TEACHING PERFORMANCE IN THE NEW NORMAL: TEACHERS' TRAINING NEEDS AND CORE BEHAVIORAL COMPETENCIES

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ABSTRACT

This study aimed to determine the level and lived experiences of teachers' training needs and core behavioral competencies toward teaching performance in the new normal among the elementary school teachers of 2nd Congressional District of Cotabato for the school year 2020-2021.

This study utilized Concurrent Quan + Quali Mixed Method Design wherein the collection of sampling and analysis of quantitative and qualitative data were collected in the same time but separate in manner. Survey questionnaires were given to 253 elementary classroom teachers for the quantitative strand of the study. It was validated and tested with Cronbach reliability test and gained an alpha value of 0.873. Ten (10) School Heads became the participants of the In-Depth Interview (IDI).

Teachers' training needs and core behavioral competencies significantly influence the teaching performance in the new normal. Hypothesis of the study were rejected because probability value is significantly lesser than 0.05.

Moreover, on the influence of the teachers' training needs on the teaching performance in the new normal in terms of utilization of technology, assessment and reporting had gained negative t- value of -1.814 with the probability of 0.050 described as significant. It implies, extra training on assessment and reporting, the lesser improvement of teachers on their utilization of technology.

Consequently, the findings of the quantitative strand were confirmed by majority of the participants in the qualitative strand. Furthermore, the qualitative and quantitative data shows convergence in its result.

Keywords: Teachers' Training Needs; Core Behavioral Competencies; Teaching Performance; New Normal, Mixed Method; Philippines

1. INTRODUCTION

"The only way to make sense out of changes is to plunge into it, move with it and join the dance." Alan W. Watts

The quotation above by Watts highlights the behavior of one person towards change. It is related to the changes in education system wherein teachers must apply that core behavioral competencies towards new normal and must attend different trainings and seminars that leads to increase teachers' performance. (Burgess, Simon and Sievertsen, Hans Henrick, 2020).

The school year 2020-2021 was full of interruptions related to Covid-19 that leads to new normal but still DepEd endures to fix for innumerable situations to ensure the education of students will continue. Education may become the new normal amidst the Covid-19 condition education will continue still (Sevilla, 2020).

Malacapay (2019) pointed out and highlighted those two out of three learners get uninterested in their class; 30 percent of them believed it was due to absence of interface whereas 70 percent was due to non-attractive instructional materials being used such as modules. That is why, teachers must attend trainings, seminars and workshop for professional growth and increasing their core behavioral competencies as an individual.

In the study conducted by Van Der Schaaf, Slof, Boven and De Jong (2019) they found out that to reach a high level of education in a new normal teachers must undergo professional development such as trainings, workshops seminars and must develop their core behavioral competencies for better output especially in times of pandemic brought by COVID-19 virus.

D.O. no. 007 s. 2019 states that teachers' training is a learning and development engagement for teachers and staff that are planned to apprise their knowledge, skills and competencies that will upshot to extensive evidence of improved teaching-learning and instructional management practices which enhances learners' performance and competency levels.

Further, DepEd Order No. 35, series of 2016 is a school-based continuing and ongoing professional development

strategy that leads the enhancement of teaching and learning process.

This study was conceptualized to determine the level of teachers' training needs and core behavioral competencies toward teaching performance in the new normal. This was in relation to the researcher's observation on the problems faced by the teachers in this new normal setting of education. Such as how do teachers motivate their pupils to engage in modular learning? The problems in the reproduction and utilization of modules as instructional materials. Even the issues of assessment of pupils' learning and how do teachers utilize technology and Information Communication Technology (ICT) to lessen teachers' burden and to make their work more productive, efficient and effective.

2.   STATEMENT OF THE PROBLEM

This study was conducted to determine the level of Teachers' training needs and core behavioral competencies toward teaching performance in the new normal among the elementary school teachers of the second Congressional District, Cotabato Division.

Specifically, it sought to answer the following research questions:

1. What is the level of teachers' training needs in terms of learners' diversity and inclusion, content

and pedagogy, assessment and reporting, information communication technology (ICT) skills and curriculum contextualization?

2. What is the level of core behavioral competencies among the respondents with regards to self-management, professional ethics, result focus, teamwork, service orientation and innovation?

3. What is the level of teaching performance as to motivation of pupils to learn, preparation of module as instructional material, utilization of module as instructional material, utilization of technology and assessment of pupils' learning?

