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Teachers' Core Behavioral Competencies and School Performance: Basis for School Development Plan

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ABSTRACT

Teachers' core behavioral competencies play a crucial role in shaping the learning experience and academic outcomes of students that will reflect the school performance. The teachers in the Division of Misamis Oriental had a hard time developing their core behavioral competencies. The respondents were the three hundred forty-eight (348) public elementary teachers in the Division of Misamis Oriental. The research instrument was the survey questionnaire on core behavioral competencies and the school performance. Descriptive research design was used to interpret and analyze data such as mean and standard deviation to describe the level of core behavioral competencies. Pearson-r moment Correlation Coefficient to determine the significant relationship between independent and dependent variables. The findings revealed that the teachers have a very high level of behavioral competence in Self- Management and least in Service Orientation. The secondary data revealed a decrease of 0.99 percent during the enrollment of SY 2022-2023 which means that they have a negative performance during this school year. However, there is no significant relationship between core behavioral competencies in all variables and all of the school performance indicators. It is concluded that teachers in the Division of Misamis Oriental have a high level of behavioral competence in terms of Service Orientation. It is recommended that teachers should be given the opportunity to promote advocacy for men and women empowerment and update themselves in participating the office mission and vision mandates.

INTRODUCTION

The core behavioral competencies of teachers are essential qualities and skills that educators should possess to be effective in their roles. These competencies are crucial for creating a positive learning environment, fostering student growth and development, and facilitating successful teaching and learning experiences. DepEd Memorandum 008, s. 2023, entitled Multi-Year Guidelines on the Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST)" provides comprehensive instructions and all the essential information for adopting and implementing performance management and appraisal for teachers.

Moreover, core behavioral competencies, work attitudes, and teaching performance are closely linked. Based on these findings, it is advised that teachers demonstrate exemplary behavior and serve as positive role models by actively engaging in relevant training, workshops, conferences, and forums organized by the Department of Education or sponsored programs designed to improve core behavioral competencies. The teacher must upgrade their teaching position, could it either be a promotion or reclassification by looking into the basic requirement in consonant to the DepEd policies and guidelines for promotion and reclassification of teacher's position as the teaching position was found significant and as a contributory factor to the teaching performance of the teachers (Cruzos,2022). In the DepEd Results-Based Performance Management System – Philippine Professional Standard for Teachers, the following core behavioral competencies should be emphasized and used as the foundation for a professional development plan: self-management competence, professionalism and ethics competence, results focus competence, teamwork, service orientation, and innovation (DepEd Memorandum No. 004, s. 2022).

School performance is a school's overall effectiveness and achievement in fulfilling its educational mission and goals. It encompasses a wide range of factors, including student academic achievement, teacher effectiveness, administrative leadership, school climate, and community involvement. Successful schools prioritize these aspects to create an environment where students can thrive and achieve their full potential. Based on Harris (2020), research on school improvement underlines the significance of changing key organizational processes and focusing on school improvement in context to get profound information about transformational processes. Further, it provides valuable information about the number of students attending a school, their demographics, and other characteristics that can influence educational outcomes. Enrollment data is an important factor that can be used to assess and analyze school performance. Hafeez *et al.* (2020) explained that the effect of school enrolment size on student achievement has been a major factor in the failure of the education system, especially primary education.

This serves as an important indicator of a school's ability

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to engage, support, and educate its students. The drop-out rate is closely connected to school performance and is often considered an important indicator of a school's effectiveness. Reducing drop-out rates is a common goal for educators and policymakers, as it can lead to improved academic achievement, higher graduation rates, and better long-term outcomes for students and communities. According to the findings of Zengin (2021), as a result of the research, male students are more likely to drop out of school and behave antisocial than female students. It has been noted that some quiet students have a perception of failure and do not indicate that they are likely to drop out of school, yet they belong to a high-risk group. Additionally, these students tend to express a low level of concern about their overall academic performance, despite being at risk of dropping out.

It is an important educational indicator that can provide insights into a school's effectiveness. The repetition rate, the percentage of students who repeat a grade level, is closely connected to school performance. Schools with low repetition rates are often viewed more positively as they are effectively helping students progress. In contrast, high repetition rates may signal the need for improvements in instructional quality and support services to enhance overall school performance. Owino *et al.* (2022) state that a high repetition rate was argued to improve academic performance by exposing low-performing students to additional teaching time and allowing them to catch up on the curriculum and content of teaching. Similarly, repetition, on the other hand, was considered detrimental to students' long-term academic success, with retained students increasingly lagging behind their peers who were promoted, potentially leading to dropout rates.

Moreover, it serves as a significant indicator of a school's effectiveness in providing quality education and supporting student achievement. The failure rate is closely connected to school performance, which refers to the percentage of students who do not meet the minimum passing standards for a particular grade or subject. Schools with low failure rates are generally viewed more positively as they are effectively helping students meet academic standards. In contrast, high failure rates may indicate the need for improvements to enhance overall school performance. Chohan (2018) revealed that the impact of academic failure on the self-concept of the students may be considerably negative. Based on the study's findings, the researcher recommended that when designing teacher training programs, practical elements of child psychology should be emphasized alongside theoretical concepts, as indicated in the study's conclusion. By integrating practical aspects of child behavior into teacher training, these programs could become more effective, relevant, and well-received by teachers.

Caena (2018) says that teachers' behavioral competencies positively affect the formation of students' key competencies, the work attitudes of the teachers, such as social environment and interpersonal relationships, and the way they act on their responsibility as professional teachers. Furthermore, Distler (2019) found that instructors' behavioral competencies positively impact nursing students' critical thinking and clinical practice competencies in planning problem-based learning and implementing evidence-based teaching practice. Furthermore, Eimicke *et al.* (2019) specify that work ethics have been the foundation of achievement for generations. Success can be achieved by cultivating a strong work ethic in the classroom setting. When work ethic is combined with professional skills, it leads to success that manifests in productivity and efficiency. This creates a positive workplace atmosphere and fosters a healthy work environment.

Additionally, Cruzos (2022) investigated the fundamental behavioral abilities of teachers, how they will significantly affect their teaching performance, and how the teacher foresees his professional role as a teacher in the field of work. Therefore, research on this specific competence of teachers is highly significant for regions and local communities. It aids in the professional development of teachers in areas where integrated education is practiced and plays a role in establishing a system of core competencies and professional standards for teachers, which can enhance their performance in schools. This aimed to acknowledge employees for their innovative ideas, outstanding achievements, exceptional performance, remarkable acts of service, and contributions to efficiency, cost-effectiveness, and improvements in government operations, which have driven organizational activity. Through this, the researcher wanted to assess the core behavioral competencies of the teachers and how they affect the performance of the school through the key performance indicators.

LITERATURE REVIEW

Core Behavioral Competencies

In the DepEd's Results-Based Performance Management System – Philippine Professional Standard for Teachers (RPMS-PPST), the following core behavioral competencies must be highlighted and used as the foundation for professional development plans: self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation (DepEd Memo 008, s. 2023). The implementation of various innovations in schools today is largely influenced by the nature, context, control, and authority within urban school systems. Research indicates that practicing self-management on a continuous basis can lead to increased productivity and efficiency in one's work, thereby improving individual job performance (Caddy, 2020).

Self-management of teachers refers to the ability of educators to independently and effectively oversee and regulate their own professional responsibilities and well-being within the context of their teaching roles. Self-Management is a crucial core behavioral competency for teachers. It refers to the ability of educators to regulate and control their own thoughts, emotions, and behaviors in order to maintain professionalism, handle stress, and

create a positive and productive learning environment. Moreover, according to Shuck *et al.* (2018), since organizations have flattened and promotion-based career cultures are disappearing, employees at all levels should be in charge of their career development. It involves teachers taking control of various aspects of their work, including time management, classroom management, curriculum planning, and personal development.

To ensure successful teaching and learning in school settings, ethical practices and standards must be prioritized and enhanced. In fact, professionalism and ethics are essential components of teachers' core behavioral competencies. These qualities guide teachers' conduct, decision-making, and interactions with students, colleagues, parents, and the broader educational community. In the study of Kong *et al.* (2019) on long-term educational practice, some ethical and moral requirements for this profession have been accumulated. Nevertheless, in the past, although people had some understanding of the unique aspects of the teaching profession, they also acknowledged the differences between teachers' professional ethics and general professional ethics, emphasizing the importance of these distinctions great attention to the importance of teachers 'professional ethics. Professionalism and ethics are essential aspects of a teacher's role in the education system. They guide a teacher's conduct, interactions, and responsibilities within the classroom and the broader educational community. Adhering to high standards of professionalism and ethics is not only a requirement for teachers but also essential for the quality of education and the trust of students, parents, and the community in the teaching profession. It ensures that teachers are effective, ethical, and responsible educators who contribute positively to the development of students and society as a whole.

School Performance

School performance, both at the individual student level and the broader institutional level, significantly impacts various aspects of students' lives, communities, and society as a whole. It is important to note that school performance is influenced by various factors, including the quality of education, teacher effectiveness, socioeconomic background, and educational policies. Efforts to improve school performance often focus on addressing these factors to ensure that all students have the opportunity to succeed and reap the benefits associated with a high-quality education. School-based research emphasizing collaboration and inquiry is needed to increase the capacity of schools to bring about positive change because it is a shared responsibility to make school change happen (Constantinou & Ainscow, 2020). Ateş and Ünal (2019) recommend that each school implement a school improvement project, transforming it into a professional learning community. In their case study of a school improvement initiative, they found that the project created a continuous learning environment, served as a source of motivation, granted autonomy, and addressed teachers' desire for meaningful work.

Enrollment data is a valuable resource for understanding school performance and guiding decision-making processes aimed at improving educational outcomes for all students. It can reveal population trends in the school's catchment area. Increases or decreases in enrollment numbers over time can indicate changes in demographics, migration patterns, or shifts in the popularity of the school among parents and students. The study of Burtis and Goulas (2023) states that enrollment declines are widespread but differ substantially across types of schools, locales, and socioeconomic status. According to Lueken (2017), changes in teaching staff or building infrastructure are only done in response to big increases or decreases in student enrollment.

Drop-out Rate

In the study of Bertola *et al.* (2022), as an increasing number of young adults are enrolling in higher education, a larger number will eventually drop out for different reasons, such as having financial problems, choosing the wrong major, and failing to meet the educational demands of a higher education institution. Although not all dropouts leave the education system entirely, many seek to earn a degree at a different higher education institution, typically one with lower requirements than their original institution. As a result, these dropouts often find themselves academically better qualified and prepared than their new peers, who are first-time students at that institution.

Promotion Rate

Connor (2018) posits the resulting themes were that students were too far behind academically at socially promoted levels, so teachers preferred retention over social promotion, and teachers felt differentiated instruction within small groups would be helpful but found little time to use it. The implications for social change involve creating a social promotion policy that enables teachers to more effectively meet students' needs and offering professional development to help teachers enhance their differentiated instruction, aiming to boost achievement for all students.

