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PROFESSIONAL EFFECTIVENESS AND SELF-AWARENESS OF ELEMENTARY SCHOOL TEACHERS IN DAVAO DEL NORTE DIVISION

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ABSTRACT

This study examined the relationship between professional effectiveness and self-awareness among 113 elementary teachers in the Division of Davao del Norte. Specifically, it aimed to determine the extent of professional effectiveness in terms of preparation and teaching planning, classroom management, knowledge of the subject matter, teaching characteristics, and interpersonal relations, as well as the extent of self-awareness in terms of knowledge, disposition, and performance. It also sought to establish whether a significant relationship exists between the two variables and to identify which domains of professional effectiveness significantly influence self-awareness. A descriptive-correlational research design was employed using validated and pilot-tested survey instruments. Data were analyzed using weighted mean to determine the level of each variable, Pearson product moment correlation to assess the relationship, and multiple regression analysis to identify predictors, all tested at a 0.05 level of significance. Findings revealed that professional effectiveness was extensive across all domains, indicating that it is oftentimes evident among teachers. Likewise, self-awareness was also extensive across knowledge, disposition, and performance. A significant and very strong positive relationship was found between professional effectiveness and self-awareness. Regression analysis further showed that professional effectiveness significantly predicts self-awareness, with knowledge of the subject matter emerging as the only significant predictor. Based on these findings, it is recommended that school leaders strengthen subject-matter expertise, promote reflective practices, and implement collaborative professional development programs to enhance both professional effectiveness and self-awareness among teachers.

KEYWORDS: *Professional Effectiveness, Self-Awareness, Elementary Teachers, Davao Del Norte Division*

INTRODUCTION

Understanding the relationship between professional effectiveness and self-awareness is crucial in fostering quality education, particularly in the context of Davao del Norte. Professional effectiveness, characterized by factors such as preparation and teaching planning, classroom management, knowledge of the subject matter, teaching characteristics, and interpersonal relations, plays a pivotal role in ensuring successful learning outcomes. Equally significant is self-awareness, which encompasses knowledge, disposition, and performance. Exploring how these two variables interact can provide valuable insights into improving instructional strategies and ensuring effective teaching practices. This study aims to investigate the correlation between professional effectiveness and self-awareness skills among elementary school educators in the Division of Davao del Norte, addressing gaps in professional growth and reflective teaching practices.

Globally, the issue of professional effectiveness continues to present significant challenges in education systems. One prominent concern is the lack of effective classroom management skills among teachers, which directly impacts student engagement and academic achievement. According to Marzano (2019), effective classroom management strategies are essential in establishing an environment conducive to learning. However, many educators worldwide face difficulties in balancing discipline with instructional delivery, resulting in disrupted learning environments. Additionally, teacher preparedness remains a persistent issue in the global educational landscape. Darling-Hammond et al. (2020) emphasize that insufficient training in lesson planning, instructional design, and content mastery contributes to ineffective teaching practices, hindering the achievement of learning objectives. These international challenges highlight the need for improved teacher preparation and professional development initiatives.

In the Philippine educational context, issues concerning teacher competence and self-awareness practices have been widely documented. One key concern is the gap in content mastery, particularly in subjects such as mathematics, science, and English. Research by Bernardo et al. (2019) highlights that Filipino teachers often experience difficulties in aligning lesson content with students' diverse learning needs due to limited professional development opportunities. Furthermore, the practice of self-awareness among teachers remains underutilized in the country. As noted by Dizon (2021), many educators in the Philippines lack formal mechanisms for reflecting on their teaching performance, limiting opportunities for improvement. This gap in self-awareness practices is concerning, as it prevents teachers from identifying weaknesses in instructional delivery and adopting evidence-based strategies to address these gaps. Consequently, these challenges

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underscore the need for stronger self-awareness frameworks and enhanced teacher training programs to improve instructional effectiveness.

