# The Relationship Between Management Skills and Teaching Effectiveness of Primary School Teachers in the Eastern Banai District of Davao

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**Abstract:** *This study aimed to determine the relationship between public elementary school teachers' managerial skills and instructional efficacy in Banaybanay District, Davao Oriental. This study utilized the descriptive-correlational design with one hundred fifty elementary school teachers selected using a stratified random sampling technique. In gathering data, the researcher adapted a survey questionnaire for managerial skills and instructional efficacy. Ethical considerations were observed in data collection. The collated data were subjected to statistical tests such as mean, Pearson's r, and multiple linear regression. Findings showed that the extent of managerial skills is extensive, which means their managerial skills are often observed. The extent of instructional efficacy is very extensive, which means that their instructional efficacy is always observed. There was a moderately significant relationship between managerial skills and instructional efficacy. Technical skills were the domain of managerial skills that influenced instructional efficacy. The Department of Education should consider incorporating managerial skill development into more extensive educational programs and activities. Recognizing the role of managerial skills in teachers' instructional efficacy allows policymakers and planners to commit resources and support programs that improve these skills among teachers.*

**Keywords:** instructional efficacy, managerial skills, technical skills, elementary school teachers, Banaybanay District, Davao Oriental

## 1. Introduction

The effectiveness of learning outcomes is primarily determined by the instructor's instructional efficacy, which significantly impacts student achievement. Beyond imparting concepts, teachers must assess student understanding, facilitate knowledge construction, and enhance learning potential. Effective teaching requires more than subject knowledge; it involves strategic planning, diverse instructional techniques, and adaptability to student needs.

Studies in Zimbabwe (Mupa & Chinooneka, 2019) highlight that ineffective pedagogy, often resulting from insufficient training, hampers teaching effectiveness. Teachers there need help with employing instructional strategies that enhance learning outcomes. Similarly, in Bihar, India, ineffective instruction is linked to poor time management, inadequate instructional materials, and ineffective questioning techniques (Cinches et al., 2018). These issues emphasize the pressing need for extensive teacher training programs.

In the Philippines, concerns about the performance of public school teachers have prompted various initiatives to improve instructional quality. National in-service programs and Field Technical Assistance are conducted to enhance teachers' skills and ensure adherence to educational standards (Silva, 2021; Maranan et al., 2018). These measures aim to address the gaps in teaching effectiveness and support teachers in delivering high-quality education.

However, in the Davao Region, reports indicate persistent issues with instructional techniques and individualized learning plans, adversely affecting student performance (Somosot, 2018; Bugwak, 2022; Cabanlit, 2019). Teachers often fail to adapt their methods to meet diverse student needs, leading to misconceptions and poor academic outcomes. Effective teaching is influenced by specific school factors, such as ability-based grouping and a supportive workplace culture (Picardal & Sanchez, 2022).

Research on instructional efficacy remains limited, particularly concerning elementary school teachers in Davao Oriental. The pandemic further compromised instructional quality, necessitating interventions to bridge learning gaps. Consequently, it is timely and necessary to assess the instructional efficacy of elementary school teachers in Banaybanay District, Davao Oriental, and examine how their managerial skills influence this efficacy. This assessment will provide insights into improving teaching practices and ultimately enhancing student learning outcomes.

## 2. Theoretical Framework

This study draws on three fundamental theories: Self-Determination Theory, Humanist Classroom Management Theory, and Trait-State Theory. Self-Determination Theory, proposed by Ryan and Deci (2020), emphasizes teachers' role in fostering students' autonomy, competence, and relatedness, highlighting the importance of positive relationships and engagement. Humanist Classroom Management Theory, as described by Purswell (2019), underscores the need for teachers to address students' basic needs and employ diverse teaching methods to enhance instructional efficacy. Trait-State Theory, outlined by Prentice, Jayawickreme, and Fleeson (2019), suggests that effective management of student behavior and providing constructive feedback are crucial for student development and academic success. Together, these theories stress the significance of teachers' managerial skills in creating a conducive learning environment and promoting student

achievement in the Banaybanay District, Davao Oriental.