4. Is there a significant influence of teachers' training needs on teaching performance in the new normal?

5. Is there a significant influence of core behavioral on teaching performance in the new normal?

6. What are the lived experiences of the informants pertaining to Teachers' Training Needs?

7. How did the informants employ their core behavioral competencies in the new normal?

8. How did the informants' teaching performance deliver the competencies in the new normal?

9. What intervention program may be proposed based on the findings of the study?
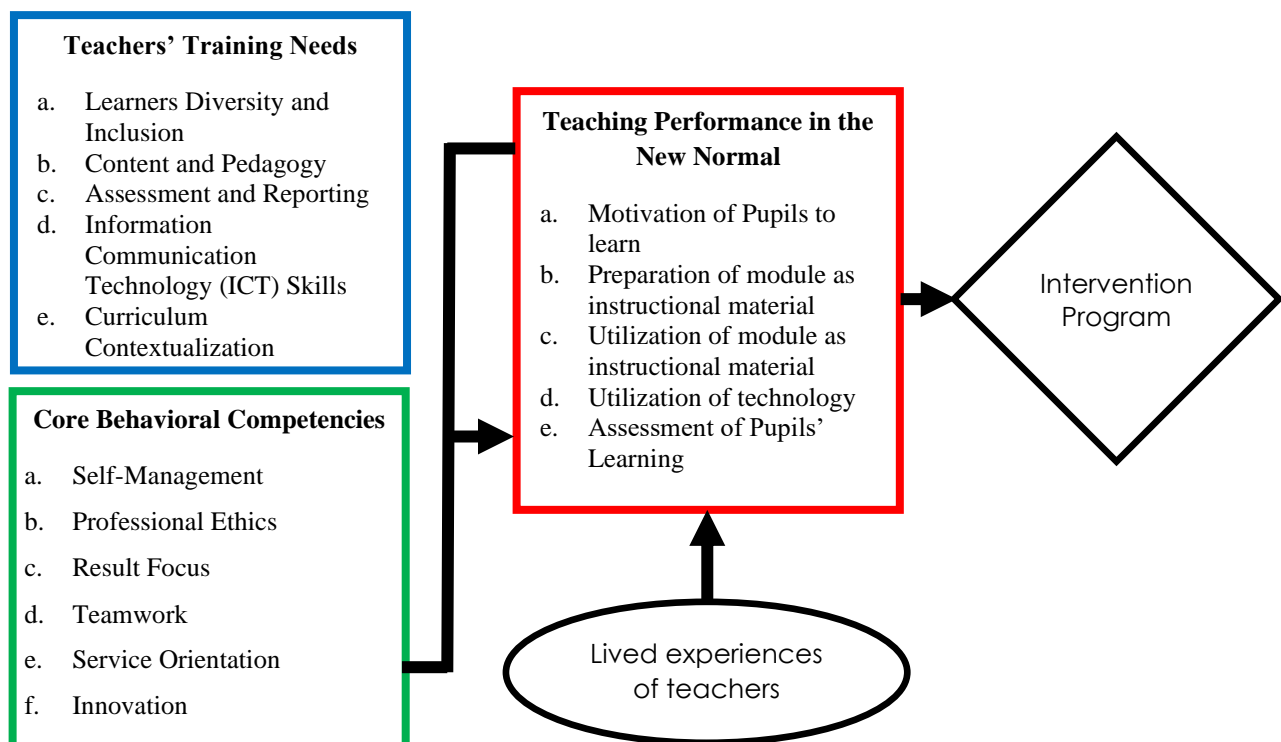

Figure 1. Schematic Representation of the Study.

3.   THEORETICAL FRAMEWORK

This study was anchored on the three theories relating to teachers' training needs and core behavioral competencies toward teaching performance in the new normal which were the Theory of Core Competency, the Theory of Performance and Walberg's Theory of Educational Productivity.

The first theory was Core Competency introduced by Prahalad and Hamel (1990). The idea of core competency positions that school and educational advocate must play to their fortes or those areas or roles in which they have abilities and competencies (Van Der Scaaf, Slof, Boven and De Jong, 2019).

The second theory was Elger's Theory of Performance (ToP) (2007) enhances and relays six foundational notions to form a framework that can be utilized to explain personnel's achievements as well as performance improvements (Elger, 2007).

The third theory was Walberg's Theory of Educational Productivity/ Performance by Walberg (1981) associate with Teaching Performance. More recently, Zins, Weissberg, Wang and Walberg, (2004) confirmed the vitality of the realms of motivational orientations, self-regulated learning schemes, and social/interpersonal abilities in assisting academic performance.

The researcher had chosen The Core Competency Theory, Elger's Theory of Performance (2007) and Walberg's Theory of Educational Productivity (2004) for these theories provide link between teachers' training needs, core behavioral competencies. Moreover, these theories support the content of study. Since it focused on enhancing teachers' professional development, core behavioral competencies, teaching performance and productivity in the workplace in the field of academe.

Conceptual Framework

The schematic diagram of the study shows the conceptual framework of the study. To operationalize the Conceptual Framework of the Study, Figure 1 illustrates the interplay of different variables related to the Teaching Performance in the New Normal.

The independent variables were the teachers' training needs adopted instrument from Silva (2018) of Division of Calamba. and the second box is the core behavioral competencies adopted questionnaire from DepEd- Bureau of Human Resource and Organizational Development (2018) while the dependent variable is the teaching performance in the new normal with an adopted instrument from Roxas (2019).

The arrows between the two boxes in the quantitative strand shows influence between the independent and dependent variable used in the study. The lived experiences of teachers below will be gathered through Key Informant Interview (KII) and after getting the inference of quantitative strand and qualitative strand the result of this study will be the Intervention Program to be proposed in the Department of Education.

4. METHODS

Research Design

The quantitative phase involves descriptive-correlational method of research. Descriptive survey method was used to gather information about current existing during the conduct of the study. The aims in employing this method were to describe the nature of situation as it exists at the period of the research and to discover the cause of specific existences (Banakar and Travers, 1979). In the qualitative aspect, the researcher utilized the concurrent quanti-quali design wherein both qualitative and quantitative data were collected at the same time or independent from each other. Creswell (2009) mentioned that mixed methods research is a methodology for directing research that includes gathering, examining, and incorporating (or mixing) quantitative and qualitative research in a single study or a longitudinal program of analysis. Concurrent Quan + Qual Mixed Method Design involved the concurrent, but discrete, collection of sampling and inquiry of quantitative and qualitative data. The researcher merged the two sets to make an inference or interpretation. (Creswell, 2003; Clark and Ivankova, 2016).

Data Gathering Methods

The researcher prepared a letter addressed to the Schools Division Superintendent of Cotabato Division asking permission to conduct a research. After which, the researcher furnished a copy of the letter approved by the Schools Division Superintendent and noted by the district supervisor and school heads of the second congressional district of Cotabato and started the distribution of survey questionnaire for quantitative data collection.