Focusing on the Division of Davao del Norte, local educators face unique challenges that further impede professional effectiveness and self-awareness practices. One pressing concern is the limited integration of strategic lesson planning in teaching preparation. As Alonzo (2021) observed, teachers in rural areas of Davao del Norte often struggle to create comprehensive lesson plans that accommodate diverse student backgrounds, learning styles, and achievement levels. This problem stems from limited access to updated instructional resources and inadequate professional development programs, which hinder teachers from applying innovative strategies in their classrooms. As a result, educators may rely on traditional, less adaptive teaching methods that fail to address the varying needs of their students. This study contributes to the broader goal of enhancing the quality of education in Davao del Norte by promoting evidence-based strategies for improving professional effectiveness and self-awareness. By addressing the identified gaps and emphasizing localized solutions, this research aims to support teachers in adopting reflective practices that lead to improved instructional delivery, student engagement, and academic performance

OBJECTIVES

1. To determine the extent of professional effectiveness in terms of:
    1.1. preparation and teaching planning;
    1.2. classroom management;
    1.3. knowledge of the subject matter;
    1.4. teaching characteristics; and
    1.5. interpersonal relations of elementary teachers?
2. To determine the extent of self-awareness in terms of:
    2.1. knowledge;
    2.2. disposition; and
    2.3. performance?
3. To establish whether there is a significant relationship between Professional Effectiveness and Self-awareness of elementary school teachers?
4. To identify which of the domains of the professional effectiveness significantly influence self-awareness?

METHODOLOGY

In this study, a quantitative research design was employed, specifically utilizing a descriptive correlational technique. Quantitative research was a systematic investigation that relied on numerical data to describe, explain, or predict relationships between variables (Creswell & Creswell, 2018). By adopting this method, the study aimed to measure the extent of professional effectiveness and self-awareness among teachers in the Division of Davao del Norte and determine the relationship between these two variables. This approach was effective in generating objective data that could be analyzed using statistical tools, ensuring accurate and unbiased results (Apuke, 2018).

The descriptive aspect of the research design focused on observing and describing the characteristics of professional effectiveness and self-awareness without manipulating any variables. According to Korrapati (2018), descriptive research aimed to provide a comprehensive understanding of the observed phenomena by gathering data that reflected their current state. This method was appropriate for this study as it enabled the researcher to gather information regarding teachers' effectiveness in terms of preparation and planning, classroom management, subject knowledge, teaching characteristics, and interpersonal relations, alongside their self-awareness in terms of knowledge, disposition, and performance. By exploring these dimensions, the study aimed to present a clear and detailed picture of the variables under investigation.

This study involved elementary teachers in Davao del Norte as the target population, with a total of 157 teachers. To determine the appropriate sample size, Slovin's formula was utilized to ensure a representative subset of respondents while maintaining statistical reliability. Slovin's formula, expressed as $n = N / (1 + Ne^2)$, was commonly used in quantitative research when the population size was known and a margin of error was specified (Tejada & Punzalan, 2022). Using a 5% margin of error, the computed sample size for this study was 113 respondents. This sample size was considered sufficient to provide accurate estimates and support generalizable findings within the defined population (Yamane, 1967).The selection of respondents was further guided by specific inclusion criteria to ensure the relevance and quality of the data collected. Only elementary teachers who had at least one year of teaching experience were included, as they were more likely to have developed sufficient exposure to instructional practices, self-assessment processes, and professional effectiveness strategies. Additionally, participants were required to be currently employed in public elementary schools in Davao del Norte to ensure alignment with the context and objectives of the study. These criteria were consistent with recommendations in quantitative research, which emphasized selecting respondents who possessed adequate experience and direct involvement in the variables being studied to ensure the validity and reliability of findings (Creswell & Creswell, 2019). By applying a systematic sampling approach and clearly defined inclusion criteria, the study ensured that the selected respondents accurately represented the population and contributed to the credibility of the research results.

RESULTS

Based on the findings of this study, the extent of professional effectiveness among the 113 elementary teachers in the Division of Davao del Norte was found to be extensive, which implies that it is oftentimes evident in their professional practices. All domains of professional effectiveness, namely preparation and teaching planning, classroom management, knowledge of the subject matter, teaching characteristics, and interpersonal relations, were rated at an extensive level. This indicates that teachers consistently demonstrate competence in organizing lessons, managing classroom environments, mastering content, exhibiting desirable teaching behaviors, and building positive relationships within the school community. Such findings suggest that teachers possess the necessary professional competencies required to deliver effective instruction and facilitate meaningful learning experiences.