Repetition Rate

In the study of Owino *et al.* (2022), the high repetition rate was argued to improve academic performance by exposing low-performing students to additional teaching time and allowing them to catch up on the curriculum and content of teaching. Similarly, repetition, on the contrary, was considered harmful to students' long-term academic success, with retained students increasingly lagging behind their promoted peers, potentially leading to dropouts. Rola (2020) says that academic failure is an important and personal event in the lives of university students, and the ways they make sense of experiences of failure matter for their persistence and future success. Academic failure plays a role in student attrition, but the exact degree of its impact and the underlying causes of failure remain unclear.

Another factor considered crucial for school improvement is effective school leadership. Leithwood, Harris, and Hopkins (2020) claim that school leadership affects the features of schools, enhancing the quality of teaching and learning at schools by referring to its role in the success of most school improvement efforts. Likewise, Robinson, Bendikson, McNaughton, Wilson, and Zhu (2017) argue that leadership plays a central role in coordinating improvement efforts at schools. As Supovitz *et al.* (2019) argued, the ultimate goal of educational leadership is to attain meaningful and sustainable school improvement. Teachers collaboration positively impact teacher practices and student learning (Weddle *et al.*, 2020). According to the study by Aldridge *et al.* (2020), teachers are more likely to think about their classroom actions, evaluate them, and transform their practices when the interactions between them increase.

Furthermore, according to Zamir (2020), to enhance and ensure the effectiveness of the school and meet the demands of various parties, the school must have a strategy for management practices. This study is important to policy makers, administrators, managers, and head teachers as a reference in order to improve the quality of education in schools. This study is also beneficial to schools in drafting and designing training programs and leadership courses for teachers in the future. Efforts to improve teacher leadership should be updated so that teachers can lead and create positive behavior among students; this certainly enhances student success and drives effective schools.

This study employed a descriptive research design. By examining the specified variables, this research aims to establish the correlation between core behavioral competencies and school performance among elementary teachers in the Division of Misamis Oriental. According to the reviewed literature, various aspects of core behavioral competencies promote teacher effectiveness in areas such as self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation. Thus, school performance can be achieved through the efforts of the teachers and stakeholders to improve the school. The data gathered from the survey questionnaires could be determined to assess the variables of this study. The literature and studies mentioned above are relevant to the present study, which tackles the correlation between core behavioral competencies and school performance. Furthermore, these literature and studies shed light on a clearer direction of the study.

Statement of the Problem

This study aimed to determine the correlation between teachers' core behavioral competencies and school performance among the elementary teachers who belong from the medium to mega schools in the Division of Misamis Oriental. The result of the study would serve as a basis for a school development plan.

Specifically, this paper wanted to answer the following questions:

1. What is the level of core behavioral competencies among teachers in terms of self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation?
2. What is the level of performance among the selected schools in terms of enrollment, drop-out, promotion, repetition, and failure rates?
3. Is there a significant relationship between the teachers' core behavioral competencies and the school performance in terms of enrollment, dropout, promotion, repetition and failure rates?
4. Based on the findings, what development plan can be designed?

Theoretical Framework

Teachers' core behavioral competencies encompass a range of skills and attributes that contribute to effective teaching and student learning. This study was based on Medley's (1977) Theory of Teacher Competence, which contains five components: pre-instruction, presentation, learning environment, student learning, and professionalism. Medley's pre-instruction, a key competency, pertains to an educator's commitment to instructional planning which guides educating, learning, and accomplishing wanted results. This can relate to the core behavioral competencies of teachers' self-management and result focus.

Further, Medley's learning environment is regarded as another competence to a supportive, safe, and stimulating learning environment that optimizes student learning and developing opportunities. The teacher also needs to have the ability to produce desired learning outcomes from teacher/student interaction in which assessment and adjusted instruction should enhance the learner's success, called student learning, mentioned as the 4th important component of a teacher's competence.

The last important component of a teacher's competence, professionalism, means that the teacher needs professional behavior and involvement, which are extended beyond the classroom. All these five components are very important in determining a school teacher's competence. The competence of teachers is a key determinant of school performance as it directly impacts the quality of instruction, student engagement, and overall learning outcomes. Schools should prioritize hiring, supporting, and retaining competent teachers to ensure the success of their students.

Scope and Limitations

This study focused on the teachers' core behavioral competencies and school performance. The respondents of the study are the three hundred forty-eight (348) public elementary teachers who belong to the medium and mega school category in the Division of Misamis Oriental for School Years 2020-2021, 2021-2022 and 2022-2023. This study is conducted for research purposes only. It cannot affect the standing of the performance of schools in the Division of Misamis Oriental. The independent variable

was the core behavioral competencies of the teachers in determining the teachers' performance. Moreover, the dependent variable was the school performance, where the key performance indicators among the medium-mega school category in the Division of Misamis Oriental were taken as secondary data.

METHODOLOGY

Research Design

This study used a descriptive-correlational research design. According to McCombes (2023), a descriptive research design can use a wide variety of research methods to investigate one or more variables. In contrast to experimental research, the researcher does not control or manipulate any variables, but simply observes and measures them. This approach allows for objective research and can be aligned with the study's hypothesis. It is particularly useful for answering the "what," "when," "where," and "how" questions related to the research problem, rather than exploring the "why." In this study, the researcher investigated the relationship between two variables (or more) without controlling or manipulating any of them. Data were analyzed and interpreted based on the correlation between core behavioral competencies and school performance among the mega school categories in the Division of Misamis Oriental.

Study Setting

The study was conducted among the schools that belong to the medium and mega school category in the Division of Misamis Oriental. There are three hundred fifty-one (351) schools and 34 districts in the Division of Misamis Oriental and a total of four thousand one hundred fifty (4,150) public elementary school teachers. Misamis Oriental (Cebuano: Sidlakang Misamis; Tagalog: Silangang Misamis), officially the Province of Misamis Oriental, is a province located in the region of Northern Mindanao in the Philippines.

Its capital, largest city and provincial center is the city of Cagayan de Oro, which is governed independently from the province. In 1818, Misamis was carved out from Cebu to become a separate province with Cagayan de Misamis (Cagayan de Oro) as its capital and was further subdivided into partidos or divisions: Partido de Cagayan (Division of Cagayan) Partido de Catarman (Division of Catarman), Partido de Dapitan (Division of Dapitan), and Partido de Misamis (Division of Misamis). The new Misamis province was part of the districts of Mindanao during the later part of the 19th Century, with its territory spanning from Dapitan to the west, Gingoog to the East, and as far as Lanao and Cotabato to the south.

The population of Misamis Oriental in the 2020 census was 956,900 people, with a density of 310 inhabitants per square kilometer or 800 inhabitants per square mile. When Cagayan de Oro is included for geographical purposes, the province's population is 1,564,459 people, with a density of 441/km^2 (1,143/sq mi). The province is home to a variety of industries, including agriculture, forestry, steel, metal, chemicals, minerals, rubber, and food processing. It houses the 30-square-kilometer PHIVIDEC Industrial Estate and the Mindanao International Container Port, both located in Tagoloan. Del Monte Philippines, a major exporter of pineapples across the Asia-Pacific region, operates a processing plant in Cagayan de Oro.

Study Population and Sampling Technique

This study involved the public elementary teachers in the Division of Misamis Oriental in three consecutive School Years 2020-2021, 2021-2022 and 2022-2023. There are two thousand six hundred eighty-four (2,684) total population who belong to medium to mega school

Table A: Distribution of Respondents

Name of District	Total Population	Sample Size
Alubijid East	33	4
Alubijid West	47	6
Balingasag Central	138	18
Balingasag North	95	12
Balingasag South	100	13
Balingoan	32	4
Claveria Central	75	10
Claveria North East	35	5
Claveria West	63	8
Gitagum	34	4
Initao North	15	2
Initao South	87	11
Jasaan North	152	20
Jasaan South	74	10
Kinuguitan	38	5
Lagonglong	116	15
Laguindingan	82	11
Libertad	51	7
Lugait	78	10
Magsaysay 1	66	9
Magsaysay 2	55	7
Manticao	90	12
Medina North	56	7
Medina South	57	7
Naawan	96	12
Opol East	75	10
Opol West	121	16
Salay	81	11
Sugbongcogon	54	7
Tagoloan West	220	29
Tagoloan East	103	13
Talisayan	73	9
Villanueva North	112	15
Villanueva South	80	10
Total	**2, 684**	**348**

category. The respondents of this study are the three hundred forty-eight (348) public elementary teachers in the Division of Misamis Oriental. The table below shows the distribution of respondents per district. Using Slovin's Formula, respondents are chosen and randomly distributed to the thirty-four (34) districts in the Division of Misamis Oriental. There are three hundred forty-eight (348) public elementary school teacher respondents in this study. It is fairly distributed based on the percentage per district. By involving these elementary teachers in the Division of Misamis Oriental, the data gathered become the basis for the interpretation of results. This study aimed to determine the level of the teachers' core behavioral competencies that they have developed in their teaching profession. The level of school performance was also interpreted to identify the variables that have positive and negative performance.

Research Instruments

The instrument used in gathering the data is a survey questionnaire on the correlation of core behavioral competencies and school performance. The variable core behavioral competencies were patterned from the Results-based Performance Management System-Philippine Professional Standards for Teachers (2023). This includes the checklist on self-management, professionalism and ethics, result focus, teamwork, service orientation and innovation. The variable on school performance is a second-hand data coming from schools in three consecutive School Years: 2020-2021, 2021-2022, and 2022-2023. The variables include the enrolment data, drop-out rate, promotion rate, repetition rate and failure rate.

Statistical Treatment of Data

After collecting and recording the data that were gathered in the study, the following statistical tools were used: Descriptive statistics such as mean and standard deviation were used to describe the core behavioral competencies and school performance. These were reflected in the findings for the problems where the statistical tools were found. Pearson-r Moment Correlation Coefficient was utilized to determine the significant relationship between core behavioral competencies and school performance.

Ethical Consideration

This study aimed to obtain confidential information from the respondents. They are informed on the purpose of this study and how it is done. All the answers from the respondents are expected to be filled with the best knowledge and feelings they have learned from the researcher's study. Orientation prior to the conduct of the study was highly followed by the permit given by the authority. An agreement between the parties, the researchers, and the respondents takes place. Hence, the responses of the respondents were collected for consolidation and interpretation of results. The following ethical concerns are to be undertaken:

Informed Consent

It informs all participating teachers and clearly explains the purpose of the study, the data-gathering procedure and how to use their information. This is to ensure that they are not obliged to participate, and they also have the option to withdraw from the study at any time without facing consequences.

Data De-identification

Teachers were asked to remove or replace any personal identifiable information from the data during analysis and reporting. Pseudonyms assignments may be done to participants in order to protect their identities.

Secure Data Storage

Safeguard all the collected data by storing it securely using encryption where necessary and limiting access to authorized personnel only. This is to ensure that the data is not accidentally disclosed to unauthorized parties.

