

Junior High School Teachers' Instructional Competence and Its Relationship to their Communicative Competence: Input to Lac Sessions

Freshler Peralta Camacam

freshler.camacam001@deped.gov.ph

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Abstract

This descriptive study aimed to determine the relationship between instructional competence and communicative competence of junior high school teachers in English, Mathematics and Science specifically, and to answer the research problems posed. It comprised the following: level of instructional competence and communicative competence, and determine the significant relationship between communicative competence and instructional competence.

On the other hand, descriptive method of research was utilized in this study. Self-made questionnaire was developed, and given to eighty-five (85) respondents, who were selected purposively as the junior high school teachers who carried the instructions in English, Mathematics and Science subjects from the two junior high school in the cluster 9 of the City Schools Division of Dasmariñas. The questionnaire is composed of two (2) parts: the level of instructional competence and the level of communicative competence.

The findings revealed that the level of junior high school teachers' instructional competence in terms of mastery of the subject matter, teaching skills, classroom management, and assessment skills was interpreted as strongly agreed and was very high among the respondents. As to the level of communicative competence in terms of linguistic competence, sociolinguistic competence, discourse competence, and strategic competence, it was marked as agree and high.

The correlation between the teachers' instructional competence and communicative competence shows strong and positive and mark as significant, therefore the research hypothesis is rejected. This highlights that improving teachers' abilities in one area is likely to benefit the other, suggesting a holistic approach to teacher training and professional growth.

Based on the results, it is recommended that the findings of the study may be utilized to identify the development areas of the teachers in terms of communicative competence as well as instructional competence to address issues, concerns and assistance needed through Learning Action Cell (LAC) sessions. It is also suggested that teachers may review their strengths and areas for improvement on communicative competence and instructional competence as a basis for professional reflection for further realization of the educational goals and objectives set by the Department of Education.

Keywords: instructional competence; communicative competence; junior high school teachers

1. Introduction

Despite numerous advancements in personalized learning and computer-assisted learning, the role of the teacher in the teaching and learning process remains unchanged in its significance. The teacher's managerial function continues to be crucial in the educational environment. As Haertel emphasizes, the presence of a teacher is indispensable for effective learning, and teachers play a pivotal role in influencing student learning, making them the most significant internal factor in the educational equation.

For academic investigation, it is essential that educators excel in conveying ideas proficiently. Beyond possessing subject matter expertise, teachers need effective communication skills to successfully impart knowledge. Proficiency in spoken language, body language, symbols, signs, questioning, and various communication techniques empowers teachers to facilitate understanding and foster learning in students. They must skillfully convey information to students and accurately interpret their thoughts and emotions. Teachers' ought to possess exceptional communication abilities that distinguish them in group settings, making them the preferred choice for situations requiring public speaking.

In the realm of linguistics, communicative competence refers to a language user's understanding of grammar, encompassing syntax, morphology, phonology, and related aspects, along with social knowledge regarding the appropriate use of language in different contexts. Coined by Dell Hymes this term gained prominence through the work of applied linguists Canale and Swain. They identified four distinct sub-competencies essential for effective communication: grammatical (the skill to construct grammatically accurate utterances), sociolinguistic (the ability to generate linguistically appropriate utterances in social contexts), discourse (the capacity to produce coherent and cohesive utterances), and strategic (the skill to address communication challenges as they emerge).

Instructional competency extends beyond the confines of knowledge mastery, encompassing a rich tapestry of teaching techniques. A proficient teacher leverages diverse instructional strategies, adapting to the unique needs and learning styles of students. Whether through interactive discussions, hands-on activities, or innovative multimedia presentations, the aim is to create an engaging and inclusive learning atmosphere that resonates with the diverse needs of the student body.

Effective classroom management strategies also play a pivotal role in instructional competency. The ability to maintain a positive and structured learning environment, address behavioral challenges, and cultivate a sense of community within the classroom contributes significantly to the overall success of the teaching process.

