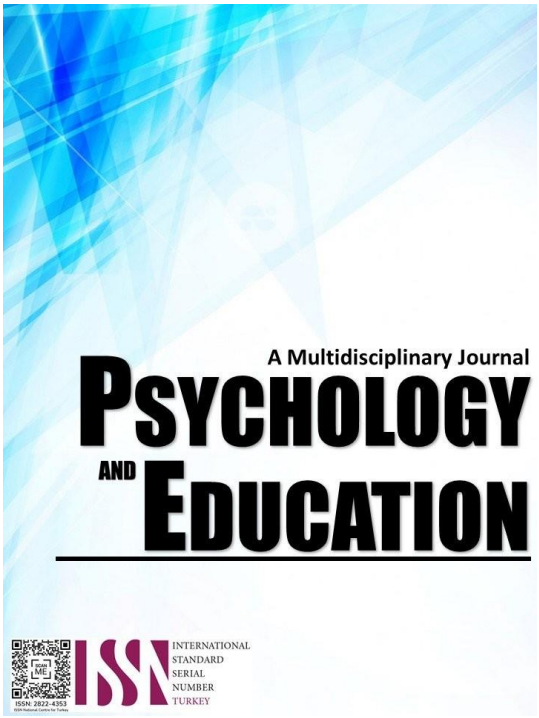
TEACHING STYLES AND CORE BEHAVIORAL COMPETENCIES OF TEACHERS



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Research Article

Teaching Styles and Core Behavioral Competencies of Teachers

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Abstract

The primary objective of the study was to comprehensively explore the teaching styles and core behavioral competencies of teachers focusing on understanding how teachers approach their roles in the classroom. This study aimed to describe the prevalence of teaching styles, including being a lecturer, demonstrator, hybrid, facilitator, and delegator. Simultaneously, it sought to delineate the demographic profiles of teachers. It also endeavored to unveil the intricate relationships between teaching styles and core competencies, as well as the nuanced interplay between demographic profiles and core competencies. Additionally, the study established predictive models, elucidating how teaching styles and demographic factors significantly contribute to the manifestation of core behavioral competencies among teachers. Findings showed that the significant associations between teaching styles, teaching positions, and years of service suggest that fostering core competencies may require targeted interventions for specific groups of teachers, such as those in leadership positions or with varying years of service. Additionally, the impact of teaching styles on core competencies highlights the importance of selecting and promoting effective teaching approaches that align with desired competencies. Thus, the results underscored the complex interplay between teaching styles, demographic profiles, and core behavioral competencies in the teaching profession. This understanding can guide efforts to enhance the overall competence and effectiveness of educators in the classroom and support the development of teachers at different stages of their careers.

Keywords: *teaching styles, core behavioral competencies of teachers descriptive - correlational*

Introduction

As a vocation, teaching is officially the domain of gifted and qualified educators who follow all pedagogical guidelines, procedures, and requirements. It ensures the all-round development of the learners at all levels of education. The act of teaching is intricate. Objectives, content, methods, evaluation (marking and reporting), teacher personality, and learner quality are its fundamental components. Since education is the foundation of any country's health and prosperity, the caliber and efficacy of its teachers play a critical role in the success of any given education. This paper discussed the concept of teaching, planning for teaching, and its importance, teaching strategies, and things to avoid while teaching.

The teachers, being the focal figure in education, must be competent and knowledgeable in order to impart the knowledge they can give to their students. Good teaching is a very personal manner. A student's overall development and well-being are important considerations in effective education. Recognizing the unique characteristics of each student, the instructor must modify the lesson to best meet the needs of the group. It is a constant truth that teachers have a variety of important duties to play in the classroom. The teachers in the classroom are regarded as the light. We have a great deal of responsibility, which ranges from easy tasks to really difficult and complex ones (Erickson, 2018).

When students are motivated, then learning will easily take place. However, teachers have an extremely difficult job to play in inspiring children to learn. To even get kids interested in learning, several teaching philosophies and methods must be used. Above all, the teacher needs to acquire a sufficient understanding of the curriculum's goals and standards as well as teaching techniques, interests, and values. To guide kids or students toward a life that is expansive, full, exciting, and fulfilling, they must put forth effort.

These days, educators are regarded as the most important and revered individuals in society. Teachers possess the highest knowledge and competencies. They hold the key to success in an empowered, globally competitive, and extremely fast-changing world. Students depend mostly on teachers. Thus, they must possess enough competencies to make their students learn. The importance of able teachers to the nation's school system is in no way overemphasized. Accordingly, the quality and extent of the achievement of learners are determined primarily by a teacher's competence. The academic and professional standards of teachers constitute a critical component of the important learning conditions in the achievement of educational goals (Woods, 2020). Meaning, that teachers possess the following characteristics to meet the needs of diverse learning situations. These characteristics are manifested through various competencies. These are the length of academic preparation, the level and quality of subject matter, and most all the core behavioral competencies. The degree of commitment to the profession and the sensitivity to contemporary issues and problems are also important considerations that they need to observe in this profession

On the other hand, the level of motivation critically influences the quality of curriculum transactions in the classrooms. This makes student learning adhere to social transformation. The Department of Education is concerned with the promotion of quality education. It is mandated under Article XIV, Section 1 of the Philippine Constitution that "the state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." However, in order to deliver such quality education to the clientele, the teachers, first of all, must know who they are, and how they relate with others

before they do the job at hand. Knavery (2019) stressed that competencies were of prime importance in the sense that no teachers had given what they did not possess.

Salandanan (2018) claimed that only the teacher can deliver maximum output. The most important attributes of teachers are competence, values, and attitudes. If you are a teacher, you know that no two students are the same and that there is a spectrum of different learning styles. Therefore, a teacher's method of instruction has a significant influence on how well a student learns and comprehends. This is the reason it is critical for educators to understand various learning styles. The study's researcher has been a teacher for over ten years. She worked for the Department of Education for ten years after spending a year teaching in a private school. She was assigned to a school in the hinterland, where she had a variety of tasks to complete as well as classes that span multiple grades.

Research Questions

The study aimed to determine the teaching styles of teachers and their core behavioral competencies of Kauswagan District Public Schools of the Division of Lanao Norte. Specifically, the study sought to answer the following questions:

1. What are the demographic profiles of the teachers in the aspect of:
   1.1 age;
   1.2 sex;
   1.3 status;
   1.4 length of service;
   1.5 subject taught;
   1.6 position/designation; and
   1.7 highest educational attainment?
2. What are the teaching styles of teachers in terms of:
   2.1 lecturer;
   2.2 demonstrator;
   2.3 hybrid;
   2.4 facilitator; and
   2.5 delegator?
3. What are the core behavioral competencies of teachers in terms of:
   3.1 self-management;
   3.2 professionalism and ethics;
   3.3 result focus;
   3.4 teamwork;
   3.5 service orientation; and
   3.6 innovation?
4. Is there a significant relationship between teaching styles and the core behavioral competencies of teachers?
5. Is there a significant relationship between the demographic profiles of teachers and the core behavioral competencies of teachers?
6. Is there a significant relationship between teaching styles and the demographic profiles of teachers?
7. Which of the teaching styles and demographic profiles of teachers significantly predict the effects of the core behavioral competencies among teachers?
8. What action plan can be designed to be formulated based on the results of the study?

Methodology

This section presents the research methods that were used in the study. It also discusses the research design, research environment, respondents and sampling procedures, research instruments and their validity, and the statistical treatment of the data.

Research Design

The researcher utilized the descriptive-correlational research design. This is a descriptive study because it describes the teaching styles of teachers in terms of being a lecturer, demonstrator, hybrid, facilitator, and delegator. It also showed the demographic profiles of the teachers in the aspect of age, sex, status, length of service, subject taught, position/designation, highest educational attainment, and course/specialization/major. Also, the core behavioral competencies of teachers in terms of self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation. It is correlational because it would find out the relationship between teaching styles and core behavioral competencies of teachers, the demographic profiles of teachers and the core behavioral competencies of teachers, teaching styles and the demographic profiles of teachers, and the teaching styles and demographic profiles of teachers significantly predict the effects of the core behavioral competencies among teachers.

Participants

Table 1 shows the profile of the respondents. The respondents of the study were the fourteen schools of Kauswagan District namely; Baraason Integrated School, Tingintingin Elemantary School, Libertad Elementary School, Tacub Elementary School, Jose Balazo Memorial Elementary School, Kauswagan Central Elementary School, Tugar Elementary School, Sultan Dimasangkay Mananggolo Integrated School, Cayontor Primary School, Upper Tugar Elementary School, Kawit Oriental Integrated School, Kawit Occidental Elementary School, Paiton Elementary School, and Inudaran Primary School. The study used sample random sampling, with each school being considered within which every member of the population an equal chance to be included in the sample had. Using the Raosoft sample size calculator, it was revealed that out of 175 total population, the resulting sample size was 115 respondents comprising 66.22% of the total population. The selection of sample size was assumed to have 5% margin of error.

Table 1 shows the sample size distribution by the school. The formula for determining the size of the sample given the school's population was 68.35% times the school population (66.22%xSP), at the individual school and total school levels.

Table 1. *Respondents of the Study*

Schools	*Total Population*	*Sample*	*Percentage*
Baraason IS	11	7	4.00
Tingintingin ES	6	4	2.28
Libertad ES	18	12	6.85
Tacub ES	16	11	6.28
Jose Balazo MES	15	10	5.71
Kauswagan CES	24	16	9.14
Tugar ES	5	3	1.71
Sultan Dimasangkay Mananggolo IS	37	26	14.85
Cayontor PS	5	3	1.71
Upper Tugar ES	5	3	1.71
Kawit Oriental IS	19	13	7.42
Kawit Occidental ES	8	5	2.85
Paiton ES	4	2	1.14
Inudaran PS	2	1	0.57
TOTAL	175	115	66.22

Instruments

The instrument used in this study was adapted from different researchers. Thus, these instruments are already tested and validated. However, it was then recommended to be pilot tested. In measuring the teaching styles of and the demographic profiles of the teachers in the aspect of age, sex, status, length of service, subject taught, position/designation, highest educational attainment, and course/specialization/major. Also, the core behavioral competencies of teachers were an adapted and standardized questionnaire from Department of Education. Data that were gathered from the instrument were used to make or design and modify a large group of teachers into a small cluster. The data also served as a basis or guide in making a plan and designing/redesigning intervention programs in the educational institution to improve or raise the teaching performance of the teachers.

