

Core Values, Behavioral Competencies and Teachers' Performance

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Abstract

Teachers' core values are the most complex and important variables in the educational process. The study aimed to determine the teachers' core values, teachers' behavioral competencies, teachers' level of performance and significance of teachers' core values, and behavioral competencies towards their performance. The respondents were the three hundred fifty-two teachers in Tagoloan District of Misamis Oriental Division for School Year 2022-2023. The researcher used Purposive Sampling Method; that is, all the teachers were taken as respondents of this study. It employed a descriptive correlational method of research. Statistical treatments such as mean, standard deviation, and Pearson Product Moment Correlation Coefficient were used in presenting and analyzing of data. Results showed that teachers' core values were at Very High Level with passion being the highest rated variable, behavioral competencies were at Very High level with teamwork being rated as the highest variable and teaching performance is at Very Satisfactory level. Significant moderate positive relationship between core values, behavioral competencies and performance were also disclosed. The researcher recommends that teachers may participate in special programs, trainings, and workshops to enhance their core values and behavioral competencies in order to accomplish quality education and to better themselves professionally and personally.

Keywords: core values, behavioral competence, teaching performance

1. Introduction

Education is a prominent way to share knowledge and facilitate the development of learners to become responsible and productive citizens in the world. The teacher plays a very important role in making these things to happen. Teachers should be fully equipped to make learning successful and integral. To be fully equipped, teachers must have a remarkable traits and behavioral competencies that can maximize the teaching and learning process (Hailey, 2022).

Teachers' core values are the most complex and important variables in the educational process. Some teachers' behavior may affect their personality. That is why, there are many challenges that take place and experience by the teachers as educators. Some of the problems are understanding the different learning challenges of their students, communication especially in times of pandemic, stress due to bunch of paper works and workloads, family, and financial problems. Teachers need to have a strong and dependable personality and behavioral competency to overcome all these (Riley, 2023).

The management of the schools have designed many strategies, trainings and seminars to address the need to quality education as well as in improving the performance and competence of the teachers. The purpose of this study was to identify the teachers' core values in terms of their passion, commitment, enthusiasm, and empathy. Their behavioral competencies in terms of self-management, teamwork, service orientation, innovation, and how these affect their teaching performance, which would be helpful to improve teaching performance for effective learning to happen. Thus, it is important to do research that would check the effects of teachers' core values and behavioral competencies to school programs and activities. Based on Deped Order No. 2 series of 2015 which shows the guidelines on the implementation of the RPMS Tool in the

Department of Education, Competencies are defined as the knowledge, skills, and behavior that individuals demonstrate in achieving one's results. Competencies shall uphold the DepEd's core values. They represent the way individuals define and live the values.

These values and competencies tend to affect their performance as teachers and the learning process. Studying personality allows the researcher to anticipate how people will respond to certain situations, probably in the teaching-learning process. Behavioral competency is the kind of skill set that an individual should have so that they can meet the goals and objectives of the learning process. Identifying core values and behavioral competencies of the teachers help achieve results and identify their improvements and needs on their role as teachers.

In line with DO 2, s. 2015, the evaluation of their teaching performance is through the Results- Based Performance Management System (RPMS): Individual Performance Commitment and Review Form (IPCRF). The Department of Education (DepEd) is committed to providing teachers with opportunities to link their individual achievements and make a meaningful contribution to the attainment of the department's vision and mission.

This study was anchored on the theories of Pavlov on behaviorism. Behaviorism focuses on how people behave. In the field of education, behaviorism examines how students behave through learning. More specifically, behaviorism focuses on observing how students respond to certain stimuli that, when repeated, can be evaluated, quantified, and eventually controlled for everyone. The emphasis in behaviorism is on that which is observable and not on the mind or cognitive processes. In sum, if one cannot observe it, it cannot be studied. The development of behaviorism is frequently associated with Ivan Pavlov, famous for his experiments with dogs, food, and audible stimuli, such as a bell. In his experiments, dogs learned to associate food or feeding time with the sound of the bell and began to salivate. Pavlov conducted his experiments in the early 1900s and they were replicated by many other researchers throughout the 20th century (McLeod, 2017).