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Further, the extent of self-awareness among the teachers was also found to be extensive, indicating that it is likewise oftentimes evident. The domains of self-awareness, which include knowledge, disposition, and performance, were all manifested at a high level. This implies that teachers are generally reflective of their professional practices, demonstrate positive attitudes toward continuous improvement, and effectively translate their awareness into meaningful actions within the teaching-learning process. These results suggest that teachers are capable of evaluating their strengths and weaknesses, thereby supporting their ongoing professional development.

In terms of relationship, the findings revealed that there is a significant and strong positive relationship between professional effectiveness and self-awareness. This result confirms that teachers who exhibit higher levels of professional effectiveness also tend to demonstrate higher levels of self-awareness. The rejection of the null hypothesis indicates that these two variables are closely interconnected, where improvements in professional competencies are associated with enhanced reflective capacity. This implies that as teachers become more effective in their instructional practices and professional responsibilities, they also become more conscious and evaluative of their roles and performance.

In addition, the regression analysis established that professional effectiveness significantly influences self-awareness, leading to the rejection of the null hypothesis stating that no domain significantly affects self-awareness. Among the domains, knowledge of the subject matter emerged as the only significant predictor, indicating that mastery of content plays a crucial role in shaping teachers' reflective awareness. While other domains contributed positively, their influence was not statistically significant when considered alongside subject-matter knowledge. This suggests that strengthening teachers' content expertise is essential in enhancing their self-awareness, thereby promoting continuous professional growth and improved teaching effectiveness..

RESULTS

The findings revealed that the level of professional effectiveness among elementary school teachers in the Division of Davao del Norte was extensive, indicating that teachers frequently demonstrated competence in instructional planning, classroom management, mastery of subject matter, teaching behavior, and interpersonal relationships. Among the domains, **knowledge of subject matter** obtained the highest mean rating, suggesting that teachers possessed strong content mastery and instructional preparedness. This finding supports the study of John Hattie (2021), who emphasized that teacher effectiveness significantly contributes to student achievement and instructional success. Likewise, Andreas Schleicher (2020) explained that teachers with strong professional competencies create more meaningful and productive learning environments.

Furthermore, study found that the level of self-awareness among elementary school teachers was likewise extensive, which means that teachers consistently demonstrated reflective awareness regarding their professional knowledge, dispositions, and performance. Teachers showed the ability to evaluate their teaching practices, identify strengths and weaknesses, and improve their instructional approaches. This finding is supported by Susan M. Brookhart (2019), who stated that reflective educators continuously assess their practices to improve teaching effectiveness and learner outcomes. Similarly, Albert Bandura (1986) explained through Social Cognitive Theory that self-reflection and self-evaluation contribute to professional growth and self-efficacy.

Moreover, findings showed that there was a strong and significant positive relationship between professional effectiveness and self-awareness among elementary school teachers. This implies that teachers who demonstrated higher professional effectiveness also tended to possess stronger self-awareness and reflective practices. The result supports the theory of Lev Vygotsky (1978), who emphasized that professional growth develops through reflection and social interaction. In addition, David A. Kolb (1984) explained that learning and professional development occur through continuous reflection on experiences.

This study revealed that among the domains of professional effectiveness, knowledge of subject matter significantly influenced self-awareness and emerged as the strongest predictor. This indicates that teachers with stronger mastery of content were more confident, reflective, and aware of their professional responsibilities and instructional performance. This finding is supported by Robert M. Klassen et al. (2022), who explained that teachers with strong professional competence demonstrate higher emotional regulation, resilience, and reflective awareness. Furthermore, Lee Shulman (1987) emphasized that deep content knowledge strengthens instructional decision-making and professional confidence among teachers.

