

Socio-Demographic Characteristics and Behavioral Competence of Public Elementary School Teachers in Relation to School Performance

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ABSTRACT

The study analyzed the socio-demographic characteristics and behavioral competence of public elementary school teachers in the City Schools Division of La Carlota City, Negros Occidental, and their impact on school performance. A total of 300 public school teachers from three cluster schools participated in the study. The majority of teachers were female, married, aged 31-40, with a Master's degree or higher, and had a small family size. The study found high behavioral competence on core values, but low drop-out, failure, and retention rates. No significant differences in behavioral competence among core values or relationship between teacher competence and school performance were found. The study also found no significant differences in the behavioral competence of teachers among core values and no significant relationship between the behavioral competence of teachers and school performance.

Keywords: Socio-demographic, Public elementary school teachers, School performance, Behavioral competence, Descriptive study.

INTRODUCTION

In the global educational settings [18] and [50] indicate that teachers' behavioral competencies have been set to meet the high standards of performance of quality teaching. Several studies claimed that teachers' performance has the greatest influence on pupils and school performance [28]. As a result, those teachers with higher behavioral competencies were valued and recognized.

In the Philippines, Strategic Performance Management Systems was implemented through Civil Service Memorandum Circular No. 06, series of 2012 and had established a guideline on a common set of performance criteria to harmonize national government employees' performance towards the achievement of common goals and objectives.

In compliance to this directive, the Department of Education (DepEd) issued DepEd Order No. 2, series of 2015 and adopted and contextualized the Guidelines on the Establishment and Implementation of the Results—Based Performance Management System. These guidelines stipulated, among others, the specific mechanisms, criteria and processes for the performance evaluation of school leaders, teachers and non-teaching personnel. It also shows DepEd's commitment to provide its personnel with opportunities to link their individual achievements and make a meaningful contribution to the attainment of the institution's Vision and Mission, promote individual and team growth, participation and commitment as to grow professionally and personally.

The DepEd Results—Based Performance Management System is a shared undertaking between the superior

and the employee that allows discussion of job expectations, Key Results Areas, objectives and its alignment to the overall departmental goals. It also provides a venue for agreement on standards of performance and behaviors which lead to professional and personal growth in the organization. The monitoring and evaluation process are reflected in the Performance Commitment and Review for School Administrators and the Individual Performance Commitment and Review for teachers.

However, despite the satisfactory results performance evaluations, there are no empirical evidences that show how teachers' behavioral competences have directly affected school performance in the locale. Hence, this study was conducted to ascertain the effect of teachers' behavior on learning outcomes and school performance.

The results of this study will be made as basis for interventions on how to enhance teachers' behavioral competence to improve the division's overall performance

LITERATURE REVIEW

Understanding RPMS and PPST

The RPMS is being implemented in consonance with the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS). It follows the four-phase cycle of SPMS prescribed in CSC Memorandum Circular No. 6, s. 2012 and aims to ensure that both teaching and non-teaching personnel focus work efforts toward achieving the Department's vision, mission, values, and strategic priorities. As stipulated in DepEd Order No. 2, s. [53] RPMS is a systemic mechanism to manage, monitor and measure performance, and identify human resource and organizational development needs to enable continuous work improvement and individual growth.

Furthermore, the changes introduced by various national and global frameworks such as the K to 12 law, ASEAN integration, globalization, and other changing character of the 21st century learners necessitate the improvements and call for the rethinking of the National Competency-Based Teacher Standards (NCBTS) which resulted in the development of the PPST. This is enclosed in the DepEd Order No. 42, s. 2017, otherwise known as National Adoption and Implementation of the Philippine Professional Standards for Teachers

Behavioral Competencies

In her article entitled Behavioral Competencies: The Cultural Core of Every Organization, Crampton (2021) articulated her teachings on behavioral competence as an important element in the success of an organization and in the achievement of its goals and objectives.

She defined Behavioral Competency as 'any personality characteristics and behavior attributes individuals may have, which can help determine how successful they will be at the role they are aspiring for. It is used to define employees' behavioral merits that ensure their success in their future endeavors in the workplace. Behavioral competencies include skills, attitudes, actions, and qualities that distinguish top-performers'.

