

# Competency Skills and Teaching Styles among Teachers in the 2<sup>nd</sup> Congressional District

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## Abstract

This study explores the relationship between teachers' competency skills and teaching styles, and how these impact teaching-learning outcomes. It specifically aims to identify respondents' characteristics, assess their competency levels, examine teaching styles, and determine significant relationships between these variables. Using a descriptive-correlational method, the study involved 200 teachers from 12 medium and large public elementary schools in the 2nd Congressional District of Misamis Oriental during the 2023–2024 school year. A researcher-made questionnaire, patterned from existing tools, gathered data analyzed through descriptive and inferential statistics, including t-tests and Pearson's r.

Findings show that most respondents were Teacher I level with 5 to 14 years of experience, master's degree units, and a strong embrace of technology and innovative strategies. Respondents demonstrated high competency in communication, creativity, organizational skills, patience, and flexibility. These competencies significantly influenced their teaching styles, regardless of their position or experience. The study concludes that teaching styles are shaped by teachers' competency skills and recommends that educators pursue continuous professional development, enhance organizational abilities, and apply quality teaching strategies. Furthermore, school leaders should support teachers by encouraging creativity, flexibility, and effective communication, while considering their backgrounds and professional attitudes to foster improved teaching-learning outcomes.

**Keywords:** Competency Skills, Teaching Styles

## 1. Introduction

The study explored the relationship between teachers' competency skills and teaching styles and their impact on student learning outcomes in the 2nd Congressional District of Misamis Oriental. Teachers face significant challenges in molding learners' minds due to issues related to competency and instructional methods. These challenges contribute to students' lack of interest, motivation, and even school dropout.

The research identified key competency skills—including creativity, teaching ability, organization, patience, flexibility, and communication—as crucial for addressing students' learning difficulties. According to Zamora & Zamora (2022), competence encompasses not just knowledge and skills but also attitudes, values, and beliefs essential for success in the education sector.

On teaching styles, Khoirunnisa (2023) defines it as the set of instructional methods used in classrooms, which may include expert, formal authority, personal model, facilitator, and delegator approaches. These styles play a key role in meeting diverse learner needs.

Afalla & Fabelico (2020) emphasize the importance of a dynamic and varied education that adapts to learners' backgrounds and early experiences with influential figures.

The study aimed to provide insights that can improve teacher effectiveness, inform training and professional development, and ultimately foster better learning outcomes. It also highlighted the importance of teacher vigilance, adaptability, and motivation in enhancing student engagement and success.

### **Research Questions**

This study aimed to determine the level of competency skills and teaching styles among teachers in the 2<sup>nd</sup> Congressional District of the Misamis Oriental Division during the School Year 2023-2024.

Specifically, this study sought to answer the following questions:

1. What are the characteristics of the respondents in terms of position, teaching experience, highest educational attainment, and attitude toward competency skills and teaching styles?
2. What is the level of teachers' competency skills based on creative and artistic, teaching abilities, organizational skills, patience and flexibility, and strong communication skills?
3. What is the level of the respondents' teaching styles with regard to expert, formal authority, personal models, facilitators, and delegators?
4. Is there a significant relationship between teachers' competency skills and their teaching styles?
5. Is there a significant relationship between teachers' competency skills, teaching styles, and each of their characteristics?

### **Significance**

This study offers valuable insights for school administrators, teachers, parents, learners, and future researchers. For administrators, it supports a more effective learning environment through varied teaching methods and targeted professional development based on teacher competencies. It also improves teacher satisfaction, retention, and parental engagement. Teachers are empowered to enhance instruction, plan lessons effectively, and build confidence. Parents gain a better understanding of how their children are taught, enabling stronger communication and support at home. Learners benefit from increased engagement and motivation, as teaching styles align with their preferences. Finally, the study serves as a useful reference for future research on teaching competence and styles.

