

Teaching Capabilities, Behavioural Competencies, and Performance of Public School Teachers

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ABSTRACT

This study aimed to investigate the relationship between teaching capabilities, behavioural competencies, and performance in public schools. To achieve this, a quantitative method was employed, utilizing quantitative data collection and analysis techniques. This study involved a sample of 200 public school teachers from of Schools Division Offices of Laguna and Quezon. Participants were selected using stratified random sampling through the wheel of names. The quantitative data was collected through a self-administered survey questionnaire and Google Forms. It answered the following questions: What is the extent of the factors influencing the performance of the teachers in terms of capability and behavioural competencies? What is the mean rating of the teachers in the Individual Performance Commitment Result Form (IPCRF)? Is there a significant relationship between behavioural competencies and the performance of the teachers? Results showed that the extent is very good behavioural competency for self-management, result focus, service orientation, and innovation, while excellent behavioural competency exists for teamwork and professional ethics. The mean rating of teachers in their IPCRF is 4.07, with a standard deviation of 0.33, yielding very satisfactory results. There is no significant relationship between the behavioural competency of teachers and their performance except for result focus in the school year 2019-2020. Based on the conclusions, the following recommendations are made: IPCRF ratings of teachers must be rigorously evaluated to reflect the realistic performance of teachers every school year, the department must continue to support teachers in terms of training and seminars with regard to behaviour and mental health, indicators in IPRCF where teachers are low may be addressed thru LAC sessions. We recommend further study of this research.

Keywords: Teaching capabilities, Behavioural competency, Performance

INTRODUCTION

An effective teacher possesses a variety of qualities, including empathy, patience, teamwork, communication, listening, and flexibility. A lifetime love of learning, sharing best practices, the significance of real-world learning, and an engaging classroom presence are other characteristics of outstanding instructors. Behavioural competencies are the skills, behaviours, attitudes, and knowledge that characterize high achievers. To promote uniformity of knowledge within the organization and to enhance discussions regarding work habits, the following definitions are provided. Academic performance measures a student's achievement in a variety of academic subjects. Teachers commonly utilize classroom performance, graduation rates, and standardized test scores to measure student achievement. Although competence is a crucial component of job success, not much study has been done on how competence affects teacher performance, particularly in public schools.

The purpose of these research is (1) to determine the level were principal and master teacher promote strategies in the new normal; (2) to define the extent did the principal and master teacher co-develop strategies in practice related to the exchange-off between empowerment and accountability; and (3) to know how principal and master teacher can change in greatly established standardizing way.

With this, the researchers want to study about the teaching capabilities, behavioural competencies and the performance of the Public-School teachers in DepEd Laguna and DepEd Quezon.

RELATED LITERATURE

Ensuring continuity in learning and development for children transitioning from pre-compulsory to compulsory education remains a persistent challenge across educational systems. While coaching holds potential as a strategy

to enhance this continuity by strengthening teacher capabilities, existing research provides limited insights into its effectiveness. This study examines how coaching practices can address transitional challenges through a collective case study and the theory of practice architectures, which frame an investigation into how coaching builds teacher capacity. The research advocates for a situated, site-specific approach to developing teacher capabilities, emphasizing the importance of contextual factors in early education continuity. Key findings highlight how local conditions (both enabling and constraining) shape coaching practices and their impact on transitional continuity. The study underscores the need to consider site-specific dynamics when designing interventions to support smoother educational transitions. [1].

In an unnumbered regional memorandum in 2016 from DepEd CALABARZON, sir Diosdado M. San Antonio, who is the regional director at that time, released the “Policy to intensify Professional Growth & Development of Teachers & Personnel in DepEd CALABARZON.” In this policy, teachers are encouraged and supported by the regional office thru various means such as; School Principals must ensure equitable access to training and scholarship opportunities for all teachers and staff. No teacher may participate in more than two seminars until every classroom teacher has attended at least one seminar, provided these are DepEd-funded or MOOE-funded activities. Teachers may still attend self-funded workshops during vacation periods. Facilitation of SLAC sessions should rotate among classroom teachers to fairly distribute leadership and facilitation skill development opportunities. Reclassification via ERF processing is permitted after six months of service or six months following a prior promotion/reclassification. Teachers completing a Master’s degree may apply for reclassification immediately without waiting three years. Study leave of absence will be granted to teachers/school officials during thesis/dissertation defenses: two days for proposal defenses, two days for pre-orals, and three days for final defenses. [2].

