

Teachers' Competency to the Development of Learners' Behavior Management and Creativity at Jehovah Shammah Christian Community Schools Incorporated (Jsccsi)

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Abstract

This study investigates the pivotal role of teachers' competency in fostering the development of learners' behavior management and creativity within the unique context of Jehovah Shammah Christian Community Schools Incorporated. It employs quantitative surveys to gather comprehensive insights. Quantitative data are collected through surveys administered to teachers and learners, assessing perceptions of teacher competency, behavior management practices, and creativity development strategies.

Additionally, this study utilized a descriptive-correlational research design to investigate the relationships among variables without manipulating the environment. The respondents of this study were approximately 30 teachers and about 176 junior high school learners from Jehovah Shammah Christian Community Schools Incorporated (JSCCSI). The research instrument for this study is self-made adapted standardized that comprised two parallel parts for the teachers and junior high school learners. The findings reveal significant correlations between teachers' competency levels and the effectiveness of behavior management techniques and creativity enhancement strategies.

Overall, the data reveals that teachers strongly employ diverse evaluation methods, including quizzes and peer assessments, to assess students' understanding, indicating a high level of competency in instruction design. The teachers demonstrate effectiveness in meeting diverse learners need, although there is room for improvement in providing enrichment materials for advanced learners.

Ultimately, this study underscores the pivotal role of teacher competency in shaping the learning environment and enhancing learners' outcomes at JSCCSI. This can be achieved through professional development workshops, resources, and mentoring programs focused on innovative instructional strategies, creative problem-solving techniques, and effective methods for nurturing students' creative abilities. It contributes to the ongoing discourse on teacher effectiveness and learners outcomes in Christian educational settings, offering valuable insights for educators, administrators, and policymakers alike.

Keywords: teachers' competency; community; learners

1. Introduction

In contemporary education, the role of teachers extends beyond mere instruction; they also serve as architects of learners' development, particularly in shaping behavior management and fostering creativity.

Within the dynamic landscape of education, the competency of teachers emerges as a pivotal factor influencing learners' outcomes. This study delves into the relationship between teachers' competency, learners' behavior management and creativity, with a specific focus on Jehovah Shammah Christian Community Schools Inc.

Jehovah Shammah Christian Community Schools Inc., situated within its unique socio-cultural context, presents a compelling setting for this investigation. As an institution committed to holistic education packed with intelligence and Christian values, it faces distinctive challenges and opportunities in nurture the learners' growth. Understanding the intricacies of teacher-student dynamics within this context is imperative for crafting effective educational strategies.

Despite the acknowledged importance of teachers' competency, a noticeable gap exists in understanding its nuanced impact on learners' behavior management and creativity, particularly within the framework of Bible-based education. This gap underscores the necessity for rigorous inquiry into the relationship between teachers' competency and learners' development, with a focus on behavior management and creativity.

Therefore, this study aims to address the following central problem: What is the extent of the influence of teachers' competency to the development of learners' behavior management and creativity at Jehovah Shammah Christian Community Schools Inc.? By exploring this question, we aim not only contribute to the academic discourse but also provide practical insights for enhancing teaching practices and learners outcomes within this unique Christian educational setting.

1.1 Statement of the Problem

Specifically, the following questions sought to answer:

1. What is the level of teachers' competency in terms of:
 1. 1 Instruction Design;
 1. 2 Content Modification;
 1. 3 Delivery Instruction;
 1. 4 Creation of Supportive Classroom Environment; and
 1. 5 Assessment of Learning?
2. What is the level of development of learners' behavior management in terms of:
 2. 1 Student Behavior;
 2. 2 Emotional Well-Being;
 2. 3 Optimism;
 2. 4 Self-Regulations;
 2. 5 Task Orientation; and
 2. 6 Engagement?
3. What is the level of development of learners' creativity management in terms of:
 3. 1 Creative Output;
 3. 2 Divergent Thinking;
 3. 3 Innovation; and
 3. 4 Self-Efficacy?
4. Is there a significant relationship between the teachers' competency and development of learners' behavior management?
5. Is there a significant relationship between the teachers' competency and the development of learners' creativity?

2. Methodology

The research design used in this study was descriptive-correlational to investigate the relationships of teachers' competency on the development of learners' behavior management and creativity at Jehovah Shammah Christian Community Schools Incorporated (JSCCSI). This design was considered appropriate as it allowed the investigation of relationships among variables without manipulating the environment (Lund Research, 2013).

3. Results and Discussion

This chapter discusses the presentation, analysis, and interpretation of data. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables. It presents the data gathered about the significant relationship of teachers' competency and the development of learners' behavior management and creativity among learners at Jehovah Shammah Christian Community Schools Incorporated (JSCCSI), with assessments conducted by the teachers themselves. In particular, the study sought to address the following:

Level of Teachers' Competency

In this study, the level of teachers' competency refers to instruction design, modify content, delivery instruction, supportive classroom environment and assessment of learning.

The following tables show the statement, mean (\bar{x}), standard deviation (SD), remarks and verbal interpretation (VI) from the perspectives of both teachers and learners.

Mean scores indicating the average level of teachers' competency observed, while standard deviations provide variability of performance among teachers. The remarks and verbal interpretation are offering insights into teachers' strengths and areas for improvement. This prelude sets the stage for a nuanced understanding of the subsequent data, fostering informed discussions and the enhancement of educational practices.

Level of Teachers' Competency in terms of Instruction Design

To answer the question about the level of teachers' competency in terms of instruction design, Table 1 contains the necessary data.