Moreover, the questionnaire was composed of three parts wherein the first part determined the teaching styles of teachers in terms of being a lecturer, demonstrator, hybrid, facilitator, and delegator, and the demographic profiles of the teachers in the aspect of age, sex, status, length of service, subject taught, position/designation, highest educational attainment, and course/major. Further, statements for teaching styles were not obviously labelled in the survey questionnaire to avoid bias. Hence, each item was identified and coded accordingly. This 25-item questionnaire was categorized into 5 sub-categories: Lecturer, Delegator, Hybrid, Facilitator, and Demonstrator. For items 1, 6, 11, 16, and 21 were for the lecturer; items 2, 7, 15, 12, 17, and 2 for the delegator; items 3, 8, 13, 18, and 23 for a hybrid; items 4, 9, 14, 19 and 24 for facilitator; and items 5, 10, 15, 20, and 25 for the demonstrator. The mean scores of each sub-category were computed, and the level of teaching styles by respondents on each was determined using the following level scale:

Scores	*Level*
1.00 – 1.75	Never
1.76 – 2.50	Seldom
2.51 – 3.25	Sometimes
3.26 – 4.00	Always

The third part was focused on the core behavioral competencies of teachers in terms of self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation. Thereafter, the questionnaire was restructured as to the comments to be provided by the adviser. The experts examined the instrument for comprehensiveness and corrected the construction of the content of the questionnaire to ensure its validity. The following measures of variables are used in the study. The interpretations of the mean are very high for a role model, moderately high for consistently demonstrating, high for most of the time demonstrating, fair for sometimes demonstrating, and low for rarely demonstrating.

Prior to the administration, the questionnaire was pilot-tested on September 2023 among 25 teachers from selected school in Munai District not included as respondents. The questionnaire may be considered realistic and efficient as the teacher did not have difficulties in accomplishing it. Thus, no corrections/changes were made to it after the pilot testing.

Table 2. *Level of Core Behavioral Competencies*

Range	*Description*	*Interpretation*
4.21-5.00	Role model	Very high
3.41-4.20	Consistently demonstrate	Moderately high
2.61-3.40	Most of the timedemonstrate	High
1.0-1.80	Rarely demonstrate	Low

Procedure

With the recommendation of the panel members to conduct the study, the researcher initially requested an endorsement from the Dean of the Graduate School of St. Peter's College to gather the needed data. After the endorsement was sought, the researcher communicated to the Principal of the participating school by submitting a permission letter/consent letter to conduct a study for this research to be formal.

Informed consent was sent to the participant's days before the actual data gathering. The consent aims to inform the participants on the context, purpose, advantages, and disadvantages of participating in the study. Upon distributing the questionnaires, a hard copy was taken back from the participants. Only those participants who affixed their signatures on the informed consent form were given questionnaires to answer. This signified their voluntary participation in the study. The participants were given enough time to answer the questionnaires.

The researcher together with the select master teachers asked and requested to administer the instrument to the respondents to collect data. The respondents were provided ample time to answer the questionnaires, after which this was retrieved. Responses were tabulated, collated, and were readied for statistical treatment.

Statistical Treatment

The data were tabulated and interpreted to acquire the actual information needed. The following statistical tools were employed to answer the different problems presented:

For problems 1, Frequency and Percentage, were used to determine the demographic profiles of the teachers in the aspect of age, sex, status, length of service, subject taught, position/designation, highest educational attainment, and course/specialization/major.

For problem 2, and 3, Mean and Standard deviation were used to determine the teaching styles of teachers in terms of being a lecturer, demonstrator, hybrid, facilitator, and delegator.

For problems 4, 5, 6, and 7, Pearson Correlation determined the relationship between teaching styles and core behavioral competencies of teachers, the demographic profiles of teachers and the core behavioral competencies of teachers, teaching styles, and the demographic profiles of teachers. Multiple Regression analysis with a simultaneous entry was utilized to test if the predictors significantly affect the core behavioral competencies among teachers.

Results and Discussion

This section discusses the data shown in the tables. The data are analyzed, interpreted, and supported by related literature and related studies.

Problem 1: What are the demographic profiles of the teachers in the aspect of age, sex, status, length of service, subject taught, position/designation, and highest educational attainment?

Table 3. *Age of the Respondents*

Age	*Frequency*	*Percentage (%)*
20-30	22	19.1
31-40	32	27.8
41-50	41	35.7
51-60	15	13.0
60-above	5	4.3
Total	115	100.0

Table 3 presents the demographic information regarding the age of the respondents in the study. The result revealed that the respondents had a diverse range of age groups. Several respondents fell within the age range of 31-40, accounting for 27.8% of the total sample. The 41-50 age group also comprised 35.7% of the respondents. Together, these two age groups made up a significant portion of the sample, suggesting a substantial presence of mid-career educators who likely possessed a wealth of experience in teaching.

The age group 20-30 represented the youngest segment of respondents, making up 19.1% of the sample. It indicates the presence of early-career educators who may bring fresh perspectives and approaches to teaching. The age groups 51-60 and 60 above, while representing a smaller proportion of the sample at 13.0% and 4.3% respectively, consisted of more experienced educators who may have a deep understanding of teaching practices and pedagogy.

This distribution of age among the respondents has important implications for the study. It suggested that the teaching styles and approaches observed may be influenced by the diverse range of experiences and perspectives that educators from different age groups brought to the classroom. The findings may reflect a blend of traditional and innovative teaching methods, influenced by the generational background and experience of the teachers. It was widely acknowledged that age had an impact on education since it was linked to a lack of experience (Bodhe et al., 2019). As a result, as teachers grew older, they gained knowledge and understood how to help pupils realize their value and where to find their potential.

Table 4. *Sex of the Respondents*

Sex	*Frequency*	*Percentage (%)*
Male	17	14.8
Female	98	85.2
Total	115	100.0

Table 4 shows the sex of the respondents. The result clearly indicated a significant gender disparity among the respondents. Female respondents made up the overwhelming majority, accounting for 85.2% of the total sample, while male respondents represented only 14.8%. This substantial gender imbalance in the sample suggested that the study was predominantly composed of female educators.

The gender composition of the sample can have various implications for the study's findings and interpretations. It may reflect the broader demographic distribution of educators in the particular educational context or region under study. Additionally, it is important to recognize that gender may influence teaching styles and perspectives in education. Students' bias against female teachers was found to be minimal in a recent study by Shah et al. (2018). This finding could be attributed to a number of variables, including the teachers' compassionate listening style, superior understanding, and caring demeanor.

Table 5. *Civil Status of the Respondents*

Civil Status	*Frequency*	*Percentage (%)*
Single	22	19.1
Married	88	76.5
Separated	5	4.3
Widowed	0	0.0
Total	115	100.0

Table 5 presents the civil status of the respondents in the study. The data revealed that the majority of the respondents were married, constituting 76.5% of the total sample. The single category followed with 19.1%, while a smaller percentage of respondents were separated (4.3%). There were no widowed respondents in the sample.

The distribution of civil status among the respondents was essential to consider when interpreting the study's findings related to teaching styles. Marital status could influence an educator's personal life and commitments, which, in turn, may affect their teaching approaches and availability for various teaching methods. For example, married educators may face different time constraints or personal responsibilities compared to single educators, potentially influencing their teaching styles and preferences.

Hence, the civil status of educators may have an impact on their interactions with students and colleagues. Married educators might bring insights related to family dynamics and interpersonal relationships into the classroom, which can influence their teaching and classroom management styles. The study carried out by Abella (2018), found that marital status affected the teaching performance of teachers and that married male and female teachers had high self-efficacy which led to high job performance.

Table 6. *Highest Educational Attainment of the Respondents*

Highest Educational Attainment	*Frequency*	*Percentage (%)*
College Graduate	38	33.0
Master's Degree	38	33.0
Master (earned units)	36	31.3
Ph.D. (earned units)	3	2.6
PhD Graduate	0	0.0
Total	115	100.0

Table 6 presents the highest educational attainment of the respondents. The finding reveals a diverse range of educational achievements among the respondents. The two most common categories are "College Graduate" and "Master's Degree," both of which are represented by 33.0% of the total sample. "Master (earned units)" follows closely, comprising 31.3% of the respondents. There is a smaller percentage of respondents who have earned Ph.D. units (2.6%), and there are no respondents categorized as "PhD Graduates."

The distribution of educational attainment among the respondents is significant for understanding the study's findings on teaching

styles. Educational background can significantly influence an educator's approach to teaching, their expertise in the subject matter, and their capacity for research and critical thinking. Educators with advanced degrees such as Master's or Ph.D. holders may approach teaching with a higher level of subject knowledge, research skills, and critical thinking abilities.

Educators with different levels of educational attainment may employ distinct teaching methods and classroom strategies. For example, those with Ph.D. degrees may be more research-oriented and focused on critical analysis, while college graduates may employ more practical or hands-on teaching techniques.

This result validated Abella's (2018) claim that learning is a prerequisite for teaching and that being a teacher means being a student first. An essential quality for a teacher to have is an open mind to new things. A teacher needs to keep learning new things. According to Executive Order No. 292, a comparable level of competence and qualification, education, and training are regarded as fundamental conditions for public employee promotions. These need to be pertinent to the open position for the employee.

Table 7 presents the teaching positions of the respondents. The result disclosed a diverse range of teaching positions among the respondents. The most common category was "Teacher I," which constituted a significant portion of the sample, at 66.1% of the total respondents. "Teacher II" followed with 12.2%, "Teacher III" with 13.9%, "Master Teacher I" with 3.5%, and "Master Teacher II" with 4.3%.

Table 7. *Teaching Position of the Respondents*

Teaching Position	*Frequency*	*Percentage (%)*
Teacher I	76	66.1
Teacher II	14	12.2
Teacher III	16	13.9
Master Teacher I	4	3.5
Master Teacher II	5	4.3
Total	115	100.0

The distribution of teaching positions is important when interpreting the study's findings related to teaching styles. Different teaching positions often come with varying levels of experience, responsibilities, and expectations. For example, individuals in higher teaching positions, such as "Master Teacher" positions, may be expected to demonstrate leadership and mentorship qualities and may have more autonomy in choosing their teaching approaches. In contrast, those in lower teaching positions may have less experience but may be highly engaged in classroom teaching.