Meanwhile, students' learning experiences and academic results, which represent their performance in school, are greatly influenced by the core behavioural competencies of teachers. When it comes to service orientation, teachers exhibit a high level of behavioural competence. Fabre, Michelle & Osias, Ninfa. (2024). [3].

In Brazil, as in many countries, mental health problems (MHP) in youth often go undetected and unaddressed, with schools emerging as critical environments for early identification and intervention. To address this gap, Vieira et al. (2014) evaluated teachers’ capacity to recognize and refer students with potential MHP, while testing a psychoeducational strategy to enhance their skills in this area. [6]

In contrast, U.S. and New Zealand studies (O’Driscoll & Eubanks, 2007) applied organizational development (OD) frameworks rooted in behavioural competency models. A survey of consultants and clients revealed discrepancies in perceived consultant behaviours and goal-setting activities, highlighting their impact on consultation effectiveness. The findings underscored the need for researchers and practitioners to prioritize client expectations and needs, while affirming the value of competency-based approaches in OD contexts.[10]

Meanwhile, the design of simulation assessments to evaluate pre-service teachers' eliciting and interpreting skills and mathematical knowledge. It also discusses the development of an online learning module on mathematical modelling for pre-service teachers, involving professionals from STEM disciplines. The module was evaluated using Bybee's five E's enquiry-based approach and Goos et al.'s twenty-first century numeracy model. The study found positive evaluations but identified areas for improvement, including more meaningful inclusion of pre-service teachers and stakeholders. (V. Geiger et al., 2018). [14]

Additionally, lecturers in higher education face new obstacles as more programs are taught in English in non-Anglophone contexts. Intervention, ranging from participant self-assessment to observations of specific teaching methods in the classroom are needed. The value of the intervention in context can be demonstrated through the use of surveys and observation reports corroborated in an explicit feedback template. (K. M. Lauridsen and O. Lauridsen, 2018). [5].

In another study, N. Gruden and A. Stare, in 2018 conducted a quantitative survey to determine the significance and impact of behavioural competencies on effective project performance in order to increase awareness of the relevance of these skills for project managers. Additionally, they wanted to know if managers understand the value of competences and which competency they believe to be the most important. Regression analysis confirmed the overall effect of behavioural abilities on project success and pinpointed the most important

competencies. According to their study, project manager aggressiveness was the most crucial competency. [12] In Addition, G. Albino in 2018 stated that collaboration, organization, delivery, and complexity are considered relevant to an organization. [4]

Dainty, Cheng, and Moore's 2005 research employed a robust methodology to identify superior project managers' competencies across various sectors. Their findings revealed that project management competencies differ from generic management behaviours in key areas such as customer service orientation, self-control, and flexibility. While most competencies were found to be generic, some appeared to be specific to the individual manager's orientation and job-role focus. This suggests a need for project management bodies of knowledge to consider sector-specific behavioural dimensions in the future. The study's competency profiles offer a practical framework for more targeted human resource development activities. Implementing this competency framework in key HRM functions could enhance organizations' ability to develop and retain crucial managerial talent by fostering a more participative and developmental approach to human resource management [1].

M. R. Weiss in 2011 stated that promoting young people's healthy physical and psychosocial development is the aim of a positive youth development perspective. The social-contextual elements of this approach—such as teacher conduct, classroom organization, and student activities—help provide young people the qualities, abilities, and values that will support their role as productive, socially conscious, and healthy citizens. Through the acquisition of life skills and psychosocial and behavioural traits that can be applied to other significant domains (school, family, and work) simultaneously and throughout one's life, school physical education is a setting that has the ability to support good youth development. He argued that these qualities and abilities ought to encompass the improvement of motor skills as well as physical exercise and health objectives. [12].