### **Scope and Limitations**

This study focused on competency skills and teaching styles among teachers in the 2<sup>nd</sup> Congressional District, Division of Misamis Oriental, during the School Year 2023-2024. The respondents were the two hundred (200) public elementary school teachers from the twelve (12) medium and large schools of the aforementioned district of Misamis Oriental.

The moderating variables were the respondents' characteristics regarding teaching position, teaching experience, highest educational attainment, and attitude toward competency skills and teaching styles. Furthermore, the independent variables were limited to teachers' competency skills, such as creative and artistic, teaching abilities, organizational skills, patience, flexibility, and strong communication skills. Indeed, the teachers' teaching styles were also limited to the following variables: expert, formal authority, personal models, facilitators, and delegators, which were the dependent variables of the study.

## 2. Literature Review

### **Respondents Characteristics**

This section emphasizes the importance of understanding respondents' characteristics—such as age, sex, occupation, and education—as these factors provide valuable insights into demographics, behaviors, and preferences that help researchers tailor their methods and interpret data more effectively (Waluyani et al., 2023).

**Teaching Position:** Teachers fulfill multiple and evolving roles, including that of educators, facilitators, motivators, evaluators, and role models. According to Munafiah et al. (2023), these roles are crucial in shaping learners' character and academic growth. Gumennykova et al. (2021) adds that teachers' roles change throughout their careers, influenced by accumulated experience, wisdom, and personal development. These shifts impact how they deliver instruction and support learners.

**Teaching Experience:** Experience is a critical asset in today's dynamic educational environment. Lapada et al. (2020) noted that experienced teachers adapted more effectively to the challenges brought by the COVID-19 pandemic by using varied teaching modalities. Teaching experience contributes significantly to readiness for alternative learning methods, such as distance learning. Brink et al. (2021) emphasized that teaching experience influences how educators adopt and apply digital models and tools, although knowledge gaps still exist in content selection and implementation.

### **Highest Educational Attainment:**

While research varies on the direct correlation between teacher qualifications and learner success, Lee and Lee (2020) found that students taught by more highly qualified teachers tend to pursue higher education levels. Afalla and Fabelico (2020) observed that teachers with higher academic degrees—particularly doctoral-level educators—exhibit greater dedication, perseverance, and enthusiasm in their teaching careers. This level of attainment often reflects a deeper commitment to professional growth and instructional quality.

**Attitude Toward Competency Skills and Teaching Styles:** Teachers' attitudes play a significant role in their willingness to adopt educational innovations and effectively use various teaching strategies. De la Rama et al. (2020) highlighted how positive attitudes toward online teaching tools and flexible learning approaches enhance the learning environment. Similarly, Longobardi et al. (2020) pointed out that positive teacher-learner relationships contribute to better student attitudes toward school and improved social behavior, reinforcing the importance of teacher mindset in shaping classroom dynamics.

**Competency Skills:** Teacher competency is vital in evaluating student performance and ensuring quality instruction. According to Omar et al. (2020), a teacher's competency includes their educational background, pedagogical knowledge, and personal abilities. Wong (2020) defined competency as a combination of interrelated knowledge, skills, and personal traits that enable teachers to achieve educational goals. Competent teachers are not only knowledgeable but also adaptable and skilled in managing diverse classroom situations.

The study underscores how respondents' characteristics—including teaching roles, experience, education, attitudes, and competencies—significantly influence their teaching effectiveness and, ultimately, learner outcomes. Understanding these factors provides a clearer context for evaluating teacher performance and improving educational practices.

**Creative and Artistic:** Creativity and artistic skills are essential in education, enabling learners to express emotions, explore diverse perspectives, and find innovative solutions. According to Jin & Yuan (2022), engaging with the arts fosters emotional and cognitive growth. Aguilera and Ortiz-Revilla (2021)

emphasize that creativity involves generating new ideas and is shaped by the interaction of personal, cultural, and expert systems, making it vital for preparing students for the digital age.

