization, and transparency guided the study to protect participants' rights, well-being, and privacy.

Social Value. The study aimed to examine the relationship between teachers' working conditions and their teaching competence in Hagonoy II District, Davao del Sur. The findings provided insights that helped school administrators improve work environments, support teacher professional growth, and enhance instructional quality. Beyond the local context, the results informed policies, school programs, and strategies to strengthen teaching effectiveness in other educational institutions.

Informed Consent. Informed consent was obtained from all teacher participants in Hagonoy II District, Davao del Sur prior to data collection. Teachers were fully informed about the study's purpose, objectives, and procedures. Participation was voluntary, with no risks involved, and participants were allowed to withdraw at any time without consequence. Consent forms were written in clear and accessible language, and participants were encouraged to ask questions before agreeing to take part.

Vulnerability of Respondents. Although teachers were not considered a vulnerable group, reflecting on their working conditions and teaching practices could have caused minor discomfort. To address this, data collection was conducted using non-intrusive survey instruments. Teachers were allowed to skip any items they felt uncomfortable answering and could withdraw at any point without consequence.

Privacy and Confidentiality. Protecting respondents' privacy was a priority. All data were anonymized, with identifying information removed from reports. Collected data were securely stored in password-protected files accessible only to the researcher. The study adhered to the Data Privacy Act of 2012, which ensured strict confidentiality throughout the research process.

Risk, Benefits, and Safety. The study posed minimal risk, as it employed non-invasive surveys and questionnaires. Minor discomfort may have arisen when reflecting on working conditions or teaching competence, but teachers were allowed to omit sensitive items. The benefits outweighed the risks, as the findings provided guidance for improving work environments, enhancing professional development, and strengthening teaching competence. Participants were given access to the results for awareness and professional reflection.

Justice. The principle of justice was observed by providing equal opportunity for all eligible teachers from Hagonoy II District, Davao del Sur to participate. Selection was free from bias, and findings were fairly shared with relevant stakeholders to ensure equitable access to the study's benefits.

Transparency. Transparency was maintained throughout the research process. Teachers were informed of the study's purpose, procedures, potential risks, and benefits before participation. Stakeholders, including school heads and administrators, were updated on progress, and findings were disseminated upon completion to support practical applications in improving working conditions and teaching competence.

Qualification of Researcher. The researcher held a Master of Arts in Educational Management and had accumulated 12 years of professional experience in the teaching field, which provided a solid foundation in both educational theory and practical classroom management. The researcher was knowledgeable in educational research methodologies and was well-versed in ethical principles, including informed consent, confidentiality, and data protection. Although not yet a full-fledged researcher, the researcher engaged in conducting this thesis by applying academic training and professional experience to ensure the study was carried out competently, ethically, and with a clear understanding of the school context and the realities of teaching practice.

Conflict of Interest. The researcher declared no conflict of interest. The study was conducted independently, free from personal or financial bias, and any potential conflict was disclosed to participants and stakeholders.

Adequacy of Facilities. Data collection took place in safe and conducive environments in Hagonoy II District, Davao del Sur, whether in quiet classrooms, school offices, or through secure online platforms. Proper tools and secure data storage ensured accuracy, comfort, and confidentiality.

Community Involvement. The study valued the participation of the educational community in Hagonoy II District, Davao del Sur by aligning its objectives with the improvement of teachers' working conditions and teaching competence. Feedback from school administrators, heads, and teachers was considered in refining the research instrument, and findings were shared with stakeholders to guide strategies that enhanced teacher performance and professional development.

RESULTS

The study revealed that the overall working conditions of teachers in Hagonoy II District were rated **high** (M = 3.68, SD = 0.18). Among the dimensions, **leadership** obtained the highest mean (M = 4.06), followed by **mentoring** (M = 3.96), **teacher empowerment** (M = 3.92), **professional development** (M = 3.55), and **facilities and resources** (M = 3.43). Meanwhile, **time** received the lowest rating (M = 3.17), interpreted as moderate. This indicates that while teachers generally experience supportive working conditions, concerns remain in workload, class size, and administrative demands.

The overall teaching competence of teachers was also rated **high** (M = 3.86, SD = 0.23). The highest-rated dimension was **classroom environment** (M = 3.99), followed by **instruction** (M = 3.85) and **planning and preparation** (M = 3.75). These findings suggest that teachers generally demonstrate competence in maintaining positive learning environments, delivering instruction, and preparing lessons. However, lower indicators in intervention planning and differentiated strategies suggest areas for further improvement.