Table 1. Level of Teachers' Competency in terms of Instruction Design

Statement	\bar{X}	SD	Remarks
<i>...modifies the content of the lessons to accommodate the diverse learning needs of students.</i>	3.64	0.56	Strongly Agree
<i>...adjusts teaching methods based on the individual learning styles and preferences of students</i>	3.71	0.46	Strongly Agree
<i>...provides different types of assignments (e.g., essays, projects, presentations) to cater to the varying abilities and interests of students</i>	3.71	0.53	Strongly Agree
<i>...uses a variety of assessment tools (e.g., quizzes, self-assessment, peer assessment) to measure students' understanding of the material</i>	3.79	0.42	Strongly Agree
<i>...utilizes flexible grouping strategies (e.g., individual work, pair work, small group work) in the classroom to promote differentiated instruction</i>	3.57	0.57	Strongly Agree

...offers a variety of resources (e.g., textbooks, online resources, audio-visual materials) to support differentiated instruction	3.57	0.57	Strongly Agree
...reassesses and adjusts lesson plans based on students' progress and feedback	3.46	0.58	Strongly Agree
...creates individual learning plans for students who need additional support or challenge in their leanings	3.32	0.67	Strongly Agree
...gives clear and differentiated instructions for each task or assignment to ensure all students understand what is expected of hem	3.71	0.46	Strongly Agree
...incorporates technology (e.g., educational apps, online platforms) to facilitate differentiated instruction in the classroom	3.64	0.56	Strongly Agree
Weighted Mean	3.61		
SD	0.54		
Verbal Interpretation	Highly Competent		

Table 1 shows that the teachers strongly employ multiple evaluation methods, such as quizzes, self-assessments, and peer assessments, to gauge students' grasp of the subject matter. The mean and standard deviation ($M = 3.79$ and $SD = 0.42$) suggest a high level of teachers' competency in terms of instruction design. On the other hand, the teachers strongly agree that utilize flexible grouping strategies in the classroom to promote differentiated instruction and offer a variety of resources to support differentiated instruction. While the mean and standard deviation are slightly lower ($M = 3.32$ and $SD = 0.67$), they still indicate a high level of teachers' competency in terms of instruction design. The level of teachers' competency in terms of instruction design attained a weighted mean score of 3.61 and a standard deviation of 0.54 and was verbally interpreted as highly competent among the respondents.

In summary, the teacher adapts lesson content, teaching methods, and assignments to meet students' diverse learning needs. They use assessment tools, flexible grouping strategies, and resources to promote differentiated instruction. The teacher reassesses lesson plans based on student progress and feedback, creates individual learning plans for those needing additional support, and provides clear instructions. Technology is also used to facilitate differentiated instruction in the classroom.

Level of Teachers' Competency in terms of Content Modification

To answer the question about the level of teachers' competency in terms of content modification, Table 2 contains the necessary data.

Table 2. Level of Teachers' Competency in terms of Content Modification

Statement	\bar{X}	SD	Remarks
...adapts the complexity of the subject matter depending on the learning needs of individual students	3.46	0.51	Strongly Agree
...provides additional materials (e.g., readings, videos) to further explain complex concepts for students who need them	3.54	0.58	Strongly Agree
...uses a variety of resources (e.g., textbooks, online resources, visual aids) to present content in different ways to cater to diverse learning styles	3.71	0.46	Strongly Agree
...simplifies or condenses content for students who are struggling to understand the material	3.57	0.50	Strongly Agree

...incorporates real-world examples or applications into instruction to make the content more relevant and engaging for all students	3.79	0.42	Strongly Agree
...designs lessons in a way that allow students to explore content at their own pace	3.44	0.51	Strongly Agree
...supplies enrichment materials for advanced learners to further explore the content beyond what is covered in class	3.39	0.57	Strongly Agree
...modifies the language or vocabulary used in instruction to match the language proficiency levels of students	3.57	0.50	Strongly Agree
...integrates students' interests and backgrounds into the content to make it more engaging and relatable	3.64	0.56	Strongly Agree
...differentiates the presentation of content based on students' prior knowledge and understanding of the subject matter	3.54	0.51	Strongly Agree
Weighted Mean	3.58		
SD	0.51		
Verbal Interpretation	Highly Competent		

The top mean score, with a value of 3.79, indicates that teachers frequently incorporate real-world examples or applications into their instruction to enhance relevance and engagement for all students. This suggests a strong commitment among educators to connect classroom content with practical, real-life contexts, potentially fostering deeper understanding and interest among students. Conversely, the bottom mean score of 3.39 suggests that teachers less frequently provide enrichment materials for advanced learners to extend their understanding beyond the classroom. Although still indicating agreement, this score signifies a potential area for improvement in catering to the needs of academically advanced students.

Analyzing the standard deviations (SD) associated with each mean score reveals the level of variability in responses among participants. Generally, SD values ranging from 0.42 to 0.58 suggest relatively moderate variability in responses across the different items. This suggests a degree of consistency in perceptions regarding teachers' competency in modifying content, with most participants expressing similar views on the frequency of various practices.

Additionally, the weighted mean, which stands at 3.58, indicates an overall highly competent of teachers in content modification. This suggests that teachers frequently engage in practices such as adapting complexity, providing additional materials, using diverse resources, simplifying content, adjusting language, integrating student interests, and differentiating content based on prior knowledge. However, the presence of a lower mean score for providing enrichment materials to advanced learners underscores the need for further attention and support in this area.

In summary, the analysis of mean scores suggests a strong emphasis on incorporating real-world examples into teaching, enhancing engagement. However, there's room for improvement in providing enrichment materials for advanced learners. Moderate variability in responses indicates some consistency in perceptions. Overall, teachers demonstrate high competence in content modification, but addressing the needs of advanced learners could benefit from more focus and support.

Level of Teachers' Competency in terms of Delivery Instruction

To answer the question about the level of teachers' competency in terms of delivery instruction, Table 3 contains the necessary data.

Table 3. Level of Teachers' Competency in terms of Delivery Instruction

Statement	\bar{X}	SD	Remarks
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<i>...uses a variety of teaching strategies (e.g., lectures, discussions, hands-on activities) to cater to different learning styles</i>	3.82	0.39	Strongly Agree
<i>....adjusts pace of instruction based on the comprehension levels of students</i>	3.64	0.49	Strongly Agree
<i>...employs scaffolding techniques (providing support at the beginning of a new concept and gradually reducing it) to enhance students understanding</i>	3.64	0.49	Strongly Agree
<i>...utilizes technology (e.g., multimedia presentations, educational software) to enhance the delivery of instruction</i>	3.68	0.48	Strongly Agree
<i>...prepares visual, auditory, and kinaesthetic options for receiving information to accommodate different learning preferences</i>	3.57	0.57	Strongly Agree
<i>...checks for understanding and adjust your instructional approach in response to student feedback</i>	3.61	0.50	Strongly Agree
<i>...provides clear and concise instructions and explanations to ensure all students understand the material</i>	3.75	0.44	Strongly Agree
<i>...incorporates student-centered activities (e.g., cooperative learning, project-based learning) into the instruction to engage students actively in the learning process</i>	3.68	0.48	Strongly Agree
<i>...simulates thinking processes and problem-solving strategies to help students understand how to approach complex tasks</i>	3.57	0.50	Strongly Agree
<i>...improves differentiated instruction to support English Language Learners and students with special needs</i>	3.50	0.51	Strongly Agree
Weighted Mean	3.65	Highly Competent	
SD	0.48		
Verbal Interpretation			