## 3. Methodology

### 3.1 Research Design

This study employed a non-experimental quantitative research design, specifically descriptive-correlational, to evaluate the present conditions regarding public elementary school teachers' managerial skills and instructional efficacy in the Banaybanay District, Davao Oriental. This was used as a quantitative design, which involves collecting data via measurement, analyzing this data for patterns and relationships, and validating the resultant measurements (Creswell, 2012; Swart et al., 2019). Furthermore, it is argued that this approach can investigate causal relationships and correlations among variables. The chosen design was appropriate for assessing elementary school teachers' managerial skills and instructional efficacy and exploring the potential relationship between these variables.

### 3.2 Respondents of the Study

This study focused on 150 public elementary school teachers from 18 selected schools in Banaybanay District, Davao Oriental. The participants, who served as classroom teachers for Grades 1 to 6, had been evaluated using the Results-Based Performance Management System (RPMS) over three academic years. These educators were selected for their participation in seminars and training sessions to enhance instructional efficacy and management skills. The study deliberately excluded demographic variables such as gender, age, civil status, position, highest educational attainment, and length of service.

To ensure a representative sample, a stratified random sampling technique was utilized. This method classified the target population into homogeneous and mutually exclusive segments, from which random samples were drawn. Combining the samples from each stratum formed a comprehensive representative sample (Buket, 2016; Iliyasu & Etikan, 2021).

### 3.3 Instrument of the Study

This study used two sets of questionnaires to gather data from the respondents. These were adopted and modified to complete the questions and suit the environment where they were to be conducted. The research instruments used in this undertaking are the Managerial Skills (Silva, 2021) and Instructional Efficacy (Kim et al., 2018). The respondents of this undertaking are well informed on how to answer the survey questionnaire.

### 3.4 Statistical Treatment

The data were statistically analyzed to provide answers to the research questions. Mean was used to determine the extent of managerial skills and instructional efficacy of public elementary school teachers in Banaybanay District, Davao Oriental. Moreover, Pearson product-moment correlation was used to investigate the relationship between the variables. Furthermore, the Multiple Regression analysis was employed to measure managerial skills' influence on teachers' instructional efficacy.

## 4. Results and Discussion

### 4.1 Managerial Skills

#### 4.1.1 Managerial Skills in Terms of Technical Skills

Table 1 presents the extent of managerial skills in terms of technical skills. It can be gleaned from the results that the statement "as a public elementary school teacher, one updates his/ her necessary skills with the use of technology" obtained the highest mean value among the eight (8) items ($\bar{x}$=4.45), which is described as "very extensive." On the other hand, the statement "as a public elementary school teacher, one demonstrates the use of technology in many aspects" obtained the lowest mean value among the eight (8) items ($\bar{x}$=4.05), which is described as "extensive." Moreover, the overall mean value on the extent of managerial skills of public elementary school teachers in terms of technical skills is 4.16, which is described as "extensive."

**Table 1:** Managerial Skills of Public Elementary School Teachers in terms of Technical Skills

| Statements | Mean | SD | Descriptive Equivalent |
|---|---|---|---|
| *As public elementary school teachers, we…*<br>1) give task for student to develop their responsibility. | 4.19 | 0.61 | Extensive |
| 2) use various tools and methods to accomplish specific task. | 4.17 | 0.54 | Extensive |
| 3) organize and facilitate school events. | 4.11 | 0.51 | Extensive |
| 4) take responsibility in delegating the tasks. | 4.10 | 0.52 | Extensive |
| 5) endeavor to engage with a wider spectrum of individuals in my work to ensure representation of diverse interests. | 4.09 | 0.46 | Extensive |
| 6) demonstrate the use of technology in many aspect. | 4.05 | 0.44 | Extensive |
| 7) update my necessary skills with the use of technology. | 4.14 | 0.49 | Extensive |
| 8) continuously enhance my technological proficiency through professional development. | 4.45 | 0.64 | Very Extensive |
| **Overall** | 4.16 | 0.53 | Extensive |