Any behavioral characteristic such as skill set, knowledge, technical know-how, leadership skills, etc., which contributes to an individual's development in the organization to assume significantly bigger roles is connected to behavioral competency. Individuals at all levels, be it top, middle or lower level, come within its purview. Measuring core behavioral competencies is not as easy as it seems, but it is, by and large, a critical step in the hiring process. A potential employer always looks for a candidate who can successfully perform the work.

Further, she stressed, that behavioral competencies are how an employee performs, in relation to other people, that contribute to trust, interdependence, genuineness, empathy, risk resolution and success in your relationships so that his relationships are constructive, productive and supportive. Each of these principles can be isolated in group behavior, they could also prescribe the direction an organization could take to improve work culture and workgroup behavior at the root cause in a measurable and targeted way

Core Behavioral Competencies by Job Level

According to Aragona Behavioral competencies vary based on job level because of the scope of the work. A fresher is expected to be an avid listener and learner, but someone in a managerial role needs good analytical skills. Here is a list of behavioral competencies that can be employed to develop a behavioral competency framework, carry out a behavioral competency profiling exercise, identify employees' behavioral indicators, structure the hiring process, and ask the right questions to measure their competencies. The list covers behavioral competencies for managers, freshers, and senior leaders.

Organizations should have defined behavioral competencies of managers. The reason being that some people are born with an innate capacity to effectively lead and manage others to achieve common goals, while others need some help developing crucial manager competencies. That's why companies need to have a consistent competency model for their leadership team. Organizational Planning. Behavioral competencies are the bedrock of all organizational planning initiatives, such as high-potential identification, succession planning, leadership development, etc.

Behavioral competencies can be a great way to tell if someone will be successful at their job or not. A lot of people do not know how the link between personality and skill can be able to tell how well they will work in a job or not, but this is really a thing and something that more people should think about. Being able to have that professionalism and knowledge is great, but if an employee does not have a care and compassion, as well as support and a willingness to learn, he would not succeed in that job as much as he would like to. When hiring, think about these factors. When looking for a job, work on those areas that he may be weaker at. "Behavioral competencies lie at the core of work culture and department behavior. They make an organization's values, mission and vision more achievable. They form the core of an organization's behavior norms. Since every group is different, it is vital to conduct an organization-wide exercise of nailing down behavior that employees know to be important that support the six principles – trust, interdependence, genuineness, empathy, risk resolution and success. In this way, hiring, succession planning, training and development, high potential identification, appraisals and promotion are in alignment. When an organization has determined its group behavior norms, they can be put into performance reviews, performance-related hiring questions and the onboarding process. They can also be used to build skills so that people who demonstrate these behaviors also demonstrate the skills needed to lead people. If Gallup's research is true, organizations promote the wrong people into leadership positions more than 82% of the time. One must look to behavior as a root cause."

Behavioral competencies (Kathpalia, 2020) are essential indicators of future workplace success and crucial for workforce planning, recruitment, training and development. Many organizations may already have a process to observe or assess employees' behavioral competencies without realizing it. For instance, interview questions in the hiring process are inadvertently directed at measuring personality attributes and interpersonal skills. Behavioral competencies are inherent attributes and personality traits an individual might have, such as knowledge, abilities, and proficiency, which are essential in determining how efficient a person will be at the job he/she is applying for. These competencies are crucial for deciding the behavioral strengths of employees. Employers often refer to the behavioral competencies list to align employee behaviors with company objectives.

Teachers' Self-Management and School Performance

According to the study of Cheng and Cheung [11], School-based management (SBM) or school self-management has been an important worldwide school restructuring movement since 1980s. Their study aimed to map out how SBM in terms of self-management at the school, group and individual levels is related to school performance at different levels. From a sample of 82 schools, the strength of multi-level self-management in school was found to be strongly related to the quality indicators of organizational performance, moderately correlated to the quality indicators of group social norms of teachers, and individual teacher job performances. The profiles of strong and weak self-management schools were also found to be significantly different in most indicators of school performance at different levels. The findings provide preliminary evidence to support that the success of SBM implementation for achieving school quality depends on the involvement of the school, groups and individual teachers as a whole in continuous self-management and self-learning cycles.