Participants of the Study

The participants of the study were the elementary school teachers of the Central Districts of the 2nd Congressional Division of Cotabato for the school year 2020-2021.

Table 1 Distribution of Research Respondents/Participants

Districts	School Heads	Population	Sample
Antipas District	2	177	65
Arakan East	2	116	43
Magpet West	2	160	59
Makilala Central	2	136	49
President Roxas Central	2	100	37
Total	10	689	253

Data Analyses Plan

This study employed both descriptive and inferential statistics to analyze and interpret the data gathered. Weighted mean was used in the analysis on the level of teachers' training needs and core behavioral competencies of the respondents; while multiple linear regression analysis will be used to determine the influence of teachers training needs and performance; and to determine the core behavioral competencies on the teacher's performance. Meanwhile, in the qualitative aspect the notes were obtained from in-depth interview and analyzed using thematic analysis. This method highlights analytical, exploratory, and recording patterns (or "themes") within data. Themes are outlines across records sets that are vital to the account of a phenomenon and are linked to a precise research question (Boyatzis, 1998).

Ethical Considerations

Before the conduct of the study, the researcher wrote a letter of permission addressed to the Schools Division Superintendent of Cotabato Division. After which, the researcher addressed a permission letter to the District Supervisors. The same letter of permission was given to the school heads of the 2nd Congressional District of Cotabato for data collection purposes both quantitative and qualitative strands. On the other hand, in the qualitative gathering of data, the researcher also asked consent to the interviewee containing the participants' full knowledge of what is involved, the harm and risk of the participants and the issue of confidentiality on their responses.

5. RESULTS AND FINDINGS

This section presents, analyses and interprets data categorically arranged according to the order of the research questions.

Quantitative Strand

This section dealt with the result of the quantitative data gathered through the survey questionnaires.

Level of Teachers Training Needs in the New Normal

Table 2 Level of Teachers' Training Needs among the respondents in the New Normal

Indicators	Mean	Descriptions
Learners' Diversity and Inclusion	4.63	Very Important
Content and Pedagogy	4.61	Very Important
Assessment and Reporting	4.56	Very Important
Information Communication Technology (ICT)	4.53	Very Important
Curriculum Contextualization	4.52	Very Important
Weighted Mean	4.57	Very Important

Scale	Range	Description
5	4.24 – 5.0	Very Important
4	3.43 - 4.23	Important
3	2.62 – 3.42	Moderately Important
2	1.81 - 2.61	Less Important
1	1.00 – 1.80	Least Important

Table 2 shows the data on the level of Teachers' training needs among the respondents in terms of learners' diversity and inclusion, content and pedagogy, assessment and reporting, ICT and curriculum contextualization. Findings revealed that learners' diversity and inclusion got the highest mean of 4.63 described as very important. The over-all weighted mean was 4.57 described as important. This implies that teachers must respect the diversity of learners assigned in different areas. Furthermore, teachers must promote and respect on gender and development among their learners to achieve teaching performance in the new normal. Teachers must promote respect on gender among their learners, provide remedial instruction among learners at risk of dropping-out, Special education should be given to every learner and address multiple intelligences in the new normal setting of education. The findings also conform with Flores, Sagun and Belonio (2014) who emphasized that teachers can facilitate the learning process in diverse types of learners. Correspondingly, Cole (2019) reiterated that effective and efficient teaching acknowledges students' gender variances and confirms their social, ethnic and linguistic heritages. Moreover, Schallipp (2018) stressed that a diverse student is a learner who is exposed to all learning styles and has an open outlook to universal education.

Table 3 Level of Core Behavioral Competencies among the respondents in the new normal

Indicators	Mean	Descriptions
1. Self-Management	4.40	Always
2. Professionalism and Ethics	4.69	Always
3. Result Focus	4.45	Always
4. Teamwork	4.75	Always
5. Service Orientation	4.57	Always
Innovation	4.45	Always
Weighted Mean	4.55	Always

Scale	Range	Description
5	4.24 – 5.0	Always
4	3.43 - 4.23	Oftentimes
3	2.62 – 3.42	Sometimes
2	1.81 - 2.61	Seldom
1	1.00 – 1.80	Very Seldom

Table 3 exhibits the data on the level of core behavioral competencies among the respondents in the new normal in terms of Self-Management, Professionalism and Ethics, and Ethics, Result Focus, Teamwork, Service Orientation and Innovation. Findings revealed that teamwork got the highest mean of 4.75 described as always, followed by professionalism and ethics, service orientation, result focus, service orientation and self-management with a mean of 4.69, 4.57,4.45, 4.45 and 4.40. The over-all weighted mean was 4.55 described as always. It implies that teachers in the field have teamwork and work as one in achieving the pre-set goal. They delegate responsibility and work collaboratively with others. In congruence, teachers remove barriers across the organization and decide based on the consensus as one team to develop sense of ownership during decision making. This conforms to the findings of Polega and Neto (2019) who revealed that teamwork is very important in an organization. The findings also shown that school heads and principals take creativities—such as adjusting schedules, team-building happenings, and professional growth—to nurture teamwork among educators. Teamwork is the ability to acknowledge varied opinions, speaking relevant concerns, lessening conflict, endorsing harmony. Collaborating with others and working to consensual resolutions to attain the set goals (Edmonton Police Service, 2019.

Table 4 Level of Teaching Performance among the respondents in the new normal.