The findings of this study indicate that public elementary school teachers in Banaybanay District, Davao Oriental, consistently update their technical skills and frequently demonstrate technology use across various areas. This is supported by research by Brinkley-Etzkorn (2018), who highlighted that solid technical skills enhance technology integration, leading to improved student engagement and learning outcomes. Ahmad and Ahmad (2018) also found that teachers proficient in educational technology exhibit higher self-efficacy and confidence, resulting in more

effective teaching methods. Similarly, Laghari and Jafri (2022) demonstrated that technical skills positively influence student engagement, learning outcomes, and teacher efficacy. These findings emphasize the importance of enhancing teachers' technical skills to enhance instructional effectiveness and student achievement (Sakız et al., 2020).

### 4.1.2 Managerial Skills in Terms of Conceptual Skills
Presented in Table 2 is the extent of managerial skills of public elementary school teachers in terms of conceptual skills.

It is revealed that the statement "as a public elementary school teacher, one reflects to appropriate and react to solutions as they arise" obtained the highest mean value among the eight (8) items ($\bar{x}$=4.43), which is described as "very extensive." On the other hand, the statement "as a public elementary school teacher, one proposes school events and programs" obtained the lowest mean value among the eight (8) items ($\bar{x}$=4.04), which is described as "extensive." It also reveals that the overall mean value on the extent of managerial skills of public elementary school teachers in terms of conceptual skills is 4.15, which is described as "extensive."

**Table 2.** Managerial Skills of Public Elementary School Teachers in terms of Conceptual Skills

| Statements | Mean | SD | Descriptive Equivalent |
|---|---|---|---|
| *As public elementary school teachers, we…* <br> 1) propose school events and programs. | 4.04 | 0.49 | Extensive |
| 2) set the specific objectives and outcomes of the school activities | 4.08 | 0.49 | Extensive |
| 3) suggest contemporary education trends and expectations in the meeting. | 4.11 | 0.51 | Extensive |
| 4) empower to see what goes on in working environment. | 4.19 | 0.61 | Extensive |
| 5) reflect and react to appropriately to solutions as they arise. | 4.43 | 0.69 | Very Extensive |
| 6) devise creative solutions to abstract problems. | 4.05 | 0.44 | Extensive |
| 7) help to design approach for transitioning individuals within the teacher organization. | 4.10 | 0.52 | Extensive |
| 8) adapt to changes in the current educational set-up. | 4.17 | 0.54 | Extensive |
| **Overall** | 4.15 | 0.54 | Extensive |

The respondents consistently demonstrate their ability to reflect on and respond to emerging challenges while frequently initiating school events and programs. This suggests that public elementary school teachers in Banaybanay District, Davao Oriental, exhibit solid conceptual skills. This finding is supported by Afangideh and Igbudu (2018), who found that teachers with robust conceptual skills facilitate critical thinking and problem-solving among their students. Such teachers adeptly present complex topics in accessible ways, fostering inquiry-based learning and enabling students to analyze information and tackle real-world challenges. Conceptually skilled teachers demonstrate adaptability and flexibility in teaching methods, tailoring lessons to student's diverse needs and learning styles. This versatility allows them to address unexpected challenges and maximize teachable moments, enhancing overall instructional effectiveness (Laghari & Jafri, 2022). Ayalew et al. (2022) underscore the importance of conceptually trained teachers in improving student learning outcomes, emphasizing their ability to foster critical

thinking, innovate curriculum development, and support deep conceptual understanding. Investing in developing conceptual skills among teachers can direct to more practical teaching methods and better student outcomes.

### 4.1.3 Managerial Skills in terms of Human Skills
It reveals that the statement "as a public elementary school teacher, one advocate for clear and consistent communication" obtained the highest mean value among the eight (8) items ($\bar{x}$=4.43), which is described as "very extensive." On the other hand, the statement "as a public elementary school teacher, one searches for new strategies in communicating with external and internal publics" obtained the lowest mean value among the eight (8) items ($\bar{x}$=3.91), which is described as "extensive." It also reveals that the overall mean value on the extent of managerial skills of public elementary school teachers in terms of human skills is 4.11, which is described as "extensive."