Teachers' Ethics

Ethics means character, decency, or customs. As a subject, ethics will be related to the concepts possessed by individuals or groups to assess whether the actions that have been done are wrong or right, bad or good. Ethics means a set of principles or values relating to morals, procedures (customs, courtesy), values regarding right and wrong about the rights and obligations of a group or society. Ethics is the basis for consideration in making decisions about human morals in interaction with the environment.

Ethics can be interpreted as a philosophical discipline that is very necessary in the interaction of fellow human beings in choosing and deciding the best patterns of behavior based on the scales of morals that apply. Humans in the presence of ethics, can choose and decide the best behavior in accordance with applicable moral norms. Thus, a pattern of good and harmonious relationships will be created, such as mutual respect, and help. As a reference for behavioral choices, ethics is based on applicable moral norms.

The most basic source of ethics is religion as the most basic source of belief, philosophy of life (Pancasila), community culture, scientific discipline, and profession. Teacher professional ethics are very much needed as a basis for the work behavior of teachers and other education personnel. With their work ethic, work atmosphere and quality can be realized, resulting in personal quality and performance that is effective, efficient, and productive. Ethics can be interpreted as a collection of values, principles, or morals that guide a person and / or group of people in their [45]. Ethics are guidelines for people or groups in behavior.

Professional ethics is demonstrated by: (1) the existence of individual awareness of the rules and values that have been applied and agreed upon; (2) the willingness of individuals to engage in dialogue with organizational entities; and (3) ethics are used as guidelines for interaction between all members of the organization[23], [41], [49]. Teaching is a profession that also has professional ethics which must guide all teachers. The ethics are binding socially, morally, and legally, because the teacher's ethics become the teacher's reference in behaving within the educational environment and outside the educational environment. Therefore, teacher ethics can be said to be binding.

Professional ethics become a teacher's guide in carrying out their duties as an educator. The teaching performance of teachers is a variable that is influenced by variables of professional ethics [9], [41], [1]. Teacher teaching performance is the quality of the teacher in carrying out their main tasks, namely the quality of organizing education and learning. Programs that can improve teacher performance in teaching are classroom management and continuous learning [7], [30]. A series of teacher performance in learning

are: (1) compiling learning plans; (2) implementing learning; (3) evaluating the process and learning outcomes; and (4) organizing a follow-up learning program.

Professional Ethics and Teachers' Teaching Performance

Professional Ethics and Teacher Teaching Performance: Measurement of Teacher Empowerment with a Soft System Methodology Approach Teaching, as a profession, has professional ethics arranged in the teacher's code of ethics. The code of ethics is a reference for teachers in carrying out their teaching assignments in class. Teachers' teaching performance is the teachers' achievements in planning, implementing, and evaluating learning activities. Their study uses a quantitative approach. The variables studied were professional ethics (X) and teachers' teaching performance (Y). The instrument used to measure the two variables was a questionnaire. The research respondents were 20 teachers of Junior High School in An Nur Malang Regency, East Java, Indonesia. To test the research hypothesis Pearson Product Moment Correlation was used. Hypothesis test results concluded that: there is a positive relationship between professional ethics (X) and teaching performance (Y) at Junior High School in An Nur Malang Regency, East Java, Indonesia, with a correlation coefficient of 0.498.

RESEARCH QUESTIONS

1. What is the demographic profile of the public school elementary school teacher in terms of:
 - a. Age
 - b. Sex
 - c. Civil status
 - d. Highest educational attainment
 - e. Family size
 - f. Length of service, and
 - g. Plantilla position
2. What is the level of behavioral competence of public elementary school teachers on core values of Self-Management, Professionalism and Ethics, Result Focus, Teamwork, Service Orientation and Innovation?
3. What is the level of school performance in Division Unified Test for the last three years when grouped by cluster in the Division of La Carlota City?
4. What is the school performance rating for three school years in terms of:
 - a. promotion
 - b. graduation
 - c. dropout
 - d. failure
 - e. retention

and when grouped by cluster in the Division of La Carlota City?

5. Is there a significant difference on the level of behavioral competence of public school teachers on core values in terms of Self-Management, Professionalism and Ethics, Result Focus, Teamwork, Service Orientation and Innovation?
6. Is there a significant relationship between the public elementary school teachers' level of behavioral competence as a whole and the school performance for three school years in the Division Unified Test,

graduation and promotion rate, dropout rate, failure, and retention rate?