The diverse teaching positions among the respondents can influence the diversity of teaching styles observed in the study. More experienced teachers in higher positions may have different teaching approaches compared to those in lower positions. This variability in teaching positions can contribute to the overall understanding of the teaching landscape within the surveyed population, allowing for a more comprehensive analysis of how different roles and responsibilities may shape teaching practices and styles.

According to Andres (2018), appointment status or working status influences teachers' motivation and self-teaching efficacy. They found out that teachers strive harder to achieve a permanent status which meant they continuously improved their mode of instruction and their teaching performance.

Table 8. *Years in Service of the Respondents*

Years in Service	*Frequency*	*Percentage (%)*
1-5	44	38.3
6-10	26	22.6
11-15	21	18.3
16-20	1	0.9
21-25	12	10.4
26-above	11	9.6
Total	115	100.0

Table 8 presents the years of service of the respondents. The result illustrated a range of experience levels among the respondents. The largest group fell within the "1-5 years in service" category, representing 38.3% of the total respondents. The "6-10 years in service" category was the next most significant, accounting for 22.6%. There were also significant percentages of respondents in the "11-15 years in service" (18.3%) and "21-25 years in service" (10.4%) categories. A smaller percentage of respondents had served for "16-20 years" (0.9%), and there were respondents with "26 years and above" (9.6%) of service.

The distribution of years in service among the respondents was crucial for understanding the study's findings on teaching styles. Teaching experience can significantly impact how educators approach their work. More experienced teachers may have developed and refined their teaching methods over time, while newer teachers may be exploring and adapting their approaches as they gain more experience.

Different experience levels can result in various teaching styles and classroom practices. Teachers with fewer years of service may be more open to experimentation, while more experienced teachers may rely on tried-and-true methods. This diversity in years of service

is essential for interpreting the results of the study, as it provides insight into how the length of an educator's career may influence their teaching styles and practices.

The study of Ayua (2018) asserted that teachers' expertise and abilities have a major role in the success of educational innovations. Furthermore, he discovered that the second most significant barrier to teaching was the ignorance and incompetence of teachers. According to Knezek and Christensen's (2019) theory, teachers who possess greater ICT proficiency and expertise will be able to assist instruction in the classroom and demonstrate higher levels. Furthermore, Berner (2020) concluded that educators should build their competence following the learning objectives they hope to achieve.

Table 9 displays the subjects taught by the respondents. The finding reveals that the respondents teach a diverse range of subjects. The most commonly taught subjects were "Araling Panlipunan," with 61.7% of respondents, and "Edukasyon sa Pagpapakatao," with 59.1%. "English" was also frequently taught, with 45.2% of respondents. "Mathematics" was taught by 48.7% of respondents, and "MAPEH" (Music, Arts, Physical Education, and Health) was taught by 40.9%. Additionally, "Filipino" (43.5%) and "EPP/TLE" (Edukasyong Pantahanan at Pangkabuhayan / Technology and Livelihood Education) (23.5%) were significant subject categories. "Mother Tongue Based/MTB-MLE" and "Kindergarten Domains/Subjects" had fewer respondents at 19.1% and 7.0%, respectively. "Science" was taught by 16.5% of the respondents.

Table 9. *Subject Taught of the Respondents*

Subject Taught	*Frequency (n=115)*	*Percentage (%)*
Filipino	50	43.5
English	52	45.2
Mathematics	56	48.7
Science	19	16.5
Araling Panlipunan	71	61.7
EPP/TLE	27	23.5
MAPEH	47	40.9
Edukasyon sa Pagpapakatao	68	59.1
Mother Tongue Based/MTB-MLE	22	19.1
Kindergarten Domains/Subjects	8	7.0

The distribution of subjects taught by the respondents is crucial for understanding the study's findings related to teaching styles. The subject matter can significantly influence teaching approaches, methods, and classroom dynamics. Different subjects may require unique pedagogical approaches and teaching styles. For example, teaching mathematics or science may involve more problem-solving and experimentation, while teaching languages may emphasize communication and literacy skills.

The diversity of subjects taught by the respondents is vital for interpreting the results of the study. It highlighted the variability in teaching styles observed, which may be influenced by the specific subject matter being taught. Educators may adapt their teaching methods and styles to suit the demands of the subjects they are responsible for. This diversity of subjects provided valuable context for understanding how different subject areas may impact teaching practices and styles.

It is challenging for teachers to assess their own beliefs, attitudes, and biases objectively. Teachers may have assumptions about themselves or their teaching practices that can be difficult to identify and challenge without the help of external feedback. Teachers' workloads in teaching other subjects, not their specializations are common subjects of study. But in spite of the books and the never-ending demands for change, this is still one of the most pressing problems in education.

In order to produce a significant assessment of the current influence of these policies on the field, this study further researched the policies by gathering and analyzing the implications of the workload policy and the working hours of public school teachers. Specifically, its (1) effectiveness, (2) efficiency, (3) economy, (4) equity, and (5) impact. The researcher's purpose is not to generalize teachers' views, competence, and performance but to review and analyze the prevailing issues and concerns evident in the existing literature and studies (Ayua, 2018).

Problem 2: What are the teaching styles of teachers in terms of being a lecturer, demonstrator, hybrid, facilitator, and delegator?

Table 10. *Teaching Styles of Teachers in terms of Being a Lecturer*

Indicators	*Mean*	*SD*	*Description*
The teacher possesses status among students and role as a faculty	3.62	0.55	Always
The teacher is concerned with providing positive/negative feedback.	3.72	0.45	Always
The teacher establishes learning goals, expectations, and rules of conduct.	3.83	0.37	Always
The teacher is concerned with correct acceptable and standard ways to do things	3.79	0.41	Always
The teacher compiles a list of all materials and equipment available for teaching.	3.63	0.49	Always
Total Measure	3.72	0.25	Always

1.00-1.49 Never; 2.50-3.49 Sometimes; 1.50-2.49 Seldom; 3.50-4.00 Always

Table 10 presents the results of a study examining the teaching styles of teachers in terms of being a lecturer. The mean scores indicated

the average level of agreement or endorsement of these teaching behaviors among the surveyed teachers, while the standard deviations provided insights into the extent of variability in these responses.

On average, the teachers' scores across all indicators were relatively high, with a total mean score of 3.72 and a standard deviation of 0.25, indicating a relatively narrow range of responses. This suggested that, on average, the surveyed teachers tend to consistently adopt a lecture-based teaching style in their classrooms.

Individually, the indicators revealed that teachers generally possessed status among students and maintained their role as faculty (Mean = 3.62), consistently provided positive/negative feedback (Mean = 3.72), established learning goals, expectations, and rules of conduct (Mean = 3.83), and were concerned with correct and acceptable ways to do things (Mean = 3.79). These results indicated a strong commitment to maintaining a lecture-based teaching style, characterized by a structured approach, clear expectations, and active engagement with students.

The consistency in the responses, as reflected by the low standard deviations, suggested that these teaching behaviors were consistently practiced among the surveyed teachers. The high mean scores suggested that the surveyed teachers were dedicated to maintaining a traditional lecture-based approach, which may have both positive and negative effects on student learning. While this approach provided structure and clear expectations, it may limit opportunities for active student engagement and participation. The results also highlighted that these teachers consistently followed the same teaching style, which can be valuable for maintaining a cohesive and predictable learning environment.

This teaching style is often used with large groups of students when a lot of interaction between the teacher and students is not feasible. Most of the time, the subject matter in the lecturer style is singular and predetermined. Students are encouraged to take notes and ask questions at the end. There are usually no activities planned (Ebel, 2019).

Table 11 below presents the results of a study focused on the teaching styles of teachers with an emphasis on being a delegator. The mean scores revealed the average level of agreement or endorsement of these teaching behaviors among the surveyed teachers, while the standard deviations offered insights into the degree of variability in these responses.

Table 11. *Teaching Styles of Teachers in terms of Being a Delegator*

Indicators	*Mean*	*SD*	*Description*
The teacher is concerned with developing students' capacity to functions autonomously	3.85	0.36	Always
The teacher instructs students to work independently on project as part of autonomous teams	3.68	0.51	Always
The teacher is available at the request of students as a resource.	3.71	0.53	Always
The teacher oversees and directs by showing how to do things.	3.82	0.39	Always
The teacher gives clear concise objectives stemming from goals that clearly target individual student needs in a variety of current and future environments.	3.78	0.41	Always
Total Measure	3.77	0.27	Always

1.00-1.49 Never; 2.50-3.49 Sometimes; 1.50-2.49 Seldom; 3.50-4.00 Always

On average, the teachers' scores across all indicators were relatively high, with a total mean score of 3.77 and a standard deviation of 0.27, indicating a relatively narrow range of responses. This suggested that, on average, the surveyed teachers tend to consistently adopt a delegator-style teaching approach in their classrooms.

Specifically, the indicators showed that teachers were concerned with developing students' capacity to function autonomously (Mean = 3.85), instructed students to work independently on projects as part of autonomous teams (Mean = 3.68), made themselves available to students as a resource upon request (Mean = 3.71), overseen and directed by showing how to do things (Mean = 3.82), and provided clear, concise objectives that targeted individual student needs in various current and future environments (Mean = 3.78). These results suggested a strong commitment to fostering student autonomy and independence within the classroom.

The uniformity in the responses, as indicated by the low standard deviations, indicated that these teaching behaviors were consistently practiced among the surveyed teachers. The high mean scores suggested that the surveyed teachers were dedicated to fostering a delegator-style teaching approach, where students were encouraged to work independently and take responsibility for their learning. This approach promoted student autonomy and led to enhance problem-solving skills and critical thinking abilities.

Furthermore, the availability of teachers as resources and their active involvement in showing students how to do things effectively indicated a balanced approach to delegation, where teachers guided and supported students as they developed their autonomous skills. The provision of clear, concise objectives tailored to individual students needs to be aligned with a student-centered approach, ensuring that students' specific learning requirements are met. These results suggested that the teachers were striving to create a classroom environment that empowered students to become independent learners and critical thinkers, which was valuable for their personal and academic growth.