**Table 3:** Managerial Skills of Public Elementary School Teachers in terms of Human Skills

| Statements | Mean | SD | Descriptive Equivalent |
|---|---|---|---|
| *As public elementary school teachers, we…* <br> 1) Advocate for clear and consistent communication. | 4.43 | 0.56 | Very Extensive |
| 2) Search for new strategies in communicating with external and internal publics. | 3.91 | 0.68 | Extensive |
| 3) Communicate bad news as effectively as good news. | 4.10 | 0.52 | Extensive |
| 4) Share expertise with the rest of the school team. | 4.17 | 0.54 | Extensive |
| 5) Lead without being formal leader. | 3.95 | 0.39 | Extensive |
| 6) Share the roles among team members. | 4.04 | 0.42 | Extensive |
| 7) Develop integrity as a model, being committed to open the line of communication. | 4.07 | 0.48 | Extensive |
| 8) Advocate that all teachers shall play a role. | 4.23 | 0.55 | Very Extensive |
| **Overall** | **4.11** | **0.52** | **Extensive** |

The respondents consistently exhibit strong interpersonal skills, serving as positive role models through clear communication. However, they actively seek new strategies for effective communication with internal and external

stakeholders, emphasizing the importance of human skills among public elementary school teachers in Banaybanay District, Davao Oriental. This aligns with Herman et al. (2022), who emphasize that teachers with strong

interpersonal skills cultivate supportive classroom environments, fostering trust, respect, and empathy, improving student motivation, engagement, and academic performance. Silva (2021) also highlights the critical role of teachers' human skills in successful classroom management, such as communication and conflict resolution, promoting a positive learning atmosphere where students feel safe and valued. Barberos (2019) further underscores the importance of human skills in creating positive learning environments, fostering strong relationships, promoting collaboration, and supporting teacher well-being.

## 4.2 Instructional Efficacy

### 4.2.1 Instructional Efficacy in terms of Management of Students' Behaviors

It reveals that the statement "as a public elementary school teacher, one communicates with the students and parents verbally and in written form" obtained the highest mean value among the eight (8) items ($\bar{x}$=4.76), which is described as "very extensive." On the other hand, the statement "as a public elementary school teacher, one clear the expectations of appropriate student behavior" obtained the lowest mean value among the eight (8) items ($\bar{x}$=4.25), which is described as "very extensive." It also reveals that the overall mean value on the extent of public elementary school teachers ' instructional efficacy in managing students' behavior is 4.56, described as "very extensive."

**Table 4:** Instructional Efficacy of Public Elementary School Teachers in terms of Management of Students' Behavior

| Statements | Mean | SD | Descriptive Equivalent |
|---|---|---|---|
| As public elementary school teachers, we… <br> 1) Bring the students in harmony with the ideas. | 4.45 | 0.65 | Very Extensive |
| 2) Set principles in the learning environment. | 4.57 | 0.51 | Very Extensive |
| 3) Seek to eliminate issues in the classroom. | 4.48 | 0.50 | Very Extensive |
| 4) Spend time in addressing discipline to appropriately develop pupils' attitude. | 4.58 | 0.50 | Very Extensive |
| 5) Clear the expectations of appropriate student behavior. | 4.25 | 0.56 | Very Extensive |
| 6) Post rules before the first day of school. | 4.71 | 0.45 | Very Extensive |
| 7) Communicate with the students and parents verbally and in written form. | 4.76 | 0.51 | Very Extensive |
| 8) Initiate to follow school rules. | 4.70 | 0.59 | Very Extensive |
| **Overall** | **4.56** | **0.53** | **Very Extensive** |

The respondents consistently communicate effectively with students and parents verbally and in writing while establishing clear expectations for appropriate student behavior. This indicates instructional solid efficacy among public elementary school teachers in Banaybanay District, Davao Oriental, particularly in managing students' behavior. This finding aligns with Gage et al. (2018), who assert that effective classroom management significantly impacts teacher effectiveness and student achievement by reducing problem behaviors and improving academic performance. Similarly, Delamarre et al. (2021) emphasize the importance of teacher-implemented behavior control strategies in enhancing students' social and emotional development, promoting a positive learning environment conducive to academic success.