**Teaching Abilities:** Effective teaching requires a combination of instructional skills and the ability to adapt to evolving tools and methods. Beardsley et al. (2021) noted that digital competence among teachers has grown, enhancing lesson planning, instruction, and communication. Bardach and Klassen (2020) found that teacher quality directly impacts learner achievement, highlighting the need to understand traits that make teachers more effective.

**Organizational Skills:** Organizational competence is linked to success and performance. Bratu and Cioca (2021) emphasized that these skills help shape a productive lifestyle and work ethic. Koehorst et al. (2021) added that organizational skills are 21st-century competencies influencing how teachers respond to new challenges and develop professionally, though more research is needed at the individual level.

**Patience and Flexibility:** These traits are essential in managing diverse classroom situations. Padagas and Lumapenet (2023) pointed out that preschool teachers, in particular, need patience and cultural awareness. Gokcen et al. (2020) associated patience with cognitive flexibility—understanding and managing one's thoughts, emotions, and behaviors to adapt and build relationships.

**Strong Communication Skills:** Communication is foundational in education. Batubara and Nurbianta (2020) stressed that mastering communication enhances interactions and teaching quality. Agustina and Setiawan (2020) highlighted that creating a fun, communicative environment supports learner engagement and understanding, as verbal communication is key to expressing ideas and forming knowledge.

**Teaching Styles:** Teachers need to adapt their teaching styles to respond effectively to the dynamic challenges of the educational environment and diverse learner needs. Employing a variety of teaching approaches helps create meaningful and engaging learning experiences, allowing teachers to address different student personalities and learning preferences (Narciso et al., 2023; Toffoli et al., 2023).

**Expert Style:** Teachers using the expert style rely on their deep knowledge and expertise to guide students. They often incorporate technology-based methods to foster creativity, support collaboration, and manage classroom complexities. Their experience shapes how they perceive and respond to classroom events, influencing their instructional decisions and classroom management (Bereczki & Kárpáti, 2021; Wolff et al., 2020).

**Formal Authority:** This style is characterized by teachers asserting their role as the primary authority figure in the classroom, relying on their status, credibility, and experience to establish order, discipline, and a structured learning environment. Formal authority is especially effective when delivering complex or foundational content. However, combining this style with more interactive and student-centered methods can enhance engagement and critical thinking among learners (Zamani et al., 2023; Langdon Warren, 2021).

**Personal Models:** Teachers adopting the personal model style serve as role models through their behavior, attitudes, and teaching practices. This approach centers the teacher's personality and expertise as the main instructional tool, encouraging students to observe and emulate effective ways of thinking and acting. Although often associated with confident male teachers, this style is flexible and can be successfully used by any teacher regardless of gender (Dela Rosa & Vargas, 2021; Mazloom & Hussai, 2020).

**Facilitators:** Facilitator-style teachers emphasize learner-centered education, promoting independence, active participation, and collaboration. They guide students in exploring ideas, asking questions, and solving problems while maintaining a supportive emotional environment. Facilitators balance challenges

with psychological safety to optimize learning outcomes and accommodate the emotional needs of learners (Ahmed et al., 2020; Madsgaard et al., 2022).

**Delegators:** The delegator style encourages students to take responsibility for their own learning by working independently with the teacher providing guidance when needed. This approach helps develop learners' autonomy, critical thinking, and problem-solving skills, preparing them for real-world challenges. However, it requires students to be sufficiently prepared to handle independence, as premature autonomy can increase learner anxiety. When learners are ready, this style effectively nurtures confidence and self-sufficiency (Khoirunnisa, 2023; Fadaee et al., 2021).

### **3. Methodology**

#### **Research Design**

This study employed a descriptive correlation research method to examine the relationship between two variables—competency skills and teaching styles—without implying causation. The approach aimed to systematically and accurately describe the respondents' characteristics, trends, and perceptions to provide a comprehensive understanding of the subject. Competency skills, the independent variables, included creativity and artistry, teaching abilities, organizational skills, patience and flexibility, and strong communication skills. The dependent variables were teaching styles, categorized as expert, formal authority, personal models, facilitators, and delegators. Using this design allowed the researcher to effectively describe how these variables interact, providing clear and detailed insights to address the study's objectives and research questions within the 2nd Congressional District of Misamis Oriental.