On the other hand, M. Siciliano in 2015 stated that network composition and structure have an impact on street-level performance. Therefore, street-level workers' activities are influenced by certain aspects of the social framework in which they are entrenched rather than being autonomous reactions to personal problems. [10].

Finally, both public and private primary schools had very high levels of educational performance. A test of differences, however, revealed that public schools had better home-school interactions than private ones. Importantly, there is a large positive correlation between school success and effectiveness. According to the factorial analysis, professional collaboration and school leadership competency had the biggest effects on both schools' performance out of all the variables of school effectiveness. [11]. Magulod Jr, G. C. (2017).

Objectives Of the Study

The main purpose of this study is to determine the factors that influence the teaching capabilities, behavioural competency and performance of teachers. Furthermore, it aims to establish relationships between behavioural competencies and the performance of the teachers.

Conceptual Framework

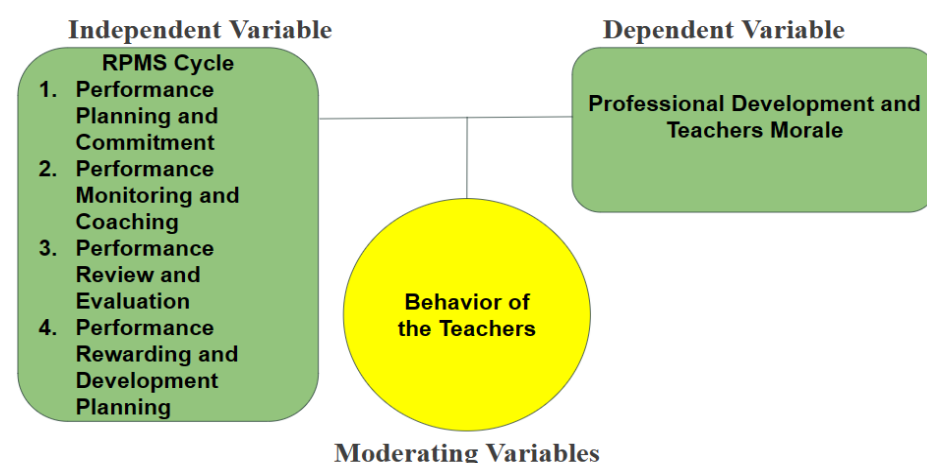


Figure 1. Conceptual Framework of the Teaching Capabilities, Behavioral Competency and Performance of Public School Teachers

MATERIALS AND METHODS

This study aimed to investigate the relationship between teaching capabilities, behavioural competencies, and performance in public schools. To achieve this, a quantitative method was employed, utilizing quantitative data collection and analysis techniques. This study involved a sample of 200 public school teachers from different Sub-Offices in Schools Division Office of Laguna and Schools Division Office of Quezon. Participants were selected using stratified random sampling through the wheel of names to ensure diversity in school types and teacher demographics. The quantitative data was collected through a self-administered survey questionnaire on Google Forms. The survey consisted of closed-ended questions designed to measure participants' teaching capabilities, behavioural competencies, and performance. The questionnaire was validated on scales and pre-tested through pilot testing to ensure its reliability and validity. The participants in the pilot testing were thirty (30) teachers and thirty (30) students from one secondary school. The questionnaire for the teachers consisted of three (3) parts, demographic profile, behavioural competencies, and performance rating, with 41 items that were designed to measure six (6) domains of behavioural competencies such as self-management, professionalism, ethics, results focus, teamwork, service orientation, and innovation. While the students' questionnaire consisted of two (2) parts, the demographic profile, and teachers' capabilities had 18 items that were designed to measure four (4) factors of capabilities, such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum, and planning, assessment and reporting, community linkages, professional engagement, personal growth, and professional development. Cronbach's alpha was calculated to assess the internal consistency of teachers' capabilities and behavioural competencies. The results indicated a high level of internal consistency among the factors and domains were 0.87 and 0.85, respectively. According to guidelines by Nunnally and Bernstein (1994), a Cronbach's alpha coefficient of 0.70 or higher is considered acceptable for research purposes. Therefore, the measures used in this study can be considered reliable.