The group style, or delegator style, was the most student-centered teaching approach of all. In this case, the students are the ones working together, and the teacher's role is limited to that of an observer. In the delegator style, the majority of learning took place through frequent peer-to-peer cooperation and discussion. The teacher just served as a facilitator for the conversations, thereby

relinquishing all power. According to Ebel (2019), the delegator approach is most effective when used in group tutoring sessions, lab-based investigations, creative writing, debates, and other peer-to-peer activities.

Table 12 below displays the teaching styles of teachers, particularly those adopting a hybrid approach. It was noted the teachers' scores across all indicators were moderately high, with a total mean score of 3.79 and a standard deviation of 0.34, indicating a relatively narrow range of responses. This suggested that, on average, the surveyed teachers tend to consistently embrace a hybrid teaching approach in their classrooms.

Table 12. *Teaching Styles of Teachers in terms of Being a Hybrid*

Indicators	*Mean*	*SD*	*Description*
The teacher possesses knowledge and expertise that students need	3.79	0.47	Always
The teacher strives to maintain status as an expert displaying detailed knowledge	3.81	0.46	Always
The teacher challenges students to enhance their competence	3.74	0.50	Always
The teacher is concerned with transmitting information and ensuring that students are well-prepared	3.77	0.42	Always
The teacher assesses student progress continuously so that they can adjust their teaching.	3.82	0.45	Always
Total Measure	3.79	0.34	Always

1.00-1.49 Never; 2.50-3.49 Sometimes; 1.50-2.49 Seldom; 3.50-4.00 Always

In addition, the indicators indicated that teachers typically possessed the knowledge and expertise that students needed (Mean = 3.79), made efforts to maintain their status as experts displaying detailed knowledge (Mean = 3.81), challenged students to enhance their competence (Mean = 3.74), focused on transmitting information and ensuring that students were well-prepared (Mean = 3.77), and continuously assessed student progress to adjust their teaching accordingly (Mean = 3.82). These results reflected a strong commitment to a hybrid teaching style, characterized by a combination of authoritative instruction and student engagement. The low standard deviations suggested a high level of consistency in the responses, indicating that these teaching behaviors were consistently practiced among the surveyed teachers.

These findings had significant implications for the teaching and learning environment. The moderately high mean scores suggested that the surveyed teachers were dedicated to implementing a hybrid teaching approach, which incorporated elements of both traditional lecturing and student-centered engagement. This approach acknowledged the value of expert knowledge and the importance of challenging students to enhance their competence while also recognizing the need for continuous assessment and adaptability.

A hybrid teaching style can be advantageous as it combines the strengths of different approaches. Teachers who possess expertise and challenge students can inspire critical thinking and a deeper understanding of the subject matter, while also ensuring students are well-prepared for academic success. Additionally, the continuous assessment aspect allows for adaptability, enabling teachers to address students' evolving needs and progress.

The majority of the time, hybrid-style teachers incorporated their personal experiences and expertise into the classroom. Every lecture still followed a set format, but they could modify it to suit the flow and devise engaging exercises to keep the students interested. Although the hybrid technique works well in many situations, its slower pace might make it challenging to cover courses with a lot of information. Students stay involved and active for longer. It could be slow and less concentrated. It demanded a lot of work and effort from the instructor (Ebel, 2019).

Table 13. *Teaching Styles of Teachers in terms of Being a Facilitator*

Indicators	*Mean*	*SD*	*Description*
The teacher emphasizes the personal nature of teacher-student interaction.	3.88	0.40	Always
The teacher guides students by asking questions, exploring options, suggesting alternatives, and encouraging informed decisions.	3.91	0.28	Always
The teacher develops the student capacity for independent responsibility.	3.78	0.41	Always
The teacher works as a consultant on student projects and provides support and encouragement	3.74	0.67	Always
The teacher maintains an environment conducive to learning.	3.84	.36	Always
Total Measure	3.83	0.24	Always

1.00-1.49 Never; 2.50-3.49 Sometimes; 1.50-2.49 Seldom; 3.50-4.00 Always

Table 13 discloses the teaching styles of teachers with a focus on being facilitators. The mean scores indicated the average level of endorsement of these teaching behaviors among the surveyed teachers, while the standard deviations offered insights into the degree of variability in these responses.

On average, the teachers' scores across all indicators were quite high, with a total mean score of 3.83 and a low standard deviation of 0.24. This suggested that, on average, the surveyed teachers consistently embraced a facilitator-style teaching approach in their classrooms.

Moreover, the indicators indicated that teachers emphasized the personal nature of teacher-student interaction (Mean = 3.88), guided students by asking questions, exploring options, suggesting alternatives, and encouraging informed decision-making (Mean = 3.91), developed students' capacity for independent responsibility (Mean = 3.78), worked as consultants on student projects and provide support and encouragement (Mean = 3.74), and maintained an environment conducive to learning (Mean = 3.84). These results reflected

a strong commitment to a facilitative teaching style, characterized by a student-centered and interactive approach. The low standard deviations suggested a high level of consistency in the responses, indicating that these teaching behaviors were consistently practiced among the surveyed teachers.

These results showed that the high mean scores suggested that the surveyed teachers were dedicated to implementing a facilitator teaching approach, which focused on fostering a student-centered learning environment. This approach valued the personal interaction between teachers and students and emphasized active student engagement, independent thinking, and decision-making.

Facilitative teaching had the potential to empower students, as it encouraged them to take responsibility for their learning and problem-solving while providing a supportive and conducive learning environment. This approach was especially beneficial for promoting critical thinking skills and self-directed learning, preparing students for the challenges of a rapidly changing world.

Students learned by asking questions and discussing real-world case studies. Some other activities might be designed to improve problem-solving skills and help understand the subject matter better through practical challenges. Also, it helped students develop self-sufficiency and did not work well for theory-heavy classes (Ebel,2019).

Table 14. *Teaching Styles of Teachers in terms of Being a Demonstrator*

Indicators	*Mean*	*SD*	*Description*
The teacher believes in teaching by example	3.90	0.31	Always
The teacher establishes a prototype for how to think and behave.	3.68	0.70	Always
The teacher oversees and directs by showing how to do things.	3.75	0.44	Always
The teacher encourages students to observe and then emulate the instructors' approach	3.75	0.44	Always
The teacher discusses goals and objectives/skill areas that are relevant in each curriculum area.	3.87	0.34	Always
Total Measure	3.79	0.21	Always

1.00-1.49 Never; 2.50-3.49 Sometimes; 1.50-2.49 Seldom; 3.50-4.00 Always

Table 14 presents the teaching styles of teachers with a focus on being demonstrators. The mean scores indicated the average level of agreement or endorsement of these teaching behaviors among the surveyed teachers, while the standard deviations provided insights into the degree of variability in these responses.

Further, the teachers' scores across all indicators were relatively high, with a total mean score of 3.79 and a low standard deviation of 0.21. This suggested that, on average, the surveyed teachers consistently embraced a demonstrator-style teaching approach in their classrooms.

The indicators revealed that teachers strongly believe in teaching by example (Mean = 3.90), establishing prototypes for how to think and behave (Mean = 3.68), overseeing and directing by showing how to do things (Mean = 3.75), encouraging students to observe and then emulate the instructor's approach (Mean = 3.75), and discussing goals and objectives/skill areas relevant in each curriculum area (Mean = 3.87). These results reflected a strong commitment to a demonstrator teaching style, characterized by modeling and providing examples for students to follow. The low standard deviations suggested a high level of consistency in the responses, indicating that these teaching behaviors were consistently practiced among the surveyed teachers.

These findings had significant implications for the teaching and learning environment. The high mean scores suggested that the surveyed teachers were dedicated to implementing a demonstrator teaching approach, which was particularly effective for students who benefitted from visual and practical learning experiences. This approach emphasizes learning through observation and imitation, setting clear examples for students to follow.

Demonstrator teaching styles could be advantageous in fields where specific skills, techniques, or procedures need to be taught and mastered. It could also be valuable in conveying ethical or behavioral expectations. Students benefitted from seeing how things were done and having the opportunity to model their behavior after an expert.

The demonstrator often goes beyond lectures, showing presentations, images, films, and experiments. As a result, it is more applicable to more learning styles. This incorporated a variety of teaching formats. It did not accommodate the needs of all students (Ebel, 2019).

Table 15. *Consolidated Findings of the Teaching Styles of Teachers*

Teaching Styles	*Mean*	*SD*	*Description*
Lecturer	3.72	0.25	Always
Delegator	3.77	0.27	Always
Hybrid	3.79	0.34	Always
Facilitator	3.83	0.24	Always
Demonstrator	3.79	0.21	Always
Total Measure	3.78	0.21	Always

1.00-1.49 Never; 2.50-3.49 Sometimes; 1.50-2.49 Seldom; 3.50-4.00 Always

Table 15 provides a consolidated overview of the findings related to the teaching styles of teachers across five distinct categories: Lecturer, Delegator, Hybrid, Facilitator, and Demonstrator. The mean scores represented the average level of agreement or endorsement of these teaching styles among the surveyed teachers, while the standard deviations offered insights into the degree of variability in

these responses.

In addition, teachers' scores across all teaching styles were relatively high, with a total mean score of 3.78 and a low standard deviation of 0.21. This indicated that, on average, the surveyed teachers consistently adopted a range of teaching styles in their classrooms, with each style being well-represented.

The mean scores for each teaching style suggested that the surveyed teachers had a strong commitment to various teaching approaches. Lecturer (Mean = 3.72), Delegator (Mean = 3.77), Hybrid (Mean = 3.79), Facilitator (Mean = 3.83), and Demonstrator (Mean = 3.79) teaching styles were all highly endorsed.

These findings underscored the diversity of teaching styles practiced by the surveyed teachers, which could be beneficial for accommodating the different needs and learning preferences of students. It highlighted the flexibility and adaptability of educators in catering to a range of teaching and learning situations.

Thus, the consolidated findings suggested that the teachers were not confined to a single teaching style but rather utilized a combination of approaches to meet the diverse needs of their students. This adaptability could contribute to a more comprehensive and effective educational experience, enhancing students' opportunities for learning and growth. It was essential for educators to continue to refine their teaching methods and tailor them to the specific requirements of their students and the subjects they teach, ensuring a well-rounded and flexible approach to instruction.