METHODOLOGY

The design of this study was descriptive-correlation type. According to Ardales [2], descriptive design is appropriate for studies that aim to find out what prevailed in the past events, conditions, relationships, opinions, beliefs, processes and effects, and developing trends. It gathers data and describes the significance and consequences of the study. This type of research is useful in developing trends and future outcomes. In this study, the behavioral competence of the public elementary school teachers in relation to school performance was evaluated using variables which were, analyzed and interpreted. The instrument used was adapted from DepEd Order No. 2, series of 2015 on the Guidelines on the Establishment and Implementation of the Results—Based Performance Management System.

RESULTS

Research Question 1. What is the demographic profile of the public school elementary school teacher in terms of Age, Sex, Civil status, Highest educational attainment. Family size, Length of service, and Plantilla position.

Table 1.A Age-bracket of Public School Teachers by cluster.

Age	Cluster Frequency			Total	%
	I	II	III		
21-30	11	10	8	29	14.42
31-40	32	30	34	97	48.26
41-50	14	18	21	53	26.37
51-60	6	4	7	16	7.96
61 & Above	1	3	2	6	2.99
Total	64	65	72	201	100.00

Table 1.a indicates that of the total 201 respondents, 97 or 48.26 percent of the teachers were 31-40 years old, while 53 or 26.37 percent of them were below 41-50 years old, and 29 or 14.42 percent belong to 21-30 age bracket, and only 6 or 2.99 percent were 61 years old and above. These findings imply that most of the teacher-respondents were 31-40 years old.

The data infer that elementary teachers are predominantly in their late 30's and 40's. It could be noted that the near-retiring group had the least number, which indicates that more teachers retire upon the optional retirement age of 60 rather than wait for the forced retirement age of 65. Those who have remained are in their late 50's.

TABLE 1.B TEACHERS' PROFILE ON SEX SHOWING THE FREQUENCY AND PERCENTAGE BY CLUSTER

Sex	Cluster Frequency			Total	%
	I	II	II		
Male	16	10	10	36	17.91
Female	48	55	62	165	82.09
Total	64	65	72	201	100.00

Data on Table 1.b indicate that respondents were predominantly female. This fact is supported by the data presented on this table, which show that of the total number of respondents (201), 165 or 82.09 percent were female and only 36 or 17.91 percent were male.

This result shows that teaching profession is more popular among the female group. It further indicates that women who possess maternal instincts are inclined to the teaching profession and who have perceived to have the potentials and are suited to be facilitators of learning.

Moreover, based on popular belief, women are considered more nurturing than men and so are seen as the ideal candidates to fill the need

TABLE 1.C CIVIL STATUS OF PUBLIC SCHOOL TEACHERS BY CLUSTER

Civil Status	Cluster Frequency			Total	%
	I	II	III		
Single	12	16	20	48	23.88
Married	52	49	52	153	76.12
Total	64	65	72	201	100.

The civil status of public school teachers is classified as single or married. It indicates that 153 or 76.12 percent of these teachers were married while 48 or 23.88 percent were single. It clearly tells that most of the teacher-respondents in the division are married.

Despite the notion that many teachers try to remain single or are delaying marriage because, as breadwinners, they need to provide for their parents and siblings, the above findings reveal that most of the respondents have chosen to get married and raise their own families.

TABLE 1.D. HIGHEST EDUCATIONAL ATTAINMENT OF PUBLIC SCHOOL TEACHERS BY CLUSTER

Highest Educational Attainment	Cluster Frequency			Total	%
	I	II	III		
<i>Baccalaureate</i>	7	4	8	19	9.46
<i>With Teaching Units</i>	0	0	2	2	0.99
<i>With MA Units</i>	20	27	43	90	44.78
<i>MA CAR</i>	16	16	7	39	19.40
<i>Full—Fledged</i>	20	17	12	49	24.38
<i>Doctoral Units/PhD</i>	1	1	0	2	0.99
<i>Total</i>	64	65	72	201	100.00

These findings imply that most of these teachers had MA units or are full-fledged master’s degree holders, an indication and a motivation to grow professionally and to become eligible for future promotions. DepEd Order No. 66, series of 2007 entitled Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching and Non-Teaching Positions specifies that required units in or completion of master’s or doctoral degree is one of the several criteria for promotion to higher positions.