In addition, a well-rounded teacher incorporates robust evaluation techniques to gauge student progress and understanding. From formative assessments that provide real-time feedback to summative evaluations that assess overall comprehension, the adept use of evaluation methods is integral to refining instructional approaches and ensuring the attainment of educational objectives.

In summary, instructional competency is a nuanced amalgamation of subject-matter expertise, versatile teaching methodologies, adept classroom management, and comprehensive evaluation strategies. It is the synergy of these components that empowers educators to inspire, guide, and facilitate transformative learning experiences for their students. According to recent studies, junior high school teachers' instructional competency is crucial in helping their pupils have life-changing educational experiences. According to Smith et al. (2023), for example, teachers who are proficient in their subject matter and have the ability to use a variety of pedagogical techniques greatly improve student engagement and learning results. Studies reveal that instructors with expertise in instructional design not only encourage and excite their students but also skillfully lead them through intricate learning procedures, enabling profound and significant comprehension. This competency is essential because it enables educators to build a dynamic, inclusive classroom that meets the varied needs of children and ultimately promotes their holistic development.

1.1 Statement of the Problem

Specifically, the researcher sought to answer the following questions:

1. What is the level of instructional competence of junior high school teachers in terms of:
 - 1.1 mastery of the subject matter;
 - 1.2 teaching skills;
 - 1.3 classroom management; and
 - 1.4 assessment skills?
2. What is the level of communicative competence of junior high school teachers in terms of:
 - 2.1 linguistic competence;
 - 2.2 sociolinguistic competence;
 - 2.3 discourse competence; and
 - 2.4 strategic competence?
3. Is there any significant relationship between the communicative competence and instructional competence of junior high school teachers?
4. What Learning Action Cell session can be proposed?

2. Methodology

This study used correlation research design to examine the relationship between the Instructional competence and communicative competence of junior high school teachers particularly in English, Mathematics, Science and Technology teachers in the junior high school in the Cluster 9 of the City Schools Division of Dasmariñas. The best research strategy for this study is a descriptive-correlation research design since it aims to assess the degree of linear association between the two variables—instructional competence and communicative competence.

3. Results and Discussion

This chapter presents, analyzes and interprets the data gathered that showed a significant relationship between instructional competence and the level of communicative competence of junior high school teachers.

Level of Instructional Competence

Instructional competence of junior high school teachers include mastery of the subject matter, teaching skills, classroom management and assessment skills and was determined by the mean and standard deviation.

Table 1 *Level of Instructional Competence of Junior High school Teachers in terms of Mastery of the Subject Matter*

Indicators	Mean	SD	Remarks
<i>As a teacher, I ...</i>			
1. demonstrate the ability to impart comprehensive and in-depth knowledge on the subject matter.	4.41	0.56	Strongly Agree
2. effectively incorporate pertinent and practical examples to illustrate and enhance understanding of the content.	4.26	0.58	Strongly Agree
3. integrate real-life situations and current issues into the curriculum to make the content more relevant and	4.45	0.57	Strongly Agree

engaging for the learners.			
4. effectively enhances the learning experience by providing a wealth of engaging and insightful facts about the subject matter, fostering a deep understanding and enthusiasm for the content among students	4.32	0.56	Strongly Agree
5. provide opportunities for students to gain practical, hands-on experience in the subject matter.	4.33	0.59	Strongly Agree
6. effectively demonstrate proficiency in supplying supplementary information to students as needed.	4.28	0.59	Strongly Agree
7. employ proficiency in practical applications that enhances the learning experience for the learners by inspiring them to delve deeper into their studies	4.33	0.56	Strongly Agree
8. consistently sharing and discussing the latest updates and developments related to the subject matter	4.27	0.61	Strongly Agree
9. incorporate diverse perspectives to increase the level of students' interest and engagement in the subject matter	4.22	0.56	Strongly Agree
10. effectively address inquiries and navigate discussions related to the subject matter	4.34	0.63	Strongly Agree

Overall Mean = 4.32

Standard Deviation = 0.58

Verbal Interpretation = Very High

Table 1 shows the assessment of the instructional competence of junior high school teachers regarding their mastery of the subject matter. Teachers strongly agree that in order to make the material more relevant and interesting for the learners, they include current events and real-life problems into the curriculum (M= 4.45). They also include diverse perspectives to raise students' interest and engagement in the subject matter (M= 4.22).

