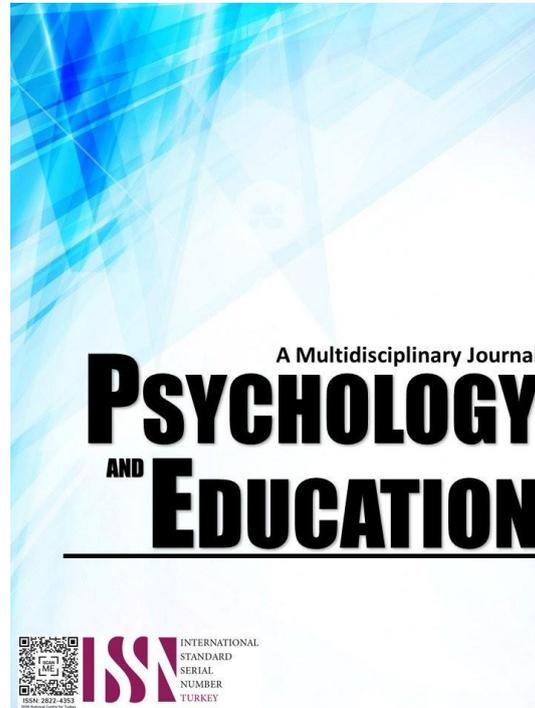


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## Teachers' Core Competencies and Performance in a DepEd High School

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### Abstract

The descriptive-correlational research aimed at determining the levels of teachers' core competencies as stipulated in the Annex F of DepEd Order (D.O.) 2, series of 2015 in relation to their obtained IPCRF score representing their performance. A total of 30 teachers by quota sampling technique served as respondents for school year 2019-2020 from Monkayo National High School, Poblacion, Monkayo, Davao de Oro, Philippines. A standardized questionnaire adopted from the aforesaid DepEd Order was used in gathering the data from the respondents. Mean and Pearson  $r$  were used to analyze and interpret the data. After a thorough analyses of the data gathered it was found that the aspects of teachers' competencies such as self- management and professionalism and ethics were rated very high competency by the respondents while high competency to the rest of the aspects. A rating of very satisfactory performance was obtained from their IPCRF. Result focus competency is significantly related to their performance. This means that despite the very commendable and high rating of the teachers' core competencies and their corresponding performance not all identified competencies can greatly affect and are directly related to their obtained performance at school. Thus, it is recommended that the administration should look into this consideration to strengthen the areas needing potential back-up.

**Keywords:** *teachers' core competencies, performance, IPCRF, descriptive-survey, DepEd, Philippines*

### Introduction

Because of the changing nature of the teaching profession in the twenty-first century, teachers must possess new competencies in order to succeed (Turner, 2009). No matter how skilled a teacher is in a topic, success is impossible if the teacher cannot transfer that knowledge to his or her students. As a result, the teacher must possess instructional abilities (Erden, 2009).

Many teachers continue to clearly lack some abilities even after years of experience (Dhillon, 2014). This is true because the level of ability required relies on the information, action, decision-making, and competence involved. The different general talents of teachers apply to all three of these factors. It's possible that the teacher just lacks the information necessary to apply skills effectively, struggles to make judgments that make use of that knowledge or struggles to do the necessary activities in a skillful way. Since many parts of a teacher's personality, or even their acting personality, influence their skillful performance, the important general talents of the concerned teachers may go beyond simple academic ones. The drive of the teacher is another factor that affects how well they educate. The degree to which teachers are willing to devote time, energy, and effort to consider, assess, and enhance their teaching abilities varies widely. Teachers may be trained in these abilities through microteaching or other skill-training programs, but

mastery of these skills may only be achievable in authentic settings (Dhillon, 2014).