The above guidelines must have been an important reason why many teachers, especially the younger ones, are motivated to enroll in the graduate and post-graduate programs.

TABLE 1.E. FAMILY SIZE OF PUBLIC SCHOOL TEACHERS BY CLUSTER

Family Size	Cluster Frequency			Total	%
	I	II	III		
Small	34	27	26	87	43.28
Average	23	26	31	80	39.80
Large	7	12	15	34	16.92
Total	64	65	72	201	100.00

The family size of public school teachers are categorized as small with 1 to 3 family members, average with 5 family members, and large with more than 5 family members, reveals that 87 or 43.28 percent of these teachers had small-sized families, followed by 80 or 39.80 percent with average—sized families, and 34 or 16.92 percent with large— sized families. This finding implies that most teachers had small—sized families.

TABLE 1.F. LENGTH OF SERVICE OF PUBLIC SCHOOL TEACHERS BY CLUSTER.

Length of Service (in years)	Cluster Frequency			Total	%
	I	II	III		
1 to 5	5	15	28	48	23.88
6 to 10	13	10	17	40	19.90
11 to 15	12	14	11	37	18.41
More than 15	34	26	16	76	37.81
Total	64	65	72	201	100.00

When grouped according to their length of service, teacher-respondents who have been in the service for more than 15 years were found to have the highest number of 76 or 37.81 percent. This is followed by those who have 1 to 5 years of service with 48 or 23.88 percent and coming close were teachers with 6 to 10 years of experience at 40 or 19.90 percent. The lowest number were those with teaching experience of 11 to 15 years with 37 or 18.41 percent.

The data show that teachers rarely, if at all, shift from their teaching job. This is probably due to their innate desire to teach; due to the lack of opportunities in other profession; or simply because since most teachers were females and teaching job is one that is closest to home.

TABLE 1.G TEACHERS PLANTILLA OF PUBLIC SCHOOL TEACHERS BY CLUSTER.

Plantilla Position	Cluster Frequency			Total	%
	I	II	III		
T1	19	25	35	79	39.30
T2	21	15	15	51	25.37
T3	16	18	13	47	23.38
MT I/II	8	7	9	24	11.95
Total	64	65	72	201	100.00

The plantilla position of public school teachers is classified as Teacher I or T —I, Teacher II or T —II, Teacher III or T-III, and Master Teacher I or Master Teacher II as MT-I/II. Table shows that 79 or 39.30

percent of the teachers were T-I with majority in Cluster II, 51 or 25.37 percent were T—II mostly from Cluster I, 47 or 23.38 percent were T—III with the biggest number from Cluster II, and 24 or 11.95 percent were MT I/II mostly from Cluster III.

The findings show that most of the teacher- respondents were T-I, implying that some have been in the service within 1-5 years and have not been upgraded to Teacher II or Teacher III yet. Another reason may be because they are new in the service and may not have started enrolling in the graduate school yet, and thus have not earned master’s units.

TABLE 2. LEVEL OF BEHAVIORAL COMPETENCE OF PUBLIC SCHOOL TEACHERS ON DIFFERENT CORE VALUES

Core Values	Overall Mean	Interpretation
Self-Management	4.47	Very High
Professionalism and Ethics	4.34	Very High
Result Focus	4.45	Very High
Team Work	4.64	Very High
Service Orientation	4.81	Very High
Innovation	4.81	Very High

The results indicate that all six core values have high mean scores, with five values (Self-Management, Professionalism and Ethics, Result Focus, Team Work, and Service Orientation) scoring above 4.45 and Innovation scoring above 4.81. This suggests that the organization places a strong emphasis on its core values.

The findings of this study suggest that the organization has a strong culture of self-management, professionalism, ethics, result focus, teamwork, service orientation, and innovation. These values are critical to the organization’s success and are likely to be reflected in its daily operations. The high mean scores indicate a high level of commitment and buy-in from employees, which can lead to increased productivity, employee satisfaction, and overall organizational performance.

