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Research Article

Self-Efficacy, Core Behavioral Competence and Performance of Teachers: A Scaffold for Proficient and Highly Proficient Teachers

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ABSTRACT

This research aimed to determine the relationship between self-efficacy, core behavioral competence and level of performance among Public Elementary and Secondary School teachers in two (2) Districts in Mauban, Division of Quezon. The following hypotheses were tested in this study (a) there is no significant relationship between teacher's level of self-efficacy, core behavioral competence and performance among public elementary and secondary school teachers in Mauban District; and (b) teacher's self-efficacy and core behavioral competencies do not significantly predict their level of performance.

A descriptive quantitative research design was used in this study, incorporating *descriptive survey, correlation, comparative and causal-comparative methods* to answer the specific research problems. The study's respondents were the 247 public elementary and secondary proficient and highly proficient teachers from 39 schools of the two districts in Mauban, Quezon – the Mauban North District and Mauban South District. A stratified random sampling technique was used in selecting the teachers-respondents. A 45-item Likert scale survey questionnaire, the main research instrument, was used.

This study found no significant difference in the teachers' self-efficacy and core behavioral competence when grouped according to their number of teaching/ ancillary load, highest educational attainment, number of years in service and teaching position. The level of self-efficacy in practicing the PPST domains and teachers' performance level has a *strongly positive correlation*. Likewise, the level of core behavioral competence in practicing the PPST domains and the level of performance have *a strong positive correlation*.

Regarding the strength of the relationship, there is a **strong positive correlation** between teachers' self-efficacy and core behavioral competence on the overall teachers' performance. The predicting capacity of self-efficacy and core behavioral competence to the *overall performance of teachers* is statistically significant. Self-efficacy and

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core behavioral competencies are predictors of teachers' performance. The higher the teachers' self-efficacy level, the better their performance; the higher the core behavioral competence, the higher their performance.

***Keywords**: Self-Efficacy, Core Behavioral Competence, Performance of Teachers, Proficient Teachers, Highly Proficient Teachers*

Introduction

Based on the empirical observation, experiences, and informal interviews by the researcher from teachers in other schools and districts, some teachers could not perform well their duties and responsibilities fully that is why their performance has been affected. Some reasons are a tight teaching timetable, a full teaching load, and an ancillary load rather than their primary duties and responsibilities, especially the part of Highly Proficient Teachers. Furthermore, some teachers are not motivated, not engaged, and have low efficacy and low level of competence which sometimes has been affected by their demographic profile.

Furthermore, some teachers have enough level of self-efficacy but a low level of core competence to do certain tasks which limits their performance to do their duties and responsibilities as proficient and highly proficient teachers. Some teachers have low self-efficacy although they are competent enough to do those tasks. Some teachers are both competent and have a high self-efficacy but their performance is low since it is affected by some factors which will not limited to full teaching load/ancillary load, inability to perform tasks because of age and health status, responsibilities at home, and prioritizing tasks to be accomplished.

The gap between self-efficacy, core behavioral competence, and performance will be determined in this study. This research aims to determine the relationship between self-efficacy, core behavioral competence, and level of performance among Public Elementary and Secondary School Teachers in two (2) Districts in Mauban, Division of Quezon. The limited empirical observations and interviews will not generalize the total populace in Mauban Districts. Since related literature reviews are provided in this study, this research will validate the findings of other studies as theoretical frameworks are provided to strengthen the research content and process.

The result of this research will help teachers of Mauban District to improve their level of performance by diagnosing their degree of practices as to the level of efficacy and the core behavioral competence they possessed. It will result in the identification of the weaknesses of the teachers and for the administrator to provide a professional development plan for teachers which is based on the Philippine Professional Standard for Teachers framework.

Methods

This part presents the research methodology on self-efficacy, core behavioral competence and performance. It shows the research design, population and sampling, data gathering instruments, data gathering procedures and statistical treatment of data.

Research Design

A descriptive quantitative research design was used in this study incorporating *descriptive-survey, correlation, comparative and causal-comparative methods* to answer the specific research problems. *Descriptive-survey approach* was used to answer research questions on (1) providing information on the profile of the teacher-respondents in terms of teaching/ancillary load, highest educational attainment, years of service and position; (2) level of teacher's efficacy in practicing the Philippine Professional Standard for Teachers (PPST) domains in terms of duties and responsibilities; and (3) level of teacher's core behavioral competence in terms of (a) self-management and teamwork, (b) professionalism, ethics, and service orientation; and (c) results focus and innovation; and (4) level of performance of public elementary and secondary school teachers in Mauban District.

The *comparative approach* was used to provide information on the research question such as the significant difference in teacher's level of self-efficacy and core behavioral competence when the respondents are grouped according to their profile while the *Correlational Approach* was utilized to provide information on the research question such as the significant relationship between teacher's level of self-efficacy, level of core behavioral competence and level of performance among public elementary and secondary school teachers in Mauban District. Lastly, a *causal-comparative approach* was utilized to answer research question number 7 whether the teacher's self-efficacy and core behavioral competence significantly predict their level of performance. Survey-questionnaire was used to collect data and answer the specific research questions using descriptive and inferential statistics.

Respondents of the Study

The respondents of the study were the public elementary and secondary school teachers of two districts in Mauban, Quezon – the Mauban North District and Mauban South District. There were 684 proficient and highly proficient teachers in Mauban District. A stratified random sampling technique was used in selecting the teachers-respondents. The actual sample size was 247 at 0.05 significant level which was randomly selected from the series of 39 schools.

Data Gathering Instruments

A survey questionnaire which was the main research instrument was constructed by the researcher and was validated by the research practitioner and enthusiasts who were also inclined to the research topic of interest. This also tested the internal consistency of the item questions through pilot testing and treated with the Cronbach alpha. Questionnaires for the level of teacher's efficacy, core behavioral competence and master teacher's performance were adapted and modified from online resources and recent related studies of the different authors which were acknowledged properly in the research upon authors' approval.

The level of teacher's efficacy construct as the instrument was made by the researcher through anchoring to the Philippine Professional Standard for Teachers (PPST) Framework (DO 42, 2020) in which the extent of the dimension of practices of proficient and highly proficient teachers was scaled to satisfy the problem statement of the research in terms of duties and responsibilities of teachers. Additional ideas were adapted from other online resources and recent related studies.

The core behavioral competence instrument was constructed by the researcher by adapting the DepEd RPMS-IPCRF by utilizing the list of core behavioral competencies of teachers which were indicated in this tool such as (a) Self-Management; (b) Teamwork; (c) Professionalism and Ethics; (d) Service Orientation; (e) Results Focus and; (f) Innovation. Additional criteria were included from other related readings by the researcher.

The level of performance instrument was materialized by adapting the DepEd-RPMS-IPCRF Tool in measuring the Individual performance of the teachers. It was modified to satisfy the research statement of the problem. The statements came from the dimension of practice of the seven (7) domains from PPST intended for Proficient and Highly Proficient Teachers such as (a) Content Knowledge and Pedagogy; (b) Learning Environment; (c) Diversity of Learners; (d) Curriculum and Planning; (e) Assessment and Reporting; (f) Community Linkages and Professional Engagement and; (g) Personal Growth and Professional Development. Additional ideas were adapted from other online resources and recent related studies. The respondents would have a self-assessment based on their perceived performance as Proficient and Highly Proficient Teachers.

Data Gathering Procedure

This part shows the sequence of the data-gathering procedure in the conduct of the study to determine the relationship between self-efficacy, core behavioral competence and level of performance among Public Elementary and Secondary School proficient and highly proficient teachers in Mauban North and Mauban South District, Division of Quezon. The step-by-

step procedure would be discussed comprehensively as follows:

A. Development and Validation of Research Instrument

The main research instrument of this study was the survey questionnaire. A 45-item Likert scale test questionnaire was constructed, 15 items for efficacy, 15 items for core behavioral competence and another 15 items for the level of performance. The instruments constructed were adopted and modified from related reviews and from the PPST tool of the DepED. Only one research questionnaire ws made which was intended for proficient and highly proficient teachers. The *duties and responsibilities* vis-à-vis the *performance* of both teachers was met half-way. These research instrument has undergone face and content validation by the research experts. It underwent pilot testing to check its reliability using Cronbach alpha. The results were acceptable (0.7852) for the self-efficacy construct; good (0.8137) for core behavioral competence; and also good (0.8653) for the level of performance questions.

B. Request/Approval to Conduct Study

After the development and validation of the research instrument, a request for approval to conduct the study was made and sent to the Schools Division Superintendent of Quezon Province including the data sharing agreement. After receiving the endorsement letter from the Superintendent, it was relayed to the Public Schools District Supervisors of Mauban North and Mauban South Districts for approval to conduct within the districts. School heads of Elementary and Secondary levels also received a letter of permission. It was done physically and electronically using an online platform.