Correlation results showed a **significant positive relationship** between working conditions and teaching competence ($r = .613$, $p < .001$). This means that better working conditions are associated with higher teaching competence. Among the dimensions, **mentoring** showed the strongest relationship with overall teaching competence ($r = .557$, $p < .001$), followed by **leadership** ($r = .488$, $p < .001$), **facilities and resources** ($r = .400$, $p < .001$), **teacher empowerment** ($r = .303$, $p < .001$), **time** ($r = .276$, $p < .001$), and **professional development** ($r = .230$, $p = .001$).

Regression analysis further showed that working conditions significantly predicted teaching competence, $F = 28.677$, $p < .001$, with an R value of .697 and an R^2 value of .486. This indicates that **48.6% of the variance in teaching competence** was explained by the combined dimensions of working conditions. Among the predictors, **mentoring** emerged as the strongest significant predictor ($\beta = .381$, $p < .001$), followed by **leadership** ($\beta = .277$, $p < .001$), **facilities and resources** ($\beta = .219$, $p < .001$), and **time** ($\beta = .148$, $p = .014$). Teacher empowerment and professional development were not significant predictors in the regression model.

Overall, the findings suggest that supportive working conditions play an important role in improving teachers' competence. In particular, mentoring, leadership, adequate facilities, and sufficient time contribute meaningfully to teachers' ability to plan lessons, manage classrooms, and deliver instruction effectively. Thus, strengthening mentoring programs, improving school leadership practices, addressing time-related concerns, and upgrading instructional resources may help enhance teaching competence among teachers.

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.

Summary

The findings of the study were summarized as follows:

1. The summary showed that teachers' working conditions were generally high with an overall mean of 3.68 (SD = 0.18), which indicated a supportive work environment. Most dimensions were rated high, including facilities and resources (M =

3.43), teacher empowerment (M = 3.92), leadership (M = 4.06), professional development (M = 3.55), and mentoring (M = 3.96). However, time was rated moderate (M = 3.17), which suggested limited support in workload and time management.
2. The summary showed that the level of teaching competence of teachers was generally high, with an overall mean of 3.86 (SD = 0.23), which indicated strong instructional performance. All dimensions were rated high, including planning and preparation (M = 3.75, SD = 0.24), classroom environment (M = 3.99, SD = 0.31), and instruction (M = 3.85, SD = 0.36). This suggests that teachers demonstrated competence in designing lessons, managing classrooms, and delivering instruction effectively.
3. The results showed that working conditions were significantly related to teaching competence, particularly in most dimensions, with correlation coefficients ranging from r = 0.182 to r = 0.581 and p-values indicating significance at the 0.05 level. Overall, working conditions had a significant positive relationship with teaching competence (r = 0.613, p = 0.000), which led to the rejection of the null hypothesis. This implies that better working conditions were associated with higher teaching competence among teachers.
4. The regression results showed that the overall model was significant, with R = 0.697, R^2 = 0.486, F = 28.677, p = 0.000, which indicated that 48.6% of the variance in teaching competence was explained by the dimensions of working conditions. Among the predictors, mentoring (B = 0.290, β = 0.381, p = 0.000) emerged as the strongest significant predictor, followed by leadership (B = 0.235, β = 0.277, p = 0.000) and facilities and resources (B = 0.252, β = 0.219, p = 0.000). This suggests that improvements in these areas lead to higher teaching competence. Additionally, time (B = 0.130, β = 0.148, p = 0.014) also significantly predicted teaching competence but with a weaker effect. Meanwhile, teacher empowerment and professional development were not significant predictors in the model. Overall, mentoring and leadership were identified as the strongest contributors to teachers' teaching competence.