Indicators	Mean	Descriptions
1. Motivation of Pupils to Learn	4.64	Outstanding
2. Preparation of Modules as Instructional Material	4.59	Outstanding
3. Utilization of Modules as Instructional Material	4.64	Outstanding
4. Utilization of Technology	4.44	Outstanding
5. Assessment of Pupils' Learning	4.61	Outstanding
Weighted Mean	4.58	Outstanding

Table 4 displays the data on the level of teaching performance among the respondents in the new normal in terms of Motivation of Pupils to Learn, Preparation/Utilization of Modules as Instructional Material, Utilization of Technology and Assessment of Pupils' Learning. Findings revealed that motivation of pupils to Learn and utilization of Modules as Instructional Material got the highest mean of 4.64 described as outstanding, followed by assessment of pupils' learning, preparation of modules as instructional material and utilization of technology with a mean of 4.61, 4.59 and 4.44 respectively described as always. Moreover, the over-all weighted mean was 4.58 described as outstanding. In this matter, the result suggested that teachers must encourage and motivate their pupils though modular distance learning. It can be inferred that if teachers inspire pupils to achieve stimulating goals, then they can motivate their pupils to learn. Moreover, it was

essential to motivate pupils for them to think critically and creatively. This also clearly indicates that teachers must utilize the module as instructional material by delivering the resources within the timeline. Furthermore, teachers should stimulate learning materials that stimulate learners' interest and develop modules that is self-paced. Hence, teachers must offer activities and exercises in the modules aligned to the new normal. As asserted by Malacapay (2019) in demand to upsurge motivation and advance learners' achievement and performance as well as to address their preferred learning styles. Similarly, this confirms by Kapur (2016) who found out that students are required to develop interest and enthusiasm; they should work hard to the best of their abilities and acquire knowledge, consciousness and information.

Table 5 Significant influence between Teachers' Training Needs and Teaching Performance in the new normal

	Teachers' Training Needs	
	Highly Significant (**)	Significant (*)
Motivation of Pupils to Learn	Content and Pedagogy	ICT Skills
Preparation of Modules as Instructional Materials as Instructional Material	ICT Skills	Content and Pedagogy Curriculum Contextualization
Utilization of Modules as Instructional Material	ICT Skills Curriculum Contextualization	Content and Pedagogy
Utilization of Technology	ICT Skills	Content and Pedagogy Assessment and Reporting (t-value= -1.814)
Assessment of Pupils' Learning	Content and Pedagogy ICT Skills Curriculum Contextualization	

(leftmost spanning label: Teaching Performance in the New Normal)

It reflected in Table 5 that teachers' training needs significantly influence the teaching performance in the new normal in terms of Motivating of Pupils Learning Prep of Modules as IMs, Utilization of Modules as IMs, Utilization of Technology and Assessment of Pupils' Learning. Thus, null hypothesis was rejected. However, among the teachers' training needs: content and pedagogy and ICT skills and Curriculum contextualization were found to be the best predictors of teaching performance in the new normal. It implies that the more trainings on content and pedagogy and ICT skills, the more motivated pupils are; the more trainings on ICT skills, content and pedagogy and curriculum contextualization, the better preparation of module as instructional materials; the more trainings that focus on ICT skills, curriculum contextualization and content and pedagogy, the better utilization of module as instructional materials; the more trainings on ICT Skills, content and pedagogy the better utilization of technology On the other hand, assessment and reporting had gained negative t- value of -1.814 with the probability of 0.050 described as significant. It implies that extra training on assessment and reporting, the lesser improvement of teachers on their utilization of technology. The more trainings on content and pedagogy,

ICT skills and curriculum contextualization the better assessment of pupils' learning.

Table 6 Significant influence between Core Behavioral Competencies and Teaching Performance in the new normal

	Core Behavioral Competencies	
	Highly Significant (**)	Significant (*)
Motivation of Pupils to Learn	Professionalism and Ethics Result Focus	Teamwork Service Orientation
Preparation of Modules as Instructional Materials as Instructional Material	Service Orientation	Self-Management Professionalism and Ethics
Utilization of Modules as Instructional Material	Professionalism and Ethics Result Focus Team Work and Service Orientation	
Utilization of Technology	Self-Management Result Focus and Teamwork	
Assessment of Pupils' Learning	Professionalism and Ethics Result Focus Innovation	

(leftmost spanning label: Teaching Performance in the New Normal)

It reflected in Table 5 that core behavioral competencies significantly influence the teaching performance in the new normal in terms of Motivating of Pupils Learning Prep of Modules as IMs, Utilization of Modules as IMs, Utilization of Technology and Assessment of Pupils' Learning. Thus, Null hypothesis was rejected. However, among the core behavioral competencies: professionalism and ethics, result focus, service orientation, teamwork and innovation were found to be the best predictors of teaching performance in the new normal. It implies that the greater enhancement of professionalism and ethics, result focus, teamwork and orientation the more motivated the pupils are; The greater enhancement of service orientation, self-management and Professionalism and ethics the better performance in preparation of module as instructional material; The greater focus on the development of professionalism and ethics, result focus, teamwork and orientation the better result in the utilization of Modules as Instructional Material; The greater emphasis on the development of self-management, result focus and teamwork the more utilization of technology by teachers and The greater enhancement of the development of professionalism and ethics, result focus and innovation the better result in assessing pupils' learning.

Qualitative Strand

This section discusses the result of the data collected from in-depth interviews. Data analysis and the themes emerged from the result were also tackled.

Challenges Faced by Teachers relative to the Teachers' Training Needs

Individual Differences of Learners. Undeniably, teachers are being challenged by the differences of learners.

Though, face-to-face instruction is still not allowed because of the fear of contagion of the virus among the learners, but different learning needs as well as attitudes gave them the difficulties in the new normal of education.