SUGGESTIONS

After a profound consideration on the possible implications of the findings and conclusion of this study, the researcher recommends to the school administrators and educational leaders that they may strengthen professional development programs that focus on enhancing teachers' subject matter mastery, classroom management skills, and reflective teaching practices. Also, to the teachers that they may actively participate in seminars, workshops, trainings, and professional learning communities to further improve their instructional competence and self-awareness.

Furthermore, to the schools that they may encourage reflective practices such as peer mentoring, classroom observations, coaching sessions, and self-evaluation activities to help teachers continuously assess and improve their professional performance.

Lastly, to the Department of Education that they may provide continuous support mechanisms and capacity-building activities that promote both professional effectiveness and reflective awareness among teachers

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CONCLUSIONS

The study concluded that elementary school teachers in the Division of Davao del Norte demonstrated an extensive level of professional effectiveness in terms of preparation and teaching planning, classroom management, knowledge of subject matter, teaching characteristics, and interpersonal relations. This indicates that teachers consistently manifested professional competence and instructional preparedness in performing their duties and responsibilities.

The study further concluded that teachers also exhibited an extensive level of self-awareness in terms of knowledge, disposition, and performance. Teachers were able to reflect on their instructional practices, recognize their strengths and weaknesses, and apply self-evaluation in improving teaching performance.

Moreover, the findings confirmed that there was a strong and significant positive relationship between professional effectiveness and self-awareness among elementary school teachers. This implies that teachers who possess higher levels of professional effectiveness are more likely to demonstrate stronger reflective awareness and professional growth.

Finally, the study concluded that among the domains of professional effectiveness, knowledge of subject matter significantly influenced self-awareness and emerged as the strongest predictor. This suggests that teachers with deeper mastery of content tend to become more confident, reflective, and professionally aware in their instructional practices.

TABLES AND REFERENCES

Table 1. The Extent of Professional Effectiveness in terms of Preparation and Teaching Planning

No	Preparation and Teaching Planning	Mean	SD	Descriptive Equivalent
1	I wisely comply with my teaching hours.	4.09	.924	Extensive
2	I'm heading to school on time and leave it on time.	4.05	.968	Extensive
3	I am methodical in my lesson planning.	4.08	.880	Extensive
4	I plan the topic I teach to be in agreement with the goals of the course.	4.07	.947	Extensive
5	I structure my lessons to take account of the disparity between classes.	4.02	.982	Extensive
6	I recapture the concept again at the end of the lesson.	4.04	.971	Extensive
7	I consult my elderly in-class preparation whenever compulsory.	4.03	.967	Extensive
8	I design my lessons on the basis of proven and found competent techniques.	4.05	.927	Extensive
	Overall	**4.05**	**.946**	**Extensive**

4.20 - 5.00 – Very Extensive; 3.40 - 4.19 – Extensive; 2.60 - 3.39 – Moderately Extensive; 1.80 - 2.59 – Less Extensive; 1.00 – 1.79 – Not Extensive

Table 2. The Extent of Professional Effectiveness in terms of Classroom Management

No	Classroom Management	Mean	SD	Descriptive Equivalent
1	I use audio-visual aids to boost my teaching quality.	4.01	.922	Extensive
2	I respect my students' experiences throughout the learning session.	4.08	.953	Extensive
3	I strive to encourage my students' academic interests during my lectures.	4.00	.917	Extensive
4	I direct my students to do their work.	4.05	.951	Extensive
5	I advise students to do their work punctually.	4.02	.964	Extensive
6	I am concerned about maintaining discipline in the classroom in a democratic atmosphere.	4.04	.934	Extensive
7	I communicate to students about their results in exams.	4.06	.943	Extensive
8	I pose questions that trigger more reflection than it teaches to find questions.	4.01	.963	Extensive
	Overall	**4.03**	**.943**	**Extensive**

4.20 - 5.00 – Very Extensive; 3.40 - 4.19 – Extensive; 2.60 - 3.39 – Moderately Extensive; 1.80 - 2.59 – Less Extensive; 1.00 – 1.79 – Not Extensive

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Table 3. The Extent of Professional Effectiveness in terms of Knowledge of the Subject Matter

