

# Developmental Program for the Behavioral and Skills Competencies of Teachers through Learning Action Cell Sessions

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**Abstract:** This study was conducted to develop a developmental program for teachers through SLAC Sessions for the S.Y. 2018 - 2019 based on the low level of practice in both behavioral and skills competencies. The respondents of the study were the regular or permanent teachers of Taclobo Elementary School. To gather data a questionnaire was used about core behavioral and skills competencies of teachers prepared by the researcher. The study found out that the teachers have still a number of competencies considered as in the low level of practice. Among the Behavioral Competencies, teachers as respondents need to be boosted with their ethics and professionalism specifically in their time management to generate free-error outputs with or without supervision. Teachers also should be developed to become innovative nowadays by solving existing problems in their classroom and finding concrete solutions to them. On the other hand, teachers should be given capacity building especially in developing their skills in both oral and written forms in accordance with DEPED Guidelines. With all of these in mind, a professional development plan was developed to have a basis and regular monitoring of the teachers' development in both behavioral and skills competencies.

**Keywords:** Developmental program, Teacher's skills competencies.

## 1. Introduction

Teachers and school's roles are mutable, and so are expectations about them: teachers are asked to teach in increasingly multicultural classrooms, integrate students with special needs, use ICT for teaching effectively, engage in evaluation and accountability processes, and involve parents in schools (OECD, 2009).

Nowadays, teaching personnel needs the competencies to persistently innovate and adapt; this includes having critical, evidence-based attitudes, enabling them to retort to students' outcomes, new evidence from inside and outside the classroom, and professional dialogue, in order to adapt their own practices.

Taking everything into account, it is undeniable that knowing teachers' competencies in both behavioral and skills is a significant method to develop quality education. In terms of effectiveness and efficiency for quality education teachers must be considered as a 21st century where in quality of a teacher is a must. To have quality teachers, school heads nowadays should

keep in mind the continuous improvement and development for their teachers. Hence, the researcher comes up with this study to simply serve this as a basis in planning for teachers' professional development in school.

The foremost goal of this study was to formulate a Developmental Program for Teachers' Competencies through SLAC Sessions in Taclobo Elementary School for S.Y. 2018-2019.

Specifically, it sought answers to the following questions:

1. What is/are the low level of practice in the Core Behavioral Competencies among teachers of Taclobo Elementary School in terms of the following domains:

- 1.1 Self-Management
- 1.2 Professionalism and Ethics
- 1.3 Result Focus
- 1.4 Teamwork
- 1.5 Service Orientation
- 1.6 Innovation

2. What is/are the low level of practice in the Core Skills Competencies among the teachers of Taclobo Elementary School in terms of the following domain:

- 2.1 Oral Communication
- 2.2 Written Communication
- 2.3 Computer Skills/ICT Skills

3. Based on the results, what developmental program for teachers through SLAC Sessions can be designed for Taclobo Elementary School?

## 2. Brief Review of Literature

Good teaching does not occur in a vacuum. Every competent teacher also needs to possess a strong set of values, skills and knowledge. The NIE team identified three key values that are important for the 21st century teaching professional: learner-centeredness, teacher identity, and service to the profession and community. These values guide the application of relevant skills and knowledge on a day-to-day basis.

Teachers today need to develop a holistic array of skills—for teaching and thinking, administration and management; as well as knowledge—of self and pupils, community and pedagogy, among many others.

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Teaching competencies are thus complex combinations of knowledge, skills, understanding, values, and attitudes, leading to effective action in a situation. Since teaching is much more than a task and involves values or assumptions concerning education, learning, and society, the concept of teacher competencies may resonate differently in different national contexts.

Teachers' continuous professional development is highly relevant both for improving educational performance and effectiveness and for enhancing teachers' commitment, identity, and job satisfaction: Although they are interconnected with the features and constraints of specific school contexts and national education systems (OECD, 2009), teachers' competencies have powerful effects on student achievement: up to three-quarters of school effects on student outcomes can be explained by teacher effects (Rivkin, Hanushek & Kain, 2005).

To develop competence, teachers need to progress from awareness to capacity building. This can help teachers identify the competencies they need and continue to build on them throughout their teaching career, through practice and professional development.

Figure 1 shows the conceptual framework of the study.