### 4.2.2 Instructional Efficacy in terms of Organization of Instruction

It reveals that the statement "as a public elementary school teacher, one uses techniques that engage and challenge the pupils to achieve their best" obtained the highest mean value among the eight (8) items ($\bar{x}$=4.77), which is described as "very extensive." On the other hand, the statement "as a public elementary school teacher, one looks for new methods to promote student's level of understanding" obtained the lowest mean value among the eight (8) items ($\bar{x}$=4.20), which is described as "extensive." It also reveals that the overall mean value on the extent of instructional efficacy of public elementary school teachers in terms of organization of instruction is 4.56, which is described as "very extensive."

**Table 5:** Instructional Efficacy of Public Elementary School Teachers in terms of Organization of Instruction

| Statements | Mean | SD | Descriptive Equivalent |
|---|---|---|---|
| As public elementary school teachers, we… <br> 1) Provide opportunities for the different need of the students. | 4.69 | .52 | Very Extensive |
| 2) Use techniques that engage and challenge the pupils to achieve their best. | 4.77 | .50 | Very Extensive |
| 3) Present new materials that enable the pupils to connect them to what they knew. | 4.71 | .56 | Very Extensive |
| 4) Provide engaging and motivating activities. | 4.52 | .54 | Very Extensive |
| 5) Incorporate different sources in using a variety of methods. | 4.55 | .56 | Very Extensive |
| 6) Adapt instruction to meet students' needs. | 4.45 | .55 | Very Extensive |
| 7) Innovate materials for students' active interactions. | 4.58 | .50 | Very Extensive |
| 8) Look for new methods to promote student's level of understanding. | 4.20 | .51 | Extensive |
| **Overall** | **4.56** | **.53** | **Very Extensive** |

The respondents consistently employ engaging and challenging techniques to motivate students to excel while also seeking new methods to enhance student comprehension, underscoring the instructional efficacy of public elementary school teachers in Banaybanay District, Davao Oriental, particularly in organizing instruction. This aligns with Peurach et al. (2019), who argue that effective instructional organization improves classroom management

and creates a conducive learning environment by setting routines and expectations, reducing disruptions, and maximizing instructional time. Gurley (2018) further suggests that organized instruction facilitates differentiation, allowing teachers to tailor learning experiences to meet students' diverse needs, ultimately fostering student growth and achievement. Thus, prioritizing and enhancing instructional strategies are crucial in promoting student success, classroom management, differentiation, resource optimization, student engagement, continuity of learning, teacher collaboration, and professional development (Refugido, 2018).

### 4.2.3 Instructional Efficacy in terms of Assessment of Student Learning

It reveals that the statement "as a public elementary school teacher, one engages students to perform situations that are meaningful, and age-appropriate" obtained the highest mean value among the eight (8) items ($\bar{x}$=4.71), which is described as "very extensive." On the other hand, the statement "as a public elementary school teacher, one ensures that students have the opportunity to evaluate their work" obtained the lowest mean value among the eight (8) items ($\bar{x}$=4.22), which is described as "very extensive." It also reveals that the overall mean value on the extent of instructional efficacy of public elementary school teachers in terms of assessment of student learning is 4.50, which is described as "very extensive."