#### **Participants**

The respondents of this study were the two hundred (200) public elementary school teachers from the twelve (12) medium and large public schools in the 2<sup>nd</sup> Congressional District, Division of Misamis Oriental, during the School Year 2023-2024. They were teachers of Grade 1 to Grade 6 learners. Table A shows a thorough distribution of respondents by school.

#### **Data Collection**

In this study, the researcher employed the patterned and researcher-made questionnaire instrument, which is composed of three (3) parts, to gather the necessary data.

The first part of the questionnaire inquired about the respondents' characteristics, including their teaching position, teaching experience, highest educational attainment, and attitude toward competency skills and teaching styles. The respondents rated themselves based on their attitude toward competency skills and teaching styles.

The second part dealt with competence which was categorized into five (5) domains, namely: (a) creative and artistic teaching skills which has ten items, (b) teaching abilities, which has ten items, (c) organizational skills which has ten (10) items; (d) patience and flexibility, which has ten (10) items, and (e) strong communication skills which has ten (10) items. This was patterned and modified from the study of Padagas and Lumapenet (2023).

The third part focused on teaching styles are: expert, formal authority, personal models, facilitators, and delegators. This was patterned and modified from the study of Khoirunnisa (2023).



## Data Analysis

The study used descriptive statistical techniques for Problems 1, 2, and 3. Using this method, the mean values and standard deviations of the data collected from the respondents were computed. Descriptive statistics were utilized to provide a clear summary of the data to facilitate the assessment of the relationship between the competency skills and teaching styles among the teachers in the 2nd Congressional District of Misamis Oriental.

However, for Problems 4 and 5, Pearson's Correlation Coefficient (Pearson  $r$ ) was used in the fourth problem. This statistical technique was used to ascertain whether the independent and dependent variables under investigation have a meaningful relationship or not. To provide a more complex understanding of the research findings, Pearson's correlation coefficient was especially helpful in determining the direction and strength of a relationship between two variables.

## 4. Results and Discussions

**Problem 1. What are the characteristics of the respondents in terms of position, teaching experience, highest educational attainment, and attitude toward competency skills and teaching style?**

Table 1  
Distribution of Respondents' Position

Category	Frequency	Percentage
Master Teacher II	2	1.0
Master Teacher I	7	3.5
Teacher III	45	22.5
Teacher II	14	7.0
Teacher I	132	66.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Table 1 shows that the majority of respondents, 66% or 132 individuals, hold the Teacher I position, indicating a workforce composed mainly of early-career or entry-level teachers who are either new to the profession or satisfied with their current role. This position plays a vital part in laying the foundation for learners' academic growth and shaping young minds. In contrast, only 1% (2 individuals) occupy the Master Teacher II position, suggesting that few have reached higher ranks due to the extensive experience and qualifications required. This disparity highlights the need for improved workforce planning, professional development, and supportive policies to encourage career advancement. Offering accessible training and seminars can empower teachers to strengthen their competencies and pursue promotions, enhancing overall teaching effectiveness and professional growth.

Table 2  
Distribution of Respondents' Experience

Category	Frequency	Percentage
25 years and above	13	6.5
15 to 24 years	67	33.5
5 to 14 years	104	52.0

4 years below	16	8.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Table 2 reveals that the majority of respondents (52% or 104 teachers) have 5 to 14 years of teaching experience, indicating that many are in the mid-phase of their careers where they refine their instructional methods, deepen their understanding of learners' needs, and contribute meaningfully to the school community. This stage fosters positive relationships with students and colleagues, enhancing the learning environment and overall educational outcomes. In contrast, only 6.5% (13 teachers) have 25 or more years of experience, representing a smaller group of veteran educators who bring extensive expertise, leadership, and mentoring to the profession. This distribution emphasizes the importance of providing targeted support and professional development across all career stages to ensure a well-rounded, effective teaching workforce. Experienced teachers, while fewer in number, play a vital role in shaping educational practices and supporting less experienced colleagues through their knowledge and classroom management skills.