Ethical Review

Ethical approval was sought from an Institutional Review Board (IRB) or ethics committee to ensure that the research design and data handling procedure meet ethical standards and guidelines.

RESULTS AND DISCUSSIONS

Problem 1: What is the Level of Core Behavioral Competencies among Teachers in Terms of Self-Management, Professionalism and Ethics, Result Focus, Teamwork, Service Orientation, and Innovation?

Table 1 presents the distribution of respondents' level of behavioral competencies in terms of self-management with an overall mean of 3.29 (SD=0.79), described as At All Times. This means that the respondents have a very high level of competence in terms of self-management. This implies that teachers committed to self-management recognize the importance of continuous learning and professional development. They actively seek out opportunities to enhance their knowledge, skills, and teaching strategies through workshops, courses, conferences, and collaboration with colleagues. Self-managing teachers can easily adapt to change and organize their priority tasks.

Specifically, the indicator sets personal goals and direction that needs development obtained the highest mean of 3.53 (SD=0.74), described as At All Times. The result indicates that the respondents have a Very High level of competence in identifying what they want to improve in their personal lives. This explains that teachers who set personal goals and direction have a clear understanding of their professional purpose and aspirations. This relates to the study of Barni *et al.* (2019), which states that teachers' personal values drive their goals and behaviors at school. Additionally, values can contribute to subjective well-being and an individual's sense of self-efficacy. Teachers' self-efficacy—their belief in their ability to manage the

Table 1: Distribution of Teachers' Behavioral Competencies in terms of Self-Management

Indicators	Mean	SD	Description
Sets personal goals and direction that needs development	3.53	0.74	At All Times
Undertakes personal actions and behaviors that are clear and purposive and takes into account personal goals and values congruent to that of the organization.	3.26	0.73	At All Times
Display emotional maturity and enthusiasm for and is challenge by other goals	3.23	0.78	Most of the Time
Prioritize work task and schedules (through Gantt chart and checklist) to achieve goals.	3.07	0.97	Most of the Time
Sets high quality, challenging, realistic goals for self and others.	3.35	0.73	At All Times
Overall	**3.29**	**0.79**	**At All Times**

Legend:
1.00 – 1.75 Never (Very Low Level)
1.76 – 2.50 Seldom (Low Level)
2.51 – 3.25 Most of the Time (High Level)
3.26 – 4.00 At All Times (Very High Level)

tasks, responsibilities, and challenges associated with their profession—significantly influences crucial academic outcomes, such as students' achievement and motivation, as well as overall well-being in the workplace.

Meanwhile, the indicator prioritize work task and schedules (through Gantt chart and checklist) to achieve goals got the lowest mean of 3.07 (SD=0.97), described as Most of the Time. The result indicates that the respondents have a High level of competence in planning their respective tasks and responsibilities. It can be noted that teachers have not only instructional responsibilities as classroom teachers but also ancillary functions. Gantt charts visually represent tasks, deadlines, and dependencies, allowing teachers to see their workload at a glance. According to Talbert (2022), a person who clearly prioritizes his work can increase productivity, better manage his time, and feel confident that he will hit deadlines—every time. In addition, Azevedo (2023) explains that task scheduling must be an item in your project management checklist. It starts with defining each task's start and end date in your prioritized task list. It was explained by Soares *et al.* (2019) that their typical working hours often prove insufficient, leaving them with no choice but to bring work home, thereby lacking the time for leisure, physical activity, and family life.

Table 2: Distribution of Teachers' Behavioral Competencies in terms of Professionalism and Ethics

Indicators	Mean	SD	Description
Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).	3.46	0.88	At All Times
Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	3.24	0.74	Most of the Time
Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.	3.21	0.83	Most of the Time
Makes personal sacrifices to meet the organization's needs.	3.15	0.95	Most of the Time
Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness.	3.25	0.85	Most of the Time
Overall	**3.26**	**0.85**	**At All Times**

Legend:
1.00 – 1.75 Never (Very Low Level)
1.76 – 2.50 Seldom (Low Level)
2.51 – 3.25 Most of the Time (High Level)
3.26 – 4.00 At All Times (Very High Level)

Table 2 presents the distribution of teachers' level of behavioral competencies in terms of professionalism and ethics with an overall mean of 3.26 (SD=0.85), described as At All Times. This means that respondents have a Very High level of Professionalism and Ethics. This implies that ethical teachers uphold the standards and expectations set forth by their profession, such as codes of conduct, professional ethics, and legal obligations. They maintain integrity, honesty, and transparency in their interactions with students, colleagues, parents, and other stakeholders, consistently demonstrating ethical decision-making and behavior. Teachers in the public schools adhere to the Code of Conduct for Teachers for them to become role models of the learners.

Specifically, the indicator demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713) obtained the highest mean of 3.46 (SD=0.88) with a description of At All Times. The result indicates that the respondents have a Very High Level of competence in showing their uprightness as part of a public school. It implies that demonstrating the values and behavior outlined in RA 6713 extend beyond individual conduct to shape the overall functioning of government and its

relationship with the public. In the study of Şahin *et al.*, (2021) ethical teacher behavior has emerged within the scope of rights and justice, interest and importance to people and the profession, not to harm or benefit, and the boundary of public and private space. In the same study research by Koç and Fidan (2020) showed that ethical teachers should stand at an equal distance to everyone and behave ethically. They are fair, consistent, tolerant, strong in communication, prioritize people, and put professional values above personal values.

Meanwhile, the indicator makes personal sacrifices to meet the organization's needs got the lowest mean of 3.15 (SD=0.95) described as Most of the Time. The result indicates that the respondents have a High level of competence in showing their commitment to the organization. Teachers often sacrifice personal time to meet the needs of their students and their school. This can include arriving early, staying late, or even working on weekends to prepare lessons, grade assignments, and provide extra support to students. According to Bettini (2023), teachers describe sacrificing time with their own families, spending their own money, not getting enough sleep, or even hesitating to start therapy due to time restraints-yet still feeling guilty. In addition, De Lima (2019) stressed out paid tribute to teachers across the world for their great contribution and sacrifices in molding students to become productive members of the society and in laying their foundation to success.

Table 3: Distribution of Teachers' Behavioral Competencies in terms of Result Focus

Indicators	Mean	SD	Description
Achieves result with optional use of time and resources.	3.38	0.75	At All Times
Avoid re-work, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	3.11	0.73	Most of the Time
Delivers error-free outputs most of the time by confirming the standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work In terms of usefulness/acceptability and completeness with no supervision	2.98	0.89	Most of the Time
Expresses a desire to do a better and may express frustrations at waste or inefficiency. May focus on new or more precise ways of meeting goals set.	2.99	0.99	Most of the Time
Makes specific changes in the system or in own work method to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently; or improving quality, customer satisfaction, morale, without setting any specific goal.	3.21	0.81	Most of the Time
Overall	**3.13**	**0.83**	**Most of the Time**

Legend:
1.00 – 1.75 Never (Very Low Level)
1.76 – 2.50 Seldom (Low Level)
2.51 – 3.25 Most of the Time (High Level)
3.26 – 4.00 At All Times (Very High Level)

Table 3 presents the distribution of teachers' level of Behavioral Competencies in terms of result focus. The overall mean of 3.13 (SD=0.83) described as Most of the Time. This indicates that the respondents have a High level of competence in focusing on the positive results of their undertaking within the organization. However, the mean score implies that the respondents are not very highly competent in showing their ability to focus on the results of what they do. There is a need for teachers to improve their ability to focus on results further. Specifically, the indicator achieves result with optional use of time and resources obtained the highest mean of 3.38 (SD=0.75) described as At All Times. The result indicates that the respondents have a Very High Level of competence in manifesting their ability to achieve results even if they encounter challenges as far as time and resources are concerned. This implies that the teacher does their work efficiently, effectively, and strategically. This approach can lead to sustained success, adaptability to changing circumstances, and a focus on innovation and optimization. This relates to the study of Gul *et al.* (2021), who explain these teachers know how to manage Working Hours and workload regularly, know how to handle factors which are responsible for job satisfaction, know how to fulfill their responsibilities within the stipulated period of time to reduce workload, know about their subject content and know that they will have to teach the content in a semester and know how to solve their domestic problems to reduce anxiety.

Meanwhile, the indicator delivers error-free outputs most of the time by confirming the standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work In terms of usefulness/acceptability and completeness with no supervision, got the lowest mean of 2.98 (SD=0.89) described Most of the Time. The result indicates that the respondents have a High level of competence in this indicator. This implies that even if teachers can work independently, they still need to be supervised by their principals to achieve the goals and meet the needs of the pupils. According to Reddy (2020), it is common for everybody to make a mistake. Hence, to avoid errors, the best method is to take extra caution in fields where one is prone to errors. This comes under quality improvement of your work. The

best method to avoid mistakes at work is to face these errors with a positive attitude and an excellent skill level. In the study of Team (2023), getting work done on time is key for an employee to increase productivity. However, if the quality of work is not up to the highest standard, it will negatively affect your productivity.

Table 4: Distribution of Teachers' Behavioral Competencies in terms of Teamwork

Indicators	Mean	SD	Description
Willingly does his/her share of responsibility.	3.45	0.81	At All Times
Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.	3.26	0.76	At All Time
Applies negotiation principles in arriving at win-win agreements.	3.14	0.85	Most of the Time
Drives consensus and team ownership of decisions.	3.01	0.89	Most of the Time
Works constructively and collaborate with others and across organizations to accomplish organizational goals and objectives.	3.18	0.84	Most of the Time
Overall	**3.21**	**0.83**	**Most of the Time**

Legend:
1.00 – 1.75 Never (Very Low Level)
1.76 – 2.50 Seldom (Low Level)
2.51 – 3.25 Most of the Time (High Level)
3.26 – 4.00 At All Times (Very High Level)

Table 4 presents the distribution of teachers' level of behavioral competencies in terms of Teamwork. The overall mean of 3.21 (SD=0.83) with a description of Most of the Time indicates that the respondents have a Very High level of competence in working in teams. The teamwork of teachers has far-reaching implications for both educators and students. It enhances professional development, supports diverse learning needs, fosters creativity, and contributes to a positive and efficient school culture. Ultimately, effective collaboration among teachers can lead to improved student outcomes and a more enriching educational experience. It relates to the study of Polega *et al.*, (2019) which explains the importance of teamwork, identifying the barriers teachers face when working in teams, and listing the initiatives they have taken to promote teamwork among teachers. Teacher collaboration has positive impacts on teacher practices and student learning (Weddle *et al.*, 2020). According to Jardi *et al.* (2022); Quines and Piñero (2022), teamwork fosters respect that frequently improves engagement. Teacher engagement can profoundly impact the retention and loyalty of employees in the school organization (Al Hawamdeh, 2022).

Specifically, the indicator Willingly does his/her share of responsibility obtained the highest mean of 3.45 (SD=0.81), described as At All Times. The result indicates that the respondents have a very high level of competence in sharing their responsibilities with others, which shows that they are team players. The result implies that the overall educational experience of students and the functioning of a school is also the overall effectiveness of the educational institution. It is a key factor in creating a positive and successful learning environment for both educators and students.