As long as the style was suitable for the subject and the students, the fundamental premise of teaching style, according to Trowbridge and Bybee (2019), was that it was the most efficient and successful way to communicate the material. Teaching methods advance students' knowledge, abilities, and morals in relation to the subject. There were two objectives. The first step is to familiarize yourself with the idea that teaching style is a crucial component of intellectual styles. The second is to recognize the distinctive characteristics of teaching styles and to distinguish them from learning, thinking, and cognitive styles. When attempting to explain the notable individual differences in performance displayed by people as they think, learn, teach, or perform various tasks, style—which is defined as a person's preferred way of using his or her abilities becomes crucial (Messick, 2019; Riding & Cheema, 2019). The 21st-century teaching meant teaching as you had always taught, but with today's tools and technology. It meant utilizing everything important so that students would be able to live and prosper in today's economy, as well as having the ability to guide students and prepare them for the future (Cox, 2019).

Problem 3: What are the core behavioral competencies of teachers in terms of self-management, professionalism, ethics, result focus, teamwork, service orientation, and innovation?

Table 16. *Core Behavioral Competencies of Teachers in terms of Self-Management*

Indicators	Mean	SD	Description
1. Sets personal goals and direction, needs and development.	4.29	0.68	Consistently demonstrates
2. Undertakes personal actions and behaviors thatare clear and purposive and takes into account personal goals and values congruent to that of the organization.	4.27	0.80	Consistently demonstrates
3. Displays emotional maturity and enthusiasm for and is challenged by higher goals.	4.26	0.87	Consistently demonstrates
4. Prioritize work tasks and schedules (throughGantt charts, checklists, etc.) to achieve goals.	4.19	0.79	Consistently demonstrates
5. Set high-quality, challenging, realistic goals for self and others.	3.93	1.23	Consistently demonstrates
Total Measure	4.19	0.69	Consistently demonstrates

1.00-1.49 Rarely Demonstrates; 3.50-4.49 Consistently demonstrates; 1.50-2.49 Sometimes Demonstrates; 4.50-b 5.00 Role Model; 2.50-3.49 Most of the time demonstrates

Table 16 presents the results of the core behavioral competencies of teachers in terms of self-management. The mean scores indicated the level of agreement or endorsement of these self-management competencies among the surveyed teachers, while the standard deviations provided insights into the degree of variability in these responses.

On average, the teachers' scores for the self-management competencies were relatively high, with a total mean score of 4.19 and a standard deviation of 0.69. This suggested that the teachers consistently demonstrated strong self-management competencies in their roles.

The individual indicators further demonstrated the teachers' strong self-management skills. They consistently set personal goals and directions (Mean = 4.29), undertake purposeful actions in alignment with personal goals and organizational values (Mean = 4.27), display emotional maturity and enthusiasm for higher goals (Mean = 4.26), prioritize work tasks and schedules effectively (Mean = 4.19), and set high-quality, challenging, and realistic goals for themselves and others (Mean = 3.93). These results reflected a high level of self-management competence, indicating that teachers have a clear sense of direction and purpose in their work, both in personal and organizational contexts. The low standard deviations suggested that these self-management competencies were consistently practiced among the surveyed teachers, indicating a high degree of agreement in the responses.

These findings had important implications for the teaching profession. Strong self-management skills were critical for educators as

they enabled efficient planning, goal-setting, and overall effectiveness in the classroom. Teachers who could set clear goals, managed their time effectively, and aligned their actions with both personal and organizational values were better positioned to provide a structured and purpose-driven learning environment for their students.

However, the slightly lower mean score for the indicator related to setting high-quality, challenging, and realistic goals for self and others (Mean = 3.93) suggested that there may be room for improvement in this particular area. This could be an area of professional development where teachers can focus on setting even more ambitious and achievable goals for both themselves and their students.

Thus, the findings indicated that the teachers consistently demonstrated strong self-management competencies. This was an encouraging sign for the teaching profession, as it underscored the ability of educators to effectively plan and guide their development while providing students with a structured and purposeful learning experience. Teachers should continue to refine and enhance their self-management skills, particularly in the setting of challenging and realistic goals, to further contribute to their professional growth and the success of their students.

Calamaro (2018) implied that performance defines what a person needs to carry out and do well when hired by the organization. DepEd had set criteria in this area of self-management. Setting personal goals and displaying emotional maturity and enthusiasm were always part of the challenge of the agency. Self-management was a form of ability that was important for effective job performance.

Table 17. *Core Behavioral Competencies of Teachers in terms of Professionalism and Ethics*

Indicators	*Mean*	*SD*	*Description*
1. Demonstrates the values and behavior enshrinedin the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).	4.42	0.84	Consistently demonstrates
2. Practices ethical and professional behavior and conduct taking into account the impact of his/heractions and decisions.	4.53	0.69	Role Model
3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.	4.46	0.63	Consistently demonstrates
4. Makes personal sacrifices to meet the organizational needs.	4.32	0.88	Consistently demonstrates
5. Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems,and help others improve their effectiveness.	4.30	0.69	Consistently demonstrates
Total Measure	4.41	0.63	Consistently demonstrates

1.00-1.49 Rarely Demonstrates; 3.50-4.49 Consistently demonstrates; 1.50-2.49 Sometimes Demonstrates;4.50-b 5.00 Role Model; 2.50-3.49 Most of the time demonstrates

Table 17 below displays the core behavioral competencies of teachers in terms of professionalism and ethics. The mean scores were notably high, with a total mean score of 4.41 and a low standard deviation of 0.63. This suggested that, on average, the teachers consistently demonstrated strong professionalism and ethics competencies in their roles.

The individual indicators further emphasized the teachers' commitment to professionalism and ethical behavior. They consistently demonstrated the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713) (Mean = 4.42), served as role models by practicing ethical and professional behavior (Mean = 4.53), maintained a professional image in terms of trustworthiness, regular attendance, punctuality, grooming, and communication (Mean = 4.46), made personal sacrifices to meet the organization's needs (Mean = 4.32), and acted with a sense of urgency and responsibility to improve systems and help others (Mean = 4.30).

These results reflected a high level of professionalism and ethical behavior among the surveyed teachers. They consistently aligned their actions and conduct with the highest ethical and professional standards. The low standard deviations indicated a strong consensus among the respondents in their demonstration of these competencies.

These findings revealed that professionalism and ethical behavior were fundamental to maintaining trust and credibility in the education sector. Teachers who consistently upheld ethical standards served as role models for their students, and maintained professional images contributed to a positive and trustworthy learning environment. Furthermore, teachers who made personal sacrifices and acted with a sense of urgency to meet organizational needs and help others improve their effectiveness played a vital role in the overall success of their educational institutions.

Thus, the findings suggested that the teachers consistently demonstrated strong professionalism and ethical competencies. This underscored their dedication to maintaining high ethical standards and professionalism in their roles, benefiting both their students and the broader educational community. Continuing to prioritize and uphold these competencies was essential for sustaining a positive and ethical learning environment. Thus, personal competencies include traits or attributes that help shape your personality. The combination of competencies the teachers possessed, helped them to be unique as a person and employee. Bolosa (2019) stated that charisma, appearance, humor, kindness, and a helpful attitude were among the competencies they might bring to the table as an employee. From an employer's standpoint, personal competencies were several competency factors used to assess whether you were the right fit for the job.

Table 18. *Core Behavioral Competencies of Teachers in terms of Result Focus*

Indicators	*Mean*	*SD*	*Description*
1. Achieves results with optimal use of time andresources most of the time.	4.26	0.58	Consistently demonstrates
2. Avoids rework, mistakes, and wastage throughеffective work methods by placing organizational needs before personal needs.	3.96	0.87	Consistently demonstrates
3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms ofusefulness/acceptability and completeness with no supervision required.	4.01	0.73	Consistently demonstrates
4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.	4.21	0.78	Consistently demonstrates
5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at alower cost, more efficiently; or improving quality,customer satisfaction, and morale, without setting any specific goal.	4.12	0.88	Consistently demonstrates
Total Measure	4.11	0.63	Consistently demonstrates

1.00-1.49 Rarely Demonstrates; 3.50-4.49 Consistently demonstrates; 1.50-2.49 Sometimes Demonstrates;4.50-b 5.00 Role Model; 2.50-3.49 Most of the time demonstrates

Table 18 presents the results of the core behavioral competencies of teachers in terms of result focus. The mean scores reflected the level of agreement or endorsement of these result-focused competencies among the surveyed teachers, while the standard deviations provided insights into the degree of variability in these responses. The mean scores for the indicators were consistently high, with a total mean score of 4.11 and a low standard deviation of 0.63. This indicated that, on average, the surveyed teachers consistently demonstrated strong result-focused competencies in their roles.

These findings showed that a focus on achieving results with optimal resource utilization was crucial for ensuring efficient and effective teaching practices. Teachers who consistently aimed to avoid mistakes, deliver error-free work, express a desire to improve, and make specific changes to enhance performance contributed to the overall success of their students and educational institutions.

Therefore, the findings suggested that the surveyed teachers consistently demonstrated strong result-focused competencies. Their commitment to efficiency, effectiveness, and continuous improvement were essential for creating a positive impact on student learning outcomes and the overall success of the educational system. Continuing to prioritize and uphold these competencies was crucial for achieving the desired results in education.

Teachers should be skilled in using results focus when making decisions about individual students, planning to teach, developing curriculum, and school improvement. These are used to make educational decisions at several levels: in the classroom about students, in the community about a school and a school district, and in society. Teachers must be able to use focus results effectively. Teachers who meet this standard will have the conceptual and application skills that follow. They would be able to use accumulated results information to organize sound instructional plans for facilitating student's educational development (Bolosa, 2019).

Table 19. *Core Behavioral Competencies of Teachers in terms of Teamwork*

Indicators	*Mean*	*SD*	*Description*
1. Willingly does his/her share of responsibility.	4.15	1.34	Consistently demonstrates
2. Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.	4.52	0.74	Role Model
3. Applies negotiation principles in arriving at win-win agreements.	4.43	0.62	Consistently demonstrates
4. Drivesconsensus and team ownership fdecisions.	4.28	0.61	Consistently demonstrates
5. Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.	4.49	0.58	Consistently demonstrates
Total Measure	4.37	0.59	Consistently demonstrates

1.00-1.49 Rarely Demonstrates; 3.50-4.49 Consistently demonstrates; 1.50-2.49 Sometimes Demonstrates;4.50-b 5.00 Role Model; 2.50-3.49 Most of the time demonstrates

Table 19 depicts the results of the core behavioral competencies of teachers in terms of teamwork. The mean scores reflected the level of agreement or endorsement of these teamwork competencies among the surveyed teachers, while the standard deviations provided insights into the degree of variability in these responses. The mean scores for the indicators were notably high, with a total mean score of 4.37 and a low standard deviation of 0.59. This indicated that, on average, the surveyed teachers consistently demonstrated strong teamwork competencies in their roles.