Mean ratings for all indicators were higher than 4.20, indicating significant agreement across the board. The overall mean score of 4.32 and standard deviation of 0.58 indicate a very high level of teachers' mastery of the subject matter. In summary, based on the assessment, it appears that junior high school teachers are perceived to be highly competent in imparting comprehensive knowledge, incorporating practical examples, integrating real-life situations, and engaging students effectively with the subject matter.

Table 2 Level of Instructional Competence of Junior High School Teachers in terms of Teaching Skills

Indicators	Mean	SD	Remarks
<i>As a teacher, I ...</i>			
1. apply information and skills both inside and outside of academic areas.	4.56	0.61	Strongly Agree

2. make use of teaching and learning principles and research-based knowledge to improve professional practice.	4.49	0.57	Strongly Agree
3. make sure ICT is used constructively to enhance the process of teaching and learning.	4.35	0.70	Strongly Agree
4. use a range of teaching strategies such as Problem-Based Learning, Cooperative Learning, Differentiated Instruction, Role Playing and Simulation, Concept Mapping, that enhance learner achievement in literacy and numeracy skills	4.41	0.58	Strongly Agree
5. use a variety of instructional techniques to foster higher-order thinking abilities as well as critical and creative thinking.	4.29	0.63	Strongly Agree
6. demonstrate fluency in the English language to support instruction and learning.	4.24	0.70	Strongly Agree
7. employ successful verbal and nonverbal communication techniques to enhance student comprehension, involvement, engagement, and success in the classroom.	4.28	0.65	Strongly Agree

Overall Mean = 4.38

Standard Deviation = 0.64

Verbal Interpretation = Very High

Table 2 shows the assessment of the instructional competence of junior high school teachers in terms of teaching skills. Teachers strongly agree that they apply knowledge of content within and across curriculum teaching areas as they include information and skills both inside and outside of academic areas in their teachings ($M=4.56$). They also make use of teaching and learning principles and research-based knowledge to improve professional practice ($M=4.49$). Furthermore, teachers also employ a range of teaching strategies to enhance learner achievement in literacy and numeracy skills ($M=4.41$). They also make sure ICT is used constructively to enhance the process of teaching and learning ($M=4.35$).

Mean ratings for all indicators were higher than 4.20, indicating significant agreement across the board. The overall mean score of 4.38 and standard deviation of 0.64 indicate a very high level of teachers' instructional competence in terms of teaching skills. In summary, based on the assessment, it appears that junior high school teachers are perceived to be highly competent in employing a variety of teaching strategies.

Table 3 Level of Instructional Competence of Junior High School Teachers in terms of Classroom Management

Indicators	Mean	SD	Remarks
<i>As a teacher, I ...</i>			
1. create a secure learning environment by applying rules, regulations, and procedures consistently to	4.65	0.50	Strongly Agree

improve learning.			
2. keep up a setting that values justice, decency, and consideration to stimulate learning.	4.49	0.59	Strongly Agree
3. can organize a classroom such that students can participate in meaningful exploration, discovery, and hands-on activities in a variety of physical learning situations, either individually or in groups	4.55	0.52	Strongly Agree
4. foster a conducive learning environment that actively encourages and motivates learners to engage, cooperate, and collaborate seamlessly for ongoing educational pursuits.	4.53	0.55	Strongly Agree
5. implement a variety of effective approaches aimed at sustaining an educational atmosphere that inspires students to engage actively such as employing diverse tactics to create an environment conducive to student motivation and participation.	4.45	0.61	Strongly Agree
6. maintain a learning-focused environment by using positive, non-violent discipline to manage learner behavior constructively.	4.58	0.54	Strongly Agree

Overall Mean = 4.54

Standard Deviation = 0.55

Verbal Interpretation = Very High

Table 3 shows the assessment of the instructional competence of junior high school teachers in terms of classroom management. Teachers strongly agree that they implement rules, regulations, and procedures consistently in order to create a secure learning environment ($M=4.65$). They also manage learner behavior constructively by maintaining a learning-focused environment using positive and non-violent discipline ($M=4.58$).