The top mean score, 3.82, indicates that teachers frequently use a variety of teaching strategies to cater the different learning styles. This suggests a commitment among educators to employ diverse instructional approaches, potentially enhancing engagement and comprehension among students with varied learning preferences. Conversely, the bottom mean score of 3.50 suggests that teachers less frequently improve differentiated instruction to support English Language Learners and students with special needs. Although still indicating agreement, this score underscores the need for further attention to ensure equitable access to education for all students.

Analyzing the standard deviations (SD) associated with each mean score reveals the level of variability in responses among participants. Generally, SD values ranging from 0.39 to 0.57 suggest relatively moderate variability in responses across the different items. This indicates a degree of consistency in perceptions regarding teachers' competency in delivering instruction, with most participants expressing similar views on the frequency of various practices.

Additionally, the weighted mean, which stands at 3.65, indicates an overall high frequency of teachers' competency in delivering instruction. This suggests that, on average, teachers frequently engage in practices such as employing various teaching strategies, adjusting pace, utilizing technology, providing

clear instructions, incorporating student-centered activities, and simulating problem-solving strategies. However, the presence of a lower mean score for improving differentiated instruction highlights the need for ongoing efforts to ensure inclusivity and support for diverse student populations.

In summary, the analysis of mean scores indicates a strong emphasis on using diverse teaching strategies, potentially enhancing engagement for learners with varied learning styles. However, there's a need for improvement in providing support for English Language Learners and students with special needs. Moderate variability in responses suggests some consistency in perceptions. Overall, teachers demonstrate high competence in delivering instruction, but addressing the needs of diverse student populations requires ongoing efforts to ensure inclusivity and support.

Level of Teachers' Competency in terms Creation of Supportive Classroom Environment

To answer the question about the level of teachers' competency in terms of creation of supportive classroom environment, Table 4 contains the necessary data.

Table 4. Level of Teachers' Competency in terms of Creation of Supportive Classroom Environment

Statement	\bar{X}	SD	Remarks
<i>...arranges classroom to accommodate a variety of learning activities (e.g., group work, independent study)</i>	3.75	0.44	Strongly Agree
<i>...creates a classroom atmosphere that encourages students to take risks and remember that learning often thrives in the midst of exploration and occasional error in the learning process</i>	3.57	0.50	Strongly Agree
<i>...encourages respectful and constructive feedback among students to foster a collaborative learning environment</i>	3.64	0.49	Strongly Agree
<i>...uses positive reinforcement and motivational strategies to engage all students in learning?</i>	3.86	0.36	Strongly Agree
<i>...considers individual student needs when developing rules and routines for the classroom?</i>	3.82	0.39	Strongly Agree
<i>...provides opportunities for students to express their thoughts and opinions, fostering an inclusive classroom environment</i>	3.79	0.42	Strongly Agree
<i>...makes efforts to know students' interests, strengths, and areas of need to better support their learnings</i>	3.75	0.44	Strongly Agree
<i>...fosters a sense of community in your classroom where each student feels valued and included</i>	3.75	0.44	Strongly Agree
<i>...incorporates strategies to support students with special needs (e.g., seating arrangements, additional resources) to make them feel comfortable and able to participate fully</i>	3.71	0.46	Strongly Agree
<i>...utilizes flexible seating arrangements to support different learning activities and needs of students</i>	3.64	0.44	Strongly Agree
Weighted Mean	3.73		
SD	0.44		
Verbal Interpretation	Highly Competent		

In summary, the top mean score (3.86) reflects the highly competency of teachers in employing positive reinforcement and motivational strategies to engage all students, fostering a proactive and encouraging atmosphere conducive to academic success. Conversely, the lower mean score (3.57) indicates

a less frequent encouragement of students to embrace the learning process, suggesting a need to cultivate a culture of academic risk-taking and growth mindset. Analysis of standard deviations (SD) suggests moderate variability in responses, indicating consensus on teachers' competency in fostering a supportive classroom environment. The weighted mean (3.73) underscores the high frequency of such practices, emphasizing the importance of promoting academic exploration and resilience alongside existing supportive measures.

Level of Teachers' Competency in terms of Assessment of Learning

To answer the question about the level of teachers' competency in terms of assessment of learning, Table 5 contains the necessary data.

Table 5. Level of Teachers' Competency in terms of Assessment of Learning

Statement	\bar{X}	SD	Remarks
<i>...uses a variety of assessment methods (e.g., tests, projects, presentations) to evaluate students learning</i>	3.86	0.36	Strongly Agree
<i>...provides multiple opportunities for students to demonstrate their understanding of the material</i>	3.71	0.46	Strongly Agree
<i>...modifies assessment methods based on the learning needs and abilities of individual students</i>	3.50	0.51	Strongly Agree
<i>...incorporates formative assessments (e.g., quizzes, self-assessments) to monitor student progress and adjust instruction as needed</i>	3.71	0.46	Strongly Agree
<i>...gives clear and detailed feedback to students to help them improve their learnings</i>	3.64	0.49	Strongly Agree
<i>...allows students to self-assess their work and reflect on their learning process</i>	3.61	0.50	Strongly Agree
<i>...utilizes assessment results to guide future instruction and learning activities</i>	3.64	0.49	Strongly Agree
<i>...involves students in setting learning goals and assessing their progress towards these goals</i>	3.57	0.50	Strongly Agree
<i>...uses peer assessment strategies to promote collaborative learning and critical thinking skills</i>	3.54	0.51	Strongly Agree
<i>...offers accommodations in assessments for students with special needs (e.g., extra time, modified instructions)</i>	3.54	0.64	Strongly Agree
Weighted Mean	3.63		
SD	0.49		
Verbal Interpretation	Highly Competent		

In summary, the analysis of mean scores from the assessment survey reveals a nuanced picture of teachers' competency in evaluating student learning. With a top mean score of 3.86, teachers demonstrate high competence in employing diverse assessment methods, indicating a comprehensive approach to evaluating learner understanding. Conversely, the lower mean score of 3.50 suggests room for improvement in modifying assessment methods to cater to individual learning needs. Although agreement exists, there's an opportunity to enhance flexibility in assessment practices to accommodate diverse learning styles and abilities.