C. Conduct of Survey, Analysis, and Interpretation of Data

The approval of the letter was the sign of administering the research survey among elementary and secondary proficient and highly proficient teachers. After identifying the number of actual samples, the printed survey questionnaires were sent physically to the 39 schools. The actual number of respondents was considered upon harvesting the necessary data. The data gathered was subjected to statistical treatment for analysis and interpretation.

Statistical Treatment of Data

This shows the statistical treatment and tools used to answer specific research problems. For the level I type of question, descriptive analysis was used such as frequency, mean, and percent while inferential statistics was used for the level II type of questions. Parametric test was used in this study.

Frequency and *percent* were used to present the demographic profile of the respondents such as teaching/ancillary load, highest educational attainment, years of service and position. Categorical and Interval-ratio was the type of data obtained in this research question.

Parameters were provided to determine the level of efficacy, core behavioral competence, and performance of teachers. The scale and adjectival rating would be based on the research instrument. A 5-point Likert scale instrument was used to describe the level of these variables which was summarized in the table below. The type of data obtained was ordinal.

Table 1. Parameter to Determine the Level of Efficacy, Core Behavioral Competence and Performance among Teachers

Scale	Descriptive Equivalent		
	Efficacy	***Core Behavioral Competence***	***Performance***
4.50 – 5. 00	Very High Extent	Very High Extent	Outstanding
3.50 – 4.49	High Extent	High Extent	Very Satisfactory
2.50 – 3.49	Moderate Extent	Moderate Extent	Satisfactory
1.50 – 2.49	Low Extent	Low Extent	Unsatisfactory
1.00 – 1.49	Very Low Extent	Very Low Extent	Poor

Analysis of Variance (ANOVA) was used to determine the significant difference in teacher's levels of self-efficacy and core behavioral competence when they are grouped according to their profile. **Pearson-r Correlation** was used to determine if there is a significant relationship between teacher's level of self-efficacy, level of core behavioral competence, and level of performance among public elementary and secondary school teachers in Mauban District. Lastly, the **Pearson correlation coefficient (*r*)** is the most common way of measuring a linear correlation. A number between –1 and 1 measure the strength and direction of the relationship between two variables.

Table 2. Parameter to Determine the Strength and Direction of the Relationship Between Variables

Pearson correlation coefficient (r) value	***Strength***	***Direction***
Greater than .5	*Strong*	*Positive*
Between .3 and .5	*Moderate*	*Positive*
Between 0 and .3	*Weak*	*Positive*
0	*None*	*None*
Between 0 and –.3	*Weak*	*Negative*
Between –.3 and –.5	*Moderate*	*Negative*
Less than –.5	*Strong*	*Negative*

To assess if teachers' self-efficacy, and core behavioral competencies significantly predict their level of performance, **multiple linear regression** was utilized.

Result and Discussion

This chapter presents the results and discussion on self-efficacy, core behavioral competence, and performance. It includes an analysis and interpretation of gathered data in response to the statement of the problem and decision in rejecting or not rejecting the null hypothesis on (a) the significant difference on teacher's level of self-efficacy and core behavioral competence when the respondents are grouped according to profile; on (b) the significant relationship between teacher's level of self-efficacy, core behavioral competence and performance among public elementary and secondary school teachers in Mauban District; and (c) whether teacher's self-efficacy and core behavioral competencies do not significantly predict their level of performance.

The tables below show the demographic profile of the respondents as to age, school, gender, teaching/ancillary load, highest educational attainment, years in service and their teaching position. This data can be used to provide a decision in rejecting or not rejecting the hypothesis if there is no significant difference on teacher's level of self-efficacy and core behavioral competence when they are grouped according to profile.

Table 3. The Demographic Profile of the Respondents in terms of Age

	Age	Frequency	Percent
Valid	20 – 25 years old	14	5.7
	26 – 30 years old	64	25.9
	31 – 35 years old	66	26.7
	36 – 40 years old	42	17.0
	41 – 45 years old	27	10.9
	46 – 50 years old	14	5.7
	51 – 55 years old	15	6.1
	56 – 60 years old	5	2.0
	Total	247	100.0

Table 3 shows the result of the demographic profile of the 247 proficient and highly proficient teacher-respondents from Mauban District in terms of age. They are asked to write the actual number of ages and was resulted from age 23 as the youngest and 59 years old as the eldest. The ages of the respondents have been divided into 8 brackets of five. The table shows that the highest percentage of the respondents who respond are between 31-35 years old and 26 to 30 years old. Consecutively, it covers the 25% (n=66) and 27% (n=64) of the teacher-respondents which is 52% (n=130) in total.

On the other hand, the lowest percentage of the age of respondents belong to 20-25 years old which is 5.7% (n=14), 46-50 years old which is 5.7% (n=14), 51-55 years old 6.1% (n=15), and finally 56-60 years old *two percent* (n=5). Moreover, 36-40 years old and 41-45 years old has a moderate number of respondents next to the top number of respondents when it comes to demographic profile as to age which is 17% (n=42) and 10.9% (n=27). It implies that the greatest number of teachers belong in the middle range of service in the Department of Education unlike in the late year having a lower number of teachers. The decreasing trend of the graph shows that the proficient and highly proficient teachers are decreasing in number as to their age.

Table 4. The Demographic Profile of the Respondents in terms of Gender

Gender		Frequency	Percent
Valid	Male	51	20.6
	Female	196	79.4
	Total	247	100.0

Table 4 shows the demographic profile of the respondents in terms of gender. It shows that 20.6% (n=51) are males and 79.4% (n=196) are females. Majority of the respondents in an actual sample in Mauban District are female teachers. Based on the empirical observation, majority of the teachers are female in the Department of Education. Female achieving a healthy work–life balance. The fact that school hours make it simpler for women to balance work and family is a bigger contributing factor in this trend. Thus, teaching is the most practical and valuable occupation for women who are career-focused, ambitious, and wish to take care of their household duties.

Table 5. The Demoraphic Profile of the Respondents in terms of Teching / Ancillary Load

	Teaching / Ancillary Load	Frequency	Percent
Valid	*6 teaching loads*	29	11.7
	less than 6 teaching loads	11	4.5
	less than 6 teaching loads with advisory class	8	3.2
	less than 6 teaching loads with coordinatorship	28	11.3
	less than 6 teaching loads with advisory class and coordinatorship	17	6.9
	7 teaching loads and above	11	4.5
	7 teaching loads and above with advisory class	27	10.9
	7 teaching loads and above with coordinatorship	8	3.2
	7 teaching loads and above with advisory class and coordinatorship	97	39.3
	Others	11	4.5
	Total	247	100.0

Table 5 shows the demographic profile of the respondents in terms of teaching load and ancillary load. It shows that *three percent* (n=8) of the respondents in Mauban District have less than 6 teaching loads with advisory class; it is followed by less than 6 teaching loads which is *four percent* (n=11) and be considered as underload; the same thing with the teacher respondents having 7 teaching loads and above which will be considered as overload. Consecutively, there are teachers having less than 6 teaching loads but with advisory class and coordinatorship garnering *seven percent* (n=17) and *nine percent* (n=23) which will be considered as regular since advisorship and coordinatorship has an equivalent value when it comes to computation of teaching load.

On the other hand, 11% (n=27) of the respondents have 7 teaching loads and above and still with advisory class. This is common in the Highly Proficient teachers. Furthermore, the highlight of this figure is obviously the high percentage of teachers having 7 teaching loads, with advisory class and have a coordinatorship which shows the overloading scenario of teachers in this locale garnering 42% (n=102) of the actual sample size. This would be alarming in the part of the teachers which might affect their level of performance in school.

Table 6. The Demographic Profile of the Respondents in terms of Highest Educational Attainment

	Educational Attainment	Frequency	Percent
Valid	*Bachelor's Degree Graduate*	67	27.1
	Masteral (with units)	115	46.6
	Masteral Degree Graduate	47	19.0
	Doctorate (with units	14	5.7
	Doctorate Degree Graduate	4	1.6
	Total	247	100.0

Table 6 shows the result of the survey on the demographic profile of the 247 proficient and highly proficient teachers as to the highest educational attainment. It is categorized as Bachelor's Degree Graduate, Masteral with units, Masteral degree graduate, doctorate with units and Doctorate degree graduate. The 46.6% (n=115) of the teacher-respondents have units taken in Master's degree which has the highest percentage among other degree levels. It is followed by bachelor's degree having 27.1% (n=67) of the sample size. These are the teachers who are not yet enrolled in Masters or taking any units in this degree. Furthermore, the Masteral degree graduates having 19% (n=47). On the other hand, the lowest percentage are the teachers who have taken units in Doctorate and the teachers who are already graduated at the Doctorate level having 5.7% (n=14) and 1.6% (n=4) consecutively. It implies that more teachers are currently taking Master of Arts in Education at present since they know that this will be a great help to their professional growth and development that can be used in their field; to improve themselves and the teaching and learning process. On the other hand, based on the empirical observation, the majority of teachers do not proceed to a doctorate program for many reasons; they may be contented with their education now; have difficulties in achieving a balance between work, personal life and doctoral studies and problems with socialization.

