

Teachers' Behavioral and Teaching Competence in Select District Schools of Misamis Oriental

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Abstract

Teaching is a complex profession that requires teachers to possess not only strong pedagogical knowledge but also behavioral competencies that contribute to effective classroom instruction. This study was conducted to determine the teachers' behavioral and teaching competence of Grade Six teachers in selected districts of the Division of Misamis Oriental during the School Year 2025–2026. The study described the teachers' profiles, assessed their behavioral and teaching competence, and examined the relationship between these competencies and the respondents' profile characteristics. Indeed, because the researcher-made questionnaire was validated by experts, data were gathered from all 189 Grade Six teachers through total population sampling under a descriptive-correlational design, with descriptive statistics used to summarize the variables and Pearson Product-Moment Correlation used to examine their relationships. The findings shows that teachers demonstrated highly competent behavioral and teaching competence, with collaboration receiving the strongest rating in behavioral competence and psychology obtaining the highest rating in teaching competence, while problem-solving and technology integration were identified as the lowest areas in their respective domains, suggesting that behavioral competence supports collaboration and teaching effectiveness that may influence student outcomes. It is recommended that school heads should provide professional development initiatives focusing on problem-solving and technology integration to upskill teachers behavioral and teaching competence.

Keywords: behavioral competence, teaching competence

1. Introduction

Teaching requires more than subject matter knowledge and pedagogical skills, as teachers also need behavioral competence to manage classroom dynamics, regulate emotions, make appropriate decisions, communicate effectively, and respond to the diverse needs of learners. These competencies help teachers build positive relationships, encourage learner participation, maintain professionalism, and address classroom challenges while balancing lesson preparation, paperwork, and other responsibilities. However, limited instructional materials, increasing workloads, insufficient training, and overlapping duties may contribute to emotional stress and burnout, potentially affecting teaching effectiveness and learners' academic performance. These concerns highlight the importance of providing teachers with adequate support to strengthen their behavioral competence and improve their professional performance. Thus, this study aims to determine the relationship between behavioral competence and teaching competence among Grade 6 teachers in selected districts of Misamis Oriental during School Year 2025 to 2026.

Research Questions

This study aimed to determine the behavioral and teaching competence in select district schools of Misamis Oriental during the School Year 2025-2026.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of sex, age, civil status, position, highest educational attainment, and teaching experience?
2. What is the respondents' level of behavioral competence based on leadership, collaboration, communication, problem solving, adaptability, emotional intelligence, and professionalism?
3. What is the respondents' level of teaching competence considering instructional class, technology, and psychology?
4. Is there a significant relationship between the respondents' behavioral competence and each of their profile?
5. Is there a significant relationship between the respondents' teaching competence and each of their profile?

Significance

This study may benefit school heads, teachers, students, and future researchers by providing insights into how teachers' behavioral competence, including leadership, collaboration, communication, problem solving, adaptability, emotional intelligence, and professionalism, relates to teaching competence. School heads may use the findings as a basis for designing school-based Learning Action Cell sessions and professional development activities that address teachers' needs. Teachers may gain a better understanding of the importance of behavioral competence in improving their professional growth, classroom practices, and interactions with learners. Students may benefit from teachers who communicate effectively, demonstrate empathy, manage classroom situations appropriately, and respond to diverse learning needs, thereby promoting engagement and academic achievement. Future researchers may use the findings as a reference for further studies on behavioral competence and teaching effectiveness across different educational settings.

Scope and Limitations

This study focused on determining the behavioral and teaching competence among teachers in select district schools of the Division of Misamis Oriental during the School Year 2025–2026.

The respondents were the 189 Grade 6 teachers in the division mentioned above. The independent variables were limited only to the respondents' profile covered only sex, age, civil status, position, highest educational attainment and teaching experience. Moreover, the dependent variable includes behavioral and teaching competence. The behavioral competence includes leadership, collaboration, communication, problem-solving, adaptability, emotional intelligence and professionalism. Meanwhile, the teachers' competence was limited to instructional classes, technology and psychology.