No	Knowledge of the Subject Matter	Mean	SD	Descriptive Equivalent
1	I have total influence over the topic I am teaching.	4.09	.950	Extensive
2	I discuss my subject-matter knowledge with my coworkers and become better acquainted.	4.05	.913	Extensive
3	I like to learn new skills.	4.06	.946	Extensive
4	I have a lot of growth and learning for citizens.	4.10	.922	Extensive
5	I explore the contents of the discussion with faith and comfort.	4.05	.924	Extensive
6	I am adopted enough to sustain a cordial human partnership.	4.08	.986	Extensive
	Overall	**4.07**	**.940**	**Extensive**

4.20 - 5.00 – Very Extensive; 3.40 - 4.19 – Extensive; 2.60 - 3.39 – Moderately Extensive; 1.80 - 2.59 – Less Extensive; 1.00 – 1.79 – Not Extensive

Table 4. The Extent of Professional Effectiveness in terms of Teaching Characteristics

No	Teaching Characteristics	Mean	SD	Descriptive Equivalent
1	I have supportive behavior.	4.02	.909	Extensive
2	I'm extremely imaginative.	4.04	.872	Extensive
3	I'm balanced physically.	4.12	.959	Extensive
4	I'm on schedule to attend my school work.	4.06	.923	Extensive
5	I have good etiquette. (pleasant manners.)	4.11	.890	Extensive
6	I've got a pretty strong recall.	4.07	.902	Extensive
7	I've got a feeling of obligation and service.	4.05	.937	Extensive
8	I appreciate my accomplishments (achievements) in academics.	4.03	.937	Extensive
9	I deliver a praiseworthy example of my personal and social life.	4.09	.937	Extensive
10	In dealing with my pupils, I display empathy and compassion.	4.02	.928	Extensive
11	I consider other critiques as suggestions for my own development.	4.01	.911	Extensive
	Overall	**4.06**	**.919**	**Extensive**

4.20 - 5.00 – Very Extensive; 3.40 - 4.19 – Extensive; 2.60 - 3.39 – Moderately Extensive; 1.80 - 2.59 – Less Extensive; 1.00 – 1.79 – Not Extensive

Table 5. The Extent of Professional Effectiveness in terms of Interpersonal Relations

No	Interpersonal Relations	Mean	SD	Descriptive Equivalent
1	I cooperate in my school's job.	4.02	.900	Extensive
2	I'm pleased to my fellow participants.	4.01	.907	Extensive
3	I encourage my students to speak after class hours.	4.04	.986	Extensive
4	I'm really involved in the group of parent-teachers.	4.03	.908	Extensive
5	I support my students with personal and educational challenges.	4.00	.982	Extensive
6	I'm obeying my headmaster fairly.	4.06	.979	Extensive
7	I think my first responsibility is to make my school a good reputation(profile)	4.00	.936	Extensive
	Overall	**4.02**	**.943**	**Extensive**

4.20 - 5.00 – Very Extensive; 3.40 - 4.19 – Extensive; 2.60 - 3.39 – Moderately Extensive; 1.80 - 2.59 – Less Extensive; 1.00 – 1.79 – Not Extensive

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Table 6. The Extent of Self-awareness in terms of Knowledge

No	Knowledge	Mean	SD	Descriptive Equivalent
1	Learning goals in a pluralistic society.	4.01	.831	Extensive
2	The principles of developing and implementing strategic plans.	4.03	.747	Extensive
3	Systems theory.	4.09	.811	Extensive
4	Information sources, data collection, and data analysis strategies.	4.04	.911	Extensive
5	Effective communication.	4.02	.926	Extensive
6	Effective consensus-building and negotiation skills.	4.07	.826	Extensive
	Overall	**4.04**	**.842**	**Extensive**

4.20 - 5.00 – Very Extensive; 3.40 - 4.19 – Extensive; 2.60 - 3.39 – Moderately Extensive; 1.80 - 2.59 – Less Extensive; 1.00 – 1.79 – Not Extensive