John B. Watson, among the first Americans to follow Pavlov's work, saw it as a branch of natural science. Watson became a major proponent of Pavlov and is generally credited with coining the term behaviorism. He argued that mind and consciousness are unimportant in the learning process and that everything can be studied in terms of stimulus and response. Other major figures associated with behaviorism were B.F. Skinner and Edward Thorndike. Skinner is particularly well known, primarily because he introduced what he referred to as operant conditioning which emphasized the use of both positive and negative reinforcement to help individuals learn new behaviors.

The studies of Cox and Weegar as cited by Calam (2022) revealed that behaviorism is still significant in today's teaching and learning process, however it must be aligned with the current learning needs and styles of learners. Thus, using a theory in the teaching and learning process needs enhancements and modifications to make it more useful and effective. This was seen on the study of Vacalares (2022) which revealed that behaviorism plays a vital role in the child development. To make it more effective it must be accompanied with the use of technologies available that can make learning aligned with the current trend in education.

Moreover, Budiman (2017) revealed that behaviorism plays vital role in the teaching and learning process. As time goes by, teachers incorporate behaviorism with other theories to make learning more effective. Thus, according to Kaplan (2018) teachers must continue in using behaviorism theories in making best learning plan and activities for the learners. Indeed, Behaviorism is still functional and useful even at this time where technological advancement is at its higher level that so many evolutions happened in the field of education.

In order to have a good teaching performance, the teacher must possess such core values and behavioral competencies which served as the Independent Variables in this study. Core Values include Passion, Commitment, Enthusiasm and Empathy, while Behavioral Competencies include Self-Management, Teamwork, Service Orientation and Innovation. On the other hand, the Dependent Variable was the teachers, Individual Performance Commitment of School Year 2021-2022.

2. Methodology

The study used the descriptive-correlational research design where descriptive research summarizes the data using descriptive statistics, while the correlational research designs measure two or more relevant variables and assess the relationship between them. Descriptive correlational research according to Siedlecki (2020) are methods that aim to create descriptions, meaning images, paintings of systematically, factually and accurately about the data, properties and relationships of the phenomena studied. In addition, descriptive design is the simplest and it allows the researcher to study and describe the distribution of one or more variables, without regard to any causal or other hypothesis. Moreover, descriptive design as an inquiry used an in – depth analysis of the problem which data collection methods include, but not limited to the survey questionnaire and was utilized to quantify the problem by way of generating numerical data.

Statistical Treatment is used to interpret the data effectively, the data gathered through questionnaires from the respondents' core values and behavioral competencies towards their level of performance was statistically analyzed using the data instrument of the study. The researcher make use the descriptive statistical treatment to calculate the gathered data. Mean and Standard Deviation were used to describe the respondents' core-values and behavioral competencies. Frequency and Percentage were used to describe the teachers' performance. Pearson Moment Correlation Coefficient (Pearson r) was used to determine the significant relationship between core values and behavioral competencies and teachers' performance as shown in their IPCRF.

3. Results and Discussion

Problem 1. What is the teachers' level of core values as to:

- 1.1 passion;
- 1.2 commitment;
- 1.3 enthusiasm and
- 1.4 empathy?

Table 1

Overall Teachers' Core Values

Core Values	Mean	SD	Description	Interpretation
Passion	4.37	0.90	At all times	Very High
Commitment	4.10	0.80	Most of the time	High
Enthusiasm	4.18	0.87	Most of the time	High
Empathy	4.17	0.88	Most of the time	High
Total	4.21	0.86	At all times	Very high

Note: 4.20-5.00 Very High, 3.40-4.19 High, 2.60-3.39 Moderate, 1.80-2.59 Low, 1.00-1.79 Very Low

Table 1 displays the overall Teachers' Core Values. It registered an overall mean of 4.21 with $SD=0.86$ which is described At all Times and interpreted as Very High. This implies that the teachers are able to achieve very high personality traits. This means that the teachers make sure that they were able to exude their positive core values to let the students feel confident and believe in them, especially in learning new things and making discoveries among themselves. Positive traits radiate with positive energy that can motivate and inspire students to give their best in all the activities they do at school. Possessing a good or positive character is advantageous to the holder. Possessing strong moral character will increase the capacity to accomplish challenging jobs and reach goals. Positive social behavior will earn one's appreciation and respect from others. If one obeys the laws of one's culture or religion, they will fit in and be accepted by the group. If a person has a positive view when accomplishing difficult work, he will be more likely to achieve his goals in life. Likewise, being courageous and persistent will help that individual succeed. Being organized

can help someone effectively figure out how to reach their goals and objectives. (Kurtus, 2021).