In light of the foregoing concern, the schools' results from the needs assessment of teacher competencies conducted at the conclusion of each school year under DepEd Order number 2 series of 2015 require improvement. In the identified division where the school is located, teachers gave themselves low ratings in a few of the necessary capabilities. This finding emphasizes the need for the school administrator to give more frequent technical support, mentorship opportunities, and timely performance evaluation to help teachers close the skills and competency gaps (Martel, 2010).

Therefore, the purpose of this study is to evaluate the Core Behavioral Competencies of High School Teachers and determine how well they do in maintaining high-quality output among their peers.

### Research Questions

This study aimed to determine the levels of high school teachers' core behavioral competencies in relation to their performance. Specifically, it sought to answer the following questions:

1. What is the level of teachers' core competencies in terms of the following aspects:
  - 1.1 Self-Management;
  - 1.2 Professionalism and Ethics;
  - 1.3 Result Focus;



- 1.4 Teamwork;
- 1.5 Service Orientation; and
- 1.6 Innovation?
2. What is the level of teachers' performance as reflected in their IPCRF?
3. Is there a significant relationship on teachers' core competencies and performance?

## Literature Review

### Teacher's Competence

The DepEd Order No. 2, series of 2015 identified the various core behavioral competencies such as Self-management, Professionalism and ethics, Result Focus, Teamwork, Service Orientation, and Innovation. This part of the manuscript will provide scientific information and related findings on aforementioned areas. Self- Management. According to Goleman (2004), self-management is the goal-oriented motivation required of all leaders. Goleman, Boyatzis, and McKee (2002) claim that self-management—which they compare to a continuous internal dialogue—is the facet of emotional intelligence that releases us from the captivity of our emotions. It is the capacity to successfully control one's feelings, ideas, and actions in a variety of educational contexts. Tilahun (2014) asserts that in the absence of self-management training, administrators are unable to raise student success. Effective self-managers remain composed in stressful situations and can lead their teams through challenging situations. Self-managing leaders may have an effect on employees' organizational commitment (SALAMI, 2008), and emotionally stable leaders are better able to handle change and help the business adapt (Goleman, 2005). Therefore, without capable self-management, it is difficult to guide a company to achieve its goals and aspirations. Professionalism and Ethics. The behavior, goals, or attributes that define or distinguish a profession or professional individual in relation to their obligations and responsibilities are known as professionalism and ethics. Generally speaking, professionalism is all about ethical achievement and influence. You may achieve more in the job or in your own endeavors by building a reputation for excellence and being seen as a professional in all circumstances. The adherence of certain moral standards in line with the widely recognized standards of behavior or conduct is known as ethical conduct. It means that an ethical code of conduct governing leaders' behavior must be followed, and that code must set high expectations for all leaders. As a result, there are strong arguments for "effectively trustworthy"

professionals—those who develop the qualities necessary to recognize the fragility of the people they work with and effectively convey this awareness to others. As a result, school administrators need to provide an example for the moral principles and conduct listed in the Norms of Conduct and Ethical Standards for Public Officials and Employees (RA 6713). Result Focus. Efforts to provide effective, timely, and high-quality outputs will optimize the goal's success, according to Kruse (2001). Effective principles, according to Placekick (2009), focus on the quality of education in order to promote accomplishment. As a consequence, particular systemic changes or improvements to an individual's work habits will lead to better performance. Teamwork. In the workplace, teamwork means fostering personal development, elevating job happiness, and lowering stress levels. In order to effectively administer and expand their institutions, school administrators need to possess leadership qualities, especially the ability to establish teams. To create high-performing teams with members who have the abilities, attitudes, and competences needed to achieve team goals, school leaders should be skilled in team building leadership (Jhunthai, 2015). School leaders' ability to establish teams is essential for improving student performance and attaining organizational success, according to Polprateep (2015). Service Orientation. The enhancement of the numerous initiatives, rules, and regulations inside school organizations is greatly aided by service orientations. Encouraging maximal conformity to the office's vision, purpose, mandates, and tactics—which were based on DepEd plans and directions—was a difficulty that all school heads had to face. Innovation. The results demonstrate that services are co-produced when customers and frontline staff undertake their proper roles in a supportive environment (Vargo & Lusch, 2004). Achieving the office's vision, mission, mandates, and strategies—all of which are reliant on the DepEd's strategies and directives—will also require starting initiatives that support the empowerment of men and women and giving the needs of those we serve top priority (Joshua, 2012). Thus, in order to meet the ongoing demands and targets of the Department of Education's goals in various indicators of core behavioral competencies of school heads as outlined in Department of Education No. 2, 2015, careful monitoring and assessment under result-based management should be put into practice.