Table 3  
Distribution of Respondents' Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	1	0.5
With Doctorate Degree Units	3	1.5
Master's Degree	16	8.0
With Master's Degree Units	114	57.0
Bachelor's Degree	66	33.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Table 3 shows that the majority of respondents (57% or 114 teachers) have earned units toward a Master's degree, highlighting a strong commitment to ongoing professional development and a desire to enhance their teaching effectiveness. This level of educational attainment suggests that these teachers possess advanced knowledge and skills, giving them a competitive edge in the education sector and positioning them as valuable contributors to student learning and school improvement. Their pursuit of higher education reflects a dedication to lifelong learning and educational excellence. On the other hand, only 0.5% (1 respondent) holds a Doctorate, emphasizing the rarity and rigor associated with achieving the highest academic qualification. Doctorate holders, though few, bring specialized expertise, leadership in research, and the ability to influence educational policies and mentor peers. This distribution underlines the importance of encouraging and supporting teachers at all levels of educational advancement, as continuous learning is essential for improving teaching quality and driving long-term educational success.

Table 4  
Distribution of Respondents' Attitude Toward Competency Skills and Teaching Style

Indicator	Mean	SD	Description
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I have a strong desire to learn teaching styles and develop new competency skills.	3.63	0.48	Strongly Agree
I set and achieved challenging goals in applying competency skills in teaching.	3.59	0.49	Strongly Agree
I pursue opportunities for continuous learning of the competency skills of teaching.	3.65	0.48	Strongly Agree
I display self-assurance in my teaching abilities and competencies as a teacher.	3.53	0.50	Strongly Agree
I exhibit persistence and resilience in overcoming challenges while applying competency skills in teaching.	3.60	0.49	Strongly Agree
I am happy to promote inclusivity in the learning environment through the teaching approach.	3.65	0.48	Strongly Agree
I deliver timely and constructive feedback to learners, demonstrating strong competency in providing support and guidance.	3.62	0.49	Strongly Agree
I inspire and promote active learner participation and engagement in the learning process through my competence.	3.69	0.46	Strongly Agree
I cultivate collaboration and teamwork among learners by applying my teaching competency skills with a supportive approach.	3.70	0.46	Strongly Agree
I embrace the use of technology and innovative teaching approaches to create a dynamic and enriching learning experience through diverse teaching styles.	3.72	0.45	Strongly Agree
<b>Overall</b>	<b>3.64</b>	<b>0.48</b>	<b>Strongly Agree</b>

Table 4 reveals that respondents exhibit a *Very Positive* attitude toward competency skills and teaching styles, with an overall mean of 3.64 (SD = 0.48), indicating strong agreement and a commitment to professional growth and effective teaching. Teachers recognize the value of developing new skills and adapting teaching methods to meet diverse learner needs, which enhances motivation, engagement, and student outcomes. The highest-rated indicator was the embrace of technology and innovative approaches (M = 3.72), reflecting a proactive stance toward modern educational practices and the creation of dynamic, learner-centered environments. This aligns with studies highlighting technology's transformative impact on teaching effectiveness and learner engagement. Meanwhile, the lowest-rated item—confidence in teaching abilities (M = 3.53)—still reflects strong agreement but suggests slightly less self-assurance compared to enthusiasm for innovation. Research supports that ongoing professional development can build teacher confidence, underscoring the importance of sustained learning to boost both competence and classroom impact.