The responses of the informants confirm that: "One of the challenges faced by teacher is considering the individual differences of the learners." (One challenge faced by teacher is considering individual differences among their learners, IDI1Q1.1) This concord that learners differ biologically. Teachers need to consider the age, sex, skill, incentive, learning styles, learning approaches, and personality (Zakar & Meenakshi, 2012). As a matter of fact, personality traits of pupils have a strong influence on their achievement at school (Petrides, Chamorro-Premuzic & Furnham, 2005). Gender Issues. One of the issues confronted by teachers in the normal teaching is on gender issues by students. Having this, teachers have to consider not only their learning needs but those who have problems with their sexual preferences. One of the informants verbalized that: "Considering the individual difference, gender issues and needs." (Considering the individual differences, gender issues and needs, ID12Q1.1) Consequently, this problem can be attributed to the differing academic expectations and opportunities for male and female students (Koch, 2003). Development of Critical and Higher Order Thinking Skills. The absence of face-to-face instruction and other modalities put the teachers in midst of the quandary. The result is supported by the statements of the informants that: "Our teachers are also being challenged in terms of content and pedagogy because there are so many thinks you have to consider especially the development of critical thinks and the development of HOTS questions." (In relation to content and pedagogy, teachers faced problems on developing critical thinking and HOTS, IDI4Q1.2) Higher order thinking skills (HOTS) is a cognitive skill that is highly needed by learners in every endeavor that they take. It trained them to logical and critical thinkers as well as skillful in reasoning skills which are fundamental in their day to day lives (Hadi, Retnawati, Munadi, Apino, & Wulandari, 2018). Utilization of Varied Activities. The pandemic shuttered the gates of school and deliver a new learning modality. Unlike in the face-to-face instruction, teachers can employ different activities as stipulated in their lesson plans. During the interview, the informant said that: "Developing critical thinking and HOTS. Utilizing varied strategies in the new normal." (Developing HOTS and utilizing varied strategies in the new normal, ID12Q1.2) As mentioned by Wegner, Minnaert, & Strehlke (2013) that learners are expected to have the higher degree of autonomy where they can build resourcefulness in learning developments, inspecting learning resources and understanding contents. Genuine and Authentic Answers. The modular approach made the learners bored and lack of zest in answering the activities. In this manner, parents or guardians usually answered the modules. The informant lamented that: "Genuine answers of the pupils in the module and checking of pupils' output." (Genuine response of the pupils in their modules and checking of pupils' performance, ID12Q1.3In addition, another informant shared that "Sa assessment of the learners lalo na ngayon ay module parang parents an ang nag-aanswer sa modyul. Hindi natin alam kasi hindi natin nakikita kung bat aba talaga ang sumasagot. Kahitisa o dalawa na ideya basis o natutunan ng bata sa modyul ay okay na. Kaysa kinopya lang yung sagot sa answers' key sayang yong effort at pera sa printing kung magulang lang din ang sumasagot" (It seems that parents are the ones answering the module. We do not know since we did not see. What is important is that they can learn the contexts of the lesson than copying the answers from the answers' key. It is just a waste of money and effort in the printing of the modules when parents are doing it on their behalf, IDI6Q1.3) One of the problems encountered is the inability of the pupils to submit their modules in time which led parents to answer on their behalf. Thus, teachers cannot make a genuine assessment that their learners indeed learned (Fernando, 2020). Module Contextualization. Since the contents and writers of the modules prepared by the Department of Education where from Luzon, teachers in this part of the archipelago found it arduous to contextualize its contents to the local setting. They exclaimed that: The challenges faced by teachers based on curriculum contextualization is the writing and preparation of modules within the level of pupils' capacity" (Based on curriculum contextualization teachers challenged on writing and preparing modules within the capacity of learners, IDI1Q1.5) Conversely, contextualization of self-learning modules is the utilization of appropriate and eloquent materials, conditions, and involvements to students in the presentation and discussion of the learning content. (Madrazo & Dio, 2020).

Table 7 Challenges Faced in terms of Teacher' Training Needs

Themes	Frequency of Response	Core Ideas
Learners' Diversity Individual Differences of Learners Gender Issues Content and Pedagogy Development of Critical and Higher Order Thinking Skills Utilization of Varied Strategies Assessment and Reporting Genuine and Authentic Answers Information and Communication Technological Illiteracy among old-aged teachers Curriculum Contextualization Module Contextualization	General Variant General Variant General General General	Teachers found it challenging to learners with different learning needs and attitudes Teachers have to consider those learners who have problems with their sexual preferences Teachers are challenged in tapping learners critical thinking skills Teachers cannot employ pedagogical approaches which help learners to have grasp of the lesson Parents usually answered the module of the learners and some of which are returned unanswered Some teachers refused to learn innovations in teaching through the utilization of technology The contents of the modules must be