This contradicts the study of Sæbø *et al.* (2018), where teachers' responsibility depends on schools' expectations and also raises questions about teachers' expectations towards themselves and the quality of the schools' expectations towards the teachers. Thus, the study of Kostogriz (2019) reveals the situated nature of teachers' work from which it is clear that a sense of 'relational practice' emerges grounded in ethics or responsibility. These experiences underscore the shortcomings of externally imposed performance indicators that prioritize accountability through high-stakes testing, while neglecting codes of conduct based on widely accepted moral principles.

Meanwhile, the indicator Drives consensus and team ownership of decisions got the lowest mean of 3.01 (SD=0.89) with a description of Most of the Time. The result indicates that the respondents have a High level of competence in accepting the decision of the team members. The result implies that the respondents need to have a much higher competence in accepting the consensus of the group they belong. When a teacher drives consensus and promotes team ownership of decisions, the implications extend to improved teamwork, decision quality, and overall job satisfaction. In a group, there are people who do not accept one's idea, but if it is explained very well, there are possibilities that one can get the support of the other.

Table 5: Distribution of Teachers' Behavioral Competencies in terms of Service Orientation

Indicators	Mean	SD	Description
Explains and articulates organizational directions, issues and problems.	3.22	0.80	Most of the Time
Takes personal responsibility for dealing with and/or correction customer service issues and concerns.	3.11	0.76	Most of the Time
Initiates activities that promote advocacy for men and women empowerment.	3.02	0.88	Most of the Time
Participates in updating of office vision, mission, mandates and	3.09	0.92	Most of the Time

Strategizes based on DepED strategies and directions.	3.10	0.88	Most of the Time
Overall	**3.11**	**0.85**	**Most of the Time**

Legend:
1.00 – 1.75 Never (Very Low Level)
1.76 – 2.50 Seldom (Low Level)
2.51 – 3.25 Most of the Time (High Level)
3.26 – 4.00 At All Times (Very High Level)

Table 5 presents the distribution of teachers' level of behavioral competencies in terms of Service Orientation. The overall mean of 3.11 (SD=0.79) described as Most of the Time indicates that the respondents have a High level of competence as far as service orientation is concerned. The result implies that the respondents need to improve further their competence to understand and appreciate the value of service for others. This supports to the study of Wang (2021) that schools at all levels and types need to further realize the role of teachers according to the actual needs of teaching, so as to effectively play teachers as students' learning guides, implementers of personality education, and innovation in educational theory the value and role of the people, etc., efficiently promote the development of education and teaching under the background of artificial intelligence education.

Specifically, the indicator Explains and articulates organizational directions, issues and problems obtained the highest mean of 3.22 (SD=0.80), described as Most of the Time. The result indicates that the respondents have a High Level of competence and therefore, they need to improve their ability to communicate the organization's directions, issues, and problems. This implies that effective communication and articulation of organizational directions by teachers are essential for creating a cohesive and purpose-driven educational environment. It helps build a shared vision, fosters collaboration and ensures that all stakeholders are working towards common goals. In the study of Chen (2018), effective organization, storage, sharing, and leveraging of knowledge can propel teachers to become more adaptive, innovative, and intelligent. Research has shown that the sharing of knowledge among teachers can predict teachers' professional development.

On the other hand, the indicator Initiates activities that promote advocacy for men and women empowerment got the lowest mean of 3.02 (SD=0.88) with a description of Most of the Time. The result indicates that the respondents have a High level of competence in promoting women empowerment by coming up with relevant activities. This implies that teachers play a crucial role in shaping the attitudes and perspectives of students, and initiatives that promote advocacy for men and women empowerment contribute to a more inclusive, equal, and empathetic educational environment. This supports to the study of Heyder *et al.*, (2020) that teachers are an important starting point for promoting gender equity at school as their gender-stereotyped beliefs and educational practices were found to influence gender differences in students substantially.

Table 6: Distribution of Teachers' Behavioral Competencies in terms of Innovation

Indicators	Mean	SD	Description
Examines the root cause of problems and suggest effective solutions. Fosters new ideas, processes, and suggests better way to do things (cost and/or operational efficiency).	3.30	0.80	At All Times
Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.	3.18	0.70	Most of the Time
Promotes a creative climate and inspires co-workers	3.13	0.85	Most of the Time
Develops original ideas or solutions.	3.05	0.94	Most of the Time
Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	3.21	0.79	Most of the Time
Overall	**3.17**	**0.82**	**Most of the Time**

Legend:
1.00 – 1.75 Never (Very Low Level)
1.76 – 2.50 Seldom (Low Level)
2.51 – 3.25 Most of the Time (High Level)
3.26 – 4.00 At All Times (Very High Level)

Table 6 shows the distribution of teachers' level of behavioral competencies in terms of Innovation. The overall mean of 3.17 (SD=0.82) described as Most of the Time indicates that the respondents have a High level of competence as far as Innovation is concerned. The result implies that the respondents need to become very highly competent in coming up with some innovations. Innovative teachers are adaptable and flexible, willing to embrace new ideas, technologies, and teaching methods. It relates to the study of Karolčík and Marková (2023), which explained that teachers mainly think of innovation as new ways of teaching that aim to revive and make teaching more attractive to increase the motivation of all actors in the learning process. Experienced teachers often associate innovations with presentations, educational games, and field trips, whereas newer teachers and those with less experience view innovations as applying new trends in education, like research projects and digital technologies.

Specifically, the indicator examines the root cause of problems and suggest effective solutions fosters new ideas, processes, and suggests better way to do things (cost and/or operational efficiency) obtained the highest mean of 3.30 (SD=0.80) with a description of At All Times. The result indicates that the respondents have a High Level of competence which implies that they need to improve their competence in problem-solving since the mean score has reached the highest level. For Cunningham and Sood (2018), the problem-solving method may be considered a fundamental tool for the acquisition of new knowledge, notably learning transfer. The role of the teacher is paramount at the beginning of the activity since activities will be created based on problematic situations according to the subject and the program. However, on the day of the activity, it does not have the main role, and the teacher will guide learners in difficulty and allow them to manage themselves most of the time (Ali, 2019). The problem-solving method encourages group discussion and teamwork (Fidan &Tuncel, 2019).

On the other hand, the indicator develops original ideas or solutions got the lowest mean of 3.05 (SD=0.94), described as Most of the Time. The result indicates that the respondents have a High level of competence in coming up with unique solutions to some issues and concerns. This implies that teachers should improve this competency to practice developing their own ideas. In the field, teachers are provided with all the resources through technology. In the study of Niluphar and Maud (2017), if creativity shares some characteristics with other competencies, it can be possible that, by applying only a teaching-for-creativity approach in the classroom, can also contribute to developing the other "C" as well. Thus, focusing solely on creativity can be a way for teachers to develop their students' skills without compromising their curriculum progress. In addition, the study of Pazin *et al.* (2022) entailed transforming education from traditional teaching and learning to online teaching and from twenty-first-century learning to online learning. This shift compelled teachers to create a captivating teaching and learning environment conducive to academic excellence and fostering creativity among students in twenty-first-century education.

Table 7: Summary Distribution of the Teachers' Level of Behavioral Competencies

Core Behavioral Competence	Mean	SD	Interpretation
Self-Management	3.29	0.79	Very High Level
Professional and Ethics	3.26	0.85	Very High Level
Result Focus	3.13	0.83	High Level
Teamwork	3.21	0.83	High Level
Service Orientation	3.11	0.85	High Level
Innovation	**3.17**	**0.82**	**High Level**
Overall	**3.20**	**0.83**	**High Level**

Legend:
1.00 – 1.75 Never (Very Low Level)
1.76 – 2.50 Seldom (Low Level)
2.51 – 3.25 Most of the Time (High Level)
3.26 – 4.00 At All Times (Very High Level)

Table 7 presents the summary distribution of the respondents' level of behavioral competence. The overall mean of 3.20 (SD=0.83) indicates that the teachers involved in the study have a High Level of competence. The result generally implies that the teachers have not reached the highest level in all of their behavioral competencies. However, the data disclosed that they have a Very High Level of Self-Management and Professional and Ethics. Conversely, they still need to work further on their competence in result focus, teamwork, service orientation, and innovation. This relates to the study of Sapal *et al.* (2023) on the level of teachers' behavioral competencies on the aspects of self-management, professionalism and ethics, result focus, teamwork, and service orientation. Innovation is consistently demonstrated, either always or frequently. Meanwhile, teachers showed a high level of commitment to their teaching and profession, along with a strong dedication to their students.

The data specifically revealed that the teachers have a Very High Level of behavioral competence in self-management as it obtained the highest mean of 3.29 (SD=0.79). This suggests that self-management not only benefits teachers' personal success but also contributes to creating a positive and productive learning environment for students. It fosters professionalism, effectiveness, and resilience in the teaching profession. Self-managing teachers are better equipped to adapt to changes in the classroom environment, curriculum adjustments, and unexpected challenges. They can remain flexible and adjust their teaching strategies as needed. According to Lazarides *et al.* (2020), teachers' self-efficacy in classroom management is an important component of teachers' identity, which has implications for their teaching quality. In contrast, service orientation obtained the lowest mean of 3.11 (SD=0.85), which means that the teachers have a High Level of competence on the aforementioned variable. This implies that the respondents need to improve their emphasis on student needs and outcomes in their teaching approach, and fostering a supportive learning environment can significantly impact the effectiveness of teaching and student outcomes. Therefore, cultivating a strong service orientation among educators is essential for promoting student success and

well-being. According to the study of Sizer *et al.* (2021), teaching orientation is one of the levels of pedagogical content knowledge that impacts teachers' instructional practice. The participants favor using inquiry methods, but they feel more comfortable with a more teacher-centered approach. Teachers work on their personal reports rather than improve pupils' achievement in the classroom.

Problem 2. What is the Level of Performance among The Selected Schools in Terms of Enrollment, Drop-Out, Promotion, Repetition, and Failure Rates?

Table 8: School Performance in Terms of Enrollment Rate

School	SY 2020-21	SY 2021-22	Rate(%)	Description	SY 2021-22	SY 2022-23	Rate(%)	Description
School A	1568	1885	1.20	Increase	1885	1829	0.97	Decrease
School B	766	732	0.95	Decrease	732	725	0.99	Decrease
School C	3497	3643	1.04	Increase	3643	3654	1.00	Increase
School D	2940	3001	1.02	Increase	3001	3054	1.01	Increase
School E	1673	1669	0.99	Decrease	1669	1661	0.99	Decrease
School F	2281	2263	0.99	Decrease	2263	2245	0.99	Decrease
School G	1807	1783	0.98	Decrease	1783	1727	0.96	Decrease
Overall	**2076**	**2139**	**1.03**	**Increase**	**2139**	**2128**	**0.99**	**Decrease**

Legend:
0.00 – 0.99 – Decrease (Negative Performance)
1.00 – above – Increase (Positive Performance)

Table 8 shows the distribution of the enrollment rate of the central schools in the Division of Misamis Oriental that were involved in the study during the School Years 2020-2021, 2021-2022, and 2022-2023. The overall rate of 1.03 percent indicates that there is an increase in the enrollment of the schools between the school years 2020-2021 and 2021-2022. This means that the schools have a positive performance in terms of Enrollment Rate. The in-depth interview revealed that three (3) out of 10 respondents answered the strategy they implement to increase their enrollment is recorida. Announcement of enrollment to the community. Teachers reach out to the stakeholders to invite the parents to enroll their children in the school. Moreover, teachers can also house to house their children to follow up on their status in the next grade level. According to Rumberger (2018), most governments found the necessity to address the issue of increased enrollment by employing various strategies such as constructing more infrastructures, employing more teachers and laboratory technicians, and formulating new education policies, such as free education policy.