Table 7. The Demographic Profile of the Respondents in terms of Years in Service

	Years in Service	Frequency	Percent
Valid	*1-5 years*	53	21.5
	6-10 years	93	37.7
	11-15 years	48	19.4
	16-20 years	24	9.7

	Years in Service	Frequency	Percent
	21-25 years	14	5.7
	26-30 years	13	5.3
	31-35 years	1	.4
	36-40 years	1	.4
	Total	247	100.0

The demographic profile of the 247 teacher-respondents in terms of years in service in teaching is shown in the above table (Table 7). It is observed that 37.7% (n=93) of the proficient and highly proficient teachers rendered their service between 6 to 10 years. It is followed by 1-5 years in service which is 21.5%(n=53). The 19.4% (n=48) is the third for the teacher-respondents who rendered 11-15 years of service. On the other hand, there are only 9.7%% (n=24) of the respondents rendered 16-20 years; 5.7% (n=14) in 21-25 years; 5.3% (n=13) in 26-30 years and only 0.4% (n=1) for both 30-35 years and 36-40 years in service. It implies that majority of the proficient and highly proficient teachers are in the 1st to 15th year of service, thus in the early to middle year of service in the Department of Education. On the other hand, there are only few teachers who are rendering many years of service. It connotes also that there are lots of people who are getting education course and or staying in teaching careers in this 21st century.

Table 8. The Demographic Profile of the Respondents in terms of Teaching Position

	Teaching Position	Frequency	Percent
Valid	Teacher I	107	43.3
	Teacher II	67	27.1
	Teacher III	54	21.9
	Master Teacher I	11	4.5
	Master Teacher II	8	3.2
	Total	247	100.0

Table 8 shows the demographic profile of the 247 proficient and highly proficient teachers in Mauban South and Mauban North District in terms of their teaching position. It is observed that the greater number of teaching position is the Teacher I, garnering 43.3% (107) of the total sample; it is followed by Teacher II which is 27.1% (n=67) and Teacher III which is 21.9%(n=54). On the other hand, the least number of teaching position in Mauban District among the respondents are the Master Teacher I which is 4.5% (11) and Master teacher II which is only 3.2%(n=8). It implies that the higher the position is the lesser the number of teachers in that position; and vice versa. It connotes that the higher the position is the higher the standard and qualifications are; thus, the harder to reach.

TEACHER'S LEVEL OF SELF-EFFICACY IN PRACTICING THE PHILIPPINE PROFESSIONAL STANDARD FOR TEACHERS (PPST)

Below are the results of the study on the level of self-efficacy in practicing the Philippine Professional Standard for Teachers (PPST) in terms of quality, efficiency, and timeliness. It shows the mean score of the perceived answer of the respondents in each statement which focus on the level of self-efficacy. Moreover, it shows description as an interpretation of the mean score.

Table 9. Summary Table of Teacher's Level of Self-Efficacy in Practicing the Philippine Professional Standard for Teachers (PPST)

Level of Teacher's Efficacy in Practicing the Philippine Professional Standard for Teachers (PPST) Domains	**Mean**	**SD**	**VI**	**QD**
Duties and Responsibilities as to Quality	**4.432**	**.405**	Agree	*High Extent*
Duties and Responsibilities as to Efficiency	**4.415**	**.419**	Agree	*High Extent*
Duties and Responsibilities as to Timeliness	**4.407**	**.369**	Agree	*High Extent*
Overall	**4.418**	**0.398**	***Agree***	***High Extent***

Legend: 5.0-4.50 Strongly Agree (SA) 4.49-3.50 Agree(A) 3.49-2.50 Neither Agree nor Disagree (N) 2.49-1.50 Disagree (D) 1.49-1.0 Strongly Disagree (SD)

The above table (Table 9) shows the summary of teacher's level of self-efficacy in practicing the Philippine Professional Standard for Teachers as they perform their duties and responsibilities as to quality, efficiency and timeliness. The self-efficacy as to Quality has a mean of 4.432 which is interpreted as *High Extent*. Duties and responsibilities as to efficiency has a mean of 4.415 which is interpreted as *High Extent*. Likewise, in terms of timeliness, it has a mean score of 4.407 which also describes a as *High Extent.* Overall, it has a mean of 4.418 which totally describes as *High Extent*. It implies that Proficient and Highly Proficient teachers can perform and practice well their role as indicated in the PPST. They have a high extent level of self-efficacy when performing their duties and responsibilities as to quality, efficiency and timeliness.

Self-efficacy has become an important framework in education to predict and explain the perceptions and judgments that influence teachers' decisions and actions in the classroom. Teacher efficacy is a form of self-efficacy and is a powerful predictor of teaching performance. This is significant because teachers need to feel competent and confident in their ability to teach and reach all students. Teachers with a high sense of efficacy create mastery of creative experiences for their students whereas teachers with low instructional self-efficacy decrease students' cognitive development as well as students' judgments of their own capabilities (Pajares 2019).

Moreover, Pajares (2019) explained that the teacher's efficacy develops from a combination of mastery experience, vicarious experience, social persuasion, and physiological and emotional states. Mastery experience, the most powerful source of self-efficacy, develops through past successful accomplishments. Vicarious experience, the second most powerful source of efficacy, can be acquired based on what teachers observe, hear and read. When teachers observe effective instruction by their peers, teacher efficacy is strengthened. It is effective specifically if teachers are able to observe peers with a similar level of experience and proficiency. Social persuasion also has a strong influence on teacher self-efficacy. Sincere and genuine feedback from supportive school leaders and colleagues, parental acknowledgment of teacher performance, and student displays of enthusiasm in their learning are all forms of social persuasion. Teacher efficacy also develops through positive interpretations of physiological and emotional states. For example, when teachers experience feelings of excitement prior to introducing a new topic, or feelings of pleasure and satisfaction from the delivery of a successful lesson, their self-efficacy is boosted. (Pajares, 2019). The concepts of self-efficacy of teachers are related to how they perform their duties and responsibilities.

LEVEL OF CORE BEHAVIORAL COMPETENCIES

Below are the results of the study on the level of core behavioral competence in practicing the Philippine Professional Standard for Teachers (PPST) in terms of self-management and teamwork; professionalism, ethics and service orientation; and results focus and innovation. It shows the mean score of the perceived answer of the respondents in each statement which focus on the level of core behavioral competence. Moreover, it shows description as an interpretation of the mean score.

Table 10. Summary Table of Level of Core Behavioral Competencies

Core Behavioral Competencies	Mean	SD	VI	QD
Self-Management and Teamwork	4.447	.428	Agree	*High Extent*
Professionalism, Ethics and Service Orientation	4.520	.435	Strongly Agree	*Very High Extent*
Results Focus and Innovation	4.340	.414	Agree	*High Extent*
Overall	**4.436**	**0.426**	**Agree**	***High Extent***

Legend: 5.0-4.50 Strongly Agree (SA) 4.49-3.50 Agree(A) 3.49-2.50 Neither Agree nor Disagree (N) 2.49-1.50 Disagree (D) 1.49-1.0 Strongly Disagree (SD)

Table 10 shows the summary of the level of core behavioral competencies in terms of self-management and teamwork; professionalism, ethics and service orientation; and results focus and innovation. It shows among the three indicators that *professionalism, ethics and service orientation* has a mean of 4.520 which indicates that majority of the respondents are strongly agree that they Very Highly posters and practice their professionalism, ethics and service orientation in the field of teaching. It is followed by self-management and teamwork having a mean of 4.447 which the majority of the respondents are agree. It implies that they highly poster core behavioral competence in terms of self-management and teamwork. Likewise, results focus and innovation has a mean of 4.340 which the majority of the respondents agreeing and believing that they highly poster and practice their core behavioral competencies in terms of responsibility, resourcefulness, innovativeness and creativity. Overall, it has a mean of 4.436 denoting *High Extent* level of core behavioral competence.

Competency is a term used extensively by different people in different contexts; it is defined in different ways. Teacher education and job performance are two contexts in which this term is used. Competencies are the requirements of a "competency-based" teacher education and include the *knowledge, skills and values* a teacher-trainee must demonstrate for successful completion of a teacher education program.

LEVEL OF PERFORMANCE OF PUBLIC ELEMENTARY AND SECONDARY SCHOOL TEACHERS IN MAUBAN DISTRICT

Below are the results of the study on the level of elementary and secondary proficient and highly proficient teachers' performance in Mauban North and Mauban South District in terms of *content knowledge and pedagogy; learning environment and diversity of learners; curriculum planning, assessment and reporting; community linkages and professional engagement; and personal growth and professional development.* It shows the mean score of the perceived answer of the respondents in each statement which focus on the level of performance anchored on the PPST indicators. Moreover, it shows description as an interpretation of the mean score.