Literature Review**Respondents' Profile**

Teachers' demographic and professional profiles, including age, sex, civil status, position, teaching experience, and highest educational attainment, may influence their self-efficacy, teaching effectiveness, and student outcomes, although research findings remain mixed. Olayvar (2022) and Pama et al. (2020)

found that age, length of service, and educational attainment did not consistently produce significant differences in teaching effectiveness and inclusive education efficacy. However, Carmen et al. (2022) reported that teachers in middle age demonstrated stronger socioemotional competencies in areas such as self-efficacy, optimism, and empathy, while Pama et al. (2020) found significant differences in teaching effectiveness according to sex and teaching experience. Civil status has also shown inconsistent associations with emotional intelligence and self-efficacy, as Akram et al. (2020) found that married teachers demonstrated stronger emotional intelligence in maintaining positive relationships, whereas other studies reported no significant relationship. Furthermore, Lui (2021) found that teachers with higher educational qualifications were associated with improved student academic performance, suggesting that advanced education may contribute to instructional effectiveness. Overall, demographic and professional characteristics may influence certain aspects of teaching, but effective instruction also depends on teachers' competencies, professional development, interpersonal skills, and ability to adapt to diverse classroom needs.

Behavioral Competence

Behavioral competence refers to teachers' ability to demonstrate appropriate conduct, regulate emotions, communicate effectively, collaborate with colleagues, solve problems, adapt to changing classroom demands, and maintain professionalism. Silva et al. (2020) emphasized that teacher leadership promotes collaboration, mentoring, shared decision making, and school improvement, while Nguyen et al. (2021) highlighted the importance of professional learning communities in strengthening teachers' accountability and instructional practices. Effective communication and collaboration also enable teachers to share resources, address learner concerns, and establish productive relationships that support teaching and learning. Martin et al. (2021) explained that adaptability involves regulating thoughts, emotions, and actions in response to changing or uncertain situations, helping teachers manage professional demands and maintain their well-being. Similarly, Goleman (1995) identified self-awareness, self-regulation, motivation, empathy, and social skills as essential components of emotional intelligence, which supports classroom management, positive teacher learner relationships, and effective decision making. Furthermore, professionalism requires teachers to demonstrate responsibility, integrity, preparedness, and commitment to continuous learning. Overall, behavioral competence contributes to effective teaching by strengthening leadership, communication, problem solving, adaptability, emotional intelligence, and professional ethics, thereby promoting a supportive learning environment, stronger student engagement, and improved educational outcomes.

Teaching Competence

Teaching competence encompasses teachers' ability to deliver effective instruction, integrate technology, and apply psychological principles to address learners' diverse needs. Ayeni and Afolabi (2022) emphasized the importance of structured and progressive instructional experiences, while Gillies (2022) highlighted how collaborative and inquiry-based approaches promote student engagement, critical thinking, and deeper learning. Continuous professional development and practical experience also strengthen teachers' pedagogical skills, flexibility, and ability to respond to classroom challenges. In addition, Darling Hammond et al. (2020) emphasized the importance of integrating technology into teaching to support personalized learning, collaboration, and instructional improvement. Effective technology integration depends on teachers' digital literacy, confidence, and ability to use appropriate

tools to enhance learning outcomes. Meanwhile, Woolfolk (2022) explained that educational psychology helps teachers understand learners' cognitive, emotional, and behavioral development, enabling them to adapt instructional strategies and classroom management practices to individual needs. Ryan and Deci (2020) further highlighted the importance of psychological factors in motivation and learning. Overall, instructional competence, technological proficiency, and psychological understanding are essential dimensions of teaching competence that help teachers improve instructional quality, promote learner engagement, and support meaningful educational outcomes.

2. Methodology

Research Design

The research employed a quantitative descriptive-correlational design. A quantitative descriptive-correlational research design is a non-experimental approach used to examine and describe the relationships between two or more variables without manipulating them. This design is grounded in quantitative methodology, which emphasizes numerical measurement and statistical analysis. The descriptive component focuses on summarizing the characteristics of a population or phenomenon, such as frequency, central tendency, or variability. In contrast, the correlational aspect explores whether and how strongly pairs of variables are related (Creswell & Creswell, 2023). In this research design, data are often collected through standardized instruments such as questionnaires or tests, ensuring objectivity and replicability. Researchers then apply statistical methods, such as Pearson's r , to determine the strength and direction of relationships between teachers' behavioral competence and teaching performance (Ary et al., 2019).