The data were analysed using descriptive and inferential statistical techniques. Correlation analysis is used to test the relationship between the variables.

Ethical Consideration

Respondents provided voluntary, informed, and explicit consent before they participated in research. They were adequately informed about the study purpose, procedures, potential risks, benefits, and their rights if they don't want to participate. The privacy of the respondents was ensured that their personal information and data are kept confidential. Anonymity is maintained, and if this study will be published, only pooled results will be included.

RESULTS AND DISCUSSION

The following are the results and discussions of the study

Extent of Teaching Capabilities

A. Content Knowledge and Pedagogy	Mean	Verbal Interpretation
1. Applied knowledge and content within and across curriculum areas.	4.02	Highly Capable
2. Used research-based knowledge and principles of teaching and learning to enhance professional practice.	3.93	Highly Capable
3. Displayed proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning.	4.12	Highly Capable
4. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement.	4.15	Highly Capable
Average Weighted Mean	4.05	Highly Capable

The table above shows the capabilities of teacher-respondents in content knowledge and pedagogy with an average weighted mean of 4.05 with highly capable interpretation. It means that teachers are equipped with accurate knowledge in the subject they are teaching and they possess high competency in the art of teaching.

B. Learning Environment	Mean	Verbal Interpretation
1. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures	4.25	Very Highly Capable
2. Maintained learning environments that promote fairness, respect, and care to encourage learning	4.23	Very Highly Capable
3. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	4.17	Highly capable
4. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	4.09	Highly capable
Average Weighted Mean	4.19	Highly capable

The table above shows the capabilities of teacher-respondents in the learning environment with an average weighted mean of 4.19 with highly capable interpretation. It means that teachers are aware of the school policies, child-friendly, encourages and motivates learners to learn effectively.

C. Diversity of Learners, Curriculum and Planning & Assessment and Reporting	Mean	Verbal Interpretation
1. Designed, adapted, and implemented teaching strategies that are responsive to learners with disabilities, giftedness, and talents.	4.13	Highly Capable
2. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	3.99	Highly Capable
3. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners	4.11	Highly Capable
4. Utilized assessment data to inform the modification of teaching and learning practices and programs.	4.00	Highly Capable
Average Weighted Mean	4.06	Highly Capable

The table above shows the capabilities of teacher-respondents in diversity of learners, curriculum and planning & assessment with an average weighted mean of 4.06 with highly capable interpretation. It means that teachers are highly capable of giving opportunities to learners regardless of gender, ethnicity, disability, giftedness and talents. Teachers are also highly competent in modifying teaching and learning practices based on the needs of learners.

D. Community Linkages and Professional Engagement & Personal Growth and Professional Development	Mean	Verbal Interpretation
1. Maintained learning environments that are responsive to community contexts.	4.15	Highly Capable
2. Reviewed regularly personal teaching practices using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers	4.18	Highly Capable
3. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	4.10	Highly Capable
4. Apply a personal philosophy of teaching that is learner-centered.	3.88	Highly Capable
5. Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as a caring attitude, respect, and integrity	4.19	Highly Capable
6. Set professional development goals based on the Philippine Professional Standards for Teachers	4.18	Highly Capable
Average Weighted Mean	4.09	Highly capable

The table above shows the capabilities of teacher-respondents in community linkages and professional engagements & personal growth and professional development with an average weighted mean of 4.06 and highly capable as interpretation. It means that teachers are highly adept at reaching out to stakeholders to execute

school programs, projects and activities, they are also aware of the professional ethics for professional teachers, are compliant, have their own philosophy in teaching and are flexible in adapting to changes in the department of education.