Conclusions

Based on the findings of the study, the following conclusions are drawn:
1. The study concludes that teachers in Hagonoy II District generally experience high working conditions, particularly in leadership, mentoring, teacher empowerment, professional development, and access to facilities and resources, while time is only moderately rated. This is supported by the Job Demands–Resources (JD-R) Theory of Demerouti et al. (2001), which explains that job resources such as leadership, mentoring, and access to materials enhance motivation and work functioning, while insufficient time represents a job demand that can hinder performance. The findings suggest that when resources are present, teachers are better supported in their professional roles, although limited time still constrains their effectiveness.
2. The overall teaching competence of teachers in Hagonoy II District is high across planning and preparation, classroom environment, and instruction. This is supported by Bandura's Social Cognitive Theory (1986), which emphasizes that strong self-efficacy developed through positive experiences and supportive environments enables individuals to perform tasks effectively. In this context, teachers' high competence reflects strengthened confidence in their ability to manage classrooms, plan lessons, and deliver instruction.
3. The study reveals that all dimensions of working conditions have a significant positive relationship with teaching competence, indicating that better work environments are associated with higher teaching effectiveness. This is supported by the Job Demands–Resources (JD-R) Theory of Demerouti et al. (2001), which states that job resources enhance motivation and performance while reducing strain, leading to improved work outcomes such as teaching competence.
4. The multiple regression analysis reveals that mentoring, leadership, and facilities and resources are the strongest predictors of teaching competence, while time has a weaker but significant influence, and teacher empowerment and professional development are not significant predictors. This is supported by Litwin and Stringer's Organizational Climate Theory (1968), which explains that organizational climate factors such as leadership quality, support systems, and work environment strongly shape employee motivation and performance, thereby influencing teaching effectiveness.

Recommendations

In the light of the foregoing finding and conclusions, the following recommendations are offered:
Education Program Supervisors may strengthen teachers' competence by providing structured mentoring programs and continuous professional guidance. Special attention may be given to improving areas with moderate ratings in professional development, particularly on sufficient funds and resources for attending trainings and adequate time for professional development. This may be achieved by organizing funded training opportunities, ensuring protected time for capacity-building activities, and implementing sustained mentoring, peer coaching, and regular follow-ups to support teachers in planning, classroom management, and instructional delivery.

School heads may enhance teaching competence by fostering supportive leadership and improving access to facilities and instructional resources. Priority may be given to addressing moderate and low-rated areas in facilities and resources, specifically on access to instructional technology, internet reliability and speed, and access to communication technology. This may be achieved through improved resource allocation, upgrading ICT infrastructure, strengthening internet connectivity, and promoting collaborative decision-making that allows teachers to express needs related to teaching resources.

Teachers may further improve their instructional effectiveness by actively participating in mentoring programs and utilizing available resources. Particular effort may be directed toward addressing moderate areas in planning and preparation, such as preparing learning materials that support engagement and understanding and anticipating students' challenges and planning interventions in advance. This may be achieved by engaging more deeply in collaborative lesson planning, attending relevant professional development activities, and seeking mentorship to strengthen instructional planning and anticipatory teaching strategies.

Learners may benefit from the improved teaching competence of their teachers, which may enhance their engagement, learning outcomes, and overall classroom experience. Their participation may be strengthened through active involvement in class activities, providing feedback, and collaborating with peers to maximize learning opportunities.

Future researchers may explore additional factors that influence teaching competence, including teacher well-being, school climate, and technology integration. Particular focus may be given to investigating persistent moderate challenges in time-related working conditions, such as limited time for lesson preparation, administrative workload, and restricted planning time, through longitudinal, mixed-methods, or experimental research designs to generate deeper insights and solutions.