**Problem 2. What is the level of teachers' competency skills based on creative and artistic, teaching abilities, organizational skills, patience, flexibility, and strong communication skills?**

Table 5  
Summary Distribution on the Level of Teachers' Competency Skills

Variable	Mean	SD	Interpretation
Creative and Artistic Teaching Skills	3.51	0.53	Very High
Teaching Abilities	3.51	0.54	Very High
Organizational Skills	3.35	0.56	High
Patience and Flexibility	3.44	0.56	High
Strong Communication Skills	3.56	0.53	Very High
<b>Overall</b>	<b>3.47</b>	<b>0.54</b>	<b>High</b>

Table 5 summarizes teachers' self-assessed competency skills, revealing an overall mean of 3.47 (SD = 0.54), interpreted as *High*, indicating that teachers generally feel competent in their roles, though some variability exists across specific skill areas. The data suggests that teachers are well-prepared, particularly in *Strong Communication Skills*, which had the highest mean (3.56, SD = 0.53) and was rated *Very High*. This highlights communication as a core strength, essential for fostering student understanding, engagement, and a supportive classroom environment. In contrast, *Organizational Skills* received the lowest mean (3.35, SD = 0.56), still *High* but indicating an area where teachers feel less confident, possibly due to the heavy workload and multiple responsibilities. The findings emphasize that while teachers possess a solid foundation in essential teaching competencies, targeted support—especially in time and resource management—can help strengthen overall classroom effectiveness. Research supports that strong communication and organizational skills are crucial for maintaining a productive and engaging learning environment, directly influencing student success and teacher efficiency.

**Problem 3. What is the level of the respondents' teaching styles with regard to expert, formal authority, personal models, facilitators, and delegators?**

Table 6  
Summary Distribution on the Level of Teachers' Teaching Styles

Variable	Mean	SD	Interpretation
Expert	3.20	0.62	High
Formal Authority	3.47	0.54	High
Personal Models	3.51	0.53	Very High
Facilitators	3.46	0.55	High
Delegators	3.42	0.57	High
<b>Overall</b>	<b>3.41</b>	<b>0.56</b>	<b>High</b>

Table 6 presents the levels of various teaching styles among teachers, with an overall mean of 3.41 (SD = 0.56), interpreted as *High*, indicating that teachers generally feel confident in using diverse teaching

approaches to enhance classroom dynamics and learner engagement. The highest-rated style was *Personal Models* ( $M = 3.51$ ,  $SD = 0.53$ ), suggesting that teachers strongly value modeling behaviors and sharing real-life experiences to facilitate learning, which fosters engagement, critical thinking, and better knowledge retention. In contrast, the *Expert* teaching style received the lowest mean ( $M = 3.20$ ,  $SD = 0.62$ ), still rated *High*, but reflecting relatively lower confidence in deep content expertise, possibly due to evolving curriculum demands and a lack of sustained professional training. The moderate variability in scores suggests that teachers differ in their preferred methods, shaped by experience, training, and learner needs. Research supports the effectiveness of both modeling and content expertise in enhancing student outcomes, with studies emphasizing the role of ongoing professional development in strengthening teachers' confidence and skills. Overall, the data underscores the importance of blending various teaching styles and investing in continuous learning to meet the diverse and evolving needs of students.

## Problem 4. Is there a significant relationship between the teachers' competency skills and their teaching styles?

Table 7  
Result of the Test on the Relationship between the Teachers' Competency Skills and Teaching Styles

Competency Skills	Teaching Styles					OVERALL R-value p-value Interpretation
	Expert R-value p-value Interpretation	Formal Authority R-value p-value Interpretation	Personal Models R-value p-value Interpretation	Facilitators R-value p-value Interpretation	Delegators R-value p-value Interpretation	
Creative and Artistic Skills	.231** .001 S	.336** .000 S	.284** .000 S	.274** .000 S	.290** .000 S	.276** .000 S
Teaching Abilities	.342** .000 S	.363** .000 S	.345** .000 S	.283** .000 S	.315** .000 S	.354** .000 S
Organizational Skills	.395** .000 S	.265** .000 S	.262** .000 S	.344** .000 S	.384** .000 S	.315** .000 S
Patience and Flexibility	.395** .000 S	.404** .000 S	.451** .000 S	.413** .000 S	.395** .000 S	.465** .000 S
Strong Communication Skills	.290** .000 S	.476** .000 S	.555** .000 S	.454** .000 S	.482** .000 S	.507** .000 S