The individual indicators emphasized the teachers' commitment to effective teamwork. They consistently did their share of responsibility (Mean = 4.15), promoted collaboration and removed barriers to teamwork (Mean = 4.52), applied negotiation principles for win-win agreements (Mean = 4.43), drove consensus and team ownership of decisions (Mean = 4.28), and worked constructively and collaboratively with others to achieve organizational goals (Mean = 4.49). These results reflected a high level of teamwork competence, indicating that teachers were committed to collaborative and constructive engagement with colleagues and stakeholders.

The low standard deviations suggested a strong consensus among the respondents in demonstrating these competencies, highlighting a shared dedication to effective teamwork.

These findings revealed that effective teamwork was essential for a harmonious and productive work environment in schools. Teachers who consistently demonstrated a willingness to collaborate, promote collaboration across the organization, and applied negotiation and consensus-building skills contributed to a positive and cooperative atmosphere that benefited both educators and students.

Thus, the findings suggested that the teachers consistently demonstrated strong teamwork competencies. Their commitment to collaboration, negotiation, and constructive teamwork was essential for fostering a positive and effective educational environment. Prioritizing and upholding these competencies was crucial for enhancing cooperation and teamwork within the educational community, ultimately benefiting the learning experiences of students and the overall success of educational institutions.

The result implied that teachers were more interested in working as a team in achieving his/her objectives than doing it alone. They could become more productive when working as a team. Teachers too want to be getting involved in planning work, solving work problems, making decisions about work, and reviewing progress. It further implied that no man is an island. Each one needed the other in getting things done (Bolosa, 2019). A team demonstrated the truth of the adage: the whole was greater than the sum of its parts. And teacher respondents were consistent in saying that they considered competing with one another as not important.

Table 20 shows the core behavioral competencies of teachers in terms of service orientation. The mean scores indicated the level of agreement or endorsement of these service-oriented competencies among the surveyed teachers, while the standard deviations provided insights into the degree of variability in these responses. The mean scores for the indicators were consistently high, with a total mean score of 4.17 and a low standard deviation of 0.68. This suggested that, on average, the surveyed teachers consistently demonstrated strong service orientation competencies in their roles.

The specific indicators further revealed the teachers' commitment to service orientation. They could articulate organizational directions, issues, and problems (Mean = 4.23), could take personal responsibility for addressing customer service issues (Mean = 4.23), could initiate activities that promote advocacy for empowerment (Mean = 3.98), could participate in updating office vision, mission, and strategies (Mean = 4.12), and could develop and adopt service improvement programs (Mean = 4.29). These results reflected a high level of service orientation competence, indicating that teachers were committed to providing excellent service and contributing to organizational improvements. The low standard deviations suggested a strong consensus among the respondents in demonstrating these competencies, indicating a shared dedication to service excellence.

Table 20. *Core Behavioral Competencies of Teachers in Terms of Service Orientation*

Indicators	*Mean*	*SD*	*Description*
1. Can explain and articulate organizationaldirections, issues, and problems.	4.23	0.65	Consistently demonstrates
2. Takes personal responsibility for dealing withand/or correcting customer service issues and concerns.	4.23	0.82	Consistently demonstrates
3. Initiates activities that promote advocacy for men's and women empowerment.	3.98	0.95	Consistently demonstrates
4. Participates in updating of office vision, mission,mandates, and strategies based on DepEd strategies and directions.	4.12	0.91	Consistently demonstrates
5. Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery.	4.29	0.77	Consistently demonstrates
Total Measure	4.17	0.68	Consistently demonstrates

1.00-1.49 Rarely Demonstrates; 3.50-4.49 Consistently demonstrates; 1.50-2.49 Sometimes Demonstrates;4.50-b 5.00 Role Model; 2.50-3.49 Most of the time demonstrates

These findings had significant implications for the teaching profession. Service orientation was essential in education, as it impacted the quality of service provided to students and the broader educational community. Teachers who consistently demonstrated the ability to address customer service issues, advocated for empowerment, participated in strategic updates, and developed service improvement programs contributed to the overall success of their institutions and the well-being of their students.

Hence, the findings suggested that the surveyed teachers consistently demonstrated strong service orientation competencies. Their commitment to providing excellent service and contributing to organizational improvements was crucial for the success of the educational sector. Prioritizing and upholding these competencies was essential for enhancing the quality of service in education and promoting positive outcomes for students and educational institutions.

Meanwhile, Lipham and Hock Jr. as cited by Abella (2018), discussed a study that was concerned with the relationship of individual value orientation to leadership competencies of school principals and teachers. They reported that the value orientation of principals was associated with their leadership competency which was strongly related to the value orientation than to variables such as school, school size, and school location.

Table 21 displays the core behavioral competencies of teachers in terms of innovation. The mean scores indicated the level of agreement or endorsement of these innovation competencies among the surveyed teachers, while the standard deviations provided insights into the degree of variability in these responses. The mean scores for the indicators were notably high, with a total mean score of 4.08 and

a low standard deviation of 0.68. This suggested that, on average, the surveyed teachers consistently demonstrated strong innovation competencies in their roles.

Table 21. *Core Behavioral Competencies of Teachers in terms of Innovation*

Indicators	*Mean*	*SD*	*Description*
1. Examines the root cause of problems and suggests effective solutions. Fosters new ideas, and processes, and suggests better ways to do things (cost and/or operational efficiency).	4.16	.59	Consistently demonstrates
2. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personalproductivity to create higher value and results.	3.97	.92	Consistently demonstrates
3. Promotes a creative climate and inspires co —workers to develop original ideas or solutions.	4.03	1.05	Consistently demonstrates
4. Translates creative thinking into tangible changesand solutions that improve the work unit and organization.	4.15	0.68	Consistently demonstrates
5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness andthe ability to succeed with minimal resources.	4.11	0.80	Consistently demonstrates
Total Measure	4.08	0.68	Consistently demonstrates

1.00-1.49 Rarely Demonstrates; 3.50-4.49 Consistently demonstrates; 1.50-2.49 Sometimes Demonstrates;4.50-b 5.00 Role Model; 2.50-3.49 Most of the time demonstrates

The given indicators depicted the teachers' commitment to innovation. They examined the root causes of problems and suggested effective solutions, fostered new ideas and processes, thought creatively and focused on improving productivity (Mean = 3.97), promoted a creative climate and inspired co-workers to develop original ideas (Mean = 4.03), translated creative thinking into tangible changes that improved the organization (Mean = 4.15), and used ingenious methods to accomplish responsibilities (Mean = 4.11). These results reflected a high level of innovation competence, indicating that teachers were committed to finding creative solutions and continuously improving their work. The low standard deviations suggested a strong consensus among the respondents in demonstrating these competencies, highlighting a shared dedication to innovation.

These results entailed that innovation was crucial in education, as it drove progress and adaptation to changing educational needs. Teachers who consistently demonstrated a commitment to examining problems, fostering new ideas, and translating creative thinking into practical solutions contributed to the overall effectiveness and relevance of education.

Thus, the findings suggested that the surveyed teachers consistently demonstrated strong innovation competencies. Their commitment to creativity, problem-solving, and continuous improvement was essential for the success of the educational sector and the positive learning experiences of students. Prioritizing and upholding these competencies was vital for driving innovation and progress in education.

Smith (2019) tried to elaborate on this, by citing that only when a worker's on-the-job experience related to his abilities and needed job satisfaction and good performance would be the result. Being a teacher at any level required a significant amount of knowledge and competencies. Paying attention to the core competencies for educators helped to ensure that all teachers and others who worked in education were prepared to make school a positive experience for students and their families (Zieger, 2019).

Table 22. *Consolidated Findings of the Core Behavioral Competencies of Teachers*

Indicators	*Mean*	*SD*	*Description*
Self-Management	4.19	0.69	Consistently demonstrates
Professionalism and Ethics	4.41	0.63	Consistently demonstrates
Result Focus	4.11	0.63	Consistently demonstrates
Teamwork	4.37	0.59	Consistently demonstrates
Service Orientation	4.17	0.68	Consistently demonstrates
Innovation	4.08	0.68	Consistently demonstrates
Total Measure	4.22	0.55	Consistently demonstrates

1.00-1.49 Rarely Demonstrates; 3.50-4.49 Consistently demonstrates; 1.50-2.49 Sometimes Demonstrates;4.50-b 5.00 Role Model; 2.50-3.49 Most of the time demonstrates

Table 22 shows the consolidated findings of the core behavioral competencies of teachers across various dimensions, including self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation.

The findings revealed an impressive commitment to these competencies among the teachers. The consolidated mean score of 4.22, coupled with a relatively low standard deviation of 0.55, indicated that, on average, teachers consistently demonstrated strong core competencies in their roles. In each of the individual dimensions, teachers exhibited unwavering commitment, with mean scores consistently within the "Consistently demonstrates" threshold. These dimensions encompassed crucial aspects of teaching, from personal management to professional ethics, collaboration, result orientation, service focus, and innovation. The low standard deviations across these dimensions suggested a shared dedication among the surveyed teachers to maintain and uphold these core competencies consistently.

These findings carried significant implications for the teaching profession. Teachers who consistently demonstrated these competencies were instrumental in creating a positive and effective learning environment. Their commitment to professionalism, ethics, collaboration, and innovation contributed to the quality of education and the overall success of educational institutions. This consistent demonstration of core competencies was not only beneficial for teachers themselves but also for their students and the broader educational community.

It underscored the essential role that teachers played in shaping the future of their students and the education sector. To maintain and enhance the quality of education, prioritizing and upholding these core competencies were vital.

Abella (2018) in her study on personal competencies concluded that the orientation of the working scholars to the six qualities measured was only average. Hence, she recommended the need to further develop personal competence in them. She disclosed that both the personal competence of goal orientation and achievement were positively related to the academic performance of the working scholars.