In the same table, the variable Passion has the highest mean of 4.37 with SD=0.90 which is described At all times and interpreted as Very High. This implies that the teachers felt that among their core values it is being passionate towards their students that they feel they are doing the best at it. Not to be taken lightly is the vocation of teaching. The adage, which was modified from the original quotation in George Shaw's *Man and Superman*, "Those who can, do; and those who can't, teach," is sometimes used to disparage teachers, yet the reality is quite the reverse. It takes ongoing work and adjustment to be a teacher. A teaching position is not for someone who only wants the money; rather, it is for someone who has the dedication and enthusiasm necessary to be a teacher. People choose to become teachers for a variety of reasons. These might be because they have a passion for a subject and want to share that passion with others, because they had a bad school experience with it and want to stop it from happening to someone else, because they decided to become teachers because it is something they have always been interested in, or for any number of other reasons (Anders, 2020). Thus, being passionate about teaching is a great trait that the teachers should have.

Meanwhile, the variable Commitment has the lowest mean of 3.10 with SD=0.80 which is described Most of the time and interpreted as High Level. This implies that the teachers need to work more on their core values in terms of commitment as it ranks the lowest among the core values variables being studied in this research. Teachers are important for numerous reasons, but one of the main reasons is that they have the power to influence students' accomplishment. Students' success can enhance the standard of instruction in the classroom. Having a desire to be good teachers, being better factfinders and sources, recognizing and appreciating their own worth, and upholding their professional obligations are the four characteristics of committed teachers. As a result, dedicated teachers must be ready, remain dedicated, and enhance their performance. For instance, principals can encourage teachers' dedication to teaching by applying leadership philosophies that support it. The teaching profession can be made more attractive by elevating it to a status comparable to that of doctors in order to draw the top individuals, according to education planners (Hariri et al., 2020).

Problem 2. What is the respondents' level of behavioral competencies as to:

- 2.1 Self-Management;
- 2.2 Teamwork;
- 2.3 Service Orientation; and
- 2.4 Innovation?

Table 2

Overall *Teachers'* Behavioral Competency Skills

Behavioral Competencies Variables	Mean	SD	Description	Interpretation
Self-Management	4.51	0.85	At all times	Very High
Teamwork	4.60	0.90	At all times	Very High
Service Orientation	4.33	0.98	At all times	Very High
Innovation	4.23	0.86	At all times	Very High
Overall Mean	4.42	0.90	At all times	Very High

Note: 4.20-5.00 Very High, 3.40-4.19 High, 2.60-3.39 Moderate, 1.80-2.59 Low, 1.00-1.79 Very Low

Table 2 presents the Overall Teachers' level of behavioral competencies. It registered an Overall mean of 4.42 with SD=0.90 which is described At all Times and interpreted as Very High. This implies that the teachers are able to achieve at all times a Very High level of behavioral competencies. The knowledge, abilities, attitudes, and behaviors that define great performers are referred to as behavioral competencies. These definitions are offered to ensure consistency of understanding within the education sector and to improve conversations on work habits. A person's behavioral abilities can be a fantastic indicator of whether or not they will succeed in their career. Many people do not understand how the relationship between

personality and skill may be used to predict whether or not they will perform well in a job, but this is something that more people should consider. Although having expertise and knowledge is great, this will not succeed in that work as much as they would like to if they lack compassion and care, as well as support and a willingness to grow (Kathpalia, 2020).