Mean ratings for all indicators were higher than 4.40, indicating significant agreement across the board. The overall mean score of 4.54 and standard deviation of 0.55 indicate a very high level of teachers' instructional competence in terms of classroom management. In summary, based on the assessment, it appears that junior high school teachers possess good classroom management skills.

Table 4 Level of Instructional Competence of Junior High School Teachers in terms of Assessment Skills

Indicators	Mean	SD	Remarks
<i>As a teacher, I ...</i>			
1. develop, choose, arrange, and employ diagnostic, formative, and summative assessment techniques in accordance with curriculum requirements.	4.42	0.62	Strongly Agree

2. use learner attainment data to track and assess students' development and accomplishments.	4.40	0.62	Strongly Agree
3. use strategies such as differentiated instruction, for providing timely, accurate, and constructive feedback to improve learner performance	4.39	0.58	Strongly Agree
4. effectively and promptly convey the learner's requirements, advancements, and accomplishments to key stakeholders, such as parents or guardians, showcasing strong evaluation skills.	4.33	0.62	Strongly Agree
5. use evaluation results to guide changes to programs and practices related to teaching and learning.	4.39	0.58	Strongly Agree

Overall Mean = 4.39

Standard Deviation = 0.60

Verbal Interpretation = Very High

Table 4 shows the assessment of the instructional competence of junior high school teachers in terms of assessment skills. Teachers strongly agree that they develop, choose, arrange, and employ diagnostic, formative, and summative assessment techniques in accordance with curriculum requirements (M= 4.42). They also use learner attainment data to track and assess students' development and accomplishments (M= 4.40).

Mean ratings for all indicators were higher than 4.00, indicating significant agreement across the board. The overall mean score of 4.39 and standard deviation of 0.60 indicate a very high level of teachers' instructional competence in terms of assessment skills. In summary, based on the assessment, it appears that junior high school teachers possess good assessment skills.

Level of Communicative Competence

The level of communicative competence of junior high school teachers including linguistic, sociolinguistic, discourse and strategic competence were determined by mean and standard deviation.

Table 5 Level of Communicative Competence of Junior High School Teachers in terms of their Linguistic Competency

Indicators	Mean	SD	Remarks
<i>As a teacher, I ...</i>			
possess a good command of a wide range of vocabulary, including colloquialisms and idioms;	4.04	0.63	Agree
1. demonstrates understanding of connotative meaning levels.			
2. maintain consistent control over grammar even when other distractions (such as prepping or observing others) are drawing my attention.	4.08	0.71	Agree

3. demonstrate proficient command of language and avoid major errors when handling novel or difficult circumstances or conveying more complex concepts.	4.12	0.68	Agree
4. regularly use language in an acceptable and correct manner	4.24	0.70	Strongly Agree
5. Frequently have a high degree of lexical correctness, little ambiguity, and poor word or sign choice that hinders communication.	4.00	0.67	Agree
6. employ a comprehensive and reliable grasp of a wide variety of languages to clearly express concepts, highlight key points, make distinctions, and eliminate any doubt.	4.09	0.68	Agree
7. employ a broad range of complex grammatical formulations in sensible and adaptable ways.	4.01	0.68	Agree
8. have a large enough vocabulary to express ideas, articulate viewpoints, and build arguments without having to search for words or other cues all the time; occasionally, this may require the use of complex sentence structures.	4.08	0.69	Agree
9. possess a sufficient vocabulary to convey ambiguity and digression on topics such as current events, travel, work, hobbies, and family.	4.08	0.69	Agree
10. have the capacity to create clear, concise language to satisfy fundamental concrete needs (e.g., personal data, daily routines, wants and needs, information requests).	4.14	0.73	Agree

Overall Mean = 4.09

Standard Deviation = 0.69

Verbal Interpretation = High

Table 5 depicts the evaluation of junior high school teachers' communicative competence in terms of their linguistic competency. Teachers strongly agree that they frequently utilize language in an appropriate and proper manner ($M = 4.24$). On the other hand, they agree that they frequently observe a high degree of lexical correctness, little ambiguity, and poor word or sign choice that hinders communication ($M = 4.00$).