Table 7. The Extent of Self-awareness in terms of Disposition

No	Disposition	Mean	SD	Descriptive Equivalent
1	The educability of all.	4.03	.892	Extensive
2	A school vision of high standards of learning.	4.00	.820	Extensive
3	Continuous school improvement.	4.04	.830	Extensive
4	The inclusion of all members of the school community.	4.01	.907	Extensive
5	Ensuring that students have the knowledge, skills, and values needed to become successful adults.	4.05	.844	Extensive
6	A willingness to continuously examine one's own assumptions, beliefs, and practices.	4.02	.797	Extensive
7	Doing the work required for high levels of personal and organization performance.	4.00	.973	Extensive
	Overall	**4.02**	**.866**	**Extensive**

4.20 - 5.00 – Very Extensive; 3.40 - 4.19 – Extensive; 2.60 - 3.39 – Moderately Extensive; 1.80 - 2.59 – Less Extensive; 1.00 – 1.79 – Not Extensive

Table 8. The Extent of Self-awareness in terms of Performance

No	Performance	Mean	SD	Descriptive Equivalent
1	The vision and mission of the school are effectively communicated to staff, parents, students, and community members.	4.08	.829	Extensive
2	The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.	4.02	.753	Extensive
3	The core beliefs of the school vision are modeled for all stakeholders.	4.10	.858	Extensive
4	The vision is developed with and among stakeholders.	4.01	.770	Extensive
5	The contributions of school community members to the realization of the vision are recognized and celebrated.	4.03	.892	Extensive
6	Progress toward the vision and mission is communicated to all stakeholders.	4.04	.881	Extensive
7	The school community is involved in school improvement efforts.	4.01	.995	Extensive
8	The vision shapes the educational programs, plans, and actions.	4.03	.998	Extensive
9	An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.	4.01	.958	Extensive
10	Assessment data related to student learning are used to develop the school vision and goals.	4.04	.997	Extensive

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11	Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.	4.02	.923	Extensive
12	barriers to achieving the vision are identified, clarified, and addressed.	4.09	.949	Extensive
13	Needed resources are sought and obtained to support the implementation of the school mission and goals.	4.01	.966	Extensive
14	Existing resources are used in support of the school vision and goals.	4.00	.945	Extensive
15	The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.	4.05	.965	Extensive
	Overall	**4.03**	**.912**	**Extensive**

4.20 - 5.00 – Very Extensive; 3.40 - 4.19 – Extensive; 2.60 - 3.39 – Moderately Extensive; 1.80 - 2.59 – Less Extensive; 1.00 – 1.79 – Not Extensive

Table 9. Matrix of the Significant Relationship Between Professional Effectiveness and Self-Awareness of Teachers

Self-Awareness *(Independent Variable)*	*Self-Awareness (Dependent Variable)*							
	Knowledge		***Disposition***		***Performance***		***Overall Self-Awareness***	
	R	*p*	*R*	*P*	*r*	*p*	***r***	***p***
Preparation and Teaching Planning	.788	.001	.809	.001	.873	.001	***.894***	***.001***
Classroom Management	.808	.001	.788	.001	.870	.001	***.893***	***.001***
Knowledge of the Subject Matter	.832	.001	.856	.001	.891	.001	***.934***	***.001***
Teaching Characteristics	.822	.001	.813	.001	.862	.001	***.904***	***.001***
Interpersonal Relations	.806	.001	.767	.001	.869	.001	***.884***	***.001***
Overall Self-Awareness	***.835***	***.001***	***.831***	***.001***	***.898***	***.001***	***.928***	***.001***

*Significant at 0.05 significant level

Table 10. Regression Analysis on the Influence of Professional Effectiveness in Self-Awareness

	Self-Awareness			
Professional Effectiveness	**B (Standardized Coefficients)**	**B (Unstandardized Coefficients)**	**T**	**Sig.**
Constant	—	2.103	26.276	0.000
Preparation and Teaching Planning	0.022	0.012	0.119	0.906
Classroom Management	0.230	0.120	1.065	0.289
Knowledge of the Subject Matter	0.647	0.307	7.588	0.000
Teaching Characteristics	.017	0.010	0.149	0.882
Interpersonal Relations	0.136	0.071	1.029	0.306
R	0.9485			
R^2	0.8997			
F	191.906			
P	<.001			

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