In the same table, the highest rated variable is Teamwork with the mean of 4.60 with SD=0.90 which is described At All times and interpreted as Very High. This implies that teachers value the importance of teamwork and its impact on their passion as an educator. Through collaboration, all activities become simpler and completed more quickly. Big or difficult tasks, however, call for teamwork more than speed or convenience. There is no choice. Together, it is possible to take on significant tasks and ambitious objectives that simply could not do apart. When work together effectively, can accomplish more and make a bigger difference. Making the greatest snow fort or lifting the largest loads are only a small part of what teamwork entails. Nevertheless, not everyone recognizes the importance and advantages that come from a group of people working together.

People engage in teamwork when they cooperate to achieve a common objective. The objective could be either professional or private. To start a work project, play soccer, or lug a couch up a flight of stairs, one person can work as a team. It is easy to define cooperation, but it might be challenging to know how to function well in a team. It takes practice to build an efficient, high-performing team. and direction. The teammates' definitions of teamwork may vary from the individuals. What teamwork looks like also much depends on the type of work being done and the obstacles that are being faced. Not all jobs require or profit from teamwork. Realizing that working together on a project is more efficient than working alone is one of the keys to a successful team. Teams are successful when they do more than simply assign tasks to individual members and have them complete them quickly. The key to great teamwork is cooperation and teamwork to develop superior solutions. When all members of a team work together but still bring their unique perspectives, experiences, and skill sets to the table, the team as a whole performs at its best (Waters, 2022).

Meanwhile, the lowest rated variable is Innovation with the mean of 4.23 with SD=0.86 which is described At all times and interpreted as Very High. This implies that teachers value the importance of innovations at work as they entail out of the box concepts even if sometimes it challenges them to do it. To innovate is to make alterations or carry out a task in a novel manner. The instructor does not need to invent in order to innovate.

Creativity and adaptation are inherent to innovation. Innovation in education is not a term with a predetermined meaning. The essence of innovation education is an openness to viewing issues with new eyes and coming up with novel solutions. It is an awareness that not everything can have immediate solutions, and that people are open to new ways to improve, such novel teaching techniques and information transfer methods. In the modern workplace, it is practically impossible to forecast or keep up with the rate of change. If it is acknowledged, everyone may concur that our capacity for adaptation and evolution may be more significant than the knowledge we possess. Educators should help students learn to adapt. Innovation drives change in the majority of industries. There is always room for improvement. By giving students the chance to develop abilities like creativity, adaptability, and resilience, innovation education helps prepare students for a dynamic workplace (Thompson, 2022).

Problem 3. What is the level of teachers' performance as shown in their IPCRF?

Table 3 shows the Teachers' Performance based on their IPCRF. It registered an Overall Mean of 4.37 with SD=0.81 which is described as Very Satisfactory and interpretation of High Level. Moreover, This implies that the teachers were able to achieve second highest level of performance which is very satisfactory level. This means that teachers need to improve their performance as they were not able to achieve the highest level which is outstanding. The performance of the teachers can impact the performance of the students.

Table 3
Teachers' Performance in their IPCRF

Teachers' Performance	F	P	Mean	SD	Description	Interpretation
Outstanding	169	48%	4.37	0.81	Very Satisfactory	High
Very Satisfactory	183	52%				
Satisfactory	0	0%				
Unsatisfactory	0	0%				
Poor	0	0%				
Total	352	100%				

Note: 4.20-5.00 Very High, 3.40-4.19 High, 2.60-3.39 Moderate, 1.80-2.59 Low, 1.00-1.79 Very Low

Therefore, teachers should also give time and opportunity for themselves to improve their skills and abilities in teaching. Teachers' performance is assessed. The evaluation is being conducted with the goal of determining the teachers' significance and capacity to instruct the students. Various techniques are used to evaluate teachers. The value of teaching is increasingly recognized by society nowadays. School, commonly referred to as sub-society, is a miniature society. As a result, a teacher is referred to as a social reformer who can aid in eradicating social ills. A society must be an ideal society free from prejudice. Teachers can uphold social principles including political justice, social fairness, and secular character, among others. For direction and improvement in the future, the work or performance might be reviewed. Although student grades reveal a teacher's effectiveness, a systematic evaluation is required. A teacher should be given time to correct any deficiencies in their work or given the opportunity to do it themselves if they are obvious. Evaluation is also preferred when teachers are being considered for social advancement (Merlo, 2022).