TABLE 3 SCHOOLS DIVISION’S MEAN PERFORMANCES FOR THREE SCHOOL YEARS IN THE DIVISION UNIFIED TEST BY CLUSTER

School Year	Three—year Division Unified Test Performance			Over-all Performance Mean	Interpretation
	Cluster I	Cluster II	Cluster III		
2015-2016	84.90	82.67	83.99	83.85	Moving towards Mastery*
2016-2017	84.60	86.06	85.90	85.52	Moving towards Mastery
2017-2018	82.50	81.61	81.32	81.81	Moving towards Mastery
Three-Year Mean Performance	84.00	83.45	83.78	83.74	Moving towards Mastery

*66-85 DUT MPS Moving towards Mastery It shows the schools’ annual mean percentage scores

From school year 2015—2016, 2016-2017, and 2017-2018 as 83.85,85.52, and 81.81 respectively and were all interpreted as moving towards mastery. Likewise, it shows the schools’ three—year mean percentage scores for Cluster I with 84.00, Cluster II with 83.46, and Cluster III with 83.78 an overall performance of 83.74. These mean percentage scores were interpreted as moving towards mastery.

Finding revealed that in school years 2015—2016 and 2017—2018, Cluster I schools performed better than Clusters II and III. Cluster II had the highest mean percentage performance of 85.90 in school year 2016—2017 but showed a poor showing overall mean performance of 83.45 compared with Cluster I with the highest score 84.00 and Cluster III with the second best score of 83.78. Findings on this table reveal that the city schools division’s three—year mean performance in the Division Unified Test was moving towards mastery as shown on Table 3. It also indicates that it has achieved a passing score higher than the 75 passing standard set by the Department of Education.

TABLE 4.A. DIVISION SCHOOLS’ GRADUATION PERFORMANCE RATING BY CLUSTER FOR THREE SCHOOL YEARS

Cluster	Performance Rating			Overall Mean	Interpretation
	2015-2016	2016-2017	2017-2018		
I	99.59	99.49	99.55	99.63	Very High
II	99.49	99.65	100.00	99.71	Very High
III	99.55	99.69	99.73	99.66	Very High
Mean	99.54	99.61	99.76	99.67	Very High

The table shows the performance ratings for four clusters over three consecutive years (2015-2016, 2016-2017, and 2017-2018). The performance rating is based on an overall mean, with an interpretation of “Very High” for all clusters. The table indicates a consistent high performance trend across all clusters, with a slight increase in performance from 2015-2016 to 2017-2018

Further, the table shows that school clusters had three—year mean rating between 99.63 to 99.71 MPS with overall mean rating of 99.67 which is well above the standard set by the Department of Education. It was noted that among the three clusters, Cluster II schools performed better than Cluster I and Cluster III schools.

TABLE 4.B. DIVISION’S PROMOTION PERFORMANCE RATING BY CLUSTER FOR THREE SCHOOL YEARS

Cluster	Three-Year Promotion Performance Rating			Overall Mean	Interpretation
	2015-2016	2016-2017	2017-2018		
I	99.00	99.29	99.29	99.40	Very High
II	98.10	99.69	99.58	99.12	Very High
III	99.53	99.74	99.63	99.63	Very High
Mean	98.88	99.78	99.70	99.45	Very High

The table shows that all three clusters consistently demonstrated very high performance ratings across the four academic years. Specifically, Cluster I, Cluster II, and Cluster III reported mean performance ratings of 99.63, 99.71, and 99.66, respectively, in the 2015-2016 academic year. These high performance ratings were sustained throughout the subsequent academic years, with slight fluctuations.

This implies that the performance ratings for each cluster have been steadily increasing over the years, with

Cluster II showing the most significant improvement. This could indicate that Cluster II has been making concerted efforts to improve its performance over time.

TABLE 4.C DIVISION’S DROPOUT PERFORMANCE RATING BY CLUSTER FOR THREE SCHOOL YEARS

School Cluster	Three Year Dropout Performance Rating			Overall Mean	Interpretation
	2015-2016	2016-2017	2017-2018		
I	0.05	0.12	0.12	0.10	Acceptable Below 1%
II	1.60	0	0	0.53	Acceptable Below 1%
III	0.11	0.22	0.22	0.18	Acceptable Below 1%
Mean	0.59	0.11	0.11	0.27	Acceptable Below 1%

*Based on DepEd Order No. 56, s .2016 on Simple Dropout Rate of 1% & Below.

The division schools’ three—year mean dropout performance rating was found to be acceptable by Department of Education standard of below 1 percent as mandated in Department Order 56 series of 2016.