Meanwhile, the overall rate of 0.99 percent indicates that there is a decrease in the enrollment rates across the schools. The result implies that the central schools have a negative performance in terms of enrollment during the school years 2020-2021 and 2022-2023. This implies that poverty contributes to declining enrollment. In public schools, most of the children cannot pursue studying because they have no food to eat. Moreover, distance from home to school also contributes to the lower enrollment. Schools that require a long hour of walk often result in making their children stop schooling. Limited access to schools due to factors such as geographical distance. In rural or remote areas, for example, children may face challenges accessing schools, leading to lower enrollment rates compared to urban areas. It relates to the study of Burtis and Goulas (2023), which states that enrollment declines are widespread but differ substantially across types of schools, locales, and socioeconomic status. According to Lueken (2017), changes in teaching staff or building infrastructure are only done in response to big increases or decreases in student enrollment.

Among the schools, School A got the highest increase of 1.20 percent in terms of its enrollment rate between the School Years 2020-2021 and 2021-2022. By understanding the factors contributing to the highest enrollment in a particular school, educators, administrators, and policymakers can identify strengths to build upon and areas for improvement to ensure continued success and meet the needs of students and families. Effective community mapping helps the increase of enrollment in a particular school year. Teachers conducted home visitation to ensure that the learners are going to school in the opening of classes. In the study of Sclafani (2021), community mapping can be an important tool for educators who aim to freely allow students to share their own connections and experiences. In community mapping, students pinpoint locations within their local communities that hold significance for them and participate in various literacy activities centered around those sites. Frequently, classes will also explore foreign countries and cultures during the school year.

Meanwhile, School B obtained the lowest enrollment rate of 0.95 percent which indicates that there is a decreased in the enrollment rate of School B during this school year. The result implies that School B has a negative performance during the said school years. This implies that there are more transferred-out learners and learners who opted to stop schooling in a particular school year which resulted in low enrollment. Such reasons are socioeconomic status, family problems, workplace of parents and sickness of learners. There are also learners

who lack interest in learning and they are not supported by their parents. This could have led to lower enrollment rates in public schools. In the study of Li et.al. (2018), parents compete for high-quality educational opportunities for their children and better educational opportunities lead to better academic performance. Parental behavior and the educational support they provide to their children can shape learning habits and influence academic performance. Urban students' academic performance is more significantly influenced by their families' socioeconomic status compared to that of rural students. According to Lueken (2017), changes in teaching staff or building infrastructure are only done in response to big increases or decreases in student enrollment.

On the other hand, between School Years 2021-2022 and 2022-2023, it is School D obtained the highest enrollment rate of 1.01 percent among the seven schools. Meanwhile, School G obtained the lowest enrollment rate of 0.96 percent during this same school year. This implies that economic instability or poverty within a community can lead to lower enrollment in public schools, as families may prioritize other expenses over education. Schools located in remote or inaccessible areas may experience lower enrollment due to transportation challenges or a lack of nearby residential communities. There are also learners who lack interest in going to school where they tend to help their parents in their daily living rather than coming to school. This supports the study of Gobena (2018), who states that families should access education to encourage their children in school. Additionally, socioeconomic policies should be designed to give children from low-income backgrounds the same opportunities as those from wealthier families, promoting harmony among children across the nation. In addition, Vail (2023) states that public schools' role as a public good to support access and equality exists in tension with public schools' growing role as a private commodity. Overall, this tension has led to more pathways away from public schools and a rising mistrust of public education as an institution, ultimately affecting public school enrollment.

Table 9: School Performance in Terms of Drop-out Rate

School	SY 2020-21	SY 2021-22	Rate(%)	Description	SY 2021-22	SY 2022-23	Rate(%)	Description
School A	0.0000	0.0000	0.00	Neutral	0.0000	0.0000	0.00	Neutral
School B	0.0060	0.0014	0.23	Decrease	0.0014	0.0000	0.00	Decreased
School C	0.0106	0.0109	1.03	Increase	0.0109	0.0057	0.52	Decrease
School D	0.0397	0.0043	0.11	Decrease	0.0043	0.0000	0.00	Decrease
School E	0.0000	0.0000	0.00	Neutral	0.0000	0.0100	0.01	Increase
School F	0.0057	0.0009	0.16	Decrease	0.0009	0.0020	2.22	Increase
School G	0.0138	0.0191	1.38	Increase	0.0191	0.0000	0.00	Decrease
Average	**0.0108**	**0.0052**	**0.48**	**Decrease**	**0.0052**	**0.0025**	**0.48**	**Decrease**

Legend:
0.00 – 0.99 – Decrease (Negative Performance)
1.00 – above – Increase (Positive Performance)

Table 9 shows the distribution of the drop-out rate of the central schools in the Division of Misamis Oriental during the School Years 2020-2021, 2021-2022, and 2022-2023. The average rate of dropout is 0.48 percent indicates that the dropout rate of the schools has decreased. Hence, they have a positive performance. This implies that the decrease in drop-out contributes to the successful implementation of drop-out reduction programs where pupils engage in various school activities that make them enjoy while learning. The same was observed in the next school with an exactly similar dropout rate of 0.48 percent. In general, the schools have a positive performance during the three consecutive years. This is contrary to the study of Bertola *et al.* (2022) that says an increasing number of young adults are enrolling in higher education, a larger number will eventually drop-out for different reasons such as having financial problems, choosing the wrong major, and failing to meet the educational demands of a higher education institution.

Among the schools, School G got the highest increase of 1.38 percent in terms of its dropout rate between the School Years 2020-2021 and 2021-2022 which means that this school has a negative school performance. However, it has decreased its dropout rate during the School Year 2022-2023 with a rate of 0.00 percent. Notably, during these school years, School A and School E have zero dropout rates which means that they have positive performance in terms of student retention. Hence, regular monitoring and evaluation of student progress, attendance, behavior, and well-being enable schools to identify students who may be at risk of dropping out and intervene accordingly. Data-driven decision-making, ongoing assessment and feedback mechanisms help schools identify areas for improvement and refine their strategies to support student retention. In the study of Humlum *et al.* (2021), dropouts who do not have a field-specific knowledge advantage are likely to simply be generally more able fellow students, as posited in the conventional peer effect literature, whose influence tends to have a positive effect on their peers' academic performance.

On the other hand, it can be noted that only School A has zero drop-out during the three consecutive school years. Meanwhile, during the School Year 2021-2022 and 2022-

2023, School F obtained the highest dropout rate of 2.22 percent .The School A and School E obtained the lowest dropout rate with 0.00 percent. The data revealed that both schools had zero dropouts during the School Years 2020-2021 and 2021-2022. This implies that schools' effort to identify and address potential risk factors for dropout early on is essential for preventing students from disengaging or falling behind academically. Early intervention strategies, such as early warning systems, attendance monitoring, academic support programs, and targeted interventions for at-risk students, can mitigate the factors that contribute to dropout. As discussed in the study of Balubayan (2023), the research provides insights into the teachers' perspectives on the DORP and identifies their challenges and concerns in implementing the program.

Table 10: School Performance in Terms of Promotion Rate

School	SY 2020-21	SY 2021-22	Rate(%)	Description	SY 2021-22	SY 2022-23	Rate(%)	Description
School A	1.00	1.00	1.00	Neutral	1.00	1.00	1.00	Neutral
School B	1.00	1.00	1.00	Neutral	1.00	1.00	1.00	Neutral
School C	1.00	1.00	1.00	Neutral	1.00	1.00	1.00	Neutral
School D	0.98	0.97	0.10	Decrease	0.97	0.98	1.01	Increase
School E	1.00	1.00	1.00	Neutral	1.00	1.00	1.00	Neutral
School F	0.89	0.89	0.99	Decrease	0.89	0.87	0.99	Decrease
School G	0.99	0.96	0.97	Decrease	0.96	1.00	1.04	Increase
Overall	**0.98**	**0.97**	**0.99**	**Decrease**	**0.97**	**0.98**	**1.00**	**Increase**

Legend:
0.00 – 0.99 – Decrease (Negative Performance)
1.00 – above – Increase (Positive Performance)

Table 10 presents the distribution of the promotion rate among the central schools in the Division of Misamis Oriental during the School Years 2020-2021, 2021-2022, and 2022-2023. The overall average of promotion rate is 0.99 percent which indicates that there is a decrease of promotion rate between the School Years 2020-2021 and 2021-2022 among the seven schools. The result means that generally, the performance in terms of Promotion of these schools is negative. This implies that a small number of students have not been promoted to the next grade level. The result can be attributed to chronic absenteeism or excessive tardiness, which can impact a pupil's ability to learn and participate in classroom activities, leading to academic difficulties and potential non-promotion. This relates to the study of Keppens (2023). The results indicate that unexcused absenteeism, sickness-related absenteeism, and school exclusion all negatively affect students' academic performance. Moreover, the findings suggest that unexcused absenteeism is particularly detrimental at the beginning and end of the school year. Sickness and absenteeism also appear to be more damaging towards the end of the school year.

Meanwhile, the overall average rate of 1.00 percent indicates that there is an increase in the promotion rate between the School Years 2021-2022 and 2022-2023. The result implies that the performance in terms of promotion among the schools is positive during these school years. At this point of the academic year, the school operation has been gradually going back to normal after the pandemic. This supports the study of Pereira and Guerreiro (2021). Educational Impacts of the Pandemic: Researchers examined its effects on education and found that the use of online learning resources surged substantially during the pandemic's first wave and continued to grow thereafter. In addition, Zhao and Watterston (2021) discussed that education must be seen as a pathway to attaining lifelong learning, satisfaction, happiness, well-being, opportunity and contribution to humanity. Thus, schools must ensure broad access and extensive exposure to all learning areas across all grade levels, allowing students to make informed decisions and nurture their passions and unique talents.