Participants

The respondents were the one hundred eighty-nine (189) Grade VI teachers from Balingasag Central District, Balingasag North District, Balingasag South District, Lagonglong District, and Salay District in the Division of Misamis Oriental in the School Year 2025-2026. It comprises medium and large schools.

Data Collection

The instrument used in gathering the data was a researcher-made questionnaire composed of three parts. Part I inquire on the respondent's profile in terms of sex, age, civil status, position, highest educational attainment, and teaching experience. Part II dealt on the teacher's behavioral competence based on leadership, collaboration, communication, problem solving, adaptability, emotional intelligence, and professionalism. This was based on Philippine Professional Standards for Teachers (PPST) with the options: 4- at all times, 3- most of the time, 2- sometimes and 1- never. Part III elicited on the teachers' competence based on instructional classes, technology, and psychology. This was also based on Philippine Professional Standards for Teachers (PPST). Each variable has 10 indicators with the options 4- at all times, 3- most of the time, 2- sometimes and 1- never.

Data Analysis

The data that were gathered in this study were coded and treated statistically. To determine the respondents' profile and teachers' behavioral and teaching competence in Problems 1, 2, and 3, descriptive statistics such as frequency, percentage, mean, and standard deviation, were utilized describing a set of data to yield meaningful information. Further, Pearson Product-Moment Correlation Coefficient (r) was

utilized to determine the significant relationship between the respondents' profile and teachers' behavioral and teaching competence.

3. Results and Discussions

Problem 1. What is the profile of the respondents in terms of sex, age, civil status, position, highest educational attainment and teaching experience?

Table 1

Distribution of the Respondents' Profile in Terms of Sex

Category	Frequency	Percentage
Male	24	13
Female	165	87
Total	189	100

Table 1 presents the respondents' distribution according to sex, showing that 165 or 87% were female, while 24 or 13% were male. This indicates that the teaching workforce in the selected districts is predominantly composed of women, particularly in elementary education. The findings reflect the broader pattern in which women make up a larger proportion of primary school teachers, while men remain less represented in the profession. This distribution highlights the continued dominance of female teachers in elementary education and suggests that the study's respondents reflect the common gender composition of the teaching workforce.

Table 2

Distribution of the Respondents' Profile in Terms of Age

Category	Frequency	Percentage
51 years old and above	30	16
44-50 years old	57	30
37-43 years old	83	44
30-36 years old	19	10
23-29 years old	0	0
Total	189	100

Table 2 presents the respondents' distribution according to age, revealing that the largest group consisted of teachers aged 37 to 43 years, with 83 respondents or 44%, while the smallest group comprised those aged 30 to 36 years, with 19 respondents or 10%. This indicates that the respondents were predominantly midcareer teachers who may have gained substantial classroom experience, professional maturity, and opportunities to develop their behavioral and teaching competence. Their experience may also support collaboration, mentoring, problem solving, adaptability, emotional intelligence, and professionalism. The absence of respondents below 30 years old suggests that the study participants were mainly established educators rather than beginning teachers. Overall, the findings reflect a relatively mature and experienced teaching workforce, although age alone does not determine teachers' competence or performance.

Table 3

Distribution of the Respondents' Profile in terms of Civil Status

Category	Frequency	Percentage
Single	1	1
Married	159	84
Widowed	15	8
Annulled	0	0
Separated	14	7
Total	189	100

Table 3 presents the respondents' distribution according to civil status, revealing that 159 or 84% were married, while only one respondent or 1% was single. This indicates that the respondents were predominantly married teachers who may balance professional responsibilities with family and caregiving duties. Family support and work life balance may influence teachers' emotional well-being, time management, resilience, work commitment, and professional motivation, potentially contributing to behavioral and teaching competence. However, these relationships may vary among individuals, and marital status alone does not determine professional performance. The very small number of single respondents also limits meaningful comparisons between civil status groups. Overall, the findings suggest that family related circumstances may be relevant to teachers' professional experiences and well-being.