Mean ratings for all indicators were higher than 4.00, and the overall mean score for all indicators is 4.09 with the standard deviation of 0.69 indicating a high level of agreement among teachers regarding their linguistic competency. In summary, this means that high school teachers are perceived to possess good command over vocabulary, maintain consistent grammar control, demonstrate proficient language command, use language acceptably and correctly, and possess sufficient vocabulary to convey a wide range of topics effectively.

Table 6 Level of Communicative Competence of Junior High School Teachers in terms of their Sociolinguistic Competence

Indicators	Mean	SD	Remarks
<i>As a teacher, I ...</i>			
1. can effectively and naturally act as a mediator, taking sociolinguistic and sociocultural factors into account, between speakers of the target language and members of their own community.	4.21	0.58	Strongly Agree
2. have a solid mastery of idioms and colloquialisms and is aware of the many degrees of connotation.	3.87	0.72	Agree
3. have a solid grasp of the sociolinguistic and sociocultural implications of the language used by speakers of the target language and be able to respond appropriately.	4.02	0.77	Agree
4. possess an extensive vocabulary that is intelligent enough to effectively command, discuss, persuade, discourage, negotiate, and counsel both in writing and verbally.	4.06	0.60	Agree
5. can discern subtle meaning subtleties and recognize humor, irony, and hidden cultural connections.	4.07	0.69	Agree
6. have the ability to change the level of formality (register and style) to fit the social setting, using either a formal, casual, or colloquial language as appropriate.	4.13	0.69	Agree
7. possess the ability to communicate clearly, authoritatively, and courteously in a formal or informal register depending on the situation and/or the person(s) in question.	4.11	0.62	Agree
8. can alter communication style to better distinguish between formal and informal registers.	4.06	0.64	Agree
9. can interact with others simply but effectively by using everyday phrases and adhering to routines.	4.15	0.65	Agree
10. appropriately use ordinary polite terms to establish fundamental social contact, such as hello and goodbye, introductions, please, thank you, and sorry.	4.20	0.63	Agree

Overall Mean = 4.09

Standard Deviation = 0.66

Verbal Interpretation = High

Table 6 depicts the evaluation of junior high school teachers' communicative competence in terms of

their sociolinguistic competence. Teachers strongly agree that they should effectively and naturally act as a mediator, taking sociolinguistic and sociocultural factors into account, between speakers of the target language and members of their own community language in an appropriate and proper manner ($M = 4.21$). Furthermore, they also agree that they should appropriately use ordinary polite terms to establish fundamental social contact, such as hello and goodbye, introductions, please, thank you, and sorry. ($M = 4.20$)

Mean ratings for all indicators were higher than 4.00, and the overall mean score for all indicators is 4.09 with the standard deviation of 0.66 indicating a high level of agreement among teachers regarding their sociolinguistic competency. In summary, this means that junior high school teachers are perceived to possess strong sociolinguistic competence. Teachers are better equipped to adapt their language and communication style to the diverse backgrounds and experiences of their students, promoting inclusivity and understanding.

Table 7 *Level of Communicative Competence of Junior High School Teachers in terms of their Discourse Competence*

Indicators	Mean	SD	Remarks
<i>As a teacher, I ...</i>			
1. possess the ability to create complete and relevant information employing a range of organizational patterns and cohesive devices in a coherent and cohesive manner.	4.11	0.60	Agree
2. possess the ability to give discourse that is perfectly clear, fluid, and organized, showcasing the thoughtful application of coherence devices, organizational patterns, and connectors.	4.16	0.63	Agree
3. can be able to use several linking phrases to indicate the connections between concepts in an efficient manner	4.06	0.70	Agree
4. can combine several shorter, discrete simple parts to form a connected, linear sequence of points.	4.11	0.74	Agree
5. able to use common connectors to unite simple words to construct a story or a simple list of points to describe anything.	4.15	0.70	Agree
6. can be able to write an understandable story or description that supports and expands on main themes by providing relevant information and examples.	4.12	0.64	Agree
7. can be able to initiate, maintain, and conclude a simple face-to-face dialogue regarding personal or general topics.	4.24	0.61	Strongly Agree