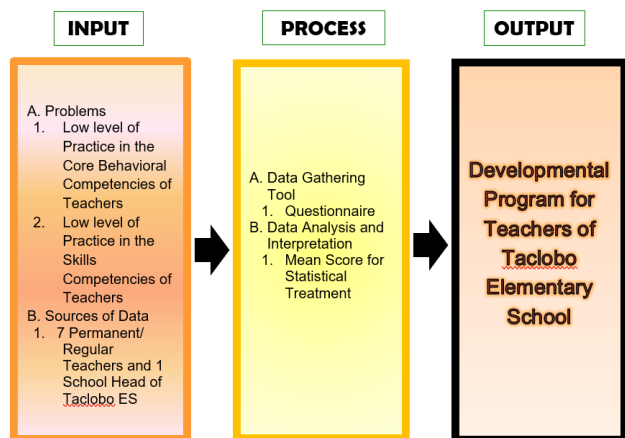


Fig. 1. Conceptual framework

### 3. Methodology and Research Design

This study utilized the research and development method of research. It developed a Developmental Program for Teachers of Taclobo Elementary School.

The respondents of the study were seven (7) permanent/regular Teachers and one (1) School Head of Taclobo Elementary School, Taclobo, Upper Mainit, Malungon, Sarangani Province.

The instrument used in this research is a questionnaire about the Level of Core Behavioral and Skills Competencies of Teachers. The items included on the questionnaire were raised using the following five-point scale:

Scale	Description
4.50 – 5.00	Role Model
3.50 – 4.49	Consistently Demonstrates
2.50 – 3.49	Most of the time Demonstrates
1.50 – 2.49	Sometimes Demonstrates
1.00 – 1.49	Rarely Demonstrates

This study was conducted during the School Year 2018-2019 specifically in the Last Week of August.

This study used purposive sampling and the statistical treatment used was through getting the mean score of each competency. Data collected were organized for analysis and interpretation and finally developed the Professional Development Plan for Teachers of Taclobo Elementary School.

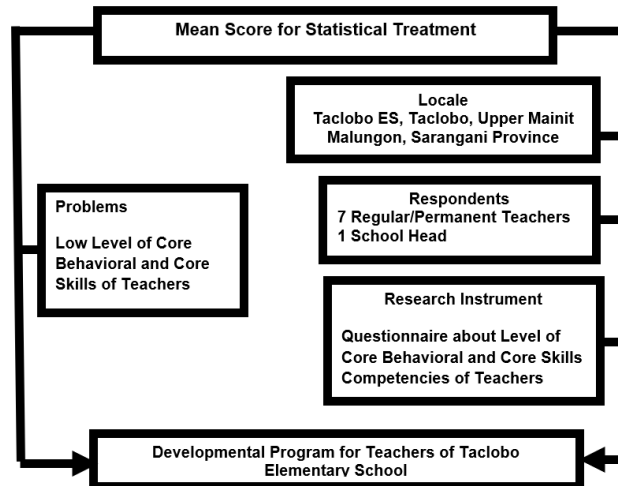


Fig. 2. Research design

The following were the enumerated procedures done by the researcher to complete this study:

1. Proper observance of the Research Protocol: Before collecting the needed data, the researcher asked first permission from the Public School District Supervisor by sending a Letter of Permission to conduct the study. Letters to Participants were also given. Through an orientation, the researcher explained the need and the implications of why this study must be conducted.
2. Conduct of the Study: After asking permission, the researcher conducted a one-on-one interview with the participants. The participants' answers were noted and recorded for documentation purposes. After the data gathering, the researcher organized, interpreted, and analyzed the results.
3. Development of the Output/Product: After interpreting the results of Problems 1 and 2, the researcher analyzed and reflected on this to develop a research-based primer for teachers as researchers. The researcher also inquired into some books and the internet to have additional important information for the comprehensiveness of the said output.
4. Plans for Dissemination: The researcher believes that this study is useful and in the same way relevant to the different needs of teachers nowadays for professional development. Thus, the researcher planned to disseminate the research study through orientations, conferences, or presentations.

### 4. Results and Discussion

The tables show the teachers' level of practice in both

Behavioral and Skills Competencies based on their self-evaluation.

The table 2 shows the domain and its competencies which are in the low level of practice among teachers.

In the domain of Result Focus, teachers most of the time demonstrate behavioral competency: delivery of error-free outputs most of the time by following standard operating procedures correctly and consistently. Able to produce a very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required (3.38).

In the domain of written communication, teachers most of the time demonstrate the following competencies: know the different written business communication formats used in the DepEd; Writes routine correspondence/communications, a narrative and descriptive report based on readily available information data with minimal spelling or grammatical errors (e.g. memos. Minutes and etc.); Secures information from

required references (i.e. directories, schedules, notices, instructions) for specific purposes (2.83).

With the low level of practice among the competencies above as reflected in the two tables, the Developmental Program for Teachers in Taclobo Elementary School below was developed.