Table 11. Summary Table of the Level of Teacher's Performance

PPST Domain	Mean	SD	VI
Content Knowledge and Pedagogy	4.468	.452	*Very Satisfactory*
Learning Environment and Diversity of Learners	4.468	.452	*Very Satisfactory*
Curriculum Planning, Assessment and Reporting	4.440	.474	*Very Satisfactory*
Community Linkages and Professional Engagement	4.420	.428	*Very Satisfactory*
Personal Growth and Professional Development	4.500	.467	*Outstanding*
Overall	**4.459**	**.455**	***Very Satisfactory***

Legend: 5.0-4.50 Outstanding(O) 4.49-3.50 Very Satisfactory (VS) 3.49-2.50 Satisfactory (S) 2.49-1.50 Unsatisfactory (U) 1.49-1.0 Poor (P)

Table 11 shows the summary of the level of performance of teachers based on the PPST indicators. This includes content knowledge and pedagogy; learning environment and diversity of learners; curriculum planning, assessment and reporting; community linkages and professional engagement; and personal growth and professional development. It is obviously observed that in terms of *personal growth and development*, a mean of 4.500 is reflected indicating an *outstanding* performance level. It is followed by *content knowledge and pedagogy* and *learning environment and diversity of learners* having a mean of both 4.468 which means *very satisfactory* performance. Additionally, it has also a *very satisfactory* performance *for curriculum planning, assessment and reporting* and *community linkages and professional* engagement having a mean of 4.440 and 4.420 consecutively. It has an overall mean of 4.459 which falls under *very satisfactory* level.

It implies that teachers can perform well and practice very satisfactorily those indicators in the Philippine Professional Standard for Teachers (PPST) especially when it comes to personal growth and professional development since the majority of teachers are still enhancing their knowledge and skills in teaching, they enroll in the graduate program and trainings and seminars that would lift their teaching skills as well as improve their career path, thus, teaching is always a life-long learning process. The performance on this had a parallel effect in the content knowledge and pedagogy which is the main target of the teachers including the learning environment and considering the diversity of learners.

The performance of a teacher is the work accomplished in performing the duties assigned to him. The existence of satisfaction and motivation in carrying out duties as a teacher also helped improve the performance achieved and the creation of learning fun. Based on readings, many factors can lead to job satisfaction, such as age, years of service, remuneration derived, and the number of family responsibilities, which in turn have an impact on work performance, discipline, and quality of work. Performance is used as the basis for the evaluation and assessment or the system is an important force to influence the behavior of that work. Four factors are measured in the assessment of job performance as mentioned in the study of Warneri (2019), namely: performance, conformance, dependability, and personal adjustment.

SIGNIFICANT DIFFERENCE IN TEACHERS' SELF-EFFICACY AND CORE BEHAVIORAL COMPETENCE ACCORDING TO DEMOGRAPHIC PROFILE

This part shows the result in testing the significant difference in teachers' self-efficacy according to demographic profile in terms of the number of teaching / ancillary load; highest educational attainment; years of service and teaching position. Likewise, it also shows the result in testing the significant difference in core behavioral competence according to demographic profile in terms of the number of teaching / ancillary load; highest educational attainment; years of service and teaching position. Thus, it shows the decision whether to reject or not to reject the null hypothesis "Is there a significant difference on teacher's level of self-efficacy and core behavioral competence when they are grouped according to their profile."

Table 12. Test of Significant Difference in Teachers' Self-Efficacy and Core Behavioral Competence Level when Grouped According to Teaching / Ancillary Load

		Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
MnA	Between Groups	.722	9	.080	.481	.887
	Within Groups	39.551	237	.167		
	Total	40.274	246			
MnB	Between Groups	1.024	9	.114	.640	.762
	Within Groups	42.157	237	.178		
	Total	43.182	246			

		Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
MnC	Between Groups	1.258	9	.140	1.026	.420
	Within Groups	32.289	237	.136		
	Total	33.547	246			
MnSelfEff	Between Groups	.628	9	.070	.583	.811
	Within Groups	28.371	237	.120		
	Total	28.999	246			
MnSMT	Between Groups	2.681	9	.298	1.669	.097
	Within Groups	42.294	237	.178		
	Total	44.975	246			
MnProf	Between Groups	2.122	9	.236	1.261	.259
	Within Groups	44.330	237	.187		
	Total	46.453	246			
mnF	Between Groups	.667	9	.074	.422	.922
	Within Groups	41.574	237	.175		
	Total	42.241	246			
MnCore	Between Groups	1.414	9	.157	1.212	.288
	Within Groups	30.717	237	.130		
	Total	32.131	246			

Legend: MnA (Efficacy as to Quality); MnB (Efficacy as to Efficiency); MnC (Efficacy as to Timeliness); MnSelfEf (Efficacy); MnSMT (Self-Management and Teamwork); MnProf (Professionalism, Ethics and Service Orientation); mnF (Results Focus and Innovation); MnCore (Core Behavioral Competence)

Table 12 shows the result of the significant difference in teachers' self-efficacy and core behavioral competence level in practicing the PPST domains when grouped according to teaching / ancillary load. These results came from 247 proficient and highly proficient teachers of Mauban North and Mauban South District.

Self-Efficacy and Teaching/ Ancillary Load

When it comes to the significant difference in the level of self-efficacy and teaching/ancillary load of teachers, the self-efficacy in practicing the duties and responsibilities based on the PPST domain as to quality has a p-value of 0.887 (F=0.481) at 0.05 alpha level which means not to reject the null hypothesis. It shows that the self-efficacy in practicing the PPST domain as to quality based on the number of teaching and ancillary load is *Not Significant*. Likewise, the self-efficacy in practicing the PPST domain as to efficiency based on the number of teaching and ancillary load is also *Not Significant* having a p-value of 0.762 (F=0.640) which is higher than the alpha level of 0.05, thus not rejecting the hypothesis. Moreover, the self-efficacy in practicing the duties and responsibilities of proficient and highly proficient teachers as to timeliness based on their teaching and ancillary load has a p-value of 0.420 (F=1.026) which is higher than 0.05 which means not to reject the hypothesis, thus *Not Significant*.

In summary, the level of self-efficacy of teachers in practicing the duties and responsibilities based on the Philippine Professional Standard for Teachers domains has a p-value of 0.811 (F=0.583) at 0.05 with the df of 246. This p-value is higher than the alpha level of 0.05 thus not rejecting the null hypothesis. This means that the level of self-efficacy of teachers in practicing the duties and responsibilities according to teaching load and ancillary load is *Not Significant*. Meaning, there is no significant difference in the level of teachers' efficacy when grouped according to their profile as to teaching and ancillary load. The profile of the teachers as to teaching and ancillary load has no effect in the teachers' self-efficacy level in practicing the duties and responsibilities

according to PPST domains as to quality, efficiency and timeliness. Teachers' self-efficacy in performing their duties and responsibilities is not dependent on the number of their teaching load and ancillary load. Thus, the number of teaching load and ancillary load has no effect to efficacy.

The result of this study contradicts the study of Bhadoriya (2015) which presented her study and analyzed the teaching efficiency of school teachers. The findings of the study are that school teachers possess above-average levels of teaching efficiency. General and science stream school teachers do differ significantly with regard to their teaching efficiency. Science teachers have higher teaching efficiency than general stream teachers.

Core Behavioral Competence and Teaching/ Ancillary Load

On the other hand, this also shows the result of the significant difference of the level of core behavioral competence of teachers based on PPST when grouped according to teaching load and or ancillary load. This core behavioral competence comprises self-management and teamwork; professionalism, ethics and service orientation; and results focus and innovation. It shows that the significant difference on the core behavioral competence as to self-management and teamwork according to teaching load/ancillary load has a p-value of 0.097 (F=1.669) which is higher than the alpha level of 0.05. It suggests to not reject the hypothesis, thus *Not Significant.* It implies that self-management and teamwork competence of teachers does not affect by the number of teaching load/ ancillary load. Likewise, the significant difference of professionalism, ethics and service orientation competence of teachers according to teaching/ancillary load has a p-value of 0.259 (F=1.261) which is also higher than the alpha level of 0.05 which suggests to not reject the hypothesis; thus, the result is *Not Significant.* It implies that the number of teaching and ancillary load of teachers do not significantly affect the professionalism, ethics and service orientation competence of the teachers. Moreover, the results, focus and innovation competence of teachers according to teaching/ancillary load has a p-value of 0.922 (F=0.422) which is also higher than the alpha level of 0.05 which suggests to not reject the hypothesis; thus, the result is *Not Significant.* It implies that the number of teaching and ancillary load of teachers do not significantly affect the results, focus and innovation competence of teachers.