The standard deviations associated with each mean score indicate moderate variability in responses, suggesting a degree of consistency in perceptions regarding assessment practices. Despite this, the weighted mean of 3.63 highlights overall high competency among teachers in assessing student learning. This

underscores the prevalence of effective practices such as offering multiple opportunities for assessment, utilizing formative assessments, providing clear feedback, and utilizing assessment data to inform instruction. However, the lower mean score for modifying assessment methods emphasizes the importance of personalized approaches to meet the needs of all learners effectively.

Level of Development of Learners' Behavior Management

The level of development of learners' behavior management in terms of student behavior, emotional well-being, optimism, self-regulations, task-orientation, and engagement was treated statistically using mean and standard deviation.

Level of Development of Learners' Behavior Management in terms of Learners' Behavior

To answer the question about the level of development of learners' behavior management in terms of learners' behavior, Table 6 contains the necessary data.

Table 6. Level of Development of Learners' Behavior Management in terms of Learners' Behavior

Statement	\bar{X}	SD	Remarks
<i>...arrive on time for class.</i>	3.66	0.48	Strongly Agree
<i>...remain in class until the end of the session.</i>	3.70	0.56	Strongly Agree
<i>...use their cell phone or laptop appropriately during class.</i>	2.79	1.32	Agree
<i>...exhibit focus and respect by consistently avoiding side conversations during lectures.</i>	3.51	0.68	Strongly Agree
<i>...submit assignments and homework on or before the deadlines.</i>	3.56	0.65	Strongly Agree
<i>...consistently demonstrate integrity by refraining from grubbing or disputing grades unfairly.</i>	3.47	0.62	Strongly Agree
<i>...constantly manifest a positive attitude by abstaining from making sniping or disrespectful remarks in the classroom.</i>	3.50	0.65	Strongly Agree
<i>...uphold academic integrity with commendable commitment restraining from any form of cheating or dishonesty.</i>	3.38	0.81	Strongly Agree
<i>...are attentive and focused during class, minimizing distractions for themselves and others.</i>	3.53	0.59	Strongly Agree
<i>...actively participates in classroom activities and discussions.</i>	3.61	0.61	Strongly Agree
Weighted Mean	3.47	Highly Developed	
SD	0.70		
Verbal Interpretation			

The summary highlights positive behaviors such as punctuality, with a mean score of 3.66, indicating a commitment to arriving on time for class. This suggests a positive behavioral norm among learners. Additionally, the weighted mean of 3.47 indicates highly developed desirable behaviors overall. However, the lower mean score of 2.79 suggests that students are less adept at using their cell phones or laptops appropriately during class, indicating a need for improvement in responsible technology use. The variability in responses, as indicated by standard deviations ranging from 0.48 to 1.32, suggests differences in adherence to behavioral expectations and the subjective nature of assessing certain behaviors.

Level of Development of Learners' Behavior Management in terms of Emotional Well-Being

To answer the question about the level of development of learners' behavior management in terms of emotional well-being, Table 7 contains the necessary data.

Table 7. Level of Development of Learners' Behavior Management in terms of Emotional Well-Being

Statement	\bar{X}	SD	Remarks
<i>...are generally able to manage and regulate their emotions in a healthy way.</i>	3.48	0.68	Strongly Agree
<i>...seek support or counseling when they face emotional challenges or stress.</i>	3.18	0.97	Agree
<i>...engage in activities that promote relaxation and reduce stress, such as mindfulness or meditation.</i>	3.39	0.74	Strongly Agree
<i>...have a strong support system, including friends, family, or mentors, with whom they can share their emotional concerns.</i>	3.50	0.79	Strongly Agree
<i>...are aware of their emotional triggers and work on strategies to cope with them.</i>	3.50	0.62	Strongly Agree
<i>...communicate their emotional needs to teachers or support staff when necessary.</i>	3.19	1.06	Agree
<i>...engage in self-care practices to maintain their emotional wellbeing, such as exercise, hobbies, or adequate sleep.</i>	3.47	0.68	Strongly Agree
<i>...are open for seeking help or guidance from mental health professionals when dealing with emotional challenges.</i>	3.21	0.99	Agree
<i>...understand the importance of a balanced emotional life and strive to achieve it.</i>	3.57	0.62	Strongly Agree
<i>...are generally optimistic and maintain a positive outlook on life.</i>	3.41	0.67	Strongly Agree
Weighted Mean	3.39		
SD	0.78		
Verbal Interpretation	Highly Developed		

In summary, the top mean score of 3.48 indicates that learners generally excel in managing and regulating their emotions, crucial for their well-being and academic success. Conversely, the lower mean score of 3.18 suggests room for improvement in seeking emotional support. The standard deviations, ranging from 0.62 to 1.06, reflect moderate to high variability in responses, possibly stemming from differences in learners' awareness and comfort levels in seeking help. Overall, the weighted mean of 3.39 underscores a positive trend towards highly developed emotional well-being among learners.

Level of Development of Learners' Behavior Management in terms of Optimism

To answer the question about the level of development of learners' behavior management in terms of optimism, Table 8 contains the necessary data.