Particularly, between the School Years 2020-2021 and 2021-2022, four (4) schools obtained the highest rate of 1.00 percent, which indicates that they have a neutral rate between these school years. The data revealed that Schools A, B, C and E have a consistent school performance in terms of promotion when the two school years are compared. Meanwhile, School D got the lowest promotion rate of 0.10 percent only which indicates that they have a decrease in their promotion rate between 2020-2021 and 2021-2022. The result disclosed that School D has a negative school performance in terms of promotion. The result supports the study of Connor (2018), which found that students were too far behind academically at socially promoted levels, so teachers preferred retention over social promotion. Teachers believed that differentiated instruction in small groups would be beneficial but often lacked the time to implement it. The implications for social change include developing a social promotion policy that enables teachers to better address student needs, along with offering professional development to improve the use of differentiated instruction, aiming to boost achievement for all student.

On the other hand, between the School Years 2021-2022 and 2022-2023, similar schools such as Schools A, B, C and E obtained the highest promotion rate of 1.00 percent; this indicates a neutral rate. The result implies that

these four schools have been consistent in their school performance in terms of promotion for three consecutive years that are covered in the study. Meanwhile, the School F obtained the lowest rate of 0.99 percent only. This implies that School F has a negative school performance in terms of Promotion between 2021-2022 and 2022-2023. In the interview, four (4) out of 10 respondents answered that the absenteeism of pupils is the reason why they are not promoted to the next grade level. Failure to submit the needed requirements affects the academic performance of the pupils, who have excessive absences, specifically failing grades in two to three subjects.

This low promotion may reflect disparities in access to quality education or unequal opportunities for student success.

It's essential to examine factors such as socioeconomic status, race, ethnicity, and language proficiency to ensure that all students have equitable access to resources and opportunities. According to Gaytos *et al.* (2019), Mass promotion is practiced as an intervention so that no learner would be left behind academically. Some scholars opined different views, as stated in their studies, on how it affects a learner's academic achievement, thus making this investigation take place.

Table 11: School Performance in Terms of Repetition Rate

School	SY 2020-2021	SY Level of School Performance in Terms of Repetition Rate 2021-2022	Rate(%)	Description	SY 2021-2022	SY 2022-2023	Rate(%)	Description
School A	0.0000	0.0000	0.00	Neutral	0.0000	0.0000	0.00	Neutral
School B	0.0000	0.0000	0.00	Neutral	0.0000	0.0000	0.00	Neutral
School C	0.0000	0.0000	0.00	Neutral	0.0000	0.0000	0.00	Neutral
School D	0.0000	0.0000	0.00	Neutral	0.0000	0.0000	0.00	Neutral
School E	0.0000	0.0000	0.00	Neutral	0.0000	0.0000	0.00	Neutral
School F	0.0000	0.0013	0.00	Neutral	0.0013	0.0000	0.00	Neutral
School G	0.0000	0.0000	0.00	Neutral	0.0000	0.0000	0.00	Neutral
Average	**0.0000**	**0.0002**	**0.00**	**Neutral**	**0.0002**	**0.0000**	**0.00**	**Neutral**

Legend:
0.00 – 0.99 (Positive Performance)
1.00 – above (Negative Performance)
0.00 – Neutral in Three Consecutive Years

Table 11 shows the distribution of the repetition rate among the central schools in the Division of Misamis Oriental during the School Years 2020-2021, 2021-2022, and 2022-2023. The overall average of repetition rate is 0.00 percent which indicates that there is a neutral trend of repetition rate among the seven schools between the School Years 2020-2021 and 2021-2022. The result means that the performance in terms of repetition of these schools is generally positive. This implies that almost none of the students have repeated a grade level. Schools can work towards creating an environment that promotes academic success and personal development for students, even without repetition of students.

This is contrary to the study of Owino *et al.* (2022), where the high repetition rate was argued to improve academic performance by exposing low-performing students to additional teaching time and allowing them to catch up on the curriculum and content of teaching. Repetition, however, was claimed to be counterproductive for students' long-term academic success, with those held back often lagging further behind their promoted peers and sometimes ultimately dropping out. Moreover, the data revealed a similar result between the School Years 2021-2022 and 2022-2023, where the overall average rate of 0.00 percent indicates that there is zero repetition rate. The result implies that the performance in terms of repetition among the schools is positive during these school years. It is important to note that while the goal of avoiding grade repetition is to support students in progressing through the education system smoothly, the effectiveness of such a policy depends on the implementation of supportive measures and the commitment to addressing individual learning needs. According to Aduda (2019), a study should be carried out on the impact of the no repetition policy on children's behavior and academic performance.

Table 12: School Performance in Terms of Failure Rate

School	SY 2020-21	SY 2021-22	Rate(%)	Description	SY 2021-22	SY 2022-23	Rate(%)	Description
School A	0.0000	0.0000	0.00	Neutral	0.0000	0.0000	0.00	Neutral
School B	0.0000	0.0000	0.00	Neutral	0.0000	0.0000	0.00	Neutral

School C	0.0000	0.0000	0.00	Neutral	0.0000	0.0000	0.00	Neutral
School D	0.0000	0.0000	0.00	Neutral	0.0000	0.0000	0.00	Neutral
School E	0.0000	0.0000	0.00	Neutral	0.0000	0.0000	0.00	Neutral
School F	0.0000	0.0000	0.00	Neutral	0.0000	0.0031	0.00	Neutral
School G	0.0000	0.0000	0.00	Neutral	0.0000	0.0000	0.00	Neutral
Average	**0.0000**	**0.0000**	**0.00**	**Neutral**	**0.0000**	**0.0004**	**0.00**	**Neutral**

Legend:
0.00 – 0.99 (Positive Performance)
1.00 – above (Negative Performance)
0.00 – Neutral in Three Consecutive Years

Table 12 shows the distribution of the failure rate among the central schools in the Division of Misamis Oriental during the School Years 2020-2021, 2021-2022, and 2022-2023. The overall average failure rate is 0.00 percent, which indicates that there is a neutral trend of failure rate among the seven schools between the School Years 2020-2021 and 2021-2022. The result means that the seven schools have a positive performance since no students failed during the aforementioned school years. This implies that it is important for students to experience success; a balance that includes occasional failures is often beneficial for their overall development. Teachers and parents can play a crucial role in creating an environment that encourages learning from failures rather than fearing them. Schools with low failure rates often employ effective teaching strategies tailored to meet the diverse learning needs of students. This might include differentiated instruction, personalized learning plans, and active learning methodologies that engage students and promote a deeper understanding of the material.

On the contrary, the study by Rola (2020) says that academic failure is an important and personal event in the lives of university students, and the ways they make sense of experiences of failure matter for their persistence and future success. Academic failure plays a role in student attrition, but the exact degree of this impact and the underlying causes of failure are not well understood.

Similarly, the overall average rate of 0.00 percent indicates that there is zero Failure rate between the School Years 2021-2022 and 2022-2023. The result implies that the performance in terms of Failure among the schools is positive during the aforementioned school years. It is essential to strike a balance in the educational system, recognizing that zero failures can contribute to personal growth, resilience, and the development of crucial life skills. A supportive environment that encourages learning results in zero failure in an academic year is often more conducive to overall student well-being and success.

Similarly, this was discussed by Dumdumaya (2018) in the on-going "ZERO-FAILURE" campaign. Most of them say that such a campaign was implemented in order for their students to pass even though their students' attendance and retention in class are declining and their grades are failing. As the DepEd DO. No. 74 s.2010 focuses on the learners' constitutional rights. However, it also puts an additional burden on the teachers. The negative impacts and misconceptions of ideas that reached the minds of the parents during the implementation of the campaign can be seen.

Table 13: Summary Distribution of the School Performance

	School Performance Rate (%)			
School Performance Indicators	**School Year 2020-2021 2021-2022**	**Description**	**School Year 2021-2022 2022-2023**	**Description**
Enrollment Rate	1.03	Increase	0.99	Decrease
Drop-out Rate	0.48	Decrease	0.48	Decrease
Promotion Rate	0.99	Decrease	1.00	Increase
Repetition Rate	0.00	Neutral	0.00	Neutral
Failure Rate	0.00	Neutral	0.00	Neutral

Legend:
Enrollment and Promotion
0.00 – 0.99 – Decrease (Negative Performance)
1.0– above – Increase (Positive Performance)
0.00 – Neutral (Positive Performance)
Drop-out, Repetition, Failure
0.00 – 0.99 – Decrease (Positive Performance)
1.0– above – Increase (Negative Performance)

Table 13 presents the summary distribution of the school performance among the seven (7) schools in the Division of Misamis Oriental from school years 2020-2021 to 2022-2023. The data disclosed that there was an increase of 1.03 percent in the enrollment rate during the SY 2020-2021 and 2021-2022. The result implies that they have had a positive performance during these years. In contrast, there is a decrease of 0.99 percent during the SY 2022-2023 which means that they have a negative performance during this school year. This implies that four percent (4%) out of 10 answered that conducting

community mapping helps increase enrollment. Teachers visited different areas that compose the institution. This helps to deliver invitations on what and why they need to enroll in the said institution. At the same time, it enables student mapping to locate the students and parents which strengthens the relationship of the best partners as stakeholders. Moreover, the decrease in enrollment implies the transfer of residency of the learners and lack of interest in learning, which causes the reduction of enrollment.

The result relates to the study of Alarte (2023), which revealed that the elementary level experienced a decline in enrollment during the pandemic, while the junior high school and senior high school showed relatively stable and growing trends. Both Junior High School and Senior High School showed increased enrollment at the beginning of the pandemic in the 2019-2020 school year compared to the pre-pandemic period of 2018-2019. During the pandemic, elementary-level enrollment saw a more significant decline, while Junior High School experienced only a slight drop in enrollment.

During the three consecutive years, there is a decrease of 0.48 percent in the drop-out rate among the schools. The result implies that the schools have a positive performance in terms of their drop-out rates. Preventing dropouts contributes to broader societal goals such as reducing income inequality, promoting social cohesion, and fostering democratic participation. It has far-reaching positive effects, benefiting individuals, schools, communities, and society as a whole. Based on the answers of the schools, maintaining a decrease in drop-out rate is the result of the successful implementation of dropout prevention programs within the school. These programs may include mentoring initiatives, academic support services, career counseling, and targeted interventions for at-risk students to prevent them from dropping out. A decrease in dropout rates would indicate that these interventions are effectively supporting students and helping them stay engaged in their education.

The study by Parreño (2022) indicated that the high cost of education and student employment or when the student is seeking employment were the root causes of dropouts in the Philippines for the years 2008 and 2013, respectively. The findings suggest that the Philippine government, through the Department of Education, should prioritize programs aimed at addressing the underlying causes of school dropouts to reduce the overall dropout rate.

On the part of the promotion rate, it can be noted that there was a decrease of 0.99 percent during the SY 2021-2022. The result implies that the schools have a negative performance during this school year. Further, the data revealed that a few of the students had not been promoted to the next grade level. This implies that five percent (5%) out 10 in the in-depth interview answered absenteeism as one of the causes why pupils are not promoted to the next grade level. It can impact a pupil's ability to learn and participate in classroom activities, leading to academic difficulties and potential non-promotion. There are attendance policies that require pupils to meet certain attendance requirements for promotion.