In summary, the result of the significant difference of practicing the core behavioral competence according to the number of teaching load/ancillary load has a p-value of 0.288 (F=1.212). This value is higher than the alpha level of 0.05 which suggest to not reject the hypothesis, thus *not significant*. It denotes that there is no significant difference in the level of core behavioral competence of teachers when grouped according to the number of teaching load/ ancillary load. It implies that no matter what the number of teaching load or ancillary load of teachers in Mauban District it would not affect their level of core behavioral competence. Teachers' practice of core behavioral competence does not affect by the number of teaching load and or ancillary load. Teachers still manage and practice their competence whatever the heavier of their teaching/ ancillary load is.

Table 13. Test of Significant Difference in Teachers' Self-Efficacy and Core Behavioral Competence Level when Grouped According to Highest Educational Attainment

		Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
MnA	Between Groups	.312	4	.078	.472	.756
	Within Groups	39.962	242	.165		
	Total	40.274	246			
MnB	Between Groups	.498	4	.125	.706	.589
	Within Groups	42.684	242	.176		
	Total	43.182	246			

		Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
MnC	Between Groups	.520	4	.130	.952	.435
	Within Groups	33.027	242	.136		
	Total	33.547	246			
MnSelfEff	Between Groups	.372	4	.093	.787	.534
	Within Groups	28.627	242	.118		
	Total	28.999	246			
MnSMT	Between Groups	1.425	4	.356	1.980	.098
	Within Groups	43.550	242	.180		
	Total	44.975	246			
MnProf	Between Groups	2.267	4	.567	3.105	.016
	Within Groups	44.185	242	.183		
	Total	46.453	246			
mnF	Between Groups	.148	4	.037	.213	.931
	Within Groups	42.093	242	.174		
	Total	42.241	246			
MnCore	Between Groups	.669	4	.167	1.286	.276
	Within Groups	31.462	242	.130		
	Total	32.131	246			

Legend: MnA (Efficacy as to Quality); MnB (Efficacy as to Efficiency); MnC (Efficacy as to Timeliness); MnSelfEf (Efficacy); MnSMT (Self-Management and Teamwork); MnProf (Professionalism, Ethics and Service Orientation); mnF (Results Focus and Innovation); MnCore (Core Behavioral Competence)

Table 13 shows the result of the significant difference in teachers' self-efficacy and core behavioral competence level in practicing the PPST domains when grouped according to highest educational attainment. These results came from 247 proficient and highly proficient teachers of Mauban North and Mauban South District.

Self-Efficacy and Highest Educational Attainment

When it comes to the significant difference in the level of self-efficacy and highest educational attainment of teachers, the self-efficacy in practicing the duties and responsibilities based on the PPST domain as to quality has a p-value of 0.756 (F=0.472) at 0.05 alpha level which means not to reject the null hypothesis. It shows that the self-efficacy in practicing the PPST domain as to quality based on the highest educational attainment is *Not Significant*. Likewise, the self-efficacy in practicing the PPST domain as to efficiency based on the highest educational attainment is also *Not Significant* having a p-value of 0.589 (F=0.706) which is higher than the alpha level of 0.05, thus not rejecting the hypothesis. Moreover, the self-efficacy in practicing the duties and responsibilities of proficient and highly proficient teachers as to timeliness based on their highest educational attainment has a p-value of 0.435 (F=0.952) which is higher than 0.05 which means not to reject the hypothesis, thus *Not Significant*.

In summary, the level of self-efficacy of teachers in practicing the duties and responsibilities based on the Philippine Professional Standard for Teachers domains as to highest educational attainment has a p-value of 0.534 (F=0.787) at 0.05 with the df of 246. This p-value is higher than the alpha level of 0.05 thus not to reject the null hypothesis. This means that the level of self-efficacy of teachers in practicing the duties and responsibilities according to highest educational attainment is *Not Significant*. Meaning, there is no significant difference in the level of teachers' efficacy when grouped according to their profile as to highest educational attainment. The profile of the teachers as to highest educational attainment has no effect in the teachers' self-efficacy level

in practicing the duties and responsibilities based on PPST domains as to quality, efficiency and timeliness. Teachers' self-efficacy in performing their duties and responsibilities is not dependent on the highest educational attainment. Thus, the highest educational attainment has no effect in teachers' efficacy in practicing their duties and responsibilities.

Core Behavioral Competence and Highest Educational Attainment

On the other hand, this also shows the result of the significant difference of the level of core behavioral competence of teachers based on PPST when grouped according to highest educational attainment. This core behavioral competence comprises self-management and teamwork; professionalism, ethics and service orientation; and results focus and innovation. It shows that the significant difference on the core behavioral competence as to self-management and teamwork according to highest educational attainment has a p-value of 0.098 (F=1.980) which is higher than the alpha level of 0.05. It suggests to not reject the hypothesis, thus *Not Significant.* It implies that self-management and teamwork competence of teachers does not affect by the educational attainment. In contrast, the significant difference of professionalism, ethics and service orientation competence of teachers according to highest educational attainment has a p-value of 0.016 (F=3.105) which is less than the alpha level of 0.05 which suggests to reject the hypothesis; thus, the result is *Significant.* It implies that the educational attainment of teachers significantly affects the professionalism, ethics and service orientation competence of the teachers. Moreover, the results, focus and innovation competence of teachers according to educational attainment has a p-value of 0.931 (F=0.213) which is higher than the alpha level of 0.05 which suggests not rejecting the hypothesis; thus, the result is *Not Significant.* It implies that the highest educational attainment of teachers does not significantly affect the results, focus and innovation competence of teachers.

In summary, the result of the significant difference of practicing the core behavioral competence according to the highest educational attainment has a p-value of 0.276 (F=1.286). This value is higher than the alpha level of 0.05 which suggest not rejecting the null hypothesis; thus, the result is *not significant*. It denotes that there is no significant difference in the level of core behavioral competence of teachers when grouped according to the highest educational attainment. It implies that no matter what the highest educational attainment of teachers is, it would not affect their level of core behavioral competence. Teachers' practice of core behavioral competence does not affect by the highest educational attainment. Teachers still manage and practice their competence whatever the level of their educational attainment is.

Table 14. Significant Difference in Teachers' Self-Efficacy and Core Behavioral Competence Level when Grouped According to Years of Service

		Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
MnA	Between Groups	1.314	7	.188	1.152	.332
	Within Groups	38.960	239	.163		
	Total	40.274	246			
MnB	Between Groups	.627	7	.090	.503	.832
	Within Groups	42.555	239	.178		
	Total	43.182	246			
MnC	Between Groups	1.045	7	.149	1.098	.365
	Within Groups	32.501	239	.136		
	Total	33.547	246			
SelfEfficacy	Between Groups	.708	7	.101	.855	.543
	Within Groups	28.291	239	.118		
	Total	28.999	246			

		Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
MnD	Between Groups	.733	7	.105	.566	.784
	Within Groups	44.242	239	.185		
	Total	44.975	246			
MnE	Between Groups	1.659	7	.237	1.265	.269
	Within Groups	44.794	239	.187		
	Total	46.453	246			
MnF	Between Groups	.801	7	.114	.660	.706
	Within Groups	41.440	239	.173		
	Total	42.241	246			
Core	Between Groups	.788	7	.113	.859	.540
	Within Groups	31.341	239	.131		
	Total	32.129	246			

Legend: MnA (Efficacy as to Quality); MnB (Efficacy as to Efficiency); MnC (Efficacy as to Timeliness); MnSelfEf (Efficacy); MnSMT (Self-Management and Teamwork); MnProf (Professionalism, Ethics and Service Orientation); mnF (Results Focus and Innovation); MnCore (Core Behavioral Competence)

Table 14 shows the result of the significant difference in teachers' self-efficacy and core behavioral competence level in practicing the PPST domains when grouped according to years of service. These results came from 247 proficient and highly proficient teachers of Mauban North and Mauban South District.

Self-Efficacy and Years of Service

When it comes to the significant difference in the level of self-efficacy and years of service of teachers, the self-efficacy in practicing the duties and responsibilities based on the PPST domain as to quality has a p-value of 0.332 (F=1.152) at 0.05 alpha level which means not to reject the null hypothesis. It shows that the self-efficacy in practicing the PPST domain as to quality based on the years of service is *Not Significant*. Likewise, the self-efficacy in practicing the PPST domain as to efficiency based on the years of service is also *Not Significant* having a p-value of 0.832 (F=0.503) which is higher than the alpha level of 0.05, thus not rejecting the hypothesis. Moreover, the self-efficacy in practicing the duties and responsibilities of proficient and highly proficient teachers as to timeliness based on their years of service has a p-value of 0.365 (F=1.098) which is higher than 0.05 which means not to reject the hypothesis, thus *Not Significant*.