Extent of Teaching Capabilities

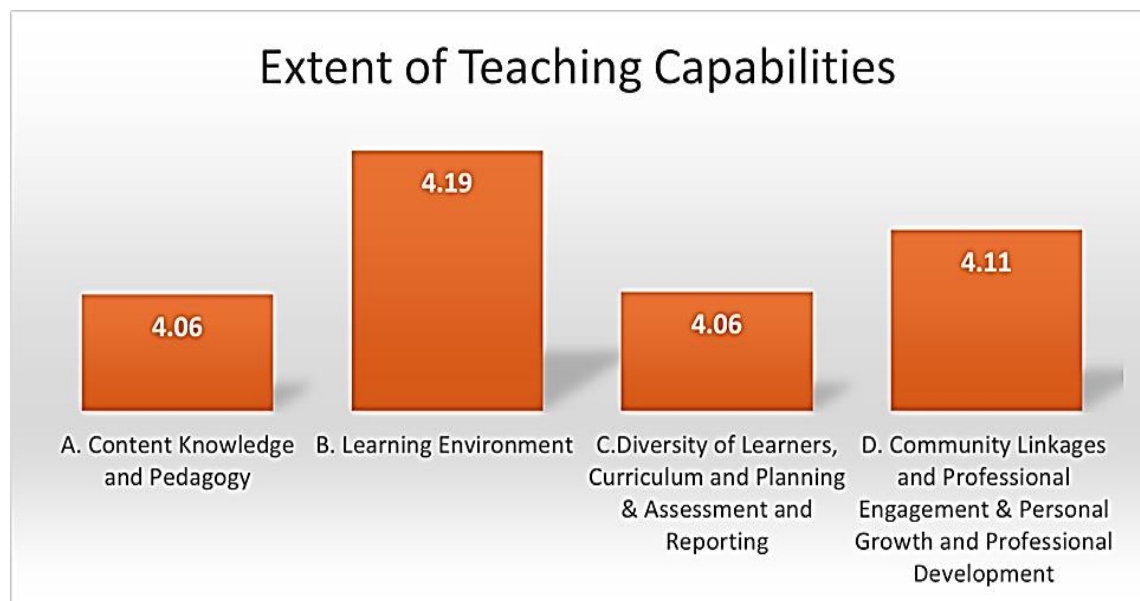


Figure 2. Extent of Teaching Capabilities

Based from the findings on the Extent of Teaching Capabilities, educators display high skill in a variety of teaching areas. Among the analysed areas, the Learning Environment (4.19) had the highest rating, showing that teachers effectively provide a suitable and engaging environment for learners. This implies that they should use strategies that encourage student involvement, inclusivity, and a pleasant teaching environment.

Furthermore, Community Linkages, Professional Engagement, and Personal Growth (4.11) received strong marks, emphasizing educators' dedication to ongoing professional development and active collaboration with external stakeholders. This means that teachers are committed to lifelong learning and understand the value of professional networking to improve their instructional skills.

On the other hand, Content Knowledge and Pedagogy (4.06) achieved lower but still outstanding grades, as did Diversity of Learners, Curriculum Planning, and Assessment (4.06). While teachers have significant subject matter expertise, there may be possibilities to improve pedagogical strategies, curriculum planning, and assessment procedures in order to better meet the needs of different students.

Extent of Behavioral Competencies

A. Self-Management	Mean	Verbal Interpretation
1. Sets personal goals and directions, needs, and development.	4.28	Excellent Behavioral Competency
2. Undertakes personal actions and behaviour that are clear and purposive and takes into account personal goals and values congruent to that of the organization.	4.07	Very Good Behavioral Competency
3. Displays emotional maturity and enthusiasm for and is challenged by higher goals.	4.34	Excellent Behavioral Competency
4. Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve my goals.	4.00	Very Good Behavioral Competency
5. Sets high-quality, challenging, realistic goals for myself and others.	4.22	Excellent Behavioral Competency
Average Weighted Mean	4.18	Very Good Behavioral Competency

The table above shows the extent of behavioural competency in self-management with 4.18 in average weighted mean and an interpretation of very good behavioural competency. It means that teachers are very brilliant at setting personal goals which are of high quality, challenging and realistic.