Table 7 examines the significant relationship between teachers' competency skills and their teaching styles, revealing that higher competency levels—such as creativity, teaching ability, organizational skills, patience, flexibility, and communication—are strongly associated with diverse and effective teaching

styles, including expert, formal authority, personal model, facilitator, and delegator. The findings indicate that teachers with strong competencies are more likely to adopt varied and dynamic instructional strategies, fostering critical thinking, learner engagement, and meaningful learning experiences. Specifically, creative and artistic skills enhance the use of engaging techniques and formal authority styles; teaching abilities favor formal authority and facilitator styles; organizational skills correlate with expert and personal model styles; patience and flexibility align with personal model and facilitator styles; and strong communication supports personal model and expert styles. These relationships, supported by various studies, underscore the importance of teacher training that cultivates a broad range of competencies to promote adaptable and effective teaching styles, ultimately enriching the learning environment and improving educational outcomes.

## Problem 5. Is there a significant relationship between the teachers' competency skills, teaching styles, and each of their characteristics?

Table 8  
Result of the Test on the Significant Relationship between  
the Teachers' Competency Skills and Teaching Styles

Competency Skills	Teaching Styles					OVERALL
	Expert R-value p-value Interpretation	Formal Authority R-value p-value Interpretation	Personal Models R-value p-value Interpretation	Facilitators R-value p-value Interpretation	Delegators R-value p-value Interpretation	
Creative and Artistic Skills	.231** .001 S	.336** .000 S	.284** .000 S	.274** .000 S	.290** .000 S	.276** .000 S
Teaching Abilities	.342** .000 S	.363** .000 S	.345** .000 S	.283** .000 S	.315** .000 S	.354** .000 S
Organizational Skills	.395** .000 S	.265** .000 S	.262** .000 S	.344** .000 S	.384** .000 S	.315** .000 S
Patience and Flexibility	.395** .000 S	.404** .000 S	.451** .000 S	.413** .000 S	.395** .000 S	.465** .000 S
Strong Communication Skills	.290** .000 S	.476** .000 S	.555** .000 S	.454** .000 S	.482** .000 S	.507** .000 S

Table 8 reveals a significant relationship between teachers' competency skills—such as creative and artistic abilities, teaching proficiency, organizational skills, patience and flexibility, and strong communication—and their teaching styles, including expert, formal authority, personal model, facilitator, and delegator. The findings demonstrate that teachers tend to adopt particular teaching styles depending on their strengths, with many favoring the formal authority style, especially when emphasizing creative, artistic, and teaching abilities, while organizational skills align with the expert style, and patience,

flexibility, and communication favor the personal model style. These results, supported by existing literature, underscore that competency skills shape how teachers present content, engage learners, and create effective learning environments. Ultimately, the study emphasizes that skilled, adaptable teachers who apply varied teaching styles foster student participation, creativity, and learning success.

Table 9  
Result of the Test on the Significant Relationship between the  
Teachers' Competency Skills and Each of Their Characteristics

Respondents' Characteristic s	Competency Skills					OVERAL L R-value p-value Interpretati on
	Creative and Artistic Skills R-value p-value Interpretati on	Teaching Abilities R-value p-value Interpretati on	Organizatio nal Skills R-value p-value Interpretatio n	Patience and Flexibility R-value p-value Interpretati on	Strong Communi cation Skills R-value p-value Interpretati on	
Position	-.111	.831**	.445**	.411**	.356**	.125
	.088	.020	.000	.000	.000	.000
	NS	S	S	S	S	S
Experience	-.057	.134	.022	.252	.389	.721
	.112	.000	.000	.004	.000	.000
	NS	S	S	S	S	S
Highest Educational Attainment	-.274	-.017	.396	.016	.633	.176
	.0224	.199	.001	.444	.000	.000
	NS	NS	S	NS	S	S
Attitude Towards Competency Skills and Teaching Styles	.221**	.214**	.298**	.118**	.299**	.278**
	.000	.000	.000	.001	.000	.000
	S	S	S	S	S	S