In summary, the level of self-efficacy of teachers in practicing the duties and responsibilities based on the Philippine Professional Standard for Teachers domains as to the years of service has a p-value of 0.543 (F=0.855) at 0.05 with the df of 246. This p-value is higher than the alpha level of 0.05 thus not to reject the null hypothesis. This means that the level of self-efficacy of teachers in practicing the duties and responsibilities according to years of service is *Not Significant*. Meaning, there is no significant difference in the level of teachers' efficacy when grouped according to their profile as to years of service. The profile of the teachers as to years of service has no effect in the teachers' self-efficacy level in practicing the duties and responsibilities based on PPST domains as to quality, efficiency and timeliness. Teachers' self-efficacy in performing their duties and responsibilities is not dependent on the years of service. Thus, the years of service has no effect in teachers' efficacy in practicing their duties and responsibilities.

There is a significant difference between a self-financed and an Aided teacher in teaching efficiency. An aided school teacher possesses a higher level of teaching efficiency than self-finance school teachers. In this scenario, it can be concluded that a teacher's efficiency can be correlated to their teaching experience, the subject taught, either a male or a female as well as the years of experience. Regarding the total service of the sample teachers, those who have more years of total service (31 and over) show

greater self-efficacy in terms of involving students in the requirements of school and the implementation of alternative teaching strategies than those who have fewer years (0-10) of total service (Zogopoulos & Karanikola, 2020)

Core Behavioral Competence and Years of Service

On the other hand, this also shows the result of the significant difference of the level of core behavioral competence of teachers based on PPST when grouped according to years of service. This core behavioral competence comprises self-management and teamwork; professionalism, ethics and service orientation; and results focus and innovation. It shows that the significant difference on the core behavioral competence as to self-management and teamwork according to years of service has a p-value of 0.784 (F=0.566) which is higher than the alpha level of 0.05. It suggests to not reject the hypothesis, thus *Not Significant.* It implies that self-management and teamwork competence of teachers does not affect by the educational attainment. Likewise, the significant difference of professionalism, ethics and service orientation competence of teachers according to years of service has a p-value of 0.269 (F=1.265) which is higher than the alpha level of 0.05 which suggests not to reject the hypothesis; thus, the result is *Not Significant.* It implies that the years of service of teachers do not significantly affect the professionalism, ethics and service orientation competence of the teachers. Moreover, the results, focus and innovation competence of teachers according to years of service has a p-value of 0.706 (F=0.660) which is higher than the alpha level of 0.05 which suggests not to reject the hypothesis; thus, the result is *Not Significant.* It implies that the years of service of teachers do not significantly affect the results, focus and innovation competence of teachers.

In summary, the result of the significant difference of practicing the core behavioral competence according to the years of service has a p-value of 0.540 (F=0.859). This value is higher than the alpha level of 0.05 which suggest not to reject the null hypothesis; thus, the result is *not significant*. It denotes that there is no significant difference in the level of core behavioral competence of teachers when grouped according to the years of service. It implies that no matter what the years of service of teachers render, it would not affect their level of core behavioral competence. Teachers' practice of core behavioral competence does not affect by the years of service render. Teachers still practice their core behavioral competence whatever the number of years of service they have render.

Table 15. Significant Difference in Teachers' Self-Efficacy and Core Behavioral Competence Level when Grouped According to Teaching Position

		Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
MnA	Between Groups	.073	4	.018	.110	.979
	Within Groups	40.201	242	.166		
	Total	40.274	246			
MnB	Between Groups	.114	4	.029	.161	.958
	Within Groups	43.067	242	.178		
	Total	43.182	246			
MnC	Between Groups	.337	4	.084	.613	.654
	Within Groups	33.210	242	.137		
	Total	33.547	246			
SelfEfficacy	Between Groups	.083	4	.021	.174	.951
	Within Groups	28.916	242	.119		
	Total	28.999	246			
MnD	Between Groups	.104	4	.026	.141	.967
	Within Groups	44.871	242	.185		
	Total	44.975	246			

		Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
MnE	Between Groups	.073	4	.018	.095	.984
	Within Groups	46.380	242	.192		
	Total	46.453	246			
MnF	Between Groups	.593	4	.148	.862	.487
	Within Groups	41.648	242	.172		
	Total	42.241	246			
Core	Between Groups	.093	4	.023	.175	.951
	Within Groups	32.037	242	.132		
	Total	32.129	246			

Legend: MnA (Efficacy as to Quality); MnB (Efficacy as to Efficiency); MnC (Efficacy as to Timeliness); MnSelfEf (Efficacy); MnSMT (Self-Management and Teamwork); MnProf (Professionalism, Ethics and Service Orientation); mnF (Results Focus and Innovation); MnCore (Core Behavioral Competence)

Table 15 shows the result of the significant difference in teachers' self-efficacy and core behavioral competence level in practicing the PPST domains when grouped according to teaching position. These results came from 247 proficient and highly proficient teachers of Mauban North and Mauban South District.

Self-Efficacy and Teaching Position

When it comes to the significant difference in the level of self-efficacy and teaching position, the self-efficacy in practicing the duties and responsibilities based on the PPST domain as to quality has a p-value of 0.979 (F=0.110) at 0.05 alpha level which means not to reject the null hypothesis. It shows that the self-efficacy in practicing the PPST domain as to quality based on the teaching position is *Not Significant*. Likewise, the self-efficacy in practicing the PPST domain as to efficiency based on the teaching position is also *Not Significant* having a p-value of 0.958 (F=0.161) which is higher than the alpha level of 0.05, thus not rejecting the hypothesis. Moreover, the self-efficacy in practicing the duties and responsibilities of proficient and highly proficient teachers as to timeliness based on their teaching position has a p-value of 0.654 (F=0.613) which is higher than 0.05 which means not to reject the hypothesis, thus *Not Significant*.

In summary, the level of self-efficacy of teachers in practicing the duties and responsibilities based on the Philippine Professional Standard for Teachers domains as to teaching position has a p-value of 0.951 (F=0.174) at 0.05 with the df of 246. This p-value is higher than the alpha level of 0.05 thus not to reject the null hypothesis. This means that the level of self-efficacy of teachers in practicing the duties and responsibilities according to teaching position is *Not Significant*. Meaning, there is no significant difference in the level of teachers' efficacy when grouped according to their profile as to teaching position. The profile of the teachers as to teaching position has no effect in the teachers' self-efficacy level in practicing the duties and responsibilities based on PPST domains as to quality, efficiency and timeliness. Teachers' self-efficacy in performing their duties and responsibilities is not dependent on the teaching position. Thus, the teaching position has no effect in teachers' efficacy in practicing their duties and responsibilities.

Core Behavioral Competence and Teaching Position

On the other hand, this also shows the result of the significant difference of the level of core behavioral competence of teachers based on PPST when grouped according to teaching position. This core behavioral competence comprises self-management and teamwork; professionalism, ethics and service orientation; and results focus and innovation. It shows that the significant difference on the core behavioral competence as to self-management and teamwork according to teaching position has a p-value of 0.967 (F=0.141) which is higher than the alpha level of 0.05. It suggests to not reject the hypothesis, thus *Not Significant.* It implies

that self-management and teamwork competence of teachers does not affect by the teaching position. Likewise, the significant difference of professionalism, ethics and service orientation competence of teachers according to teaching position has a p-value of 0.984 (F=0.095) which is higher than the alpha level of 0.05 which suggests not to reject the hypothesis; thus, the result is *Not Significant.* It implies that the teaching position of teachers do not significantly affect the professionalism, ethics and service orientation competence of the teachers. Moreover, the results, focus and innovation competence of teachers according to teaching position has a p-value of 0.487 (F=0.862) which is higher than the alpha level of 0.05 which suggests not to reject the hypothesis; thus, the result is *Not Significant.* It implies that the teaching position of teachers does not significantly affect the results, focus and innovation competence of teachers.

In summary, the result of the significant difference of practicing the core behavioral competence according to the teaching position has a p-value of 0.951 (F=0.175). This value is higher than the alpha level of 0.05 which suggest not to reject the null hypothesis; thus, the result is *not significant*. It denotes that there is no significant difference in the level of core behavioral competence of teachers when grouped according to the teaching position. It implies that no matter what the teaching position of teachers is, it would not affect their level of core behavioral competence. Teachers' practice of core behavioral competence does not affect by the teaching position. Teachers still manage and practice their competence whatever the level of their teaching position is.

Regarding other demographic characteristics (level of education, total service) they present a statistically significant effect on the perceptions of the sample teachers regarding their self-efficacy. Specifically: a) Regarding the level of studies, those who have a higher level of studies (postgraduate, 2nd degree) show a greater degree of self-efficacy in terms of students' involvement in the learning process (Zogopoulos & Karanikola, 2020).