Problem 4. Is there a significant relationship between the respondents' core values and behavioral competencies and their teaching performance as shown In the IPCRF?

Table 4
Test Correlation between Teacher's Core Values and Teaching Performance

Teachers' Core Values	Teachers' Performance			
	r-value	p-value	Decision	Interpretation
Passion	0.685	0.001	Reject Ho	Significant
Commitment	0.539	0.013	Reject Ho	Significant
Enthusiasm	0.674	0.000	Reject Ho	Significant
Empathy	0.629	0.000	Reject Ho	Significant

Note: *significant at $p < 0.05$ alpha level

S – significant

NS – not significant

Table 4 presents Test Correlation between teacher's core values and their teaching performance. Passion and performance showed an r-value of 0.685 with p-value=0.001 with the description of Moderate Positive Relationship and interpreted as significant at 0.05 level of significance. Thus, the null hypothesis of no significant relationship rejected. This implies that passion of a teacher has relevance on their performance. Passion is important in the lives and daily routines of the teacher. Passion is like the burning fuel of the teachers to go on, stay and continue to serve without second thoughts. Passion allows teachers to fight and overcome challenges. Thus, passion have relationship with performance.

According to Dokubo and Osuji (2019), in terms of student and teacher performance as well as staff motivation, passion plays a role. Depending on how passionate a teacher is, their teaching style can have a significant good or bad impact on student performance. Like to other experiences, learning can be impacted by commitment. Also, because motivation is so important to kids' academic success, teachers must foster an

environment that encourages drive in their pupils. Teachers have a responsibility to be knowledgeable about motivational techniques and how to use them in the classroom.

Commitment and performance showed an r -value of 0.539 with p -value=0.013 with the description of Moderate Positive Relationship and interpreted as significant at 0.05 level of significance. Thus, the null hypothesis of no significant relationship rejected. This implies that commitment of a teacher have relevance on their performance. One thing that some individuals occasionally struggle with is commitment. Everyone experiences times when they want to give up but are unable to do so. Individuals may give up only because they dislike their job or do not want to put in the necessary effort. It is not always best to give up. It is another thing entirely if they are physically incapable of doing it. Results on the studies of Abu et al. (2020) showed that teacher competence and commitment was significantly positive effect on the performance of professional teachers. The teacher's commitment acts as a mediator of teacher competence and professional teacher performance. These results provide information on how to increase teacher performance. It is necessary to support the improvement of the competence and commitment of teachers.

Enthusiasm and performance showed an r -value of 0.674 with p -value=0.000 with the description of Moderate Positive Relationship and interpreted as significant at 0.05 level of significance. Thus, the null hypothesis of no significant relationship rejected. This implies that commitment of a teacher have relevance on their performance. A diverse range of skills and knowledge are necessary for effective teaching, not only subject-specific abilities, but also broader skills like behavior control. It's crucial to provide clear explanations of the curriculum's material. Teachers' verbal and nonverbal cues can influence pupils' cognitive and emotional responses. Enthusiasm on the part of the teacher can result in better teaching evaluations, favorable attitudes toward them, increased student performance, and better classroom behavior. The general consensus is that enhancing student involvement is an effective remedy for waning academic motivation and performance as well as rising alienation and boredom. Chinese researchers recently looked into how teachers' enthusiasm affected students' comprehension of chemistry while watching instructional films that had already been filmed. The level of self-efficacy among students can be raised by a teacher's excitement during classes (Scott, 2022).

Empathy and performance showed an r -value of 0.629 with p -value=0.000 with the description of Moderate Positive Relationship and interpreted as significant at 0.05 level of significance. Thus, the null hypothesis of no significant relationship rejected. This implies that empathy of a teacher have relevance on their performance. Empathy is a crucial quality in a teacher. Understanding and connecting with other people's feelings without passing judgment is what is meant by empathy. According to some study, having more empathy makes it easier for instructors to form bonds with families and kids, stop bullying, and collaborate with several students. Teachers that have empathy are better able to instruct children on moral growth and empathic behaviors. Preservice teachers may become more empathic after taking courses on diversity and self-reflection. When studies concentrate on people's emotional intelligence, Empathy is one thing teachers should take into account. Empathy fosters a strong classroom culture, improves communities, and equips students to be leaders in their communities, so as educators, incorporating empathy into education may benefit both your immediate classroom and the community outside of the school building (Wilson, 2020).

