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Enhancing the Behavioral Competence of the Secondary Teachers in Tagkawayan National High School Through Online Mentoring

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Abstract: A considerable number of teachers are grappling with stress attributed to safety and health concerns, social distancing, and shifts in roles and responsibilities both at home and in the school environment. The adjusted workload and the adoption of blended educational methods have contributed to elevated levels of distress among teachers. To achieve the quality education advocated by the Sustainable Development Goals, teachers must address the competency of behavioral competence, encompassing knowledge, skills, attitudes, and actions that distinguish exceptional teaching. This study aims to augment the behavioral competence among teachers at Tagkawayan National High School through online mentoring. Employing a descriptive non-experimental approach to answer the research questions, the researcher utilizes the core behavioral competencies outlined in the Individual Performance Commitment and Review Form (IPCRF) as a tool. The study is confined to seventy-five (75) teaching personnel at Tagkawayan National High School, with the instrument administered to teacher-respondents before the commencement of online mentoring. The mentoring sessions, conducted once a week over a span of 2 months, resulted in a Mean Percentage Score of 4.39 during the school year 2019-2020, with a Very Satisfactory rating, and a Mean Percentage Score of 4.58 during the school year 2020-2021, earning an Outstanding rating and showing a 0.19 difference. These findings suggest that the implementation of online mentoring significantly contributed to the enhancement of teachers' behavioral competence. Notably, due to the researcher's intervention, the school produced more outstanding teachers.

Keywords: Behavioral Competence; IPCRF; Online Mentoring

1. INTRODUCTION

1.1. Background

The battle against COVID-19 brings unprecedented challenges for educators, from changes in established programs and routines to the transition from face-to-face teaching to modular distance learning, as well as uncertainty about personal safety. The difficulty in finding bright spots amid the pandemic affects educators' performances, contributing to the struggle to strengthen caring relationships with students. Tagkawayan National High School is no exception, with a large number of teachers coping with stress due to safety and health concerns, social distancing, and

changes in roles and responsibilities both at home and within the school. Teachers have experienced higher levels of distress due to the adjusted workload and blended educational methods.

As stated in DepEd Order No. 16, s. 2009, which added provisions to DepEd Order No. 291, s. 2008, regarding the Guidelines for the Implementation of CSC Resolution No. 080096 on Working Hours for Public School Teachers, the current situation has led to a departure from traditional working hours. Consequently, teachers experience an increase in work assignments and still receive job-related messages even during non-office hours.



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Education leaders support teachers through Learning Action Cell (LAC) sessions, as stipulated in DepEd Order No. 35, s. 2016. LAC sessions involve groups of teachers engaging in collaborative learning to address shared challenges encountered in school.

Nessipbayeva (2012), in his study on "The Competencies of the Modern Teacher," emphasizes the need for teachers to possess a wide range of competencies to face the complex challenges of today's world. Teaching competency is a crucial element in an effective training process that aims to contribute to the well-being of a specific country or the world at large. Zeiger (2018) states that being a teacher at any level requires a significant amount of knowledge and skill. Recognizing the core competencies for educators ensures that teachers and others working in education are prepared to create a positive school experience for students and their families. The researcher pursues this study to guide teachers in their individual performance commitment, particularly in their behavioral competence, as assessed through the Individual Performance Commitment and Review Form (IPCRF). The IPCRF serves as an assessment tool for rating teachers' annual accomplishments, facilitating open discussions between school heads and teachers regarding course expectations, key result areas, objectives, and their alignment with overall department goals.

1.2. Statement of the Problem

The study would like to enhance the behavioral competence of teachers of Tagkawayan National High School amidst pandemic through online coaching. Specifically it sought to answer the following:

- 1.2. What is the behavioral competence of teachers in Tagkawayan National High School before and after the online mentoring?
- 1.2. Is there a significant difference on the behavioral competency of teachers in Tagkawayan National High School before and after the online mentoring?
- 1.3. What implication can be gained on the behavioral competency of teachers after the online mentoring?

2. METHODOLOGY

The study aims to enhance behavioral competence among teachers at Tagkawayan National High School through online mentoring. To address the research questions, the researcher will employ a descriptive non-experimental approach. The core behavioral competencies outlined in the IPCRF will serve as the tool for the study. The researcher derived the data on behavioral competence from the Individual Performance Commitment and Review Form (IPCRF).

The study had focused on seventy-five (75) teaching personnel from Tagkawayan National High School. The instrument had been provided to teacher respondents before the commencement of online mentoring. Online mentoring sessions, lasting for two months, were conducted once a week. The same questionnaire was administered to teacher respondents upon the completion of the mentoring period.

Scaling on the adjectival rating equivalencies will be used to assess the behavioral competence of the teachers.

ADJECTIVAL RATING EQUIVALENCIES

RANGE	ADJECTIVAL RATING
4.500-5.000	Outstanding
3.500-4.499	Very Satisfactory
2.500-3.499	Satisfactory
1.500-2.499	Unsatisfactory
below 1.499	Poor

3. RESULT AND DISCUSSION

Table 1

Table 1. Behavioral competence of the teachers based on the IPCRF from the SY 2019-2020 and SY 2020-2021 before and after the online coaching

Department	Rating Behavioral Competence	No. of Teachers	SY 2019-2020	SY 2020-2021	Difference
			9-2020	0-2021	



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JHS and SHS Teachers	5	75	4.39	4.58	0.19
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Table 1 displays the teachers' behavioral competence assessed through the IPCRF before and after the online mentoring sessions. The teachers achieved a Mean Percentage Score of 4.39 during the school year 2019-2020, with an adjectival rating of Very Satisfactory. In contrast, they obtained a Mean Percentage Score of 4.58 in the school year 2020-2021, earning an adjectival rating of Outstanding. This reflects a difference of 0.19, suggesting that the implementation of online coaching contributed to an enhancement in the teachers' behavioral competence.

Table 2
Results on the computation of z-Test: Paired Two Sample

	4.47	4.82
Mean	4.38540	4.57371
Known Variance	5	6
Observations	0.031	0.038
Hypothesized Mean Difference	74	74
z	0.19	
P(Z<=z) one-tail	-12.3891	
z Critical one-tail	0	
P(Z<=z) two-tail	1.64485	
z Critical two-tail	4	

Table 2 illustrates the results of the computation of the z-Test: Paired Two Sample for Means. The mean percentage for the school year 2019-2020 is 4.39, and for the school year 2020-2021, it is 4.57, resulting in a difference of 0.19. The critical value at a 0.05 level of significance for a two-tailed test is 1.95. Therefore, the null hypothesis is rejected as the resulting z-test exceeds the critical value. There is a significant difference in the mean of teacher-respondents before and after the implementation of online coaching.

The implementation of online coaching has a significant effect on enhancing the behavioral competence of the teachers. Moreover, due to the intervention provided by the researcher, the school has produced more outstanding teachers. As mentioned by Zeiger (2018), paying attention to the core competencies for educators helps ensure that all teachers and others who work in education are prepared to make school a positive experience for students.

4. CONCLUSIONS

In light of the gathered data, the researcher reached the following conclusions:

1. The implementation of online mentoring has helped teachers enhance their behavioral competence. Therefore, the program must be implemented annually.
2. The implementation of online coaching has a significant effect on enhancing the behavioral competence of teachers. Moreover, due to the intervention provided by the researcher, the school has produced more outstanding teachers.
3. With the support of school administrators and teachers, online mentoring was successful. Proper guidance for teachers must always be addressed by the school head.

5. ACKNOWLEDGMENT

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