### Teacher's Performance

The notion that some high stakes need to be attached to direct measures of teachers' classroom performance



as a control for quality in the work force is an idea gaining traction in public education. One such proposal prescribes lowering the barriers to entry into teaching while simultaneously being more selective about which teachers are retained when they become eligible for tenure (Hanushek, 2009).

The focus on teacher performance in general, and tenure in particular, is supported by three important findings from teacher quality research. First, teacher quality (measured by estimated teacher impacts on student test score achievement) is the most important schooling factor when it comes to improving student achievement.<sup>2</sup> Second, teacher quality is a highly variable commodity (Kane, Rockoff, and Staiger 2009). Third, a strikingly small percentage of tenured teachers are ever dismissed for poor performance. Teachers are at the heart of providing quality education to students. They facilitate students' learning and ensure that they thrive academically so that they fulfil their potential and find meaningful careers (Hervie & Winful, 2018).

Teachers' performance is the ability of the teacher to impart the relevant skills, and knowledge using appropriate methods consistently over time to enhance students' learning and achievements. Corcoran, Evans, and Schwab, (2014) posited that the quality of teachers and teaching are the most dominating factors that affect learning at large scale. Additionally, teacher performance denotes teacher's ability to function effectively in performing his teaching tasks with high skills and effort with regards to his subject matter using sound pedagogical content that leads to student understanding and effective learning. Thus, to achieve these in teaching performance, teachers should master their subject contents, know the characteristics of good teaching, have the knowledge of different and appropriate pedagogies, learning styles of learners, and perceive their own strengths and weaknesses in teaching in order to perform their teaching responsibilities effectively. This study therefore is on the students' perception of their teachers' performance in teaching engineering drawing. Training works as a catalyst which provokes a significant change in a teacher, redefines role, broadens vision and enhances the attributes of a teacher. In-service teacher training enables teachers to be more systematic and logical in their teaching style.

According to Earthman and Lemasters (2009), teachers in schools with satisfactory conditions are significantly more likely to express positive attitudes about their classrooms than teachers in unsatisfactory buildings (across a wide range of indicators, but a

limited sample prevents causal inferences). According to Oluremi (2013), teachers provide performance while organizations offer rewards. Reward system are designed not only to motivate but also to maintain desired behavior and performance. An effectively maintained reward system creates a motivating environment that may enhance performance. Additionally, Oluremi (2013) states that making the salary and compensation of teachers very attractive would enhance teachers' performance. Thus, educational infrastructure, in-service training and good rewards mutually have a positive influence on the performance of teachers which may in a long run improve the performance of students.

Excellent performance of every institution is dependent on its key human resource. Although there are many other factors that play a major role in its success, every educational institution must have quality teachers in order to improve upon the knowledge, skills and general performance of its students. Teacher education, training and development are a means for professional upgrading which deals with all developmental functions directed at the maintenance and enhancement of their professional competence. The quality of teachers that work in a specific educational system help in the attainment of positive learning outcomes in schools. Performance of teachers is partly dependent on their pre-service training in addition to the in-service training given to the teachers. Pre-service teacher training programs (PSTP) are very crucial in order to upgrade teachers' skills, knowledge and performance and also to enable them to be more effective. On the other hand, In-service training programs (ISTP) are necessary to re-orientate teachers to new goals and values, to train them in new teaching and learning methods, to prepare them to cope with curriculum change, and to provide them with the knowledge and skills to teach new learning areas (Al-Zoubi, Bani & Ismail, 2010).