Table 9 reveals a significant relationship between teachers' competency skills and their characteristics, including position, teaching experience, highest educational attainment, and attitude toward competency skills and teaching styles. Teachers holding higher positions and those with more experience tend to exhibit stronger teaching abilities, organizational skills, patience, flexibility, and communication skills, although creative and artistic skills appear less influenced by these factors. Higher educational attainment is associated with better organizational skills and greater emotional flexibility, which help teachers adapt to diverse classroom environments. Importantly, a positive attitude toward competency skills strongly correlates with higher proficiency across all teaching competencies, indicating that teacher confidence and

mindset play a crucial role in effective teaching. These results highlight that teaching effectiveness is shaped by a combination of experience, educational background, professional role, and positive attitudes, underscoring the importance of holistic professional development that nurtures a broad set of skills and fosters teacher self-efficacy.

Table 10

Result of the Test on the Relationship between the Teaching Styles and Each of Their Characteristics

Respondents' Characteristic s	Teaching Styles					OVERALL
	Expert R-value p-value Interpretati on	Formal Authority R-value p-value Interpretati on	Personal Models R-value p-value Interpretati on	Facilitator s R-value p-value Interpretati on	Delegators R-value p-value Interpretati on	R-value p-value Interpretatio n
Position	-.187** .008 S	-.083 .241 NS	.674** .000 S	.011 .875 NS	.356 .000 S	.512 .000 S
Experience	-.047 .512 NS	.334 .000 S	.092 .001 S	.052 .469 NS	.298 .000 S	.629 .000 S
Highest Educational Attainment	-.174* 0.14 S	-.087 .219 NS	.096 .001 S	.066 .354 NS	.523 .000 S	.236 .000 S
Attitude Towards Competency Skills and Teaching Styles	.325** .000 S	.377** .000 S	.309** .000 S	.230** .001 S	.320** .000 S	.334** .000 S

Table 10 shows a significant relationship between teachers' characteristics—such as position, teaching experience, highest educational attainment, and attitude—and their preferred teaching styles. Teachers in higher positions often favor personal model and expert teaching styles, reflecting their deeper knowledge and leadership roles, while more experienced teachers tend to adopt formal authority and facilitator styles, showing confidence and classroom management skills. Teachers with higher education levels prefer the delegator style, emphasizing mentoring and collaboration. A positive attitude toward teaching strongly influences the use of diverse and balanced teaching styles, combining authority with facilitation to engage learners effectively. Overall, the findings highlight that teachers' backgrounds and attitudes shape their teaching styles, which in turn impact learner engagement and success.

## 5. Conclusion and Recommendations

### Conclusion

Teachers' competency skills, such as creative and artistic skills, teaching abilities, organizational skills, patience, flexibility, strong communication skills, and teaching styles, showed a significant relationship with their teaching styles.

On the other hand, competency skills and teachers' teaching styles showed a significant relationship, regardless of position, experience, highest educational attainment, or attitude toward their characteristics.

### Recommendations

For the respondents' characteristics to grow professionally and advance in their teaching careers, they should learn about professional growth and improved learning experiences.

Teachers should manage their organizational skills by allocating specific time slots for teaching quality styles/strategies, computing grades, and lesson preparation.

Teachers are encouraged to be experts in conducting training/seminars intended for research, and each teacher is allowed to participate in training provided by the school, district, or higher level, which would enhance their competency skills and teaching styles.

The school head and teachers should prioritize their organizational skills by developing their creative and artistic teaching abilities, patience, flexibility, and strong communication skills.

Teachers should consider their teaching position, teaching experience, educational attainment, and attitude towards competency skills to apply the teaching style effectively.

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