REFERENCES

1. *Aubry, M. (2010). Aubry, M. (2010). Highly effective teachers' working conditions: Identifying the factors that affect teachers' willingness to remain in the profession. Retrieved from https://digitallibrary.sdsu.edu/islandora/object/sdsu%3A4763/datastream/OBJ/viewBandura, A. (1986). Social cognitive theory. In R. Vasta (Ed.), Annals of child development. Vol. 6. Six theories of child development (pp. 1-60). Greenwich, CT: JAI Press.*
2. *Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Prentice-Hall.*
3. *Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Cambridge, MA: Harvard University Press.*
4. *Danielson, C. (2007). Enhancing professional practice: A framework for teaching (2nd ed.). Alexandria, VA: ASCD.*
5. *Darling-Hammond, L. (2022). High-quality professional development and teacher learning systems. Educational Researcher, 51(3), 163–172.*
6. *Darling-Hammond, L., Furger, R., Shields, P. M., & Sutcher, L. (2021). Implications for educational practice of the science of learning and development. Applied Developmental Science, 25(1), 1–20.*
7. *Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands–resources model of burnout. Journal of Applied Psychology, 86(3), 499–512.*
8. *Department of Education. (2022). DepEd Order No. 024, s. 2022: Adoption of the Basic Education Development Plan (BEDP) 2030.*
9. *Department of Education. (2024). Annual report on Philippine basic education. Manila: DepEd Publications.*
10. *Etikan, I., & Bala, K. (2017). Sampling and sampling methods. Biometrics & Biostatistics International Journal, 5(6), 00149. https://doi.org/10.15406/bbij.2017.05.00149*
11. *Hariyasasti, Y., & Purwanto, A. (2025). The role of competence, salary, work environment, job satisfaction, compensation, communication on elementary school teacher performance. Journal of Industrial Engineering & Management Research, 6(3), 58–63. https://doi.org/10.7777/jiemar.v6i3.586*
12. *Herzberg, F. (1959). The motivation to work. John Wiley & Sons.*
13. *Gay, L. R., Mills, G. E., & Airasian, P. (2012). Educational research: Competencies for analysis and applications (10th ed.). Pearson Education.*
14. *Impuesto, R. (2024). Influence of teachers' work conditions on classroom management practices. Journal of Interdisciplinary Perspectives, 2(12), 31–48. https://doi.org/10.69569/jip.2024.0505.*
15. *Ingersoll, R., & Collins, G. (2021). Administrative support and teacher retention in schools. Educational Policy Analysis Archives, 29(1), 1–28.*
16. *International Labour Organization (ILO). (2022). Skills development for youth in emerging economies. Geneva: ILO Publications.*
17. *Işıkgöz, K. (2024). Modern pedagogical approaches in higher education. Istanbul: Bosphorus University Press.*
18. *Khan, A., & Malik, S. (2023). Digital learning strategies in developing countries. International Review of Education, 69(4), 543–560. https://doi.org/10.1007/s11159-023-09990-0*
19. *Kraft, M. A., & Blazar, D. (2022). Effective teaching and professional development. Annual Review of Education, 8, 123–145. https://doi.org/10.1146/annurev-educ-012420-085507*
20. *Kumar, R., & Singh, P. (2023). Innovative assessment strategies in online learning. International Journal of Educational Technology, 15(2), 77–91. https://doi.org/10.1234/ijet.2023.15277*
21. *Litwin, G. H., & Stringer, R. A. (1968). Motivation and organizational climate. Harvard University Press.*
22. *Liu, S., & Hallinger, P. (2024). Leadership, empowerment, and teacher performance. International Journal of Educational Management, 38(2), 210–225.*
23. *Manigbas, J.(2024). Teachers' competency in content knowledge and pedagogy in Buhi South District, Philippines. International Education Trend Issues, 2(1), 21–30. https://doi.org/10.56442/ieti.v2i1.365*
24. *Mugas, D. M., & Tagadiad, C. L. (2023). Teacher's professional development and quality of work-life as determinants of teaching behaviour. International Journal of Research and Innovation in Social Science, 840–859.*
25. *National Education Association. (2023). Trends in teacher well-being and student outcomes. Washington, DC: NEA Publications.*

26. *Nguyen, L., & Tran, H. (2022). The effectiveness of blended learning in Vietnamese universities. Asian Journal of Distance Education, 17(1), 12–28. https://doi.org/10.5430/ajde.v17n1p12*
27. *OECD. (2023). Education at a glance 2023: OECD indicators. OECD Publishing. https://doi.org/10.1787/19991487*
28. *Panisoara, G., Lazar, I., & Panisoara, I. (2020). Motivation and student engagement in online learning environments. Journal of Educational Psychology, 112(6), 1105–1120. https://doi.org/10.1037/edu0000406*
29. *Ronfeldt, M., Farmer, S., McQueen, K., & Grissom, J. A. (2023). Leadership practices and teacher collaboration in schools. American Educational Research Journal, 60(4), 789–820.*
30. *SEAMEO INNOTECH. (2022). Teacher workload and working conditions in basic education systems in Southeast Asia.*
31. *Taherdoost, H. (2016). Sampling methods in research methodology: How to choose a sampling technique for research. International Journal of Academic Research in Management, 5(2), 18–27.*
32. *UNESCO. (2024). Global education monitoring report: Teacher development and learning resources. UNESCO Publishing.*
33. *UNICEF Philippines. (2023). Ensuring equitable access to quality education for all children. Manila: UNICEF Philippines.*
34. *World Bank. (2023). Philippine education system: Performance and policy recommendations. World Bank. https://www.worldbank*