Soriano (2019) explained the concept relative to this demographic profile and teacher's level of core behavioral competence. The title of the research is Profile and Performance Level of Core Behavioral Competencies and Skills of Dipintin High School Teachers. In this study, it is stated that teacher competence is one of the most important factors in influencing students' performance. With the introduction of the RPMS-PPST, teachers must be equipped with the Core Behavioral Competencies and Skills needed in the attainment of the objectives in the Key Result Areas in order to become highly proficient. The Core Behavioral Competencies evaluated are Self-Management, Professionalism and Ethics, Result Focus, Teamwork, Service Orientation and Innovation, while in the Core Skills: Written Communication, Oral Communication and Computer/ ICT Skills. Competencies and Skills have 5 indicators each. Furthermore, the results show that there is a positive relationship between the age and years of experience of the respondents in Self-Management and Professionalism and Ethics. The younger the teacher with less experience, manifests greater need for the enhancement of Self-Management and Professionalism and Ethics. The performance level in the core behavioral competencies and skills did not affect the rating in the RPMS-PPST, but are factors in the attainment of the objectives in the Key Result Areas. Teachers should be role models in the performance of the core behavioral competencies and skills in order for them to become Highly Proficient.

The teachers can still effectively perform their duty and responsibility as professionals even in the presence of workload. Furthermore, the teacher-respondents' age, educational attainment, and years of teaching experience have no direct influence on workload given to the grade one teachers as well as their own well-being. Therefore, it was concluded that teaching effectiveness does not depend on the tasks and functions given to the teachers, hence, they still achieve satisfactory ratings despite the fact that they are bombarded with designation and responsibility (Magalon & Torreon, 2021).

TEST OF SIGNIFICANT RELATIONSHIP BETWEEN TEACHERS' LEVEL OF SELF-EFFICACY, CORE BEHAVIORAL COMPETENCE AND PERFORMANCE AMONG PUBLIC

ELEMENTARY AND SECONDARY SCHOOL TEACHERS IN MAUBAN DISTRICT

This part shows the result in testing the significant relationship between teachers' level of self-efficacy, core behavioral competence and performance among public elementary and secondary school teachers in Mauban District. It tests the strength and direction of relationship between teachers' self-efficacy (such as quality, efficiency and timeliness), core behavioral competence (such as self-management and teamwork; professionalism, ethics and service orientation; and results focus and innovation) and teachers' performance (such as content knowledge and pedagogy; learning environment and diversity of learners; curriculum planning, assessment and reporting; community linkages and professional engagement, personal growth and professional development). It shows the relationship between self-efficacy and performance and the relationship between core behavioral competence and the performance of the respondents in Mauban District.

Table 16. Test of Relationship between Teacher's Levels of Self-efficacy, core behavioral competencies and Performance

Independent Variables	Teachers' Performance					
	Content Knowledge and Pedagogy	Learning Environment and Diversity of Learners	Curriculum, Planning, Assessment and Reporting	Community Linkages and Professional Engagement	Personal Growth and Professional Development	Overall Teachers' Performance
Teacher's Self-Efficacy						
Quality	.448**	.401**	.453**	.374**	.437**	.507**
Efficiency	.553**	.499**	.546**	.403**	.431**	.584**
Timeliness	.374**	.473**	.496**	.348**	.390**	.499**
Overall Self-Efficacy	.535**	.530**	.578**	.436**	.487**	.616**
Teachers' Core Behavioral Competence						
Self-Management and Teamwork	.454**	.548**	.555**	.421**	.413**	.573**
Professionalism, Ethics and Service Orientation	.525**	.593**	.596**	.588**	.592**	.693**
Results Focus and Innovation	.619**	.592**	.679**	.533**	.567**	.718**
Overall Core Behavioral Competencies	.626**	.680**	.714**	.606**	.617**	.778**

***. Correlation is significant at the 0.01 level (2-tailed).*

Pearson correlation coefficient (r) value	*Strength*	*Direction*
Greater than .5	*Strong*	*Positive*
Between .3 and .5	*Moderate*	*Positive*
Between 0 and .3	*Weak*	*Positive*
0	*None*	*None*
Between 0 and –.3	*Weak*	*Negative*
Between –.3 and –.5	*Moderate*	*Negative*
Less than –.5	*Strong*	*Negative*

Legend: *Turney, S. (2022, December 05). Pearson Correlation Coefficient (r) | Guide & Examples. Scribbr. Retrieved April 11, 2023, from https://www.scribbr.com/statistics/pearson-correlation-coefficient/*

Table 16 shows the relationship between teacher's levels of self-efficacy, core behavioral competencies and performance of teacher. Teacher's self-efficacy and teachers' core behavioral competence are the two independent variables while the teachers' performance is the dependent variable. Teacher's self-efficacy has three indicators, quality, efficiency and timeliness also, the same with the core behavioral competence such as self-management and teamwork; professionalism, ethics and service orientation; and results focus and innovation. Under the teachers' performance are content knowledge and pedagogy; learning environment and diversity of learners; curriculum, planning, assessment and reporting; community linkages and professional engagement; and personal growth and professional development.

Teacher's Self-Efficacy and Teachers' Performance

It is shown in the table 29 that teacher's self-efficacy in terms of quality in practicing their duties and responsibilities in relation to teacher's performance such as content knowledge and pedagogy; learning environment and diversity of learners; curriculum planning, assessment, and reporting; community linkages and professional engagement; and personal growth and professional development has an overall r-values of 0.507 which is significantly correlated at 0.01 level, denoting that it has a *strong positive correlation*. Therefore, there is a strong positive relationship between self-efficacy (in terms of quality) and the level of performance of proficient and highly proficient teachers in the Mauban District. The higher the self-efficacy of teachers (in terms of quality), the higher their performance. Seemingly, the teacher's self-efficacy in terms of efficiency in relation to the domains of teacher's performance has an overall r-value of 0.584 which evidently show that it has *strong positive correlation*. Therefore, there is a strong positive relationship between self-efficacy (in terms of efficiency) and the level of performance of teachers. The higher their self-efficacy (in terms of efficiency) in practicing the PPST domains, the higher their performance. Furthermore, in terms of self-efficacy in terms of timeliness and the level of performance, it has an average r-value of 0.499 which denotes *moderate positive correlation* at 0.01 level. It implies that the higher the level of self-efficacy of teachers (in terms of timeliness) in practicing the PPST domain when it comes to duties and responsibilities, the higher the performance level.

Concisely, the level of self-efficacy (*in terms of quality, efficiency, and timeliness*) in practicing the PPST domains and the level of performance of teachers (*in terms of content knowledge and pedagogy; learning environment and diversity of learners; curriculum, planning, assessment, and reporting; community linkages and professional engagement; and personal growth and professional development*) has an r-value of 0.616 which is interpreted as *strongly positive correlation* at 0.01 level. It implies that the higher the self-efficacy of the teachers, the higher the level of their performance. Therefore, there is a significant relationship between the level of self-efficacy and the level of performance of teachers which describe as a *strong positive relationship*.

Self-efficacy is regarded as one of the important aspects that could help teachers to achieve their learning goals and optimal work performance. The higher the self-efficacy, the higher the performance of the teacher (Ramdani et.al., 2020). Mujanah (2020) presented a statement similar to the concept given. According to the research, "Self-efficacy is the ability to get things done according to their expectations, and it is important to increase employee performance in the companies. In addition, competence has a significant effect on career development, and employees who have high competence will improve their performance for the better."

The study of Cocca et. Al., (2018) explained that teachers' educational background (highest educational attainment) is not significantly correlated with their self-efficacy.

Resource support is found as the only significant predictor of Self-efficacy in their sample of teachers. The authors suggest that those teachers may have a distorted perception of their in-class performance, which could drive a lower quality of the teaching-learning process. Therefore, in the future, professional training programs should focus on promoting a more realistic understanding and awareness of teachers' actions in the classroom as the first step of any intervention aiming to increase teaching quality.

Choi et.al. (2018) explained that the higher efficacy beliefs in classroom management were, the more likely teachers were to use communication-focused practices which is one of the duties and responsibilities of teachers to be performed based on the *PPST framework*. In contrast, efficacies in instructional strategies and student engagement had no effects on communicative teaching.

Teachers' Core Behavioral Competence and Teachers' Performance

It is shown in the table 15 that teacher's core behavioral competence in terms of self-management and teamwork in practicing their duties and responsibilities in relation to teacher's performance such as content knowledge and pedagogy; learning environment and diversity of learners; curriculum planning, assessment, and reporting; community linkages and professional engagement; and personal growth and professional development has an overall r-value of 0.573 which is significantly correlated at 0.01 level, denoting that it has a *strong positive correlation*. Therefore, there is a strong positive relationship between core behavioral competence (in terms of self-management and teamwork) and the level of performance of proficient and highly proficient teachers in the Mauban District. The higher the teacher's core behavioral competence (in terms of self-management and teamwork), the higher their performance. Seemingly, the teacher's core behavioral competence in terms of professionalism, ethics and service orientation in relation to the domains of teacher's performance has an overall r-values of 0.693 which evidently observed that all of these have *strong positive correlation* at 0.01 level. Therefore, there is a strong positive relationship between the core behavioral competence of teacher (in terms of professionalism, ethics and service orientation) and the level of performance of teachers. The higher their core behavioral competence (in terms of professionalism, ethics and service orientation) in practicing the PPST domains, the higher their performance. Furthermore, in terms of core behavioral competence of teachers in terms of results focus and innovation and the level of performance, it has an average r-value of 0.718 which denotes *strong positive correlation* at 0.01 level. It implies that the higher the level of core behavioral competence of teachers (in terms of results focus and innovation) in practicing the PPST domain when it comes to duties and responsibilities, the higher the level of their performance.