It shows that cluster schools’ mean dropout rating was highest in school year 2015—2016 with 0.59 percent and had successfully decreased to 0.11 in the succeeding school years. The overall three—year mean dropout rating of 0.27 was below the 1 percent standard set by the Department of Education. Therefore, the division schools’ dropout ratings were acceptable. These findings imply that the dropout performance rating of the cluster schools in the locale was acceptable

TABLE 4.D. DIVISION’S RETENTION PERFORMANCE BY CLUSTER FOR THREE SCHOOL YEAR

School Cluster	Three Year Retention Performance Rating			Overall Mean	Interpretation
	2015-2016	2016-2017	2017-2018		
I	1.34	0.86	0.62	0.94	Acceptable Below 1%
II	0.34	0.44	0.35	0.38	Acceptable Below 1%
III	0.15	0.02	0.35	0.17	Acceptable Below 1%
Mean	0.61	0.44	0.44	0.50	Acceptable Below 1%

The table shows that Cluster I had the highest overall retention mean of 0.94 percent, Cluster II had 0.38 percent, and Cluster 111 had 0.17 percent. The overall retention mean of 0.50 was considered below the 1 percent standard, therefore, it was acceptable. The three-year average as a whole is 0.50, which is within the permissible range of less than 1%.

This implies that most schools have shown good retention rates throughout the previous three years. The majority of schools have improved their retention rates over the previous three years, according to the statistics, while some have improved more than others.

TABLE 5 DIFFERENCE AMONG THE TEACHERS’ BEHAVIORAL COMPETENCE ON CORE VALUES

Sources of Variations	F-Computed	p-value	Hypothesis Decision	Interpretation
Self—Management	15.82	0.001	Reject	Significant
Professionalism and Ethics	3.76	0.02	Reject	Significant

Result Focus	12.31	0.001	Reject	Significant
Teamwork	8.72	0.0002	Reject	Significant
Service Orientation	0.10	0.904	Accept	Not Significant
Innovation	0.11	0.896	Accept	Not Significant

The table presents the results of an analysis examining the sources of variations in a particular context. The study aimed to investigate the significance of various factors, including self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation, in explaining the observed variations. The results indicate that four of the factors—self-management, professionalism and ethics, result focus, and teamwork—are significantly related to the variations, with p-values ranging from 0.001 to 0.0002. These findings suggest that these factors are crucial in explaining the observed variations and, therefore, rejecting the null hypothesis. In contrast, the remaining two factors—service orientation and innovation—show no statistically significant relationship with the variation, as indicated by their high p-values (0.904 and 0.896, respectively). As a result, the null hypothesis for these factors cannot be rejected, suggesting that they do not contribute any significant part in the observed variances. Overall, the findings indicate that self-management, professionalism and ethics, outcome focus, and cooperation are critical for understanding the causes of variance in this setting, although service orientation and innovation play minor roles.

This study’s findings are consistent with those of previous research on the importance of self-management, professionalism and ethics, and teamwork in organizational performance [56]. The authors’ findings also support the notion that result focus is a crucial aspect of organizational success [55]. In contrast, the non-significant results for service orientation and innovation may suggest that these factors are not as critical in this particular context.

Table 6. SUMMARY TABLE ON THE RELATIONSHIP BETWEEN TEACHERS’ LEVEL OF BEHAVIORAL COMPETENCE AS A WHOLE AND THE SCHOOL PERFORMANCE

Sources of Relationship	df	x Computed	Tabular	Hypothesis Decision	Interpretation
Behavioral Competence and School Performance in Division Unified Test	2	1.3956	.966	Accept	Not Significant
Behavioral Competence and Graduation Performance	2	0.804	.991	Accept	Not Significant
Behavioral Competence and Promotion Performance	2	0.804	.991	Accept	Not Significant
Behavioral Competence and Dropout, Performance	2	0.804	.999	Accept	Not Significant
Behavioral Competence and Failure and Performance	2	0.804	.999	Accept	Not Significant
Behavioral Competence and Retention Performance	2	0.804	.999	Accept	Not Significant

The data on the table shows that there is no significant relationship between the behavioral competence and school Performance in Division Unified Test. Likewise, there is no significant difference between the behavioral competence and graduation and promotion performance. Moreover, there is no significant relationship between the behavioral competence and dropout, failure and retention performances. Teachers’ competency criteria are based on the National—Competency Based Teacher Standards (NCBTS) which

outlines the measures of teaching effectiveness. Teachers' competencies include instructional competence, personal and professional characteristics, and punctuality and attendance. Likewise, another assessment tool used to measure teachers' competence is outlined in the Individual Performance Commitment and Review (IPCR) which cover the behavioral competence on self—management, professionalism and ethics, result focus, teamwork, service orientation, and innovation.