Training and development have become the most important factor in the organizational world today because it increase the efficiency and the effectiveness of both teachers and the organization (Raja, Furqan & Khan, 2011). Employee training and development is a major force in the economic success of any institution, and educational institutions cannot afford but to develop the requisite manpower to support both the productive and service industries (Sarheng, 2013). Shaheen, Naqvi, and Khan (2013) defined training as a systematic development of the knowledge, skills, and behavior required by teachers to do adequately on confirmed tasks or jobs. According to Amin, Rashid-Saeed, and Lodhi (2013), training is simply learning

that is provided in order to improve performance on the present job. Employee development is aimed at providing teachers with competencies for anticipated future jobs and roles. Training and development can be thought of as processes designed to enhance the professional knowledge skills and attitudes of teachers so that they might, in turn, improve the learning of students. Training and development are important part of teacher preparation programs, especially for those aspects of teaching that are more skilled-like in their conception, but there are many other important aspects of teaching that can only be nurtured through reflective strategies and experiences (Rahman & Al-Zoubi, 2011).

Basically, education at all levels dwell on effective teaching and learning. Effective teaching and learning are indicators of quality teachers and quality teaching performance which are all determining factors of a well-designed educational system. Globally, teachers are noted as the most important resources in any school system and interactions between them and their students has been perceived to be a vital component in teaching and learning process. Interactions and classroom observations play a dominant role in teaching and learning processes in schools. The primary purpose of which is not only to assist teachers in improving their teaching skills, but also to evaluate how well their teaching performance is. As teachers are one of the most important mainstays of school system, the quality of their performance must continuously and systematically be evaluated (Modebelu & Nwakpadolu, 2013).

Employee performance is a major concern for organizations and establishments. Performance according to Shah et. al. (2011) is considered as a function of ability, opportunities and motivation. Performance is a behavior associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members (Bos-Nehles, Van Riemsdijk, & Looise, 2013). It means actions that add value, either directly or indirectly, to the organization's capability, achievement and accomplishment, and the fundamental elements to effective performance are a skilled and motivated workforce.

There are four facets of performance: task performance, contextual performance or organizational citizenship behavior; adaptive performance and counterproductive performance (Koopmans, Bernaards, Hildebrandt, de Vet & van der Beek, 2014). Task performance refers to teachers' competency, with which he/she performs according to the main set of job

tasks or the job description. It is sometimes referred to as job specific task proficiency, technical proficiency, or in-role performance (Campbell & Wiernik, 2015). It includes, for example, work quantity, work quality, and job knowledge. Teacher's task performance is associated with their efforts in making thoughtful and adequate application of their cognitive ability and use of teaching aids in teaching and learning (Ayeni & Afolabi, 2012).

Contextual performance can be defined as individual behaviors that support the organizational, social, and psychological environment in which the technical core must function (Koopmans, et al. 2014). Behaviors in this category of performance include volunteering, demonstrating effort, helping and cooperating with others, following rules and procedures, and supporting organizational objectives, and they are sometimes referred to as non-job-specific task proficiency, extra-role performance, organizational citizenship behavior, or interpersonal relations (Koopmans, et al. 2011).

Adaptability performance involves acquisition of enhanced abilities and proficiency in response to changes in the work role or changing job requirements. It is an aspect of job performance that is related to organizational outcomes with regards to managing change, organizational learning and keeping up with changing customer expectations (Jundt, Shoss, & Huang, 2014). Adaptability performance reflects behaviors associated with competency acquisition thus, it is referred to how well an individual performs on a changing task. Within this paradigm, the antecedents of adaptability are defined in terms of the knowledge, skill, ability, and other characteristics that relate to adaptive performance.