Finally, People's distinctive thought, feeling, and behavior patterns are reflected in their core values. A person who scores highly on a certain core values, such as extraversion, is likely to be gregarious in a variety of contexts and throughout time. So, the foundation of trait psychology is the idea that individuals differ from one another based on where they stand on a set of fundamental trait dimensions that hold true throughout time and in various contexts. Today's world relies heavily on teachers.

Teachers can have a favorable impact on a range of short- and long-term outcomes for their students, including their academic performance, health, participation in extracurricular activities, attendance, adult earnings, and retirement savings. Given how influential teachers are across society, much effort has been put into figuring out what distinguishes effective teachers from those who are not, as each teacher has a varied

impact on student outcomes (Diener & Lucas, 2023). The results of the study confirmed that of Chimezie (2020) draws a conclusion by emphasizing the relationship between a teachers' personality attributes and their efficacy as a teacher and how this effects the achievement of their students. The researcher then advised teachers to be cognizant of the aforementioned fact.

Additionally, core values are not inherited and change over time. Since the classroom's climate is greatly influenced by the teacher's personality, they should have the ability and duty to create and maintain an environment that fosters students' effective learning. This was also seen on the study of Kim et al., (2019) claiming that teachers' core values were positively correlated with teaching performance and towards students. Researchers further recommended that teachers should be aware of the different core values and make necessary adjustments for better impact and results.

Table 5*Test Correlation between Teacher's Behavioral Competencies and Teaching Performance*

Teachers' Behavioral competences	Teachers' Performance			
	r-value	p-value	Decision	Interpretation
Self-Management	0.615	0.001	Reject Ho	Significant
Teamwork	0.691	0.000	Reject Ho	Significant
Service Orientation	0.650	0.001	Reject Ho	Significant
Innovation	0.649	0.000	Reject Ho	Significant

Legend: *significant at $p < 0.05$ alpha level

S – significant

NS – not significant

Table 5 presents Test Correlation between teacher's behavioral competencies and their teaching performance. Self-management and performance showed an r-value of 0.615 with p-value=0.001 with the description of Moderate Positive Relationship and interpreted as significant at 0.05 level of significance. Thus, the null hypothesis of no significant relationship rejected. This implies that teachers' behavioral competencies on self-management have relevance on their performance. The capacity to control one's emotions, conduct, effort, and environment deliberately and strategically in the pursuit of goals is known as self-management.

Across fields, several terms are used to describe self-management or its component skills, such as self-control, self-discipline, self-regulation, self-regulated learning, effortful control, and willpower. Success increasingly depends on having the ability to effectively apply self-management techniques. Goal-setting, behavior monitoring, and progress evaluation are crucial components of self-management. It is crucial for teachers to take care of themselves in order to improve their craft and better prepare a wider range of pupils for the challenges of the workplace and life beyond school. It is a challenge for them to offer educational situations and activities that are more real than those found in conventional knowledge-based curriculum. Teachers who are adept at managing their own emotions can influence student conduct and eventually improve academic performance (David, 2017).

Teamwork and performance showed an r-value of 0.691 with p-value=0.000 with the description of Moderate Positive Relationship and interpreted as significant at 0.05 level of significance. Thus, the null hypothesis of no significant relationship rejected. This implies that teachers' behavioral competencies on teamwork have relevance on their performance. Teamwork is the collective effort of a group to accomplish a job or reach a common objective in the most effective and efficient manner possible. Any organization that wants to foster a positive workplace culture must emphasize teamwork. Knowing more about teamwork may benefit a business greatly and can also make more efficient in teaching job. Usually, the most productive and efficient approach to work is to collaborate well.

In the workplace, teamwork can foster a sense of camaraderie, creativity, collaboration, and motivation all of which are extremely desirable in a corporation. An efficient team works together to fulfill a

shared goal, leveraging their shared abilities and talents. To decrease and eliminate workplace friction, lower attrition rates, and align employees with the organization's fundamental objectives are just a few of the important reasons why teams should be encouraged in organizations (Team, 2023).