**Table 6.** Instructional Efficacy of Public Elementary School Teachers in terms of Assessment of Student Learning

| Statements | Mean | SD | Descriptive Equivalent |
|---|---|---|---|
| As public elementary school teachers, we…<br>1) Look for students' works that exemplify the criteria. | 4.46 | 0.55 | Very Extensive |
| 2) State the procedures for evaluating student work. | 4.41 | 0.57 | Very Extensive |
| 3) Allow the students to think about each item in their portfolio. | 4.57 | 0.60 | Very Extensive |
| 4) Ensure that students have the opportunity to evaluate their own work. | 4.22 | 0.52 | Very Extensive |
| 5) Engage students to perform situations that are meaningful, and age- appropriate. | 4.71 | 0.51 | Very Extensive |
| 6) Give students opportunity to express and assess their ideas. | 4.52 | 0.56 | Very Extensive |
| 7) State the standards in assessing student's performance. | 4.62 | 0.59 | Very Extensive |
| 8) Generate feedback to make the student's aware of their strengths and weaknesses. | 4.45 | 0.54 | Very Extensive |
| **Overall** | **4.50** | **0.56** | **Very Extensive** |

The respondents consistently engage students in meaningful and age-appropriate activities, ensuring they have opportunities to evaluate their work. They highlight the instructional efficacy of public elementary school teachers in Banaybanay District, Davao Oriental, particularly in assessing student learning. This aligns with research by Shafait et al. (2021), who demonstrate that effective assessment techniques enhance student academic progress by providing timely feedback, using various assessment methods, and using assessment data to inform instruction. Zou (2020) emphasizes the importance of assessing students to determine whether they meet learning objectives, using assessment data to personalize learning experiences and address improvement areas. Similarly, Al-Khatami, Elmahdi, Hala (2018) and Murillo and Hidalgo (2020) assert that effective assessment practices foster student growth, self-awareness, and academic achievement by personalizing instruction, promoting self-regulation and creating a culture of learning excellence in the classroom.

### 4.2.4 Instructional Efficacy in terms of Adjustment of Learning

It reveals that the statement "as a public elementary school teacher, one gives a chance to students to use ICT resources" obtained the highest mean value among the eight (8) items ($\bar{x}$=4.70), which is described as "very extensive." On the other hand, the statement "as a public elementary school teacher, one introduces different aspects of innovation in the teaching and learning process" obtained the lowest mean value among the eight (8) items ($\bar{x}$=4.21), which is described as "very extensive." It also reveals that the overall mean value on the extent of instructional efficacy of public elementary school teachers in terms of adjustment of learning is 4.47, which is described as "very extensive."

**Table 7:** Instructional Efficacy of Public Elementary School Teachers in terms of Adjustment of Learning

| Statements | Mean | SD | Descriptive Equivalent |
|---|---|---|---|
| *As public elementary school teachers, we…*<br>1) Introduce different aspects of innovation in the teaching and learning process. | 4.21 | 0.54 | Very Extensive |
| 2) Give chance to students to use ICT resources. | 4.70 | 0.54 | Very Extensive |
| 3) Utilize learning technologies in teaching. | 4.53 | 0.55 | Very Extensive |
| 4) Have a vision how education systems run if ICT is integrated into teaching and learning process. | 4.63 | 0.57 | Very Extensive |
| 5) Introduce different aspects of upgrading in the teaching and learning process. | 4.43 | 0.56 | Very Extensive |
| 6) Address advancement for students achievement. | 4.43 | 0.60 | Very Extensive |
| 7) Engage in research and modernization. | 4.31 | 0.55 | Very Extensive |
| 8) Initiate to promote better classroom practices in the aspects of pedagogy and parental involvement. | 4.53 | 0.60 | Very Extensive |
| **Overall** | 4.47 | 0.56 | Very Extensive |

The respondents consistently provide opportunities for students to utilize ICT resources and introduce innovative teaching and learning methods, demonstrating the instructional efficacy of public elementary school teachers in Banaybanay District, Davao Oriental, particularly in adjusting learning. Libit's (2020) study supports this, indicating that teachers who effectively adjust learning are more adaptable in their teaching methods, tailoring instruction, resources, and assessments to meet diverse student needs and interests, resulting in increased engagement and learning outcomes. Similarly, Hong, Lee, and Ye (2021) stress the importance of learner-centered approaches in adjusting learning and promoting student

voice and agency to foster independence and motivation. Panergayo, Gregana, and Panoy (2022) further highlight the importance of adapting instructional approaches to create a supportive and inclusive learning environment, while Shafait et al. (2021) emphasize the role of effective learning adjustment in incorporating social-emotional learning into the curriculum, enhancing students' emotional well-being and academic achievement.