Evaluation of Teacher Performance refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development (Sawchuk, 2015). Meaningful teacher evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. It is also essential to celebrate, recognize and reward the work of teachers. The appraisal and feedback Teachers receive from evaluation is beneficial, fair and helpful for their development as teachers (OECD, 2009). Evaluation can give one an insight on how teachers perform their roles as facilitator of learning inside the classroom which translates into students' learning achievement and their

progress towards the desired skills and abilities.

Given the importance of evaluating teacher's performance, certain critical issues still need to be resolved; first, what is the most effective way of evaluating teachers' performance? To evaluate the effectiveness of teacher, several modes of evaluating teacher effectiveness is provided by scholars through the relevant literature. David and Macayan (2010) identified four most common methods of evaluating teacher effectiveness; these are (i) Supervisors' rating (ii) Students evaluation of teachers, (iii) Peer-reviewed evaluation and (iv) Self-Evaluation.

Been the direct consumers of the services provided by teachers, students are in a good position to assess and evaluate their teachers' performance (David & Macayan, 2010). This is most often done by the use of rating scale or checklist where classes are visited by proctors and asked the students to rate and evaluate the performance of a particular teacher in a single course or subject. This evaluation covers the most observable teaching habits of teachers in classroom situations to the personal attributes encompassing communication styles, attitudes, and other dispositions observable in a teacher.

Many schools and universities now practice the use of integrated forms or approaches of evaluating teacher performance (Sawchuk, 2015). In some institutions, they conduct peer rating and supervisor rating on top of the use of student rating; others also include self-evaluation in addition with the aforementioned ones. One of the strengths of this practice is the provision for varied sources of the teacher's performance which contribute in the validity of findings.

According to Mary (2010), school teachers' performance is contingent upon intrinsic and extrinsic motivation, if there is management of good personnel, good infrastructure and culture climate, teaching materials, and good supervision. Authors have been described motivation as intrinsic and extrinsic in nature and both extrinsic and intrinsic motivation affects teacher's performance if the intervening effects are available. The teacher performance can be measured by supervision of school activities, regular and early reporting at school, adequate teaching preparation, general punctuality among others, and participating in extra-curricular activities.

## Methodology

This descriptive-correlational research determined the

levels of teachers' core competencies as stipulated in the Annex F of DepEd Order (D.O.) 2, series of 2015 in relation to their obtained IPCRF score representing their performance. Specifically, the core competencies include the Self-management, Professionalism and ethics, Result Focus, Teamwork, Service Orientation, Innovation as aspects respectively. These variables were captured using a 4-point Likert Scale. Teachers' Performance in the other hand were measured using the IPCRF rating of the teachers in the current school year. A total of 30 teachers by quota sampling technique served as respondents for school year 2019-2020 from Monkayo National High School, Poblacion, Monkayo, Davao de Oro, Philippines. A standardized questionnaire adopted from the aforesaid DepEd Order was used in gathering the data from the respondents. Mean and Pearson  $r$  were used to analyzed and interpret the data.

## Results and Discussion

This section presents the results and findings of the data gathered. These data were presented, analyzed, interpreted and discussed according to the statements of the problem set in this study.

### Level of Teachers Core Competencies

The findings showed that professionalism and ethics (3.74) and self-management (3.83) had mean scores that were considered to be very high levels of competency. This suggests that teachers have faith in their ability to lead the organization from a basic position and to be trustworthy and autonomous in their work as teachers. They are well-versed in workplace empowerment and exhibit maturity as workers. Teachers also believe they are able to represent acts with the highest ethical standards and considerations, and they are very professional in the way they carry out their jobs. This further means that their capacity to act and practice professionalism and uphold morale standards and being independent in the organization can help achieve better and commendable performance in the attainment of the organization's vision, mission, goals and objectives.

In the meanwhile, mean scores regarded as high level were reached by the following aspects: result focus (3.17), teamwork (3.31), service orientation (2.98), and innovation (2.82). This suggests that teachers who are thought to have demonstrated excellent leadership have taken on duties and acted quickly to resolve problems that develop at work. They are efficient and resourceful in keeping with their roles and obligations.