Service orientation and performance showed an r -value of 0.650 with p -value=0.001 with the description of Moderate Positive Relationship and interpreted as significant at 0.05 level of significance. Thus, the null hypothesis of no significant relationship rejected. This implies that teachers' behavioral competencies on service orientation have relevance on their performance. Teaching is a martyr's task. Educators frequently feel the need to sacrifice themselves and until they are completely gone. But a different kind of gift is giving oneself. Here, it refers to genuinely setting oneself aside, including the urge to excel, fears, career aspirations, need for validation, etc., and giving in to the act of teaching. But more importantly, this self-giving implies that the individual gives their entire selves to the act of teaching with creativity, affection, background knowledge, contacts, networks, dreams, hopes, and so forth in the total fusion of one's profession. Thus, service orientation must be fully understood by a teacher and their chosen profession. Whether or not they are clients, those who are service-oriented concentrate on foreseeing, identifying, and satisfying the needs of others. They care about people and make themselves available to them. It follows that they are more inclined to experience empathy and compassion for those around them. The ability to adapt or adjust circumstances allows someone with this emotional skill to offer opportunities to support others at work (Botelho, 2021).

Innovation and performance showed an r -value of 0.649 with p -value=0.000 with the description of Moderate Positive Relationship and interpreted as significant at 0.05 level of significance. Thus, the null hypothesis of no significant relationship is rejected. This implies that teachers' behavioral competencies on innovation have relevance on their performance. Because it results in improvements to products and processes, makes constant advancements that help businesses survive, and enables businesses to grow more quickly, be more efficient, and ultimately be more profitable than non-innovators, innovation is widely regarded as one of the most significant sources of sustainable competitive advantage in an environment that is changing at an increasingly rapid rate. Thus, as an educator the teacher must innovate as there are requests that need time to be approved. In the case of teaching and learning materials that are urgently needed, the teachers chose to make innovations to avoid delays at the same time make the teaching and learning process more fun and productive. This was also seen on the studies of Naz and Murad (2017) and further revealed that results of their study found out that high performance was significant in favor of innovative teaching.

Finally, teachers' behavioral competencies significant relationship towards teachers' performance. For a person to succeed in the workplace in the future, it can assist to establish their behavioral strengths. Soriano (2019) stated that the requirement for improving behavioral competencies was stronger in younger teachers with less experience. The degree of performance in the fundamental behavioral competences and abilities have an impact on the teacher performance, but they are important in achieving the goals in the Key Result Areas. To help students become Highly Proficient, teachers should set an example for how to fulfill the core behavioral competencies and skills.

4. Conclusions and Recommendations

From the study, the following conclusions have been drawn:

1. Overall teacher's level of core values was at Very High Level.
2. Overall teacher's Level of Behavioral Competency Skills was Very High Level.
3. Overall teacher's Level of Performance was Very High Level.

4. Based on the result Teachers' core values and behavioral competencies were significantly correlated to their performance. It registered moderate positive relationship level. Therefore, teachers' core values and behavioral competencies are relevant in their level of teaching performance.

On the basis of the results of the study, the following are the recommendations:

1. The teachers may participate in special programs, trainings, and workshops to enhance their core values specially in terms of commitment in order to accomplish quality education and to better themselves professionally and personally.

2. The teachers may participate in special programs, trainings, and workshops to enhance their behavioral competency skills specially in terms of making or implementing innovations in order to contribute to the accomplishment of better and quality educational outcomes for themselves, the students and the school.

3. The teachers should continue in enhancing their knowledge and skills in teaching to have better performance leading to reaching personal and organizational goals and objectives. Teachers are urged to always give their best efforts during the teaching and learning process, as well as in observing the progress and performance of the students, and to take part in ongoing professional development.

4. Core values and behavioral competencies are relevant to the teachers' performance. Thus, it must be given attention and emphasis as it affect the teachers' performance positively.

5. In order to validate the study's findings, it is advised that future researchers do a parallel or comparable study that focuses on how well teachers perform and how it will be affected by their core values and behavioral competency skills.

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