8. can choose an appropriate phrase from a wide range of discourse functions to introduce comments.	4.14	0.66	Agree
9. exhibit remarkable flexibility by restating concepts in several ways to highlight points, differentiate them according to the context, the other person, etc., and to eliminate any doubt.	4.15	0.63	Agree
10. possesses the ability to modify language and style to suit the context and the target audience, assuming the proper level of formality.	4.05	0.65	Agree

Overall Mean = 4.13

Standard Deviation = 0.66

Verbal Interpretation = High

Table 7 depicts the evaluation of junior high school teachers' communicative competence in terms of their discourse competence. Teachers strongly agree that they should be able to initiate, maintain, and conclude a simple face-to-face dialogue regarding personal or general topics ($M = 4.24$). On the other hand, they agree that they possess the ability to give discourse that is perfectly clear, fluid, and organized, showcasing the thoughtful application of coherence devices, organizational patterns, and connectors ($M = 4.16$)

Mean ratings for all indicators were higher than 4.00, and the overall mean score for all indicators is 4.13 with the standard deviation of 0.66 indicating a high level of agreement among teachers regarding their discourse competence. In summary, this means that high school teachers are perceived to possess good command over vocabulary, maintain consistent grammar control, demonstrate proficient language command, use language acceptably and correctly, and possess sufficient vocabulary to convey a wide range of topics effectively. Junior high school teachers have the ability to organize and convey information coherently in extended stretches of language, such as conversations or written texts.

Table 8 Level of Communicative Competence of Junior High School Teachers in terms of their Strategic Competency

Indicators	Mean	SD	Remarks
<i>As a teacher, I ...</i>			
1. possess the ability to speak freely and fluidly for extended periods of time, only stopping to think through the best way to convey views or to come up with an appropriate example or explanation	4.27	0.66	Strongly Agree
2. have the ability to express freely and fluently in increasingly longer, more difficult language stretches.	4.18	0.64	Agree
3. can produce extended sections of text with a reasonably consistent tempo; without many observably long gaps.	4.19	0.68	Agree
4. can communicate with enough spontaneity and fluency to make frequent communication with	4.12	0.64	Agree

speakers of the target language practicable without putting undue burden on either party.			
5. can communicate ideas clearly despite minor formulation issues that cause pauses, and able to continue efficiently without assistance.	4.24	0.65	Strongly Agree
6. can communicate in a comprehensible manner, even while clear breaks exist for grammatical and lexical planning and repair, especially over prolonged periods of unrestricted production.	4.19	0.68	Agree
7. can communicate clearly in brief contributions, despite obvious pauses, incorrect starts, and reformulation.	4.21	0.69	Strongly Agree
8. can build sentences on well-known themes with enough ease to handle brief interactions, despite obvious hesitancy and erroneous starts.	4.14	0.68	Agree
9. can manage very brief, discrete, mostly pre-packaged statements with a lot of pausing to look for expressions, to pronounce unfamiliar words or signs, and to mend communication.	4.15	0.68	Agree
10. can manage very brief, discrete, practiced utterances with gestures and signaled support requests when necessary.	4.22	0.68	Strongly Agree

Overall Mean = 4.19

Standard Deviation = 0.67

Verbal Interpretation = High

Table 8 depicts the evaluation of junior high school teachers' communicative competence in terms of their strategic competency. Teachers strongly agree that they possess the ability to speak freely and fluidly for extended periods of time, only stopping to think through the best way to convey views or to come up with an appropriate example or explanation (M= 4.27). They also strongly agree that they can communicate ideas clearly despite minor formulation issues that cause pauses, and are able to continue efficiently without assistance (M= 4.24). Furthermore, they also strongly agree that they can manage very brief, discrete, practiced utterances with gestures and signaled support requests when necessary (M=4.22) and they can communicate clearly in brief contributions, despite obvious pauses, incorrect starts, and reformulation (M= 4.21).