Her findings confirmed the fact that the Socio-Economic Status (SES) of the students affected their academic performance. Further, her study disclosed that in the levels of abilities, both male and female respondents ranked orderliness as the most important personal competence. After orderliness, the male respondents chose the following competencies in the order of importance, goal orientation, practical mindedness, goal orientation, achievement, decisiveness, and variety.

Problem 4: Is there a significant relationship between teaching styles and the core behavioral competencies of teachers?

Table 23. *Relationship between the Teaching Styles and the Core Behavioral Competencies of Teachers*

Teaching Style	*Estimate (B)*	*SE*	*t-value*	*p-value*	*Remarks*
(Constant)	-0.76	0.73	-1.04	0.303	Not significant
Lecturer	0.85	0.22	3.93***	0.000	Significant
Delegator	-0.49	0.21	-2.35*	0.020	Significant
Hybrid	1.12	0.16	7.16***	0.000	Significant
Facilitator	-0.22	0.26	-0.85	0.400	Not significant
Demonstrator	0.07	0.23	0.30	0.763	Not significant

*Adjusted R^2 = .506 ANOVA for Regression: F=24.349, p<.001 ***significant at .001 level *significant at 0.05 level*

Table 23 presents the results of a regression analysis exploring the relationship between teaching styles and the core behavioral competencies of teachers. The teaching style of being a lecturer had a positive and significant relationship with core competencies (B=0.85, p<0.001). This suggested that teachers who primarily adopted a lecturing approach tend to exhibit stronger core behavioral competencies. The teaching style of being a delegator also showed a significant relationship with core competencies, although it was negative (B=-0.49, p=0.020). This implied that teachers who delegated more responsibilities to their students exhibited slightly weaker core competencies.

The teaching style described as a hybrid had a strong and positive relationship with core competencies (B=1.12, p<0.001). Teachers who employed a hybrid approach, combining various teaching methods, tended to demonstrate the strongest core competencies. The teaching styles of facilitator and demonstrator did not show a significant relationship with core competencies. Their coefficients were not statistically different from zero.

The adjusted R-squared value of 0.506 suggested that the regression model explained a substantial portion of the variance in core competencies, indicating that teaching styles do have a meaningful impact on these competencies.

These results depicted that the positive association between the lecturing style and core competencies suggested that traditional teaching methods that involved clear communication and structured content delivery were conducive to the development of these competencies. On the other hand, the negative relationship between delegation and core competencies indicated that excessive delegation may impact teachers' ability to consistently demonstrate these competencies.

The strong positive relationship with the hybrid style underscored the potential benefits of a versatile approach that combined various teaching methods. Thus, the findings highlighted the significance of teaching styles in shaping the core behavioral competencies of teachers.

Gregory (2019) supported the above observation in a related article which pointed out that the teacher's personality was an important factor in the failure or success of the learner. He mentioned that the teacher's poor competence was most often the cause of poor performance. Article 7, Section 1, Instructional Standards Policies and Standards for Arts and Sciences Education (2014) stated that education should at all times maintain a high standard of instruction and a system of evaluation of teaching competence. A system of supervision shall be adopted for compliance with rules and regulations governing academic standards.

Problem 5: Is there a significant relationship between the demographic profiles of teachers and the core behavioral competencies of teachers?

Table 24 presents the results of a regression analysis that examines the relationship between the core behavioral competencies of teachers and various demographic profiles. Age did not significantly relate to core competencies. Teachers across different age groups

did not show significant differences in their core competency demonstration. The sex of teachers also did not significantly relate to core competencies. Both male and female teachers demonstrated similar levels of core competencies.

Civil status had a significant relationship with core competencies. Specifically, teachers who were separated exhibited significantly lower core competencies (B=-1.13, p<0.001) compared to their single counterparts. However, marital status (single or married) did not show a significant relationship with core competencies.

Educational attainment did not significantly relate to core competencies. Whether a teacher held a college degree, master's degree, or earned units did not have a significant impact on their core competency demonstration.

Table 24. *Relationship between the Core Behavioral Competencies of Teachers on their Demographic Profiles*

Demographic Profile	*Estimate (B)*	*SE*	*t-value*	*p-value*	*Remarks*
Age					
20-30	Ref	--	--	--	--
31-40	-.28	.15	-1.79	.077	Not significant
41-50	-.02	.16	-.12	.908	Not significant
≥ 51	-.12	.24	-.51	.61	Not significant
Sex					
Male	Ref				
Female	-.02	.15	-.12	.906	Not significant
Civil Status					
Single	Ref				
Married	-.23	.13	-1.80	.076	Not significant
Separated	-1.13	.30	-3.82***	<.001	Significant
Educational Attainment					
College Graduate	Ref				
Master Degree	.13	.14	.89	.377	Not significant
Master Unit	-.15	.12	-1.21	.229	Not significant
Teaching Position					
Teacher 1	Ref				
Teacher 2	.85	.20	4.23***	<.001	Significant
Teacher 3	.45	.22	2.01*	.048	Significant
Master Teacher	.87	.34	2.52*	.013	Significant
Years of Service					
1-5	Ref				
6-10	.03	.13	.25	.806	Not significant
11-15	.08	.21	.36	.721	Not significant
21-25	-.46	.38	-1.23	.223	Not significant
≥ 26	-.26	.31	-.83	.410	Not significant
Number of Subject Taught	-.05	.03	-1.38	.171	Not significant

*Adjusted R^2 = .506 ANOVA for Regression: F=24.349, p<.001 ***significant at .001 level *significant at 0.05 level*

The teaching position significantly related to core competencies. Teachers in positions other than Teacher 1, such as Teacher 2 (B=0.85, p<0.001), Teacher 3 (B=0.45, p=0.048), and Master Teacher (B=0.87, p=0.013), demonstrated significantly higher core competencies.

Years of service did not significantly relate to core competencies. Teachers with different lengths of service did not exhibit significant differences in core competency demonstration. The number of subjects taught also did not significantly relate to core competencies. Teachers handling various numbers of subjects did not show significant differences in core competency demonstration.

These results had implications for understanding the factors that impacted the core behavioral competencies of teachers. The significant relationship between teaching positions and core competencies suggested that higher-level teaching positions tend to be associated with stronger core competencies. On the other hand, the significant relationship between civil status and core competencies indicated that separated teachers may face unique challenges in demonstrating these competencies.

Thus, the findings suggested that while some demographic factors, such as teaching position and civil status, were associated with core competencies, others like age, sex, educational attainment, years of service, and the number of subjects taught do not significantly impact these competencies. These results could inform efforts to support and enhance the core competencies of teachers, particularly those facing unique challenges related to their teaching positions or civil status.

Furthermore, Calamaro (2018) remarked that competencies added meaning to the work experience of teachers or employees because personal competencies were a reflection of individual motivation, preferred work setting, the way the individual interacted with others, and job performance.

Problem 6: Is there a significant relationship between teaching styles and the demographic profiles of teachers?

Table 25. *Relationship between the Teaching Styles of Teachers on their Demographic Profiles*

Demographic Profile	*Estimate (B)*	*SE*	*t-value*	*p-value*	*Remarks*
Age					
20-30	Ref	--	--	--	--
31-40	0.08	0.05	1.44	0.154	Not significant
41-50	-0.01	0.06	-0.27	0.789	Not significant
≥ 51	-0.23	0.08	-2.88**	0.005	Significant
Sex					
Male	Ref				
Female	0.03	0.05	0.56	0.580	Not significant
Civil Status					
Single	Ref				
Married	-0.16	0.04	-3.63***	<0.001	Significant
Separated	-0.37	0.10	-3.64***	<0.001	Significant
Educational Attainment					
College Graduate	Ref				
Master's degree	0.05	0.05	1.03	0.308	Not significant
Master Unit	-0.09	0.04	-2.38*	0.019	Significant
Teaching Position					
Teacher 1	Ref				
Teacher 2	0.10	0.07	1.47	0.144	Not Significant
Teacher 3	-0.06	0.08	-0.80	0.428	Not Significant
Master Teacher	0.08	0.12	0.65	0.518	Not Significant
Years of Service					
1-5	Ref				
6-10	0.05	0.04	1.16	0.249	Not significant
11-15	0.29	0.07	3.99***	<0.001	Significant
21-25	0.26	0.13	2.03*	0.045	Significant
≥ 26	0.25	0.11	2.35*	0.021	Significant
Number of Subject Taught	-0.01	0.01	-1.24	0.217	Not significant

*Adjusted R^2 = .506 ANOVA for Regression: F=24.349, p<.001 ***significant at .001 level *significant at 0.05 level*

Table 25 provides the results of a regression analysis that explored the relationship between the teaching styles of teachers and their demographic profiles. Age had a significant relationship with teaching styles. Teachers aged 51 and above were more likely to adopt the teaching style described as a lecturer (B=-0.23, p=0.005). This suggested that older teachers were more inclined to use a lecturing approach in their teaching methods. Sex did not significantly relate to teaching styles. Both male and female teachers were equally likely to adopt various teaching styles.

Civil status had a significant relationship with teaching styles. Married (B=-0.16, p<0.001) and separated (B=-0.37, p<0.001) teachers were less likely to adopt the lecturing teaching style compared to their single counterparts. This indicated that single teachers were more likely to use the lecturing approach. Educational attainment also had a significant relationship with teaching styles. Teachers with master's units were less likely to use the teaching style of a lecturer (B=-0.09, p=0.019) compared to those with only a college degree.

Years of service had significant relationships with teaching styles. Teachers with 11-15 years of service (B=0.29, p<0.001), 21-25 years of service (B=0.26, p=0.045), and 26 or more years of service (B=0.25, p=0.021) were more likely to use the lecturing teaching style compared to those with 1-5 years of service.

Teaching position did not significantly relate to teaching styles. Teachers in various teaching positions were equally likely to adopt different teaching styles. The number of subjects taught did not significantly relate to teaching styles. Teachers handling various numbers of subjects were equally likely to adopt different teaching styles.

These results had implications for understanding how demographic factors influence the choice of teaching styles among educators. For instance, age, civil status, and years of service appeared to play a role in the adoption of the lecturing teaching style. Additionally, educational attainment impacted the choice of teaching style.

Hence, the findings suggested that demographic factors could influence the teaching styles adopted by teachers. These insights might inform educational institutions and professional development programs in tailoring strategies to better align teaching styles with the preferences and characteristics of teachers. This understanding could help optimize teaching approaches and enhance the effectiveness of educators in the classroom.