## 5.1 Relationship between Managerial Skills and Instructional Efficacy of Public Elementary School Teachers

**Table 8:** Relationship between Managerial Skills and Instructional Efficacy of Public Elementary School Teachers

| Variables | Mean | SD | R | R2 | Degree of Relationship | P value | Decision @ 0.05 level |
|---|---|---|---|---|---|---|---|
| Managerial Skills | 4.14 | 0.53 | 0.42 | 0.18 | Moderate | 0.000 | Reject H$_o$ |
| Instructional Efficacy | 4.52 | 0.55 | | | | | |

The study indicates a moderate relationship (R=0.42) between managerial skills and the instructional efficacy of public elementary school teachers, with statistical significance (p=0.000<0.05). This suggests that enhanced managerial skills are associated with higher instructional efficacy. Specifically, 17.90% (R2=0.179) of the variance in instructional efficacy is attributable to managerial skills, while other factors influence the remaining 82.10%. Thus, managerial skills significantly contribute to instructional efficacy, including resource allocation, strategic planning, teamwork, classroom management, and professional development. Jaidie and Effendi (2020) support these findings, noting that teachers with strong administrative

skills are better at organizing and delivering effective instruction, which enhances student learning. Vergara and Aragones (2021) also emphasize that effective resource management by teachers fosters a positive learning environment, improving student engagement and outcomes. Silva (2021) adds that efficient resource allocation ensures teachers have the necessary tools and support for high-quality education.

## 6.1 Domains of Managerial Skills that Significantly Influence the Instructional Efficacy of Public Elementary School Teachers

**Table 9:** Domains of Managerial Skills that Significantly Influence the Instructional Efficacy of Public Elementary School Teachers

| Domains of Workplace Practices | B | BE | Beta | T-Stat | P-Value | Decision at 0.05 Level |
|---|---|---|---|---|---|---|
| Constant | 3.59 | 0.52 | | 6.87 | 0.000 | Significant |
| Technical Skills | 0.44 | 0.12 | 0.45 | 3.66 | 0.000 | Significant |
| Conceptual Skills | 0.01 | 0.27 | 0.01 | 0.04 | 0.970 | Not Significant |
| Human Skills | -0.23 | 0.25 | -0.156 | -0.89 | 0.372 | Not Significant |
| Regression Model | | | | | | |
| Instructional Efficacy = 3.59 + 0.44 (Technical Skills) | | | | | | |
| R=0.42; R$^2$=0.179; F=10.59; p-value=0.000 | | | | | | |

It reveals that at a 0.05 level of confidence, technical skills (B=0.44, pvalue=0.000<0.05) significantly influenced the instructional efficacy of public elementary school teachers. It further shows that the model of instructional efficacy is fit (F=10.59, p-value=0.000<0.05). The signs of the statistically significant domain of managerial skills (technical skills) are positive, indicating a direct positive relationship with instructional efficacy. This suggests that teachers in the Banaybanay District, Davao Oriental, with strong technical skills, can enhance their instructional efficacy, providing more interactive and engaging lessons that improve student outcomes. This supports the claims of Jaidie and Effendi (2020), who argue that technical skills help teachers integrate educational technology effectively, creating dynamic learning experiences. Moreover, this is also seen in Munir, Quraishi, and Shokat (2020) claims who highlighted that technical skills enable collaboration using digital tools, while Brinkley-Etzkorn (2018) noted that these skills enhance instructional efficacy through personalized learning, efficient assessment and adaptation to remote learning.

Consistently developing technical skills allows teachers to create engaging and effective learning environments, boosting student engagement and achievement.

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