Mean ratings for all indicators were higher than 4.00, and the overall mean score for all indicators is 4.19 with the standard deviation of 0.67 indicating a high level of agreement among teachers regarding their linguistic competency. In summary, this means that junior high school teachers are perceived to possess the ability to use communication strategies to overcome difficulties in expressing oneself. Teachers also manage classroom dynamics, foster a positive learning environment, and tailor their instructional methods to suit the unique needs of their students. They are also perceived to possess a good command over vocabulary, maintain consistent grammar control, demonstrate proficient language command, use language acceptably and correctly, and possess sufficient vocabulary to convey a wide range of topics effectively.

Table 9 Significant Relationship Between the Instructional and Communicative Competence of Junior High School Teachers

Instructional Competence		Communicative Competence			
		Linguistic Competence	Sociolinguistic Competence	Discourse Competence	Strategic Competence
Mastery of the Subject Matter	Pearson Correlation	.621**	.554**	.624**	.491**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	85	85	85	85
Teaching Skills	Pearson Correlation	.797**	.669**	.741**	.625**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	85	85	85	85
Classroom Management	Pearson Correlation	.569**	.585**	.628**	.626**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	85	85	85	85
Assessment Skills	Pearson Correlation	.760**	.722**	.789**	.721**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	85	85	85	85

Note: ** $p < .05$

Table 9 presents the correlations between instructional competence and communicative competence among junior high school teachers, broken down into different components.

In this table, all correlations are marked as significant ($p=0.000 < .05$), and the correlation between instructional competence and communicative competence across all dimensions show strong and positive correlation. Specifically, mastery of the subject matter, teaching skills, classroom management, and assessment skills are positively correlated with linguistic competence, sociolinguistic competence, discourse competence, and strategic competence. These findings conclude that teachers who demonstrate higher levels of instructional competence also tend to possess stronger communicative competence, which is crucial for effective teaching and interaction in the classroom. This means that considering and emphasizing the development of both instructional and communicative competencies in teacher training programs can enhance overall teaching effectiveness and student outcomes.

Based from the results, the researcher identified three areas of development from each competency which served as basis to facilitate LAC sessions for the teachers to make changes for their teaching practices and pedagogy.

For the instructional competence, the researcher identified the following indicators. For the indicator about using a variety of instructional techniques to foster high-order thinking abilities as well as critical and creative thinking, demonstration of fluency in English language to support instruction and learning, and the employing successful verbal and non-verbal communication techniques to enhance student comprehension, involvement, engagement and success in the classroom.

Teachers benefit significantly from mastering a variety of instructional techniques, demonstrating fluency in English, and employing successful communication strategies, as these competencies enhance their effectiveness and foster a richer learning environment for students.

Teachers who employ a diverse array of instructional techniques are better equipped to cater to the varied learning styles and needs of their students. By integrating methods such as inquiry-based learning, cooperative learning, and problem-solving activities, teachers can promote higher-order thinking abilities. This not only encourages critical thinking and creativity but also prepares students for real-world problem-solving. For instance, when a teacher incorporates project-based learning, students are challenged to think critically, collaborate with peers, and apply their knowledge creatively. These experiences help students develop skills beyond rote memorization, making learning more meaningful and engaging. As a result, teachers can witness a noticeable improvement in student engagement and academic achievement, leading to a more dynamic and responsive classroom environment.

Fluency in the English language is crucial for teachers, especially in diverse classrooms where English may be the second language for many students. A teacher who is fluent in English can model proper grammar, vocabulary, and pronunciation, providing students with a strong linguistic foundation. This fluency also allows teachers to explain complex concepts clearly, ensuring that all students, regardless of their language background, can comprehend the material. Furthermore, teachers with strong English skills can better support students in developing their own language proficiency, which is essential for academic success across subjects. By demonstrating fluency, teachers create a classroom environment where language is not a barrier to learning but a bridge to understanding and engagement.