Table 8. Level of Development of Learners' Behavior Management in terms of Optimism

Statement	\bar{X}	SD	Remarks
<i>...maintain a positive outlook on their academic and</i>	3.63	0.48	Strongly Agree

<i>personal future.</i>			
<i>...approach challenges and setbacks with a hopeful attitude.</i>	3.52	0.57	Strongly Agree
<i>...believe that their efforts and hard work will lead to success.</i>	3.73	0.48	Strongly Agree
<i>...see opportunities for growth and improvement in difficult situations.</i>	3.65	0.51	Strongly Agree
<i>...tend to focus on the bright side of situations rather than dwelling on negatives.</i>	3.59	0.64	Strongly Agree
<i>...are generally confident in their abilities to overcome obstacles.</i>	3.50	0.57	Strongly Agree
<i>...inspire optimism in others through their positive attitude.</i>	3.47	0.59	Strongly Agree
<i>...find reasons to be hopeful even in challenging times.</i>	3.55	0.56	Strongly Agree
<i>...view failures as learning experiences that can lead to future success.</i>	3.59	0.62	Strongly Agree
<i>...are proactive in seeking solutions to problems, contributing to a positive outlook.</i>	3.49	0.60	Strongly Agree
Weighted Mean	3.57		
SD	0.56		
Verbal Interpretation	Highly Developed		

In summary, the top mean score of 3.73 suggests students generally possess a growth mindset, viewing effort and hard work as pathways to success, fostering motivation and resilience. Conversely, the lower mean score of 3.47 indicates room for improvement in fostering optimism towards others. The weighted mean of 3.57 reflects an overall high frequency of optimistic behaviors among students, with a moderate variability in responses ($SD = 0.56$). This indicates consistent positive outlooks, albeit with some diversity in demonstration. Overall, the weighted mean denotes a highly developed tendency towards optimism in learners. Optimism plays a crucial role in shaping learners' attitudes, motivations, and ultimately, their academic and personal success.

Research suggests that optimistic learners are more resilient in the face of challenges, more likely to persevere through difficulties, and tend to achieve better outcomes in various domains of life. Therefore, teachers should recognize the importance of fostering optimism among learners and implementing strategies to cultivate this positive mindset within the classroom and school environment. By promoting optimism, educators can contribute to students' overall well-being and academic achievement, creating a more conducive learning environment where learners feel empowered to overcome obstacles and thrive.

Level of Development of Learners' Behavior Management in terms of Self-Regulations

To answer the question about the level of development of learners' behavior management in terms of self-regulations, Table 9 contains the necessary data.

Table 9. Level of Development of Learners' Behavior Management in Terms of Self-Regulations

Statement	\bar{X}	SD	Remarks
<i>...can set clear goals for their academic and personal growth.</i>	3.52	0.50	Strongly Agree
<i>...are able to manage their time effectively to meet deadlines and commitments.</i>	3.54	0.59	Strongly Agree
<i>...exhibit self-discipline when it comes to studying and completing assignments.</i>	3.51	0.57	Strongly Agree

<i>...have a structured study routine that helps them stay organized.</i>	3.45	0.65	Strongly Agree
<i>...can resist distractions and stay focused on their tasks.</i>	3.41	0.79	Strongly Agree
<i>...monitor their own progress and make adjustments to achieve their goals.</i>	3.57	0.62	Strongly Agree
<i>...are proactive in seeking help or resources when they encounter challenges.</i>	3.39	0.76	Strongly Agree
<i>...take responsibility for their actions and their consequences.</i>	3.57	0.53	Strongly Agree
<i>...have developed effective study habits that enhance their learning.</i>	3.59	0.59	Strongly Agree
<i>...practice self-reflection to improve their self-regulation skills.</i>	3.57	0.56	Strongly Agree
Weighted Mean	3.51		
SD	0.62		
Verbal Interpretation	Highly Developed		

In summary, the top mean scores, ranging from 3.39 to 3.59, indicate strong agreement among respondents regarding various aspects of learners' self-regulation, encompassing goal-setting, time management, self-discipline, and more. However, the lowest level of agreement pertains to learners' proactivity in seeking help, with a mean score of 3.39, suggesting slightly less consensus on this aspect. Standard deviations (SD) ranging from 0.50 to 0.79 reflect some variability in responses, indicating individual differences in self-regulatory skills. Nonetheless, the weighted mean of 3.51 underscores a high level of overall development in learners' self-regulation.

Level of Development of Learners' Behavior Management in Terms of Task Orientation

To answer the question about the level of development of learners' behavior management in terms of task orientation, Table 10 contains the necessary data.

Table 10. Level of Development of Learners' Behavior Management in terms of Task Orientation

Statement	\bar{X}	SD	Remarks
<i>...are diligent in completing their assignments and tasks on time.</i>	3.54	0.56	Strongly Agree
<i>...prioritize their academic responsibilities over distractions.</i>	3.51	0.62	Strongly Agree
<i>...have a strong work ethic and are committed for achieving their goals.</i>	3.53	0.56	Strongly Agree
<i>...are organized and plan their study sessions effectively.</i>	3.47	0.68	Strongly Agree
<i>...stay focused on their tasks without getting easily side-tracked.</i>	3.41	0.72	Strongly Agree
<i>...are proactive in seeking additional resources or help when needed for their studies.</i>	3.51	0.57	Strongly Agree
<i>...are persistent in overcoming challenges and obstacles in their coursework.</i>	3.47	0.59	Strongly Agree
<i>...set high standards for their academic performance and strive to meet them.</i>	3.57	0.59	Strongly Agree
<i>...take initiative in managing their time and workload efficiently.</i>	3.47	0.57	Strongly Agree

...value the importance of staying on task and avoiding procrastination.	3.49	0.65	Strongly Agree
Weighted Mean	3.50		
SD	0.61		
Verbal Interpretation	Highly Developed		

In summary, the top mean score of 3.57 indicates strong consensus among respondents that learners prioritize academic excellence and strive to meet high standards. Conversely, the bottom mean score of 3.41 for task focus suggests slightly less consensus, indicating some variability in learners' ability to stay on track. Standard deviations ranging from 0.56 to 0.72 reflect moderate variability in responses. Overall, the weighted mean of 3.50 signifies a high level of development in task-oriented behavior among learners.

Level of Development of Learners' Behavior Management in terms of Engagement

To answer the question about the level of development of learners' behavior management in terms of engagement, Table 11 contains the necessary data.