B. Professionalism and Ethics	Mean	Verbal Interpretation
1. Demonstrates the values and behaviour enshrined in the Norms and Conduct and Ethical Standards for public officials and employees (RA 6713).	4.49	Excellent Behavioral Competency
2. Practice ethical and professional behaviour and conduct taking into account the impact of his/her actions and decisions.	4.33	Excellent Behavioral Competency
3. Maintains my professional image: being trustworthy, regularity of attendance and punctuality, good grooming, and communication.	4.36	Excellent Behavioral Competency
4. Makes personal sacrifices to meet the organization's needs.	4.22	Excellent Behavioral Competency
5. Act with a sense of urgency and responsibility to meet the organization's needs, improve the system and help others improve their effectiveness.	4.22	Excellent Behavioral Competency
Average Weighted Mean	4.32	Very Good Behavioral Competency

The table above shows the extent of behavioural competency in professionalism and ethics with an average weighted mean of 4.32 and an interpretation of very good behavioural competency. It means that teachers are very distinctive in their moral values as a citizen of the Philippines and an employee of the government, they are role models of the society and also make personal sacrifices for the sake of the organization.

C. Results Focus	Mean	Verbal Interpretation
1. Achieves results with optimal use of time and resources most of the time.	4.03	Very Good Behavioral Competency
2. Avoids rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs.	3.78	Very Good Behavioral Competency
3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required.	3.59	Very Good Behavioral Competency
4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.	4.01	Very Good Behavioral Competency
5. Makes specific changes in the system or in its own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, and morale without setting any specific goal.	3.97	Very Good Behavioral Competency
Average Weighted Mean	3.88	Very Good Behavioral Competency

The table above shows the extent of behavioural competency in results focus with 3.88 in average weighted mean and an interpretation of very good behavioural competency. It means that teachers are very remarkable at monitoring and evaluating their performances. Achieves results with optimal use of time and resources most of the time, makes accurate outputs and are willing to improve themselves in their area of weaknesses.

D. Teamwork	Mean	Verbal Interpretation
1. Willingly does my share of responsibility.	4.48	Excellent Behavioral Competency
2. Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.	4.29	Excellent Behavioral Competency
3. Applies negotiation principles in arriving at win-win agreements.	4.02	Very Good Behavioral Competency
4. Drives consensus and team ownership of decisions.	4.16	Very Good Behavioral Competency
5. Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.	4.28	Excellent Behavioral Competency
Average Weighted Mean	4.25	Excellent Behavioral Competency

The table above shows the extent of behavioural competency in teamwork with an average weighted mean of 4.25 and an interpretation of excellent behavioural competency. It means that teachers are exceptional in collaborative work.

E. Service Orientation	Mean	Verbal Interpretation
1. Can explain and articulate organizational directions, issues, and problems.	3.95	Very Good Behavioral Competency
2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.	4.01	Very Good Behavioral Competency
3. Initiates activities that promote advocacy for men's and women's empowerment.	3.91	Very Good Behavioral Competency
4. Participates in updating office vision, mission, mandates, and strategies based on DEPED strategies and directions.	4.02	Very Good Behavioral Competency
5. Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery.	4.02	Very Good Behavioral Competency
Average Weighted Mean	3.98	Very Good Behavioral Competency

The table above shows the extent of behavioural competency in service orientation with an average weighted mean of 3.98 and an interpretation of very good behavioural competency. It means that teachers are professionals who possess particular traits and characteristics that make them suitable for offering stakeholder or clients good service.

F. Innovation	Mean	Verbal Interpretation
1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways to do things (cost and/ or operational efficiency).	3.90	Very Good Behavioral Competency
2. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.	4.02	Very Good Behavioral Competency
3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions. Empowerment.	4.03	Very Good Behavioral Competency
4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	3.90	Very Good Behavioral Competency
5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	3.86	Very Good Behavioral Competency
Average Weighted Mean	3.94	Very Good Behavioral Competency

The table above shows the extent of behavioural competency in innovation with an average weighted mean of 3.94 and an interpretation of very good behavioural competency. It means that teachers can introduce new ideas,

methods, products, or processes that bring about positive change or improvement, demonstrate creativity, originality, and a willingness to challenge conventional thinking.