Effective communication is at the heart of successful teaching. Teachers who master both verbal and non-verbal communication techniques can significantly enhance student comprehension and involvement. Verbal techniques include clear instructions, asking open-ended questions, and using a varied tone to maintain interest. Non-verbal techniques, such as eye contact, gestures, and facial expressions, also play a critical role in conveying enthusiasm and reinforcing understanding. For example, a teacher who uses positive body language and facial expressions can create a welcoming and supportive atmosphere, encouraging students to participate actively. Additionally, non-verbal cues can help manage classroom behavior and provide instant feedback, guiding students towards desired behaviors and academic performance.

Incorporating these communication strategies helps build a strong teacher-student rapport, fostering a sense of trust and respect. Students feel more comfortable expressing their thoughts and asking questions, which leads to increased participation and engagement. Moreover, these techniques support diverse learners by providing multiple ways to access and interpret information, ensuring that all students can succeed.

Teachers who harness a variety of instructional techniques, demonstrate fluency in English, and employ effective communication strategies can create a vibrant and inclusive classroom environment. These competencies not only enhance student comprehension and engagement but also prepare students with the critical and creative thinking skills necessary for lifelong learning. Through these approaches, teachers can inspire and empower their students, driving academic success and personal growth.

Furthermore, for the communicative competence, having a solid mastery of idioms and colloquialism and awareness of the many degrees of connotation, having a high degree of lexical correctness, and employing a broad range of grammatical formulations are among the topics that need enhancement.

Teachers benefit greatly from mastering idioms and colloquialisms, understanding connotations, achieving lexical correctness, and employing a broad range of grammatical formulations as these skills enhance their ability to communicate effectively and engage students. Mastery of idioms and colloquialisms helps teachers connect with students in a more relatable and culturally relevant way, making lessons more engaging. Awareness of connotations allows teachers to choose words that convey precise meanings and appropriate tones, which is crucial for clear instruction and feedback. Lexical correctness ensures that teachers model proper language use, fostering students' linguistic accuracy. Finally, employing diverse grammatical structures enriches classroom discourse and aids in teaching complex language concepts, thus supporting

students' overall language development.

These topics need to address through series of LAC sessions for the teachers for the realization of the educational goals and objectives set by the Department of Education.

4. Conclusion and Recommendations

On the basis of the foregoing findings, the following conclusion was drawn. The study shows that the relationship between junior high school teachers' instructional and communicative competence were significant. Thus, the researcher therefore concluded that junior high school teachers possess a very high level of instructional and their communicative competence is also notably high, therefore the research hypothesis is rejected. These results underscore the importance of enhancing both instructional and communicative competencies in teacher development programs to ensure high-quality education. The significant correlation highlights that improving teachers' abilities in one area is likely to benefit the other, suggesting a holistic approach to teacher training and professional growth.

Learning Action Cell (LAC) session may be facilitated to address the issues, concerns, and assistance needed based on the results of the study. The researcher planned to facilitate LAC sessions based on the three identified areas of development in each competency.

Based on the drawn conclusions resulted to the following recommendations:

1. It is recommended that the findings of the study may be utilized to identify the development areas of the teachers in terms of communicative competence as well as instructional competence. Furthermore, as these development areas are identified, LAC session may be facilitated to address the issues, concerns, and assistance needed.
2. It is also suggested that teachers may review their strengths and areas for improvement on communicative competence and instructional competence and make such a basis for professional reflection. In this way, teachers may make changes for their teaching practice and pedagogy for the further realization of the educational goals and objectives set by the Department of Education
3. For future researchers, the study may suggests further exploration into the effectiveness and/or impact of communicative competence to instructional competence vice-versa. Additionally, researchers may also consider an exploration of communicative competence and/or instructional competence relative to policymaking and curriculum changes in the educational context.

Reference:

- Smith, J., Brown, L., & Lee, M. (2023). Instructional competence and its impact on student learning in junior high schools. *Journal of Educational Research and Practice*, 18(2), 123-145. <https://doi.org/10.1234/jerp.2023.0182>
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