These guidelines on competencies serve as a framework for the evaluation and assessment of public elementary school teachers. In this study, it shows that the evaluation of teachers behavioral competence and its effect on school performance indicate that only one measure was generated to determine its effect on learners' performance.

The correlation results of this study show that teachers' behavioral competence did not have a significant relationship with the schools three—year performance in the Division Unified Test (DUT), and other school performance indicators specifically on graduation, promotion, dropout, failure and retention ratings. Further, the results also show that between teachers' behavioral competence and DUT performance, the computed Chi—Square of 1.3956 yielded a higher t—value of .966 than the .05 significant level set in this study. Therefore, the null hypothesis was accepted. This finding implies that there was no significant relationship between teachers' level of behavioral competence and division schools' DUT performance. Likewise, it also indicates that between teachers' level of behavioral competence and schools' performance

Analysis of the findings show that teachers' competences are not assessed on the value of their behavioral competence alone. There are other factors that are considered such as instructional competence, persona and professional characteristics, and punctuality and attendance. The absence of correlation between teachers behavioral competence – and school performance may be attributed to a partial evaluation of competences on its effect on the schools' total achievement. Hence, the studies of Dianat and Abedini (2016), Mehdipour (2013) and Shah (2009) that the was a significant relationship between teachers' behavior on students' learning outcomes did not support these findings.

SUMMARY OF FINDINGS

According to the findings 48% of the teachers belonged to the age bracket of 31-40 years old, more than 82 % are females, and 76% of them are married. 44.70% of the public school teachers have earned units leading to the degree of Master of Arts in Education, 43.78% belonged to the small family size. And 37.81% has been in teaching for more than 15 years in service, and 39.30% occupied a Teacher I plantilla position.

In terms of the behavioral competence of teachers on core values such self-management, professionalism and ethics, result focus, team work, service orientation, and innovation, the results showed that public school teachers in three clusters of the Division of la Carlota city obtained a very high level of competence. As to the performance of the cluster schools for three school years, it obtained a rating performance of moving towards mastery, whereas, on graduation and promotion ratings, the performance were very high and the drop-out, failure and retention performance got a rating of acceptable or below 1%.

For the significant difference on the behavioral competence among teachers on core values such as self-management, professionalism and ethics, result focus and teamwork, the results obtained a significant difference whereas, service orientation and innovation core values showed no significant differences. For the relationship between behavioral competence of public school teachers as a whole and the school performance, the results showed no significant difference.

CONCLUSION

Based on the summary of findings, the following conclusions were drawn

Majority of the teachers are in the middle aged, females, married, earned units in the Master of Arts, belonged to small family sized, 15 years in service and teacher I position. The level of behavioral competence of teachers is high on various core values. The level of school performance for three cluster schools in terms of Division Unified Test is moving towards mastery, graduation and promotion performance is performing, and drop-out, failure and retention performance is acceptable or below 1%. The core values on self-management, professionalism and ethics, result focus and teamwork differ among teachers, whereas, service orientation and innovations among teachers are identical. Relationship between socio-demographic and school performance has no significance. The behavioral competences of teachers have nothing to do with school performance.

RECOMMENDATIONS

1. Trainings and seminars may be conducted to enhance teachers' teaching skills, innovative strategies and 21st century competences to maintain and sustain the division schools' performance in national and local assessments.
2. Monitoring and evaluation of teachers' behavioral competences may be conducted regularly to ensure that their practices are in accordance with the schools' mission and vision.
3. Schools' performance indicators may be evaluated to determine the significant factors that positively and negatively affect pupils' performance ratings
4. Schools may conduct integrated lesson reviews to improve performance in the Division Unified Test.
5. Schools may develop individual intervention strategies to improve assessments, dropout, failure, and retention ratings.

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