		within the contexts of the community

Legend: General – 50% and above shared the same theme of responses

Typical – 25-49% shared the same theme of responses

Variant ¬ –24% and below shared the same theme of responses

Strategies Employed to Strengthen Core Behavioral Competencies

Prioritization of Work Task. Teachers see to it that they have focused on the task given to them. For example, in the printing of the learning modules they make it certain that they beat the deadline and distributed it to the children. This theme is supported by the responses of the informants: "The strategies that teachers used to strengthen their self-management teachers must prioritize work task." (Prioritizing work task to strengthen teachers' self-management, IDI1Q2.1) Effective teachers create checklists of their priorities. This is to assess which of the tasks that needed focus and immediately be finished on time. However, in this time of the pandemic teachers need to prioritize their actions within the cycle of the present health crisis (Daniel, 2020). Maintaining Professional Image. Even that the mode of instruction shifted from face-to-face to modular teachers still show their sense of professionalism in all facets of life. As manifested from their responses, they validated that: "In the workplace one thing to consider is the punctuality and good grooming. Maintaining professional image, you should maintain that image as a teacher. You should look and act like a teacher." (Teachers must maintain professional image, consider punctuality and good grooming, IDI4Q2.2) For Kramer (2003) that the most critical elements of teacher professionalism are attitude, behavior, and communication. Consistency of Work Performance. Teachers do their task efficiently to avoid any errors and mistakes. This means that they are on the right track and replicate positive behavior which will lead them to finish their work with ease. During the course of the interview, one of them enunciated that: "Mag focus sa ilang trabaho para ma avoid ang mistake. Kailangan gawin nila ang best nila kung anuman ang kanilang ginagawa." (Teachers should have focus to avoid mistake, IDI7Q2.4) This signifies those teachers have the eagerness to sustain their work performance that paves the way for attaining the common goal. Also, teachers have the self-evaluation of how well they perform in this time of the pandemic (Youssef & Luthans, 2007). Delegation of Responsibility. In a workplace, one cannot work well if they are bombarded with all the tasks and responsibilities. The school head as the authority has to see to it that all the reports coming from the Division Office/District Office distribute them to teachers based on their knowledge and abilities with proper directions to avoid any errors which may cause the delay. They shared during the interview that: "Dito sa amin ay talagang may teamwork, collaboration at cooperation. Wala yung idya-idya kun dili tinabangay" (We do have teamwork, collaboration, and cooperation. We work as one" (In our school we have teamwork, collaboration and cooperation, IDI6Q2.4) On the contrary, failure to delegate means a low characteristic on the part of the teachers since the one does not trust the

other due to lack of expertise, distrust, the nature of the workplace, and the lack of authority to create decisions due to conflict of interests and divisiveness (Weshah, 2012). Immediate Response to Issues. It cannot be denied that the modular learning modalities created chaos and perplexities among parents especially on who will guide their children in answering since many of them do not know how to read and write. Hence, it was articulated that: The strategies used to strengthen their client orientation, teachers must response issues and problems on time" (Teachers must response issues and problems to strengthen their client orientation, IDI1Q2.5) Teachers do not only focus on problems but they are into making solutions by developing strategies that can be implemented in a long term. This is a paradigm shift that creates opportunities that will reshape the educational system that is more resilient and robust (Franchi & Rymarz, 2017). Utilization of Indigenous Methods. Teachers are the most productive individuals in terms of being resourceful. In these trying times where resources are scarce since budgets are all diverted to the printing of modules. As shared: "Kung ano yong nakikita nila sa paligid ay ginagamit nila. Yung mga indigenous materials. Basta teacher dapat resourceful talaga" (They utilize what is available in the locality. Every teacher must be resourceful, IDI6Q2.6) A resourceful teacher utilized the indigenous methods which learners can easily learn. Through this, their learners could have imagined multiple outcomes, set goals, experiment with new methods, and negotiate tasks (Godinho, Woolley, Webb & Winkel, 2014).

Table 8 Strategies Employed to Strengthen Core Behavioral Competencies

Themes	Frequency of Response	Core Ideas
Self-Management		
Prioritization of Work Task	General	Teachers focused on the tasks given to them and finish them on timely manner
Professional Ethics	General	
Maintaining Professional Image		Teachers show their sense of professionalism in all facets of life
Result Focus	General	
Consistency of Work Performance		Teachers do their task efficiently
Teamwork	General	Teachers shared the responsibilities given to them
Delegation of Responsibility		
Service Orientation		Teachers responded to problems caused by the new normal setting
Immediate Response to Issues	General	
Innovation in the New Normal		Teachers strategize by employing the available resources in the community
Utilization of Indigenous Methods	General	

Legend: General – 50% and above shared the same theme of responses

Typical – 25-49% shared the same theme of responses

Variant – 24% and below shared the same theme of responses

Strategies Employed on Teaching Performance in the New Normal

Encouragement of Pupils to Learn. Teachers innermost concern is the well-being of their learners in this time of the pandemic. Thus, they need to visit their pupils at home and encourage to continue their studies amidst the threat of the pandemic. They shared during the interview that: "Encourage pupils through home visitation, doing consultation and follow-up. Kay kung mag home visitation ka it inspires pupils to continue schooling" (Doing home visitation, consultation and follow-up may inspire pupils to continue learning, IDI2Q3.1) Consistent with this, Assor (1999) found that teachers use of the value of encouraging may result to independent thinking among learners where they can organize conceptual categories. Printing of Modules on Time. The timely printing of modules assured teachers that the distribution to would not be hampered. One of the informants narrate that: "Printing the modules within the timeline, modules' activities within the pupils' needs" (Printing the modules within the timeline and activities within the pupils' needs, IDI2Q3.2) The Department of Education assures that the reproduction of printed modules to be used by students in public school for distance learning is on the right track as the agency was bracing for the opening of classes. This is also done through the incessant support coming the from the Local Government Units and the school heads (Hernando-Malipot, 2020). Timely Distribution of Modules. In order for the students to utilize the modules on time, teachers made it sure that these are distributed based on the set date. As posited during the interview: "Teachers timely distribute the modules and they serve diverse learning need" (Timely distribution of modules and serve diverse learning needs, IDI3Q3.3). The Department of Education printed modular learning system provides students with Self-Learning Materials (SLMs). The timely distribution of modules also allows teachers to immediately check the answers and make some assessments on the performance of their pupils/students (Magsambol, 2020). Knowledge on ICT. Though not all learners have the access to technology, its utilization make a big difference in these trying times. As mentioned during the interview, they emphasized that: Yes, application of ICT Skills is very important. Giving opportunities to pupils to have access of different learning resources through ICT. Yong kanila (their) group chat "GC" is very active" (Giving opportunities to pupils to have access of different learning resources since IC is very vital, IDI5Q3.4) This is in conformity that electronic learning (e-learning) has been deliberated the best probable approach to endure the instruction and learning process throughout the pandemic (Almanthari, Maulina, & Bruce, 2020). Giving of Performance Task and Assessment. Determining the abilities of the learners helps teachers to make an assessment on what they could do to enhance something or to demystify the contents of the Self Learning Modules. In this regard, the informants

verbalized that: "In assessing pupils' learning the teacher must do the 70% of written assessment and 30% of performance task" (In assessing pupil's learning, 70% is allocated in written assessment and the remaining 30% in performance task, IDI1Q3.5) As reiterated by Demirel (2008) that curriculum is composed four scopes such as aim, organization of learning tasks, and appraisal. Giving the assessment will give sufficient evidences that students are successful or not in learning some knowledge and skills (Çalık, 2007).