Extent of Behavioral Competencies



Figure 3. Extent of Behavioral Competencies

Meanwhile, the findings on the Extent of Behavioral Competencies represent teachers' professional characteristics and work ethics. Professionalism and Ethics (4.32) is the highest-rated competency, demonstrating educators' great moral integrity and ethical standards. Furthermore, Teamwork (4.25) obtained a high ranking, indicating that collaboration between teachers and other stakeholders is an important part of their work culture.

However, the lowest-rated area, Results Focus (3.88), indicates that, while teachers are dedicated, there may be a need for a greater emphasis on goal-oriented activities, measurable outcomes, and performance-driven improvements. Similarly, Service Orientation (3.98) and Innovation (3.94) performed lower than other competences, indicating potential areas for improvement in terms of responsiveness to stakeholder demands and the use of creative or modern teaching methods.

The findings indicate that teachers are extremely skilled in creating a positive learning environment, keeping ethical norms, and collaborating. However, there is need for improvement in terms of measured learning outcomes, creative methods, and curriculum customization to better serve diverse learners. Strengthening these areas may result in more successful teaching techniques, student engagement, and overall educational achievement.

Mean Rating of Teachers' IPCRF

Rating Period	Mean	Sd	Verbal Interpretation
2019-2020	3.95	0.31	Very Satisfactory
2020-2021	4.06	0.35	Very Satisfactory
2021-2022	4.2	0.33	Very Satisfactory
	4.07	0.33	Very Satisfactory

The table above shows the mean rating of teachers' IPCRF from the last three school-year with an average weighted mean of 4.07, standard deviation of 0.33 which means very satisfactory. It means that teachers' performance is very acceptable in the standard for professional teachers.

Significant Relationship of Behavioral Competency and IPCRF Rating

TEST	VARIABLE	RATING PERIOD	COMPUTED VALUE	P-VALUE	DECISION	INTERPRETATION
SPEARMAN CORRELATION	SELF-MANAGEMENT	2019-2020	-0.055	0.694	ACCEPT HO	NOT SIGNIFICANT
	PROFESSIONALIS M AND ETHICS		-0.088	0.529	ACCEPT HO	NOT SIGNIFICANT
	RESULT FOCUS		-0.339	0.013	REJECT HO	SIGNIFICANT
	TEAMWORK		-0.081	0.565	ACCEPT HO	NOT SIGNIFICANT
	SERVICE ORIENTATION		-0.081	0.564	ACCEPT HO	NOT SIGNIFICANT
	INNOVATION		-0.012	0.933	ACCEPT HO	NOT SIGNIFICANT
	SELF-MANAGEMENT	2020-2021	0.006	0.967	ACCEPT HO	NOT SIGNIFICANT
	PROFESSIONALIS M AND ETHICS		-0.124	0.363	ACCEPT HO	NOT SIGNIFICANT
	RESULT FOCUS		-0.152	0.263	ACCEPT HO	NOT SIGNIFICANT
	TEAMWORK		0.055	0.688	ACCEPT HO	NOT SIGNIFICANT
	SERVICE ORIENTATION		0.003	0.983	ACCEPT HO	NOT SIGNIFICANT
	INNOVATION		0.150	0.269	ACCEPT HO	NOT SIGNIFICANT
	SELF-MANAGEMENT	2021-2022	0.102	0.454	ACCEPT HO	NOT SIGNIFICANT
	PROFESSIONALIS M AND ETHICS		-0.111	0.420	ACCEPT HO	NOT SIGNIFICANT
	RESULT FOCUS		-0.071	0.610	ACCEPT HO	NOT SIGNIFICANT
	TEAMWORK		-0.134	0.320	ACCEPT HO	NOT SIGNIFICANT
	SERVICE ORIENTATION		-0.156	0.249	ACCEPT HO	NOT SIGNIFICANT
	INNOVATION		0.014	0.920	ACCEPT HO	NOT SIGNIFICANT