In the study of Caup and Buda (2017), the DepEd lays high confidence in the K to 12 Program in providing a better quality of education that is based on a spirally progressing curriculum starting with simple topics and moving toward increasing complexity in order for the learners to gain mastery of concepts and skills. Graduates of the K to 12 Program are anticipated to be better equipped to compete internationally for job opportunities. The extension of the basic education cycle prompted stakeholder consultations, policy discussions, and education summits to collect input and feedback on the reform; however, the K to 12 Program continues to face questions regarding its implementation and effectiveness.

On both the repetition and failure performance indicators, there is a zero rate within the three school years. The result indicates that there is a neutral trend in the rates within the years being covered. Moreover, the data implies that the schools have generally performed positively based on the performance indicators. It is important to note that while repetition may have some positive effects in certain situations, it should not be viewed as a comprehensive solution to academic challenges. Effective interventions should focus on addressing the underlying reasons for academic difficulties, providing targeted support and resources, and promoting student success and well-being in a holistic manner.

Additionally, efforts should be made to minimize the potential negative consequences of repetition, such as social stigma and disengagement from learning. As this relates to the study of Chohan (2018), the impact of academic failure on the self-concept of the students may be considerably negative. Based on the study's findings, the researcher recommends that teacher training programs should emphasize the practical aspects of child psychology along with theoretical considerations, as outlined in the study's conclusion.

Problem 3. Is There a Significant Relationship between the Teachers' Core Behavioral Competencies and the School Performance in Terms of Enrollment, Dropout, Promotion, Repetition and Failure Rates?

Table 14 shows the result of the statistical test of the significant relationship between the core behavioral competence considering self-management and the school performance Indicators. The overall p-value of 0.52 indicates that there is no significant relationship between the respondents' level of competence towards self-management and school performance indicators. Furthermore, it can be noted that this variable has no significant relationship with all of the school performance indicators as reflected in the p-values which are all more than 0.05 level of significance. Hence, the null hypothesis is accepted. This implies that if there is a lack of accountability mechanisms in place to assess and support teacher performance, educators may perceive

Table 14: Test of Significant Relationship Between the Teachers' Core Behavioral Competencies Considering Self-Management and School Performance Indicators

School Performance Indicators	Self-Management		Interpretation
	r	p-value	
Enrolment Data	0.23	0.62	Not Significant
Drop Out Rate	0.18	0.72	Not Significant
Promotion Rate	0.38	0.40	Not Significant
Repetition Rate	-0.35	0.44	Not Significant
Failure Rate	-0.35	0.44	Not Significant
Overall	**0.02**	**0.52**	**Not Significant**

Legend: Significant if p value <0.05

less incentive to actively engage in self-management practices. Clear expectations, feedback mechanisms, and opportunities for reflection are essential for fostering a culture of accountability and continuous improvement. Teachers can manage themselves and solely focus on the development of the competency.

Hence, this does not relate to the school performance indicators. Effective self-management skills, such as organization, time management, and emotional regulation, can positively impact a teacher's ability to plan and deliver high-quality instruction. Teachers who effectively manage their time and resources are better equipped to meet the diverse needs of their students and create a conducive learning environment as part of achieving the school performance indicators.

According to the study of David and Hipolito (2017), for teachers to be able to manage themselves in the teaching profession, they should set activities that are the most urgent and most important, have and keep positive thinking habits and belief, and cultivate intrinsic and extrinsic motivation among pupils that enable them to be inspired in learning and anticipate that unexpected things like additional workloads, might happen or be given anytime.

Table 15: Test of Significant Relationship Between the Teachers' Core Behavioral Competence Considering Professionalism and Ethics and School Performance Indicators

School Performance Indicators	Professionalism and Ethics		Interpretation
	r	p-value	
Enrolment Data	-0.086	0.855	Not Significant
Drop Out Rate	-0.167	0.721	Not Significant
Promotion Rate	0.394	0.382	Not Significant
Repetition Rate	-0.471	0.286	Not Significant
Failure Rate	-0.471	0.286	Not Significant
Overall	**-0.160**	**0.506**	**Not Significant**

Legend: Significant if p value <0.05

Table 15 shows the result of the statistical test of significant relationship between the core behavioral competence considering professionalism and ethics and the school performance indicators. The overall p-value of 0.506 indicates that there is no significant relationship between the respondents' competence level towards professionalism and ethics and the school performance indicators. Furthermore, it can be noted that this variable has no significant relationship with all of the school performance indicators as reflected in the p-values which are all more than 0.05 level of significance. Hence, the null hypothesis is accepted. This implies that professionalism encompasses qualities such as competence, dedication, and commitment to excellence in teaching. Teachers who demonstrate high levels of professionalism are more likely to deliver effective instruction, resulting in improved student learning outcomes and overall school performance. School performance is often measured by standardized test scores, graduation rates, and other quantitative metrics. While teacher professionalism and ethics can contribute significantly to a positive learning environment and student well-being, these aspects may not always be directly reflected in quantitative performance metrics.

In the study of Rosales (2019), the teaching competencies of teachers such as lesson planning skills, behavior management skills, evaluation skills, and communication skills, appeared to be influential factors in enhancing and developing their professionalism. The millennial teachers also reported the high level of teaching competencies and positive attitude toward work as influential factors in their professional development. Clearly communicate expectations regarding professional conduct, ethical behavior, and performance standards to all teachers and

provide written guidelines, codes of conduct, and policies that outline expectations for professionalism, integrity, and ethical decision-making. Pair new or novice teachers with experienced mentors or coaches who can provide guidance, support, and feedback on professionalism and ethical issues. Mentors can serve as trusted advisors, role models, and sources of support as teachers navigate their professional roles and responsibilities.

Table 16: Test of Significant Relationship Between the Teachers' Core Behavioral Competence Considering Result Focus and School Performance Indicators

School Performance Indicators	Result Focus		Interpretation
	r	p-value	
Enrolment Data	0.158	0.734	Not Significant
Drop Out Rate	-0.091	0.846	Not Significant
Promotion Rate	0.177	0.704	Not Significant
Repetition Rate	-0.258	0.576	Not Significant
Failure Rate	-0.258	0.576	Not Significant
Overall	**-0.054**	**0.687**	**Not Significant**

Legend: Significant if p value <0.05

Table 16 shows the result of the statistical test of the significant relationship between the core behavioral competence considering result focus and the school performance indicators. The overall p-value of 0.687 indicates that there is no significant relationship between the respondents' level of result focus competence and school performance indicators. Furthermore, it can be noted that this variable has no significant relationship with all of the school performance indicators, as reflected in the p-values, which all have more than 0.05 levels of significance. Hence, the null hypothesis is accepted.

The result implies that teachers are overly result-focused but only on specific standardized test scores; it may lead to a narrow perspective on student success, overlooking other important aspects of education, such as critical thinking, creativity, and social skills. A strong focus on results, especially if tied to teacher evaluations, may create a high-pressure environment that can lead to stress among both teachers and students. In the study of Coristine *et al.* (2022), having a positive relationship with students helps them become more successful in the classroom and makes your classroom a safe and welcoming environment for all.

Table 17: Test of Significant Relationship Between the Teachers' Core Behavioral Competencies Considering Teamwork and School Performance Indicators

School Performance Indicators	Teamwork		Interpretation
	r	p-value	
Enrolment Data	0.518	0.233	Not Significant
Drop Out Rate	-0.167	0.721	Not Significant
Promotion Rate	0.464	0.294	Not Significant
Repetition Rate	-0.471	0.286	Not Significant
Failure Rate	-0.471	0.286	Not Significant
Overall	**-0.025**	**0.364**	**Not Significant**

Legend: Significant if p value <0.05

Table 17 shows the result of the statistical test of the significant relationship between the core behavioral competencies considering teamwork and the school performance indicators. The overall p-value of 0.364 indicates that there is no significant relationship between the respondents' level of competence towards teamwork and school performance indicators. Furthermore, it can be noted that this variable has no significant relationship with all of the school performance indicators as reflected in the p-values, which all have more than 0.05 levels of significance. Hence, the null hypothesis is accepted. This explains that effective teamwork among educators can lead to better instructional practices, a supportive school culture, and ultimately enhanced student outcomes. Encouraging and facilitating collaboration remains a key strategy for promoting overall school success.

According to Atmaca (2022), team learning does not directly predict teachers' career commitment; it indirectly predicts career commitment due to moral commitment. Moral commitment is the mediator variable that uncovers the relationship between team learning and career commitment (indicating complete mediation). Therefore, in the present day, job adverts frequently list soft skills—including teamwork—as a requirement (Clares *et al.*, 2019).

Table 18: Test of Significant Relationship Between the Teachers' Core Behavioral Competencies Considering Service Orientation and School Performance Indicators

School Performance Indicators	Service Orientation		Interpretation
	r	p-value	
Enrolment Data	-0.209	0.653	Not Significant
Drop Out Rate	-0.471	0.286	Not Significant
Promotion Rate	0.214	0.645	Not Significant
Repetition Rate	-0.167	0.721	Not Significant
Failure Rate	-0.167	0.721	Not Significant
Overall	**-0.160**	**0.605**	**Not Significant**

Legend: Significant if p value <0.05

Table 18 shows the result of the statistical test of the significant relationship between the core behavioral competencies considering service orientation and the school performance indicators. The overall p-value of 0.605 indicates that there is no significant relationship between the respondents' level of competence toward service orientation and school performance indicators. Furthermore, it can be noted that this variable has no significant relationship with all of the school performance indicators, as reflected in the p-values, which all have more than 0.05 levels of significance. Hence, the null hypothesis is accepted.

The result implies that teachers' service orientation might not be directly reflected in their instructional practices, classroom management, or teaching methodologies, leading to a perceived lack of influence on school performance. Moreover, fostering a sense of service orientation can enhance relationships between teachers, students, and the community, which can indirectly influence school performance over the long term. Therefore, a comprehensive understanding of service orientation and its potential impact on various aspects of the school environment is essential for a more accurate assessment of its relationship with overall school performance.

The result relates to the study of Paniagua and Istance (2018), where the science of education is the teachers' ability to structure and design a purposeful classroom experience and engage in curriculum design and needs. Pedagogical knowledge and content expertise are fundamental to the teaching-learning process. To prepare students for lifelong learning, a thorough understanding of how pedagogy influences learning is crucial.

Table 19: Test of Significant Relationship between the Teachers' Core Behavioral Competencies Considering Innovation and School Performance Indicators

School Performance Indicators	Innovation		Interpretation
	r	p-value	
Enrolment Data	0.413	0.357	Not Significant
Drop Out Rate	0.354	0.437	Not Significant
Promotion Rate	0.014	0.976	Not Significant
Repetition Rate	-0.167	0.721	Not Significant
Failure Rate	-0.167	0.721	Not Significant
Overall	**0.089**	**0.642**	**Not Significant**

Legend: Significant if p value <0.05

Table 19 shows the result of the statistical test of the significant relationship between the core behavioral competencies considering innovation and the school performance indicators. The overall p-value of 0.642 indicates that there is no significant relationship between the respondents' level of competence towards Innovation and school performance indicators. Furthermore, it can be noted that this variable has no significant relationship with all of the school performance indicators as reflected in the p-values, which all have more than 0.05 levels of significance. Hence, the null hypothesis is accepted. Some innovative practices may yield long-term benefits that are not immediately reflected in short-term performance metrics, leading to a delay in recognizing the relationship between innovation and school success.