In the synthesis of results of researchers along teaching styles made by Avalos and Haddad (2018), for instance, it was theorized that sex, age, intelligence, personality, socioeconomic status, experience, training, job context, and satisfaction influenced teacher's performance while the socio-economic incentives and job context influenced job satisfaction (McClean 2018).

Problem 7: Which of the teaching styles and demographic profiles of teachers significantly predict the effects of the core behavioral competencies among teachers?

Table 26 presents the results of a comprehensive regression analysis that explores the relationship between the core behavioral competencies of teachers and their teaching styles, as well as various demographic profiles.

Teachers aged 31-40 demonstrate significantly lower core competencies (B=-0.44, p<0.001) compared to those aged 20-30. This suggests that the age group of 31-40 exhibited a decrease in core competencies. Teachers in positions other than Teacher 1, such as Teacher 2 (B=0.69, p < 0.001), Teacher 3 (B=0.54, p=0.002), and Master Teacher (B=0.80, p=0.006), showed significantly higher core competencies. This indicated that higher-level teaching positions are associated with stronger core competencies.

Teachers with 11-15 years of service (B=-0.37, p=0.039), 21-25 years of service (B=-0.85, p=0.006), and 26 or more years of service (B=-0.64, p=0.015) demonstrated lower core competencies compared to those with 1-5 years of service. Specific teaching styles had significant relationships with core competencies. Teachers who adopted the lecturing teaching style (B=1.14, p<0.001) exhibited significantly higher core competencies. Conversely, teachers using the delegating teaching style (B=-0.63, p=0.025) demonstrated lower core competencies.

Other demographic profiles, including sex, civil status, educational attainment, and the number of subjects taught, did not significantly relate to core competencies.

The adjusted R-squared value of 0.593 suggested that the regression model explained a substantial portion of the variance in core competencies, highlighting the combined influence of teaching styles and select demographic profiles.

These findings showed that the significant associations between teaching styles, teaching positions, and years of service suggested that fostering core competencies may require targeted interventions for specific groups of teachers, such as those in leadership positions or with varying years of service. Additionally, the impact of teaching styles on core competencies highlighted the importance of selecting and promoting effective teaching approaches that aligned with desired competencies.

Thus, the results underscored the complex interplay between teaching styles, demographic profiles, and core behavioral competencies in the teaching profession. This understanding could guide efforts to enhance the overall competence and effectiveness of educators in the classroom and support the development of teachers at different stages of their careers.

Meanwhile, Knavery (2019) confirmed the above statements by asserting that teachers being the models in and outside their classrooms must exemplify acceptable competence. This was because the teachers were the most important factors in the mission of calculating learning. Knavery even insisted that curriculum content, methodology, instructional materials, and evaluation alone did not ensure the development of the ability that teachers desired children to acquire but rather the most significant was their competency.

In the same manner Cases (2018), strongly supported the above contention by citing that teachers were models and therefore exerted a strong influence upon their students. He opined that whatever competencies manifested by them in and outside of the classroom had a great impact on the lives of the young.

Table 26. *Regression Analysis of Core Behavioral Competencies on Teaching Styles and Demographic Profiles of the Teachers*

Demographic Profile	*Estimate*	*SE*	*t-value*	*p-value*	*Remarks*
Age					
20-30	Ref	--	--	--	--
31-40	-0.44	0.12	-3.57***	<.001	Significant
41-50	-0.01	0.13	0-.05	0.959	Not significant
≥ 51	0.23	0.19	1.24	0.217	Not significant
Sex					
Male	Ref				
Female	-0.10	0.13	0-.76	0.450	Not significant
Civil Status					
Single	Ref				
Married	0.04	0.11	0.36	0.720	Not significant
Separated	-0.30	0.28	-1.07	0.289	Not significant
Educational Attainment					
College Graduate	Ref				
Master's degree	-0.01	0.11	0-.11	0.918	Not significant
Master Unit	-0.10	0.11	0-.97	0.335	Not significant
Teaching Position					
Teacher 1	Ref				
Teacher 2	0.69	0.17	4.06***	<0.001	Not Significant
Teacher 3	0.54	0.17	3.21**	0.002	Significant
Master Teacher	0.80	0.28	2.81**	0.006	Significant
Years of Service					

1-5	Ref				
6-10	-0.24	0.13	-1.92	0.058	Not significant
11-15	-0.37	0.17	-2.09*	0.039	Significant
21-25	-0.85	0.30	-2.81**	0.006	Significant
≥ 26	-0.64	0.26	-2.48*	0.015	Significant
Number of Subject Taught	-0.06	0.03	-1.96	0.053	Not significant
Teaching Style					
Lecturer	1.14	0.32	3.59***	<0.001	Significant
Delegator	-0.63	0.28	-2.28*	0.025	Significant
Hybrid	0.51	0.27	1.92	0.058	Not significant
Facilitator	0.42	0.36	1.16	0.250	Not significant
Demonstrator	0.27	0.23	1.16	0.249	Not significant

*Adjusted R^2 = .506 ANOVA for Regression: F=24.349, p<.001 ***significant at .001 level *significant at 0.05 level*

Problem 8: What action plan can be designed to be formulated based on the results of the study?

Rationale

This action plan has been devised with the aim of leveraging the findings of the study to enhance the core behavioral competencies of teachers, promote diversity in teaching styles, and ensure that these competencies are continually assessed for improvement. By focusing on professional development programs, periodic competency assessments, and a data-driven decision-making approach, the plan encourages teachers and school administrators to invest in their own growth and collectively raise the bar for teaching standards. The promotion of teaching style diversity through peer collaboration and mentoring fosters a dynamic and adaptable educational environment, accommodating varied learning preferences. By aligning professional development initiatives with competency assessments, the plan closes the feedback loop, ensuring that teachers' skills and competencies are consistently refined.

Furthermore, regular data analysis empowers school administrators and division staff to formulate data-driven policies and strategic initiatives, ensuring that the education system evolves in response to the changing needs of both educators and students. The various strategies outlined in this action plan aim to create a robust educational ecosystem that nurtures teacher growth, flexibility, and competence, ultimately benefiting the entire educational community.

ACTION PLAN

"*Enhancing Core Behavioral Competencies In Promoting Teaching Style Diversity*"

Date: November 2023 – June 2024

Prepared by:

Objective	*Strategies*	*Activities*	*Time Frame*	*Resources Needed*	*Responsible*
Enhance Core Behavioral Competencies	Develop professional development programs	Organize competency-focused workshops, seminars, and training sessions	Ongoing	Budget, training materials, facilitators	School administrators
	Implement peer evaluation	Conduct peer evaluations and feedback sessions	Twice a year	Peer evaluation forms, feedback mechanisms	Division staff, school administrators
	Establish a competency assessment system	Create competency assessment tool and schedule assessments	Quarterly	Competency assessment tool, assessment team	Competency assessment team
	Regularly review and update curriculum	Periodically review and update curriculum to align with core competencies	annually	Curriculum review committee, time allocation	Curriculum review committee
Promote teaching style diversity	Facilitate peer collaboration and sharing best practices	Organize regular peer meetings and best practice sharing sessions	Monthly	Meeting space, collaboration platform	School administrators
	Implement mentoring programs	Pair experienced teachers with newer ones for mentorship	Ongoing	Mentor-mentee matching system	Teacher mentors, teacher mentees
Regular competency assessment	Develop competency evaluation	Design and validate competency assessment tool	Annually	Competency assessment tool, feedback mechanisms	Division staff, school administrators
	Implement periodic competency assessments	Conduct semi-annual competency assessments, provide feedback	Semi-annually	Competency assessment tool, f	Division staff, school administrators
Data-driven	Establish data analysis and	Create a data analysis	Ongoing	Policy	Division staff

decision-making	policy formulation	team or committee		development framework	
	Align professional development programs	Analyze competency assessment results to identify trends and areas for improvement	Quarterly	Data tools, policy development resources	Data analysis team, policy development team
		Formulate policies and initiatives based on data insights	As needed		

Conclusion

Based on the findings of the study, the following conclusions were drawn: The analysis of teaching styles and core behavioral competencies among educators offered a multifaceted understanding of the teaching landscape. The findings revealed that teachers were highly adaptable, consistently employing various teaching styles to cater to the diverse needs and preferences of their students. Their strong commitment to these styles reflected their capacity to effectively navigate different educational contexts. This adaptability was a valuable asset, promoting student engagement and learning outcomes.

Additionally, the strong commitment to core behavioral competencies was a testament to the dedication of teachers to maintaining high standards in their roles. The teachers' unwavering focus on self-management, professionalism, result orientation, teamwork, service orientation, and innovation were a promising sign of the education system's effectiveness and efficiency.

The regression analysis offered intriguing insights into the intricate relationship between these competencies, teaching styles, and demographics. It underscored the influence of age, years of service, and teaching positions on core competencies. The positive association between the lecturing style and core competencies highlighted the role of instructional methods in shaping educator performance. This information can guide teacher training and development programs to enhance core competencies based on teaching styles and demographic characteristics.

Thus, this study emphasized the complexity of the teaching profession, where educators balance a range of teaching styles and uphold core competencies to provide quality education. These insights were invaluable for education policymakers, institutions, and teacher training programs to support and empower educators in their mission to shape the future through effective teaching.

Based on the findings of the study and the conclusions formulated, the following recommendations are hereby suggested: (1) School Administrators should develop teacher training and development programs that enhance core competencies based on teaching styles and demographic characteristics. Encourage and support teachers in maintaining high standards in their roles by providing opportunities for professional learning and development. (2) Teachers should continue to employ various teaching styles to cater to the diverse needs and preferences of their students. Focus on developing and maintaining core behavioral competencies, including self-management, professionalism, result orientation, teamwork, service orientation, and innovation. Use instructional methods that promote core competencies, such as the lecturing style. (3) Learners should recognize and appreciate the adaptability of teachers in employing various teaching styles to cater to their diverse needs and preferences. Engage with teachers who demonstrate core behavioral competencies, as they are likely to provide quality education. (4) Future researchers should conduct further research to explore the intricate relationship between teaching styles, core competencies, and demographics. Investigate the effectiveness of teacher training and development programs in enhancing core competencies based on teaching styles and demographic characteristics.

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