The previous table shows the significant relationship of behavioural competency and IPCRF Rating from the school year 2019-2020 to 2021-2022. There is no significant relationship between behavioural competency of teachers and their IPCRF ratings, except for results-focus during the school year 2019-2020 with a computed value of -0.339 and p value of 0.013. Result Focus is ability to set clear goals, focus efforts on achieving them, and ensure that desired outcomes are met efficiently. To make sure these goals are reached, teachers must set challenging yet doable learning targets for their learners and keep a close eye on their progress. Ensures academic success by modifying their teaching methods and meeting students' needs through evaluations and feedback. Encourage learners to pursue excellence by establishing high standards and cultivating an environment of

success by recognizing them in their achievements and even small progress. By viewing both achievements and setbacks as chances for improvement, educators hold themselves responsible for the results of their students. Long-term educational success depends on teachers maintaining a strong result focus since they are more likely to produce quantifiable gains in student outcomes. The result may be brought by the challenges of the pandemic in the early stage which affects the focus of teachers towards their objectives. The result is supported by the statement of Chanana, N., & Sangeeta. (2021) that employees are growing personally and professionally and picking up new abilities despite the challenging COVID-19 pandemic, employees continue to be motivated and feel a sense of commitment to the company. In comparison to the study of Fabre, Michelle & Osias, Ninfa in 2024, the result of their study showed that teachers have a very high level of behavioural competence in Self-Management and least in Service Orientation. In this study, Results-Focus show a significant relation with teacher's performance, it implies that if a teacher is focused, he needs to exhibit other necessary behaviour such as self-management, Service Orientation and the others.

Significant Relationship between the Behavioral Competency of Teachers and their Performance

Path Coefficient	p-value	Effect
-0.252	0.005	Significant

The previous table shows the relationship of teachers' behavioural competency to their performance. Path coefficient of -0.252, p-value of 0.005 which means significant, it means that their behaviour towards works has a notable effect in their performance. The result is supported by the study of Kehoe, R. R., & Wright, P. M. (2013) who stated that good behaviour at work will result in great productivity.

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

Based on the findings, the following conclusions were drawn. The extent of factors influencing the performance of teacher in terms of capability and behavioural competencies under extent of teaching capabilities are 4.05 which means highly capable in content knowledge and pedagogy, 4.19 which means highly capable in learning environment, 4.06 meaning highly capable in diversity of learners, curriculum and planning, & assessment and reporting, 4.09 which means highly capable in community linkages and professional engagement & personal growth and professional development.

On the other hand, under extent of behavioural competencies, an average weighted mean of 4.18 meaning very good behavioural competency for self-management, for professionalism and ethics, an average weighted mean of 4.32 which means excellent behavioural competency, result focus with 3.88 which means very good behavioural competency, teamwork with 4.25 meaning excellent behavioural competency, service oriented with 3.98 meaning very good behavioural competency and for innovation, 3.94 which means very good behavioural competency as well.

The mean rating of teachers in their IPCRF is 4.07 and standard deviation of 0.33 yielding very satisfactory results.

There is no significant relationship between the behavioural competency of teachers and their performance except for result focus in the school year 2019-2020.

The study may involve potential bias such as the self-reporting of their IPCRF ratings since the researchers acknowledge the confidentiality of their records and in adherence to Data Privacy Act of 2012.

Based on the conclusions, the following recommendations are made. IPCRF ratings of teachers must be rigorously evaluated to reflect realistic performance of teachers every school year. The department must continue to support teachers in terms of training and seminars with regards to behaviour and mental health.

The indicators in IPCRF where teachers are low in performance should be one of the bases in conducting LAC sessions. The dominant need of teachers after reviewing their IPRCF, strength and weaknesses, is one of the ways in selecting topics for LAC sessions. The Department of Education's (DepEd) Learning Action Cell (LAC)

program is a school-based continuing professional development program in which educators work together to solve common issues and enhance teaching and learning strategy. School head, master teachers or head teachers may serve as resource speakers in LAC sessions if they finished their master's degree for it will be the requirement in accrediting CPD units in LAC sessions, this is aligned to the DepEd Calabarzon unnumbered regional memorandum in 2016, which is the "Policy to Intensify Professional Growth & Development of Teacher & Personnel in DepEd Calabarzon". Continued study of this research is recommended.

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