Concisely, the level of core behavioral competence (*in terms of self-management and teamwork; professionalism, ethics and service orientation; results focus and innovation*) in practicing the PPST domains and the level of performance of teachers (*in terms of content knowledge and pedagogy; learning environment and diversity of learners; curriculum, planning, assessment, and reporting; community linkages and professional engagement; and personal growth and professional development*) has an r-value of 0.778 which is interpreted as *strongly positive correlation* at 0.01 level. It implies that the higher the core behavioral competence of the teachers, the higher the level of their performance. Therefore, there is a significant relationship between the level of core behavioral competence and the level of performance of teachers which describe as a *strong positive relationship*.

Competencies are capacities gained through preparing, experience, and reflection. Skills center around how and how the instructors should deal with and take part in the fundamental components of educating. The inquiry is, the thing that capabilities are required by educators to adequately execute the center practices that will lead understudies to learning and prosperity. In spite of the fact that there is no all-around acknowledged meaning of capability-based instruction.

The result obtained from the study of Ayeni (2018) indicated that there is a significant relationship between teachers' professional ethics and instructional tasks performance in secondary schools. Based on the findings, teachers' professional ethics and instructional tasks have significant influence on students' academic performance. This implied that most teachers complied with professional ethics and demonstrated the desired commitment to instructional task performance in secondary schools. Also, the state government in collaboration with other relevant stakeholders in the education sector should create an enabling environment to enhance teachers' professional ethical standards and provide adequate learning facilities/materials to boost teachers' instructional tasks performance and achieve better academic performance of students in secondary schools.

REGRESSION ANALYSIS OF TEACHERS' PERFORMANCE ON TEACHERS' SELF-EFFICACY AND CORE BEHAVIORAL COMPETENCIES

This part shows the regression analysis of teachers' performance on teachers' self-efficacy and core behavioral competencies of teachers. Teachers' performance includes content knowledge and pedagogy; learning environment and diversity of learners; curriculum planning, assessment and reporting; community linkages and professional engagement; and personal growth and professional development. Teachers' self-efficacy consist of quality, efficiency and timeliness while core behavioral competence composed of self-management and teamwork; ethics and service orientation; and results focus and innovation. It shows whether self-efficacy and core behavioral competencies significantly predict their level of performance.

*Table 16. Regression of Teachers' **Overall Performance** on Teachers' Self-efficacy and core behavioral competencies*

Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
3	*Teachers' Core Behavioral Competence*	(Constant)	.719	.188		3.826	.000
		Overall Core Behavioral Competencies	.998	.083	.943	11.999	.000
		Self-Management and Teamwork	-.255	.064	-.285	-3.968	.000
	Teacher's Self-Efficacy	Efficiency	.099	.049	.109	2.024	.044

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	df	Mean Square	F	Sig.
3	.796[c]	.634	.629	.23296	3	7.599	140.023	.000[d]
					243	.054		
					246			

Legend: *0.0 – +0.2 (Very weak positive correlation); +0.2 – 0.4 (Weak positive correlation); +0.4 – 0.6 (Moderate positive correlation); +0.6 – 0.8 (strong positive correlation); +0.8 – 1.00 (Very strong positive correlation); +1.0 (Perfect positive correlation)*

Table 16 shows the regression of teachers' *overall performance* on teachers' *self-efficacy and core behavioral competencies* of 247 proficient and highly proficient elementary and secondary teachers of Mauban North and Mauban South District. The model shows that in terms of the strength of the relationship, the R-value of .796 (Beta) indicates that there is a **strong positive correlation** between teachers' self-efficacy and core behavioral competence on the

overall teachers' performance. It contributes by 79.6%. Moreover, 0.634 (R^2) or 63. 4% of the variance in *the overall performance* is explained by teachers' self-efficacy and core behavioral competence. The regression model showing the predicting capacity of self-efficacy and core behavioral competence to the *overall performance of teachers* is statistically significant $F = 140.023$, $p < 0.05$, hence, the null hypothesis is *rejected*. Self-efficacy and core behavioral competencies are predictors of teachers' performance. The higher the teachers' self-efficacy level the better their performance; and the higher the core behavioral competence the higher their performance too.

Self-efficacy is regarded as one of the important aspects that could help teachers to achieve their learning goals and optimal work performance. The higher the self-efficacy, the higher the performance of the teacher. (Ramdani, et.al., 2020). Mujanah (2020) presented a statement similar to the concept given. According to the research, "Self-efficacy is the ability to get things done according to their expectations, and it is important to increase employee performance in the companies. In addition, competence has a significant effect on career development, and employees who have high competence will improve their performance for the better."

The study of Cocca et.al. (2018) explained that teachers' educational background (highest educational attainment) is not significantly correlated with their self-efficacy. *Resource support* is found as the only significant predictor of Self-efficacy in their sample of teachers. The authors suggest that those teachers may have a distorted perception of their in-class performance, which could drive a lower quality of the teaching-learning process. Therefore, in the future, professional training programs should focus on promoting a more realistic understanding and awareness of teachers' actions in the classroom as the first step of any intervention aiming to increase teaching quality.

Choi and Lee (2018) explained that the higher efficacy beliefs in classroom management were, the more likely teachers were to use communication-focused practices which is one of the duties and responsibilities of teachers to be performed based on the *PPST framework*. In contrast, efficacies in instructional strategies and student engagement had no effects on communicative teaching.

Competencies are capacities gained through preparing, experience, and reflection. Skills center around how and how the instructors should deal with and take part in the fundamental components of educating. The inquiry is, the thing that capabilities are required by educators to adequately execute the center practices that will lead understudies to learning and prosperity. The center abilities in instruction characterized by specialists are connections, intervened learning encounters, and homeroom the board as a meta-skill.

The result obtained from the study of Ayeni (2018) indicated that there is a significant relationship between teachers' professional ethics and instructional tasks performance in secondary schools. Based on the findings, teachers' professional ethics and instructional tasks have significant influence on students' academic performance. This implied that most teachers complied with professional ethics and demonstrated the desired commitment to instructional task performance in secondary schools. Also, the state government in collaboration with other relevant stakeholders in the education sector should create an enabling environment to enhance teachers' professional ethical standards and provide adequate learning facilities/materials to boost teachers' instructional tasks performance and achieve better academic performance of students in secondary schools.

Conclusions

Based on the findings of this study the following conclusion were drawn:

1. The null hypothesis "*there is no significant difference in the teacher's level of self-efficacy and core behavioral competence when they are grouped according to their profile"* was **not rejected**. There was no significant difference in teachers' level of self-efficacy and core behavioral competence when the respondents were grouped according to their *number of teaching/ ancillary load, highest educational attainment, teaching position, and the number of years in service*. Thus, it was *not significant*. It concluded that the

teachers' level of self-efficacy and the level of core behavioral competencies do not depend on the demographic profile.

2. The null hypothesis *"there is no significant relationship between teacher's level of self-efficacy, core behavioral competence and performance among public elementary and secondary school teachers in Mauban District*" was **rejected**. There was a *strong positive correlation* between teacher's level of self-efficacy and teacher's level of performance; and between core behavioral competence and the level of performance among proficient and highly proficient teachers. Thus, it was *significant* It concluded that to increase the level of performance of teacher regardless the type of proficiency in terms *of content knowledge and pedagogy; learning environment and diversity of learners; curriculum, planning, assessment and reporting; community linkages and professional engagement; and personal growth and professional development* the level of self-efficacy and the level core behavioral competencies of the teachers should be developed and improved.
3. The null hypothesis "*teacher's self-efficacy and core behavioral competencies do not significantly predict their level of performance*" was **rejected**. Teachers' self-efficacy and core behavioral competencies were predictors of the teacher's performance. Thus, it was significant. It concluded that to increase the level of performance of teachers, the level of self-efficacy in terms of *quality, efficiency and timeliness* should be improved too. Additionally, to improve the level of performance of teachers, the level of core behavioral competence in terms of *self-management and teamwork; professionalism, ethics and service orientation; results focus and innovation* should be improved too. This would be resulted to the increased level of performance of teachers in practicing their duties and responsibilities anchored on the Philippine Professional Standard for Teachers (PPST) in terms of *content knowledge and pedagogy; learning environment and diversity of learners; curriculum, planning, assessment, and reporting; community linkages and professional engagement; and personal growth and professional development.*

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