Contrary to the study of Setiawan *et al.* (2020), the analysis showed that the direct and optimistic impact of creativity in teaching on student quality was insignificant. Secondly, innovation has a significant positive impact on the enjoyment of learning. The learners' satisfaction notably and directly influences their academic success. In summary, student satisfaction serves as a crucial link between learning and schools, helping to boost students' understanding and academic progress. On the part of

the teachers, ensuring access to resources, tools, and technology that support innovation in the classroom is crucial. Provide funding for innovative projects, access to maker spaces, and technology integration support to help teachers incorporate innovative practices into their teaching. Promote a growth mindset among teachers, stressing the idea that intelligence and skills can be cultivated through effort, practice, and learning from mistakes. Provide feedback that focuses on growth and improvement rather than fixed notions of ability.

Table 20: Summary Result of the Test of Significant Relationship between the Teachers' Core Behavioral Competencies and School Performance Indicators

Core Behavioral Competencies	School Performance Indicators		Interpretation
	r	p-value	
Self-Management	0.020	0.520	Not Significant
Professionalism and Ethics	-0.160	0.506	Not Significant
Result Focus	-0.054	0.687	Not Significant
Teamwork	-0.025	0.364	Not Significant
Service Orientation	-0.160	0.605	Not Significant
Innovation	0.089	0.640	Not Significant
Overall	**-0.048**	**0.554**	**Not Significant**

Legend: Significant if p value <0.05

Table 20 shows the summary distribution of the result of the statistical test of significant relationship between the respondents' level of core behavioral competencies and the school performance indicators. The overall p-value of 0.554 indicates that there is no significant relationship between the teachers' core behavioral competence and the performance of the schools they come from. Hence, the null hypothesis is accepted. This implies that the core behavioral competencies do not relate to the overall school performance. There are other factors to consider school performance not only the core behavioral competencies and key performance indicators of the school to consider its overall school performance.

The finding supports the study of De la Cruz *et al.* (2022) that teaching behaviors are essential in influencing students' learning attitudes' which redound to excellent academic performance. Moreover, faculty members should enhance their efforts in teaching and learning processes to create valuable experiences. The teaching behavior of the faculty is rated as "very satisfactory," students' learning attitudes are considered "extremely positive," and their academic performance is described as "very good." Most indicators of faculty teaching behaviors and students' learning attitudes fall into the "capabilities" category and need to be strengthened. A few indicators are identified as "constraints" that require attention and improvement.

The data particularly revealed that there is no significant relationship between the respondents' core behavioral competence in all sub-variables and all of the school performance indicators. Hence, the null hypothesis is accepted. This implies measuring teachers' core behavioral competencies and their impact on school performance can be challenging. Schools that invest in supporting teachers' growth and providing opportunities for continuous learning may see positive long-term effects on school performance. The respondents core behavioral competencies focuses on the intra-personal behavior of the teachers. Thus, school performance does not have relationship to the teachers' core behavioral competencies because of the data revealed as performance of the school not by the teachers. This study could be more effective if the teachers core behavioral competencies will relate to the pupil's academic performance as viewed through the teacher's behavior to the pupil's performance.

It relates to the study of Almerino *et al.* (2020), which reveals that with growing technological advancements, demands for the industry with a skilled and equipped workforce are proportionately rising. While this match between curricular offerings in academia and needs in the industry has been addressed in many countries across the globe through initiatives such as the K to 12 educational system, some countries, like the Philippines, have only started its adoption. In the Philippines' early adoption of the K to 12 educational system, several concerns have been raised regarding its implementation, mainly the mismatch between coursework offered in Philippine K to 12 educational institutions with industry demands.

This was discussed in the study of Caingcoy *et al.* (2020), whose results revealed that there was no significant difference in the school performance. This implies that the highest degree obtained does not guarantee better school performance. As found, those with doctorate degrees had a very high and consistent demonstration in all dimensions of leadership and core behavioral competencies. As unveiled, there were significant differences in the demonstrated competencies based on the highest educational qualifications. These imply that obtaining the highest degrees can allow school heads to acquire, develop, and demonstrate the competencies consistently better than their counterparts. Educational attainment and core behavioral competencies are both

important factors in determining a teacher's effectiveness in the classroom. While having the highest degree of educational attainment can provide teachers with a strong foundation of subject matter knowledge, core behavioral competencies are essential for effective teaching and student engagement.

In the study of Cruzos (2022), the area of specialization and subjects taught is significantly related to the core behavioral competencies. At the same time, the sex, age, employment status, position, the total number of years in teaching, and educational attainment illustrate no significant relationship. Meanwhile, only variable age was significant in the respondents' working attitude. Whereas sex, employment status, position, the total number of years in teaching, educational attainment, area of specialization, and subject taught illustrate no significant relationship. In addition, a significant relationship was found between the teacher's position, area of specialization, and teaching performance. Whereas sex, age, employment status, the total number of years in teaching, educational attainment and subject taught illustrate no significant relationship.

Comparatively, result focus obtained the highest computed p-value of 0.687, which indicates no significant relationship with the school performance indicators. This implies that teachers prioritize achieving positive outcomes in terms of student performance, whether it be academic achievements, standardized test scores, or other measurable indicators of success. Accordingly, schools are expected to be the training ground for students to prepare them for the real world. As the curriculum is used as the blueprint for what students should learn, the teaching force plays the biggest role in delivering this essential information to the students (Redondo & Bueno , 2019).

On the other hand, teamwork obtained the lowest computed p-value of 0.364, which also indicates no significant relationship with the school performance indicators. This implies that effective teamwork among teachers is often considered a positive element in fostering a collaborative and supportive educational environment, a direct impact on school performance. A supportive school culture, strong leadership, shared goals, and a focus on student outcomes are critical elements that can enhance the relationship between teachers' teamwork and overall school performance. This relates to the study of Polega et.al (2019) the findings suggest that principals consider teamwork to be very important. They also showed that time constraints, relationship concerns, and differences in teaching and experience are the leading barriers to teamwork.

This is contrary to the study of Rashid *et al.* (2018), which found that the teacher has a key role to play in providing an encouraging learning environment for their students to excel academically. A major portion of the onus for quality learning, therefore, falls upon the personality and attitude of the teacher. Education occurs through the marriage of teaching and learning. Therefore, learning is halfway important, and has an equal, if not greater, share in the academic performance of students.

Problem 4. Based on the Findings, What Development Plan Can be Designed?

Table 21: Advancing Gender Empowerment and Enrollment Growth: A Comprehensive School Development Plan

Strategies	Action Plan		Source of Fund	Timeline	Person Involved	MOVs
	Learning Objectives	Intervention				
Promote Gender Equality	Develop and implement initiatives that promote gender equality within the school community, ensuring equal opportunities and treatment for all students regardless of gender.	Craft initiatives that promote gender equality within the school community.	₱ 20,000.00	September-October 2024	HRD School Head Teachers	Gender Equality Initiatives Action Plan of Activities
Enhance Access to Education	Increase enrollment rates by implementing targeted outreach programs to encourage enrollment, particularly among underrepresented or marginalized groups, including girls, children from low-income families, and ethnic minorities.	Conduct community mapping and home visitation	₱ 10,000.00	November – December 2024	School Head Teachers	Community Mapping Forms Home visitation Forms

Provide Gender Sensitive Education	Integrate gender-sensitive teaching methodologies and curriculum content that address the diverse needs and experiences of both male and female students, challenging gender stereotypes and biases.	Create a lesson which can integrate gender sensitive education through a Classroom Observation.	₱ 15,000.00	January – March 2025	School Head Teachers	COT Form Lesson Plan Instructional Materials
Foster a safe and inclusive learning environment	Create a safe and inclusive learning environment that is free from discrimination, harassment, and violence, providing support services and resources to address the specific needs of vulnerable students, including survivors of gender-based violence	Create an action plan to strategize on preventing gender biased violence in the school	₱ 10,000.00	April - June 2025	School Head Teachers	Accomplished Action Plan for Gender Biased Violence Prevention
Empower Students to Life Skills Education	Offer life skills education programs that empower students with the knowledge, skills, and confidence to make informed decisions, communicate effectively, and navigate challenges related to gender, relationships, and personal development.	Integrate life skills in the lesson specifically in the subject EPP (Education Pantahanan at Pangkalusugan)	₱ 20,000.00	June – August 2025	School Head Teachers	COT Forms Lesson Plan Instructional Materials
Strengthening Community Partnership	Engage parents, caregivers, and community members in initiatives to promote gender empowerment and increase enrollment, fostering partnerships and collaboration to support students' educational aspirations and well-being.	Participate in community activities to promote the advocacy in empowering men and women to increase enrollment	₱ 30,000.00	September-October 2025	School Head Teachers Stakeholders	Documentation and narrative report on community involvement
Provide Professional Development for Teachers	Provide professional development opportunities for teachers and staff to enhance their understanding of gender issues and equip them with the tools and strategies to create an inclusive and gender-responsive learning environment.	Conduct School Learning Action Cell on understanding gender issues and equip them with the tools and strategies to create an inclusive and gender-responsive learning environment.	₱ 30,000.00	November – December 2025	School Head SLAC Coordinator Teachers	SLAC Training Matrix Accomplishment and documentation
Monitoring and Evaluation	Establish mechanisms for monitoring progress towards gender equality goals, collecting data on key indicators, and conducting regular evaluations to assess the effectiveness of interventions and identify areas for improvement.	Conduct monitoring and evaluation every quarter.	₱ 20,000.00	January – December 2026	School Head	Accomplished monitoring tool for advocating men and women empowerment

CONCLUSIONS

Based on the findings of the study, teachers in the Division of Misamis Oriental have a very high level of behavioral competence in terms of self-management. With more administrative tasks given to the teachers in the field, they are able to prioritize work task and set personal goals to achieve needed deadline to school reports. The findings highlight the dedication and commitment of teachers in the field which plays an important role as professional teachers. Moreover, it can be inferred that the teachers' core behavioral competencies have no bearing with the school performance indicators. There are other factors to consider to achieve school performance aside from teachers' core behavioral competencies and school performance indicators.

RECOMMENDATIONS

On the basis of the results of this study, the following are recommended:

1. Teachers may attend professional development trainings specifically to promote advocacy for empowering men and women by participating in training sessions, workshops, and collaborative initiatives, and teachers can enhance their understanding of gender issues.

2. Teachers may monitor the progress of enrollment and conduct community mapping to track the increase and decrease of enrollment.

3. Teachers can develop their core behavioral competencies through various professional development training sessions to identify their strengths and weaknesses.

4. Future researchers may utilize this study to determine the specific impact of each core behavioral competency and school performance to track changes in teacher behavior and other factors that contribute to school performance.

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