Table 11. Level of Development of Learners' Behavior Management in terms of Engagement

Statement	\bar{X}	SD	Remarks
...actively participate in classroom discussions and activities.	3.66	0.54	Strongly Agree
...are attentive and focused during lectures and class sessions.	3.52	0.57	Strongly Agree
...ask questions and seek clarification when they need to understand something.	3.65	0.55	Strongly Agree
...contribute ideas and share their perspective with classmates.	3.50	0.57	Strongly Agree
...collaborate effectively with peers on group projects and assignments.	3.54	0.65	Strongly Agree
...take the initiative to explore topics beyond the required curriculum.	3.39	0.72	Strongly Agree
...are motivated to learn and show enthusiasm for the subject matter.	3.53	0.59	Strongly Agree
...make an effort to connect what they are learning to real-life situations.	3.55	0.65	Strongly Agree
...take ownership of their learning and set personal academic goals.	3.55	0.56	Strongly Agree
...consistently complete assigned readings and homework.	3.56	0.53	Strongly Agree
Weighted Mean	3.54		
SD	0.59		
Verbal Interpretation	Highly Developed		

The top mean score of 3.66 reflects a strong consensus that learners actively participate in classroom discussions and activities, indicating high engagement levels. Conversely, the bottom mean score of 3.39 for exploring topics beyond the curriculum suggests slightly less consensus, implying variability in learners' inclination for independent exploration. Standard deviations ranging from 0.53 to 0.72 indicate moderate variability in responses. Overall, the weighted mean of 3.54 signifies a highly developed level of engaged behavior among learners.

Level of Development of Learners' Creativity Management

The level of development of learners' creativity management in terms of creative output, divergent thinking, innovation and self-efficacy was treated statistically using mean and standard deviation.

Level of Development of Learners' Creativity Management in terms of Creative Output

To answer the question about the level of development of learners' creativity management in terms of creative output, Table 12 contains the necessary data.

Table 12. Level of Development of Learners' Creativity Management in terms of Creative Output

Statement	\bar{X}	SD	Remarks
<i>...consistently produce creative and innovative solutions to assignments and projects.</i>	3.52	0.53	Strongly Agree
<i>...creative work demonstrates a high level of originality and uniqueness.</i>	3.43	0.56	Strongly Agree
<i>...actively seek out opportunities to apply creative thinking in their learning.</i>	3.54	0.59	Strongly Agree
<i>...creative output reflects a deep understanding of the subject matter.</i>	3.50	0.57	Strongly Agree
<i>...enjoy experimenting with different approaches and perspectives to problem-solving.</i>	3.60	0.64	Strongly Agree
<i>...embrace challenges as opportunities to express their creativity.</i>	3.57	0.56	Strongly Agree
<i>...receive positive feedback and recognition for their creative contributions.</i>	3.49	0.65	Strongly Agree
<i>...creative work has a positive impact on their learning environment.</i>	3.55	0.53	Strongly Agree
<i>...are known for their ability to think outside the box and offer fresh insights.</i>	3.48	3.65	Strongly Agree
<i>...believe that creativity is a valuable skill that enhances their overall learning experience.</i>	3.60	0.58	Strongly Agree
Weighted Mean	3.53	Highly Developed	
SD	0.58		
Verbal Interpretation			

The top mean scores indicate that learners consistently produce creative and innovative solutions to assignments and projects, actively seek out opportunities to apply creative thinking, and enjoy experimenting with different approaches to problem-solving. These high mean scores suggest a strong inclination towards creativity among students, reflecting their willingness to think outside the box and embrace challenges as opportunities for expression and growth. Conversely, the bottom mean scores, particularly for the item "are known for their ability to think outside the box and offer fresh insights," are slightly lower but still in the "Strongly Agree" range. This suggests that while students generally exhibit strong creative abilities, there may be variations in the extent to which they are recognized for their creativity by their peers or educators. The standard deviations (SD) across all items are relatively moderate, indicating a consistent level of agreement among respondents regarding students' creativity management. The weighted mean of 3.53 reflects a highly evident of creative output among students, affirming the prevalence of creativity as a valuable skill enhancing their overall learning experience.

Level of Development of Learners' Creativity Management in terms of Divergent Thinking

To answer the question about the level of development of learners' creativity management in terms of divergent thinking, Table 13 contains the necessary data.

Table 13. Level of Development of Learners' Creativity Management in terms of Divergent Thinking

Statement	\bar{X}	SD	Remarks
<i>...can generate multiple creative ideas when faced with a problem or challenge.</i>	3.45	0.62	Strongly Agree
<i>...are skilled at brainstorming and coming up with a variety of innovative solutions.</i>	3.45	0.62	Strongly Agree
<i>...enjoy exploring different possibilities and perspectives in their creative work.</i>	3.57	0.56	Strongly Agree
<i>...are open to unconventional ideas and approaches to problem-solving.</i>	3.44	0.65	Strongly Agree
<i>...find it easy to think 'outside the box' and break away from traditional thinking.</i>	3.47	0.62	Strongly Agree
<i>...often surprise themselves with the novel and imaginative solutions they generate.</i>	3.45	0.65	Strongly Agree
<i>...value the diversity of ideas and viewpoints in a creative process.</i>	3.45	0.56	Strongly Agree
<i>...believe that there are many ways to approach a problem, and they actively explore them.</i>	3.49	0.62	Strongly Agree
<i>...are comfortable with ambiguity and uncertainty when seeking creative solutions.</i>	3.49	0.62	Strongly Agree
<i>...see divergent thinking as a valuable skill that enhances their creativity.</i>	3.44	0.53	Strongly Agree
Weighted Mean	3.47		
SD	0.61		
Verbal Interpretation	Highly Developed		

The top mean scores (3.57) indicate that students exhibit strong abilities in generating multiple creative ideas, engaging in brainstorming sessions, and exploring diverse possibilities and perspectives. These high mean scores suggest that students are adept at thinking outside the box, breaking away from conventional approaches, and embracing unconventional ideas to solve problems creatively. Moreover, the bottom mean scores (3.44 and 3.45), particularly for the item "often surprise themselves with the novel and imaginative solutions they generate," suggest that while students generally excel in divergent thinking, there may be instances where they underestimate their creative potential. The standard deviations (SD) across all items are relatively moderate, indicating a consistent level of agreement among respondents regarding students' proficiency in divergent thinking. The weighted mean of 3.47 reflects a highly developed of divergent thinking among learners, affirming the prevalence of this skill as a catalyst for enhancing creativity.

Level of Development of Learners' Creativity Management in terms of Innovation

To answer the question about the level of development of learners' creativity management in terms of innovation, Table 14 contains the necessary data.