Table 9 Strategies Employed on Teaching Performance in the New Normal

Themes	Frequency of Response	Core Ideas
Motivation of Pupils to Learn Encouragement of Pupils to Learn	General	Teachers do the home visitation and personally talk to parents and learners to continue their studies behind the threat of the pandemic
Preparation of Module as Instructional Material Printing of Modules on Time	General	Teachers see to it that they print the learning materials before the set date of distribution
Utilization of Module as Instructional Material Timely distribution of modules	General	Teachers see to it that the modules are distributed to the learners and orient parents properly on the retrieval and submission
Utilization of Technology Knowledge on ICT	General	Teachers use the technology to reach out their learners and give pieces of advice to the problems they met
Assessment of Pupils' Learning Giving of Performance Task and Written Assessment	General	Teachers make it sure that the modules contain the performance task and assessments that determine their performance in this time of the pandemic

1. Legend: General – 50% and above shared the same theme of responses

2. Typical– 25-49% shared the same theme of responses

3. Variant ¬– 24% and below shared the same theme of responses

Data Integration of Salient Quantitative and Qualitative Findings

As shown in Table 9, the integration of salient findings from quantitative data collected from two hundred fifty-three (253) respondents and qualitative data transcribed from ten (10) participants in the in-depth interviews. In the aspect of the first dependent variable which was the level of teachers' training needs, it was found out that the quantitative data over all mean described as very important consisting the five indicators: learners' diversity and inclusion, content and pedagogy, assessment

and reporting, information communication technology (ICT) skills and curriculum contextualization confirmed by the elementary school teachers in their actual experiences in the qualitative data. In the aspect of the second dependent variable which was core behavioral competencies described as always consisting the following indicators: self-management, professionalism and ethics, result focus, teamwork, service orientation and innovation. The findings were confirmed by majority of the participants in the qualitative strand. Moreover, in the aspect of the independent variable which was teaching performance in the new normal described as outstanding composed of the following indicators: motivation of pupils to learn, preparation of module as instructional material, utilization of module as instruction material, utilization of technology and assessment of pupils' learning. The results were confirmed by the majority of the participants in the qualitative strand. In the aspect of combined influence of teachers' training needs and core behavioral competencies confirmed through the recognition of the participants the importance of the two variables in influencing the teaching performance of the qualitative strand as shown in tables 2-3. Therefore, teachers' training needs and core behavioral competencies were highly significant with the teaching performance in the new normal as shown in table 4-5.

Table 10 Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Phase	Qualitative Phase	Nature of Integration
Level of Three Variables

1.1 Teachers' Training Needs | The five indicators of Teachers' Training Needs: *Learners' diversity and inclusion, content and pedagogy, ICT skills, assessment and reporting*, and curriculum contextualization have the following over-all mean: 4.63, 4.61, 4.56, 4.53 and 4.52 described as *very important.*

Refer on Table 1 | Informants/participants justify the result described as *very important* of the Teachers' Training Needs with the following identified themes: Individual differences of learners, development of critical and higher order thinking skills, genuine and authentic answers in the module, technological illiteracy among old-aged teachers and module contextualization were the interpreted frequency of response as *general.*

Refer on Table 7 | Connecting, Merging (Confirmation) |
| 1.2 Core Behavioural Competencies | The following indicators of Core Behavioral Competencies: self-management, professionalism and ethics, result focus, teamwork, service orientation and service orientation have the following over-all mean: 4.40, 4.69, 4.45, 4.75, 4.57 4.57 described as *always* observed.

Refer on Table 2 | Informants justify the result described as always of the Core Behavioral Competencies with the following identified themes: prioritization of work task, maintaining professional image, consistency of work performance, delegation of responsibilities, immediate response to issues and utilization of indigenous methods were interpreted as *general* of the participants' frequency of response.

Refer on Table 8 | Connecting, Merging (Confirmation) |
| 1.3. Teaching Performance in the New Normal | The following indicators of teachers' training needs: motivation of pupils to learn, preparation of module as instructional material, utilization of module as instructional material, utilization of technology and assessment of pupils; learning have the following over-all mean: 4.64, 4.59, 4.64, 4.44, 4.61 described as *outstanding* *Refer on Table 4* | Informants/participants justify the result described as *outstanding* of the Teaching Performance in the New Normal with the following identified themes: encouragement of pupils to learn, printing of modules on time, timely distribution of modules, knowledge on ICT and giving of performance task and written assessment were interpreted as *general* by the participants.

Refer on Table 9 | Connecting, Merging (Confirmation) |

6. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, recommendations, modified framework of the study as well as the proposed intervention program.