Table 4

Distribution of the Respondents' Profile in terms of Position

Category	Frequency	Percentage
Master Teacher II	0	0
Master Teacher I	0	0
Teacher III	39	20
Teacher II	45	24
Teacher I	105	56
Total	189	100

Table 4 presents the respondents' distribution according to position, revealing that the majority were Teacher I, with 105 respondents or 56%, while Teacher III had the lowest representation, with 39 respondents or 20%. This indicates that most respondents occupied entry level teaching positions and were primarily responsible for classroom instruction, lesson delivery, and daily classroom management. The distribution may reflect challenges in career advancement, including limited available positions, competition, and qualification requirements. Although teachers may have opportunities for professional growth through collaboration, training, and additional school responsibilities, their current positions do not necessarily determine their competence or performance. The implementation of the Expanded Career Progression System provides structured pathways for advancement based on qualifications, demonstrated competencies, performance, and professional development. Overall, the findings highlight the importance of career progression opportunities in supporting teachers' professional growth and development.

Table 5

Distribution of the Respondents' Profile in terms of Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	0	0
With Doctorate Degree Units	0	0
Master's Degree	29	15
With master's degree Units	91	48
Bachelor's Degree	69	37
Total	189	100

Table 5 presents the respondents' distribution according to highest educational attainment, revealing that 91 respondents or 48% had earned units in a master's degree program, while only 29 respondents or 15% had completed a master's degree. This indicates that many teachers pursue postgraduate studies to strengthen their professional knowledge, improve teaching competence, and prepare for career advancement. However, completing graduate studies may be challenging because of financial constraints, heavy workloads, family responsibilities, and limited time. The findings suggest that teachers demonstrate a strong interest in continuing professional education, although some have yet to complete their graduate programs. Overall, graduate education remains an important pathway for teachers' professional growth, enhanced expertise, and career development.

Table 6

Distribution of the Respondents' Profile in terms of their Teaching Experience

Category	Frequency	Percentage
24 years and above	11	6
18-23 years	27	14
12-17 years	77	41
6-11 years	74	39
5 years and below	0	0
Total	189	100

Table 6 presents the respondents' distribution according to teaching experience, revealing that the majority, with 77 respondents or 41%, had 12 to 17 years of teaching experience, while only 11 respondents or 6% had 24 years or more of service. This indicates that the respondents were predominantly midcareer teachers who may have developed professional maturity, classroom management skills, problem solving abilities, adaptability, and sound professional judgment through years of teaching. Their accumulated experience provides a valuable context for examining behavioral competence and teaching performance. However, teaching experience alone does not guarantee effectiveness, as continuous professional development, reflection, and collaboration also contribute to sustained teaching quality. The small proportion of later career teachers suggests that the findings primarily reflect the experiences of educators in the early and middle stages of their professional careers. Overall, teaching experience provides an important basis for understanding teachers' professional growth and competence.

Problem 2. What is the respondents' level of behavioral competence based on leadership, collaboration, communication, problem solving, adaptability, emotional intelligence, and professionalism?

Table 7

Summary Distribution of the Respondents' Level of Behavioral Competence

Variables	Mean	SD	Interpretation
Leadership	3.50	0.66	Highly Competent
Collaboration	3.53	0.71	Highly Competent
Communication	3.35	0.62	Highly Competent
Problem-Solving	3.21	0.72	Competent
Adaptability	3.36	0.68	Highly Competent
Emotional Intelligence	3.52	0.57	Highly Competent
Professionalism	3.50	0.54	Highly Competent
Overall	3.30	0.64	Highly Competent

Table 7 presents the respondents' level of behavioral competence across seven dimensions, namely leadership, collaboration, communication, problem solving, adaptability, emotional intelligence, and professionalism. The overall mean of 3.30 (SD = 0.64), interpreted as Highly Competent, indicates that teachers generally demonstrate essential behavioral skills in performing their professional responsibilities and maintaining positive relationships within the school community. Collaboration obtained the highest mean of 3.53 (SD = 0.71), interpreted as Highly Competent, highlighting teachers' strengths in teamwork, sharing ideas, and fulfilling shared responsibilities. Meanwhile, problem solving received the lowest mean of 3.21 (SD = 0.72), interpreted as Competent, suggesting an opportunity to strengthen systematic analysis, decision making, and the implementation of effective solutions to classroom challenges. These findings emphasize the importance of continuous professional development, collaborative learning, lesson study, and action research in enhancing teachers' behavioral competence and overall teaching effectiveness.