Table 2  
Level of core behavioral competencies of teachers

Core Behavioral Competencies	Mean Score	Description
<b><i>Self-Management</i></b>		
1 Sets personal goals and direction, needs, and development	4.63	Role Model
2 Undertakes personal actions and behaviors that are clear and purposive and takes into account personal goals and values congruent to that of the organization		
3 Displays emotional maturity and enthusiasm for and is challenged by higher goals		
4 Prioritize work tasks and schedules to achieve goals		
5 Sets high-quality, challenging, realistic goals for self and others		
<b><i>Professionalism and Ethics</i></b>		
1 Demonstrates the values and behavior enshrined in the Norms of conduct and Ethical Standards for Public officials and employees (RA 6713)	4.5	Role Model
2 Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions		
3 Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming, and communication		
4 Makes personal sacrifices to meet the organization's needs		
5 Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems, and help others improve their effectiveness		
<b><i>Results Focus</i></b>		
1 Achieves results with optimal use of time and resources most of the time	3.38	Most of the Time Demonstrates
2 Avoids rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs		
3 Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce a very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required		
4 Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set		
5 Makes specific changes in the system or in own work methods to improve performance		
<b><i>Teamwork</i></b>		
1 Willingly does his/her share of responsibility	4.5	Role Model
2 Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization		
3 Applies negotiation principles in arriving at win-win agreements		
4 Drives consensus and team ownership of decisions		
5 Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives		
<b><i>Service Orientation</i></b>		
1 Can explain and articulate organizational directions, issues, and problems	3.63	Consistently Demonstrates
2 Takes personal responsibility for dealing with and/or correcting customer service issues and concerns		
3 Initiates activities that promote advocacy for men's and women's empowerment		
4 Participates in updating office vision, mission, mandates, and strategies based on DepEd Strategies and directions		
5 Develops and adopt service improvement programs through simplified procedures that will further enhance service delivery		
<b><i>Innovation</i></b>		
1 Examines the root cause of problems and suggests effective solutions	3.75	Consistently Demonstrates
2 Continuously focuses on improving personal productivity to create higher value and results		
3 Promotes a creative climate and inspires coworkers to develop original ideas or solutions		
4 Translates creative thinking into tangible changes and solutions that improve the work unit and organization		
5 Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources		

Table 3  
Level of core skills competencies of teachers

Core Skills	Mean Score	Description
<b>Instructional Competence</b>		
1 Uses instructional time, classroom management techniques, instructional resources, and subject matter expertise effectively	4.5	<b>Role Model</b>
2 Fosters a collaborative and equitable learning environment		
3 Fosters an active student-centered learning environment through instructional activities and classroom discussion		
4 Fosters a learning environment that features responsiveness, and promotes relevance, integration, and reflection		
5 Promote problem-solving, and higher-order thinking skills		
<b>Oral Communication</b>		
1 Follow instructions accurately	4.5	<b>Role Model</b>
2 Expresses self clearly, fluently, and articulately		
3 Uses appropriate medium of the message		
4 Adjust communication style to others		
5 Guides discussions between and among peers to meet an objective		
<b>Written Communication</b>		
1 Knows the different written business communication formats used in the DepEd	2.83	<b>Most of the time Demonstrates</b>
2 Writes routine correspondence/communications, a narrative and descriptive report based on readily available information data with minimal spelling or grammatical errors (e.g. memos. Minutes and etc.)		
3 Secures information from required references (i.e. directories, schedules, notices, instructions) for specific purposes		
4 Self-edits words, numbers, phonetic notation, and content, if necessary		
5 Demonstrates clarity, fluency, impact, conciseness, and effectiveness in his/her written communications.		
<b>Computer/ICT Skills</b>		
1 Prepares basic compositions (e.g. letters, reports, spreadsheets, and graphic presentations) using Word Processing and Excel	4.63	<b>Role Model</b>
2 Identifies different computer parts, turns the computer on/off and works on given task with acceptable speed and accuracy, and connects computer peripherals (printers, modems, projectors, etc.)		
3 Prepares simple presentations using PowerPoint. (if projectors are not available, use printed materials)		
4 Utilizes technology to access information to enhance professional productivity assists in conducting research, and communicates through local and global professional networks		
5 Recommends appropriate and updated technology to enhance productivity and professional practice		

Table 4  
Developmental program for the behavioral and skills competencies of teachers through school learning action cells sessions