In order to accomplish the aims and objectives of their school, teachers might also collaborate with their colleagues. They are able to take use of the community's resources and fully utilize them to aid in the school's growth. And last, teachers have faith in their own abilities to innovate and bring about improvements, like fresh ideas to spur the overall development of the school.

The outcome is corroborated by Campbell and Wiernik's (2015) explanation, which explains that an organization's ability to succeed depends on its workers' combination of essential job-related abilities. Employee performance at work improves with increased competence. This also means that when the school leaders have able to clarify and set the expected goals in the organizations, the workers will be able to select and practice the most appropriate menu of competencies deemed significant in the attainment of the goal.

Table 1. *Level of Teachers' Core Competencies*

Core Competencies	Mean	Interpretation
Self-Management	3.83	Very High Competency
Professionalism And Ethics	3.74	Very High Competency
Result Focus	3.17	High Competency
Teamwork	3.31	High Competency
Service Orientation	2.98	High Competency
Innovation	2.82	High Competency

### Level of Teachers' Performance

The teachers' IPCRF evaluation yielded a mean score of 3.60, which is considered to be quite acceptable as it was to achieve an interpretation of Very Satisfactory based on DepEd Order No. 2, s. 2015. This suggests that teachers are achieving yearly performance levels that above the standards set for them. This indicates that all aims, goals, and objectives were met beyond the Department of Education's set benchmarks.

David and Macayan (2010), who explain that a variety of school-related factors often influence teachers' effectiveness, corroborate the outcome. Nonetheless, regardless of the motivation behind them, excellent services are consistently provided and always fall within the bounds of acceptable performance.

Table 2. *Level of Teachers' Performance*

Teachers' Performance	Mean	Interpretation
Ipcrf	3.60	Very Satisfactory

### Significant Relationship on Teachers' Core Competencies and their Performance

The findings showed a significant correlation (p-value of 0.041) between the teachers' performance and result focus competency in a cross-tabulation. This indicates that teachers who are more focused on reaching objectives and who give outcomes a high priority can produce high-caliber work from students as a whole. This implies that teachers who focus on results may have an increased likelihood of earning cumulative points when grading students. That makes sense, in fact, given that the school uses a product- and outcomes-based approach to teacher evaluation. In the meanwhile, there was negligible correlation found between the outcomes of the teachers' performance and the other indicated competencies which means that these variables do not affect directly on the teachers' performance.

The findings are corroborated by Jundt, Shoss, and Huang (2014), who explain that every teacher's unique ability offers the company a variety of chances for growth. Because competent teachers are often achievers, they may evoke excellent performances that advance and prosper the firm.

Table 3. *Significant Relationship on Teachers' Core Competencies and their Performance*

Core Competencies	Teachers' Performance			
	R-value	p-value	Decision	Interpretation
Self-management	.101	.186	Failed to reject Ho	Not significant
Professionalism and Ethics	.047	.539	Failed to reject Ho	Not significant
Result Focus	.110*	.041	Reject Ho	Significant
Teamwork	.095	.214	Failed to reject Ho	Not significant
Service Orientation	-.062	.414	Failed to reject Ho	Not significant
Innovation	-.066	.390	Failed to reject Ho	Not significant

Note: \* - significant; \*\* - highly significant

### Conclusion

Since there are many components of teachers' performances and core abilities that are closely related to one another, finding the ideal combination of these elements is essential to helping teachers perform better. Teachers who are able to concentrate on results and outcomes-based learning are particularly strongly linked to excellent and noteworthy performance. More importantly, achieving measurable results and maintaining a results-driven mindset are critical to achieving high-quality performance from teachers. This implies further that teachers who are very focused on results or who exhibit aggression also likely to perform at their highest levels, which is a key factor in any organization's success.



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