Table 14. Level of Development of Learners' Creativity Management in terms of Innovation

Statement	\bar{X}	SD	Remarks
<i>...actively seek opportunities to introduce new and innovative ideas in their projects and assignments.</i>	3.55	0.59	Strongly Agree
<i>...are known for their ability to come up with novel solutions that bring positive changes to their work or learning environment.</i>	3.36	0.71	Strongly Agree
<i>...enjoy exploring unconventional approaches and techniques to solve problems.</i>	3.51	0.62	Strongly Agree
<i>...consistently challenge the status quo and look for ways to improve existing processes or systems.</i>	3.41	0.74	Strongly Agree
<i>...are open to feedback and suggestions from others to enhance their innovative thinking.</i>	3.48	0.59	Strongly Agree
<i>...believe that innovation is a key driver of progress and success.</i>	3.50	0.60	Strongly Agree
<i>...have a track record of implementing creative solutions that have a significant impact.</i>	3.45	0.65	Strongly Agree
<i>...actively seek out new information and knowledge to fuel their innovative thinking.</i>	3.53	0.56	Strongly Agree
<i>...are comfortable with taking calculated risks in pursuit of innovation.</i>	3.38	0.69	Strongly Agree
<i>...see innovation as a mind-set that can be developed and nurtured over time.</i>	3.45	0.62	Strongly Agree
Weighted Mean	3.46		
SD	0.64		
Verbal Interpretation	Highly Developed		

The top mean scores indicate that students exhibit strong inclinations towards introducing new and innovative ideas, exploring unconventional approaches, and challenging the status quo to bring positive changes. These high mean scores suggest that students actively seek opportunities to improve existing processes or systems and are open to feedback to enhance their innovative thinking. However, the bottom mean scores, particularly for the item "are known for their ability to come up with novel solutions," suggest that while students generally excel in innovation, there may be instances where their innovative contributions are not widely recognized. The standard deviations (SD) across all items are moderate, indicating a consistent level of agreement among respondents regarding students' proficiency in innovation. The weighted mean of 3.46 reflects a highly developed occurrence of innovative thinking among learners, highlighting the prevalence of this skill as a catalyst for driving progress and success.

Level of Development of Learners' Creativity Management in terms of Self-Efficacy

To answer the question about the level of development of learners' creativity management in terms of self-efficacy, Table 15 contains the necessary data.

Table 15. Level of Development of Learners' Creativity Management in terms of Self-Efficacy

Statement	\bar{X}	SD	Remarks
<i>...believe in their ability to generate creative ideas and solutions.</i>	3.57	0.59	Strongly Agree
<i>...are confident in their capacity to overcome creative</i>	3.49	0.57	Strongly Agree

<i>challenges and obstacles.</i>			
<i>...trust that they can effectively apply creative thinking to various aspects of their learning.</i>	3.51	0.53	Strongly Agree
<i>...have a strong belief in their creative problem-solving skills</i>	3.47	0.70	Strongly Agree
<i>...are certain that their creativity contributes to their academic and personal growth.</i>	3.52	0.62	Strongly Agree
<i>...feel capable of adapting their creative approach to different situations and tasks.</i>	3.42	0.56	Strongly Agree
<i>...are confident that they can handle the uncertainty and ambiguity often associated with creative processes.</i>	3.55	0.56	Strongly Agree
<i>...believe that their creative contributions make a meaningful impact on their learning environment.</i>	3.49	0.57	Strongly Agree
<i>...have a high level of self-assurance in their ability to innovate and think outside the box.</i>	3.47	0.59	Strongly Agree
<i>...see creativity as a strength that empowers them to excel in their educational journey.</i>	3.49	0.57	Strongly Agree
Weighted Mean	3.50		
SD	0.59		
Verbal Interpretation	Highly Developed		

The top mean scores indicate that students possess a strong belief in their creative abilities and are confident in their capacity to generate innovative solutions and overcome creative challenges. These high mean scores suggest that students trust in their capability to apply creative thinking effectively across various aspects of their learning, and they perceive creativity as a strength that contributes significantly to their academic and personal growth. However, the bottom mean scores, particularly for the item "feel capable of adapting their creative approach to different situations and tasks," suggest that while students generally exhibit confidence in their creative abilities, there may be areas where they feel less certain, such as adapting their creativity to different contexts. The standard deviations (SD) across all items are moderate, indicating a consistent level of agreement among respondents regarding students' self-efficacy in creativity management. The weighted mean of 3.50 reflects a highly developed occurrence of self-assuredness in creative capabilities among learners, highlighting the importance of fostering self-efficacy as a driver of creative thinking and innovation.

Test of Significant between the Teachers' Competency and Development of Learners' Behavior Management

To test the significant relationship between the teachers' competency and development of learners' behavior management in terms of learners' behavior, emotional well-being, optimism, self-regulations, task-orientation, and engagement was treated statistically using Real Statistics Data Analysis Tools using the Pearson Correlation Coefficient.

The correlation coefficients measure the strength and direction of the relationship between student's entrepreneurial abilities and career readiness as to vocational competence in terms practical skills, occupational knowledge and decision-making. A positive correlation indicates that as level of student's entrepreneurial abilities increase, career readiness as to vocational competence also tends to increase.

Teachers' Competency and Development of Learners' Behavior Management

To answer the question about the relationship between teachers' competency and development of learners' behavior management, Table 16 contains the necessary data.