Problem 3. What is the respondents' level of teaching competence considering instructional class, technology, and psychology?

Table 8

Summary Distribution Respondents' Level of Teaching Competence

Variable	Mean	SD	Interpretation
Instructional Class	3.32	0.73	Highly Competent
Technology	3.12	0.89	Competent
Psychology	3.34	0.61	Highly Competent
Overall	3.26	0.74	Highly Competent

Table 8 presents the respondents' level of teaching competence across three domains, namely instructional class, technology, and psychology, with an overall mean of 3.26 (SD = 0.74), interpreted as Highly Competent. This indicates that teachers generally demonstrate the knowledge and skills needed to plan,

deliver, and manage instruction according to learners' academic and developmental needs. Psychology obtained the highest mean of 3.34 (SD = 0.61), interpreted as Highly Competent, highlighting teachers' strengths in understanding learners' cognitive and emotional development and creating supportive classroom environments. Meanwhile, technology received the lowest mean of 3.12 (SD = 0.89), interpreted as Competent, suggesting a need to strengthen teachers' use of digital tools for collaborative learning, differentiated instruction, digital assessment, and learner autonomy. These findings emphasize the importance of sustained professional development, practical technology training, and improved access to digital resources to address differences across teaching domains and enhance overall teaching effectiveness.

Problem 4. Is there a significant relationship between the respondents' behavioral competence and each of their profile?

Table 9

Result of the Test on Relationship Between the Respondents' Behavioral Competence and Each of Their Profile

Respondents' Profile	Statistical Tool	Teachers' Behavioral Competence							Overall I
		Leadership	Collaboration	Communication	Problem-solving	Adaptability	Emotional Intelligence	Professionalism	
Sex	r-value	0.027	0.041	0.078	0.022	0.002	0.000	0.097	0.038
	p-value	0.714	0.575	0.286	0.762	0.979	0.995	0.184	0.642
	Interpretation	NS	NS	NS	NS	NS	NS	NS	NS
Age	r-value	0.082	0.048	0.100	0.038	0.023	0.090	0.025	0.058
	p-value	0.265	0.512	0.173	0.602	0.749	0.220	0.737	0.465
	Interpretation	NS	NS	NS	NS	NS	NS	NS	NS
Civil Status	r-value	0.082	0.022	0.034	0.112	0.167	0.092	0.119	0.090
	p-value	0.260	0.765	0.647	0.126	0.021	0.207	0.103	0.304
	Interpretation	NS	NS	NS	NS	S	NS	NS	NS
Position	r-value	0.181	0.005	0.007	0.001	0.008	0.092	0.019	0.045
	p-value	0.013	0.944	0.926	0.994	0.918	0.210	0.793	0.685
	Interpretation	S	NS	NS	NS	NS	NS	NS	NS
Highest Educational Attainment	r-value	0.136	0.013	0.062	0.067	0.052	0.088	0.107	0.075
	p-value	0.063	0.856	0.394	0.363	0.477	0.230	0.142	0.361
	Interpretation	NS	NS	NS	NS	NS	NS	NS	NS
Teaching Experience	r-value	0.005	0.053	0.026	0.051	0.034	0.029	0.023	0.032
	p-value	0.947	0.466	0.722	0.489	0.645	0.687	0.752	0.673
	Interpretation	NS	NS	NS	NS	NS	NS	NS	NS

Table 9 presents the relationship between the respondents' profiles and teachers' behavioral competence across leadership, collaboration, communication, problem solving, adaptability, emotional intelligence,

professionalism, and overall behavioral competence. The findings revealed that sex, age, highest educational attainment, and teaching experience had no significant relationship with any of the measured dimensions, while civil status was significantly related to adaptability ($r = 0.167$, $p = 0.021$) and position was significantly related to leadership competence ($r = 0.181$, $p = 0.013$). These results suggest that most demographic and professional characteristics are not significantly associated with teachers' behavioral competence, although selected personal and occupational factors may relate to specific competencies. The findings highlight the importance of continuous professional development, mentoring, reflective practice, collaboration, and supportive workplace conditions in strengthening teachers' behavioral competence regardless of their background.