Domain	Objective/s	Activity/ies	Target Date	Budgetary Requirements	Success Indicators
<b>Results Focus</b>	1. Achieves results with optimal use of time and resources most of the time.	*SLAC SESSIONS: -Contextualization of: Learning Materials Lesson Plans Assessment Tools	*4 <sup>th</sup> Friday of the Month of October	2,000.00	100% of the teachers developed contextualized materials
	2. Avoids rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs.	*SLAC Session -Developing Instructional Materials /Devices	*every 3 <sup>rd</sup> and 4 <sup>th</sup> Friday of the Months of November to December	2,000.00	100% of the teachers developed their own Instructional Materials/Devices
	3. Deliver error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce a very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required	*SLAC SESSIONS: -Review of the Revised DLP/DLL -Classroom Assessment and Awards -Accomplishing School Forms -Appropriateness of Learning Aides with Learning Processes	*every 4 <sup>th</sup> Friday of the Month of January	2,000.00	100% of the teachers participated and applied the knowledge on the SLAC Sessions to be conducted
	4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set	*SLAC SESSIONS: -Review of the Revised DLP/DLL -Accomplishing School Forms	*5 <sup>th</sup> Friday of the Month of January	1,000.00	100% of the teachers participated and applied the knowledge on the SLAC Sessions to be conducted
	5. Makes specific changes in the system or in own work methods to improve performance	*SLAC SESSIONS: -Classroom innovations -Action research	* every 4 <sup>th</sup> Friday of the Month of February	1,000.00	100% of the teachers participated and conducted action research

Domain	Objective/s	Activity/ies	Target Date	Budgetary Requirements	Success Indicators
<b>Written Communication</b>	1. Knows the different written business communication formats used in the DepEd	*SLAC SESSIONS: - Writing DEPED Communications - Writing Reports	*5 <sup>th</sup> Friday of the Month of February	1,000.00	100% of teachers were capacitated with the concept on how to write DEPED Communications and how to write reports. Each of them will undergo a workshop and must have outputs on it.
	2. Writes routine correspondence/communications, a narrative and descriptive report based on readily available information data with minimal spelling or grammatical errors (e.g. memos. Minutes and etc.) *Secures information from required references (i.e. directories, schedules, notices, instructions) for specific purposes	*SLAC SESSIONS - Writing DEPED Communications - Writing Reports	*Every 4 <sup>th</sup> Friday of the Month of March	1,000.00	100% of teachers were capacitated with the concept of how to write DEPED Communications and how to write reports. Each of them will undergo a workshop and must have outputs on it.
	3. Secures information from required references (i.e. directories, schedules, notices, instructions) for specific purposes	*SLAC SESSIONS: -Classroom citizen charter -Verbal and Non-Verbal Communication Towards the Parents	*Every 5 <sup>th</sup> Friday of the Month of March	1,000.00	100% of the teachers participated in the seminar/workshops
	4. Self-edits words, numbers, phonetic notation, and content, if necessary	*SLAC SESSION: -Grammar Awareness	*Every 4 <sup>th</sup> Friday of the Month of June	1,000.00	100% of the teachers have participated in the seminar/workshops
	5. Demonstrates clarity, fluency, impact, conciseness, and effectiveness in his/her written communications.	*SLAC SESSION: -Public Speaking and Oral Communication	*Every 5 <sup>th</sup> Friday of the Month of June	1,000.00	100% of the teacher participated in and conducted the workshops
<b>Monitoring and Evaluation</b>	1. To improve teachers' skills in the different competencies.	Post-Assessment		1,000.00	100% of the teachers have participated in the post-assessment

**5. Conclusions and Recommendations**

With the results of the study, the following conclusions were drawn:

1. There are numbers considered among the behavioral competencies which are in the low level of practice. Teachers need to develop these competencies for them to be guided on the right track on becoming a professional teacher.
2. Among the skills competencies, there are numbers which are considered as low level of practice. Teachers should be able to develop these skills for them to become fully skilled and be ready in the different challenges in providing quality education to learners.
3. Among the low level of practices in both behavioral and skills competencies, different activities must be conducted through a professional development plan for teachers as part of providing technical or supervisory assistance by school head to them.

With the following conclusions, the following recommendations were:

1. To develop behavioral competencies among teachers, they should be monitored and be given supervision or assistance with the different demands of the Department of Education. Their professionalism, ethics, outputs, self-management and innovations

should be given attention. SLAC Sessions and other daily activities in the school should involve the development of such competencies.

2. To uplift the level of practiced among teachers in their skills competencies, school head must provide capability building through trainings or workshops. Teachers should also be exposed with different competent skills in both oral and written forms in accordance with DEPED Guidelines.
3. The Professional Development Plan developed for Teachers in which was based from the low level of practiced in both behavioral and skills competencies should be used by school head as a guide in developing his/her teachers to become fully equipped professionally.

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