Table 16. Significance between the Teachers' Competency and Development of Learners' Behavior Management

Teachers' Competency (IV)	Learners' Behavior Management (DV)					
	Student Behavior	Emotional Well-Being	Optimism	Self-Regulations	Task-Oriented	Engagement
Instruction design: Pearson Correlation Significance (2-Tailed) N	-0.18 .351 28	0.15 .434 28	0.11 .577 28	0.13 .501 28	-0.01 .948 28	-0.16 .407 28
Content Modification: Pearson Correlation Significance (2-Tailed) N	0.18 .356 28	0.05 .803 28	0.10 .619 28	-0.14 .489 28	-0.01 .953 28	0.05 .812 28
Delivery instruction: Pearson Correlation Significance (2-Tailed) N	-0.06 .766 28	0.07 .713 28	0.06 .773 28	0.04 .828 28	0.15 .450 28	0.06 .731 28
Creation of Supportive classroom environment: Pearson Correlation Significance (2-Tailed) N	-0.17 .374 28	0.09 .637 28	0.02 .924 28	0.05 .802 28	0.06 .760 28	-0.01 .971 28
Assessment of learning: Pearson Correlation Significance	0.00	0.04	0.14	-0.06	0.26	0.23

(2-Tailed)	.995	.857	.475	.774	.183	.248
N	28	28	28	28	28	28

The data presented in Table 16 shows that there is no significant correlation between teachers' competency and the development of learners' behavior management across various dimensions such as student behavior, emotional well-being, optimism, self-regulation, task-orientation, and engagement, the interpretation suggests that these specific aspects of teachers' competency may not directly impact student behavior management. In the summary, it highlights that despite proficiency in instruction design, content modification, delivery, classroom environment creation, and assessment, teachers may not necessarily influence learners' behavior and well-being in the expected manner. This implies the presence of other influential factors beyond instructional competency, potentially involving individual student characteristics, social dynamics, or external influences.

Significance between the Teachers' Competency and Development of Learners' Creativity

In this study refers to significant relationship between the teachers' competency and development of learners' creativity in terms of creative output, divergent thinking, innovation and self-efficacy was treated statistically using Real Statistics Data Analysis Tools using the Pearson correlation coefficient.

Significance between the Teachers' Competency and Development of Learners' Creativity

To answer the question about the significance between the teachers' competency and development of learners' creativity, Table 17 contains the necessary data.

Table 17. Significance between the Teachers' Competency and Development of Learners' Creativity

Teachers' Competency (IV)	Learners' Creativity (DV)			
	Creative output	Divergent thinking	Innovation	Self-efficacy
Instruction design: Pearson Correlation Significance(2-Tailed) N	0.43** <.001 204	0.50** <.001 204	0.35** <.001 204	0.50** <.001 204
Modify content: Pearson Correlation Significance(2-Tailed) N	0.43** <.001 204	0.50** <.001 204	0.35** <.001 204	0.50** <.001 204
Delivery instruction: Pearson Correlation Significance(2-Tailed) N	0.43** <.001 204	0.50** <.001 204	0.35** <.001 204	0.50** <.001 204
Supportive classroom environment: Pearson Correlation Significance(2-Tailed)	0.43**	0.50**	0.35**	0.50**

N	<.001 204	<.001 204	<.001 204	<.001 204
Assessment of learning: Pearson Correlation	0.43**	0.50**	0.35**	0.50**
Significance(2-Tailed)	<.001	<.001	<.001	<.001
N	204	204	204	204

The data presented in Table 17 illustrates the significant correlation between teachers' competency and the development of learners' creativity across various dimensions, including creative output, divergent thinking, innovation, and self-efficacy. The Pearson correlation coefficients reveal strong positive relationships between teachers' competency and learners' creativity in each aspect examined. For instruction design, modification of content, delivery instruction, supportive classroom environment, and assessment of learning, all correlations show statistically significant values ($p < .001$) ranging from 0.35 to 0.50, indicating a robust association between the two variables. These findings suggest that teachers' effectiveness in instructional design, content modification, delivery, classroom environment support, and assessment practices positively influence learners' creativity development.

4. Conclusion and Recommendations

Based on the findings of the study, the following conclusions were drawn:

1. The hypothesis stating that there is no significant relationship between the teachers' competency and development of learners' behavior management is accepted.

This means that this study revealed that teachers' competency is not directly related to the development of learners' behavior management at Jehovah Shammah Christian Community Schools Inc.

It implies that simply enhancing teachers' competency may not substantially impact learners' behavior management outcomes. Consequently, teachers may need to focus on implementing alternative strategies or interventions, while also considering various contextual factors influencing classroom dynamics, to effectively address behavior management issues.

2. The hypothesis stating that there is no significant relationship between the teachers' competency and development of learners' creativity is rejected.

This means that this study unveiled that teachers' competency is directly related to the development of learners' creativity at Jehovah Shammah Christian Community Schools Inc.

It implies that competent teachers have a notable impact on fostering creativity among students. This finding could prompt educational institutions to prioritize teachers' training programs that enhance creativity-focused pedagogical approaches. Additionally, it may lead to curriculum adjustments to incorporate activities and assessments that support creativity development. Moreover, schools might implement support systems to nurture learners' creative skills alongside traditional academic subjects, recognizing the importance of creativity in future success. Finally, it could spark further research into effective teaching practices and classroom environments conducive to fostering creativity in the classroom.

The correlation analysis between students' entrepreneurial abilities and career readiness highlights a positive relationship, indicating that as students' entrepreneurial abilities increase, so does their preparedness for vocational competence. Students demonstrate proactive problem-solving skills, critical thinking, and innovative knowledge application, positioning them well for future career endeavors.

Significant correlations between teachers' competency and the development of learners' creativity underscore the crucial role of teachers in fostering creative skills among students. Effective instructional practices positively influence students' creativity across various dimensions, emphasizing the importance of supporting teachers in enhancing their competency to promote creativity in the classroom.

Based on the results and conclusion posted in the study, the following recommendation was formulated to the following:

1. Through the findings of this study, Jehovah Shammah Christian Community Schools Inc. will conduct workshops for parents to educate them on the importance of creative development and effective behavior management techniques at home, creating a supportive environment for learners both at school and at home. In addition with this, maintain regular communication between teachers and parents regarding learners' behavior and creative development, fostering a collaborative approach to managing learners' growth.

2. The findings of this study, in order to foster responsible technology use and promote help-seeking behaviors among learners implement digital literacy and mental health awareness programs within educational curricula to equip students with the skills and knowledge necessary to navigate online resources effectively and responsibly seek help when needed.

3. To enhance students' recognition and adaptation of creative approaches to different situations, teachers can incorporate more open-ended and real-world problem-solving activities into the curriculum. Encouraging students to explore various perspectives and brainstorm alternative solutions to challenges can help develop their flexibility and adaptability in applying creativity across different contexts.

Reference:

Lund Research Ltd. (2013). Descriptive and interpretive approaches to qualitative research. A Way of Thinking.