Problem 5. Is there a significant relationship between the respondents' teaching competence and each of their profile?

Table 10

Result of the Test on Relationship Between the Respondents' Teaching Competence and Each of Their Profile

Respondent s' Profile	Teaching Competence											
	Instructional Class			Technology			Psychology			Overall		
	r-value	p-value	Interpretation	r-value	p-value	Interpretation	r-value	p-value	Interpretation	r-value	p-value	Interpretation
Sex	0.146	0.045	S	0.104	0.153	NS	0.025	0.739	NS	0.092	0.312	NS
Age	0.146	0.045	S	0.104	0.152	NS	0.059	0.494	NS	0.103	0.230	NS
Civil Status	0.010	0.890	NS	0.092	0.205	NS	0.026	0.713	NS	0.043	0.603	NS
Position	0.022	0.763	NS	0.029	0.687	NS	0.034	0.642	NS	0.028	0.697	NS
Highest Educational Attainment	0.058	0.044	S	0.044	0.545	NS	0.166	0.021	S	0.089	0.203	NS
Teaching Experience	0.007	0.921	NS	0.100	0.167	NS	0.038	0.692	NS	0.048	0.593	NS

Table 10 indicate that the respondents' profile variables generally had limited relationships with teaching competence across instructional class, technology, and psychology. Sex ($r = 0.146$, $p = 0.045$) and age ($r = 0.146$, $p = 0.045$) showed significant but weak relationships with instructional class performance, while highest educational attainment was significantly related to instructional class performance ($r = 0.058$, $p = 0.044$) and psychology performance ($r = 0.166$, $p = 0.021$). However, civil status, position, and teaching experience showed no significant relationships with the three teaching competence domains, and technology had no significant association with the profile variables examined. These results suggest that demographic characteristics and professional backgrounds have limited associations with teaching competence, although selected factors may relate to specific performance domains. The findings emphasize the importance of continuous professional development, mentoring, coaching, adequate

instructional resources, and supportive working conditions in strengthening teachers' competence across different career stages.

4. Conclusion and Recommendations

Conclusion

Based on the findings of the study, it is concluded that teachers collaborate on developing curricula, sharing resources and teaming up on teaching lessons. They work with others and accept suggestions from other members. This behavioral competence for teachers aids in their ability to collaborate. They explore how these skills such as communication, collaboration, impact teaching effectiveness and student outcomes.

Additionally, psychology as a key dimension of teaching competence, focuses on understanding how students think, feel, and behave in learning environments. Teachers employ digital tools such as slides, videos, simulations to make lessons more engaging, interactive and understandable. Further, learning in educational psychology contributes to the development of fair and effective assessment practices. Thus, teachers build a classroom climate that supports emotional safety, belonging, and respectful interactions.

Recommendations

The following recommendations are hereby proposed:

1. Teachers should be encouraged to pursue doctoral studies to enhance their teaching competence, professional growth and career development.
2. School heads should conduct a regular Learning Action Cell (LAC sessions) to encourage teachers to seek ideas and solutions from their colleagues to help them identify effective solutions to solve classroom problems.
3. School heads should conduct hands-on training and coaching on the use of digital learning platforms and encourage teachers to integrate these tools into classroom instruction regularly to promote collaboration and learner autonomy.
4. Instructional leaders should provide leadership training particularly for teachers, particularly Teacher III, to strengthen their behavioral competence and prepare them for greater leadership responsibilities.
5. School heads should provide differentiated instructional coaching and mentoring tailored to teachers with master's degree to strengthen instructional competence and ensure that all teachers will effectively implement quality teaching practices.

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