Summary

The results show that-

1. The level of teachers' training needs of elementary school teachers was described as highly important in terms of learners' diversity and inclusion, content and pedagogy, assessment and reporting, information communication technology (ICT) skills and curriculum contextualization confirmed

by teachers in their actual experiences in the qualitative data;

2. The level of core behavioral competencies among the elementary schools in second legislative district of Cotabato Province was described as always in terms of self-management, professionalism and ethics, result focus, teamwork, service orientation and innovation. The findings were confirmed by majority of the participants in the qualitative strand;

3. The extend of teaching performance in the new normal described as outstanding comprising following indicators: motivation of pupils to learn, preparation and utilization of module as instruction material, utilization of technology and assessment of pupils' learning. The results were confirmed by most of the participants in the qualitative strand;

4. Teachers' training needs and core behavioral competencies were highly signficiant toward teaching performance in the new normal. Moreover, on the influence of the teachers' training needs on the teaching performance in the new normal in terms of utilization of technology, assessment and reporting had gained negative t-value of -1.814 with the probability of 0.050 described as significant. It implies, extra training on assessment and reporting, the lesser improvement of teachers on their utilization of technology.

5. Challenges faced pertaining to teachers' training needs were the following themes interpreted as general responses: Individual differences of learners, development of critical and higher order thinking skills, genuine and authentic answers in the module and technological illiteracy among old-aged teachers and module contextualization.

6. The strategies employed to strengthen core behavioral competencies were the following themes: prioritization of work task, maintaining professional image, consistency of work performance, delegation of responsibilities, immediate response to issues and utilization of indigenous methods were interpreted as general by participants.

7. Lastly, the strategies employed on teaching performance in the new normal with the following identified themes: encouragement of pupils to learn, printing of modules on time, timely distribution of modules, knowledge on ICT and giving of performance task and written assessment were also shared majority of the participants.

Conclusions

Based on the foregoing findings, the following conclusions were drawn: Teachers gave high importance and value to the trainings, seminars and workshop offered by the Department of Education; Teachers displayed core behavioral competencies such as self-management, professionalism and ethics, result focus teamwork, service orientation and innovation that were worth emulating by other personnel; To achieve high teaching performance in the new normal, teachers must motivate their pupils to learn, prepare modules on time, utilize the modules at its best, utilize technology in the delivery of instruction and assess pupils' learning appropriately; It can be inferred that teachers must undergo trainings, seminars and workshop for them to enhance their skills, knowledge and even their core behavioral competencies to gain better teaching performance amid the pandemic; School heads need to motivate their teachers to accept challenges faced by their subordinates and employed strategies to strengthen their core behavioral competencies that lead toward teaching performance in the new normal. Moreover, the qualitative and quantitative data shows convergence result.

RECOMMENDATIONS

In the light of the findings and conclusions, the following recommendations were formulated:

Teachers may focus on attending regular trainings, seminars and workshops that focus on learners' diversity and inclusion, content and pedagogy, assessment and reporting, information communication technology (ICT) skills and curriculum contextualization;

1. Teachers may enhance and develop their core behavioral competencies specifically on self-management, professionalism and ethics, result-focus, teamwork, service orientation and innovation by demonstrating values and behavior enshrine with the norms and maintaining professional image all the time. Teachers may work collaboratively in attaining the set goal and take personal responsibility whatever actions that response to learners' issues and problems for the improvement of instruction amid the pandemic.

2. The teachers may improve their teaching performance in the new normal setting of education by simply motivating their pupils to continue learning, prepare modules ahead the prescribed time, utilize modules accordingly, utilize technology in the delivery of instruction and assess learners' learning through written test and performance task.

3. Teachers may join different trainings and seminars in different forms such as virtual, webinar, limited face-to-face and google meet ensuring that health protocols are religiously observed. Thus, teachers' training needs is highly significant to teaching performance in the new normal.

4. Teachers may enhance their core behavioral competencies since it is highly significant to teaching performance in the new normal.

5. With regards to the lived experiences and challenges faced by informants pertaining to teachers' training needs they may give importance to individual differences, development of HOTS, getting genuine and authentic response from learners' modules, technological illiteracy among old-aged teachers and even module contextualization and localization may affect learners' learning.

6. Anent with the strategies employed by the participants to strengthen their core behavioral competencies teachers may prioritize their work

task, maintain professionalism, consistent in their work performance, delegate responsibilities, respond immediately to the emerging issues, print and distribute modules and assessment tests on time. So that, learners will be motivated to learn, and it will lead to an outstanding teaching performance in the new normal.

7. Pertaining to strategies employed by teachers on teaching performance in the new normal, teachers must encourage their pupils to learn, prepare and distribute modules on time, utilize modules at its best, utilize ICT in the delivery of instruction and give accurate performance task and written assessment consequently.

8. The researchers may use the findings of this study as reference or materials for comparison purposes or conduct further related studies

PROPOSED INTERVENTION PROGRAM

In this section, the researcher presents a proposed intervention program to address the challenges faced by teachers relative to teachers' training needs and strengthen core behavioral competencies for them to enhance teaching performance in the new normal.

Rationale

Successful teaching is a result of the systematic use of appropriate strategies for delivering and assessing the learning objectives targeted for each lesson (UNESCO, 2016). Moreover, Good educational systems ensure that opportunities for both approaches to professional development programs are available and accessible to teachers (DepEd Order No. 42, s. 2017). Teachers play a crucial role in improving the quality of the teaching and learning process. Good teachers are vital to raising student achievement. Thus, developing teacher quality ranks foremost in the many education reform efforts towards quality education through the conduct of In-service Training (INSET) or School Learning Action Cell (SLAC) (Results-Based Performance Management System Manual for   Teachers and School Heads, 2018) To complement reform initiatives on teacher quality, the Philippine Professional Standards for Teachers (PPST) has been developed and nationally validated. This was signed into policy by Department of Education (DepEd Order No. 42, s. 2017).

General Objectives

This proposed intervention program has the following objectives:

1. To provide opportunities for top management (DepEd officials) to review their program on the teachers' trainings as part of their professional development plan.

2. To offer an avenue for the teachers and school administrators to enhance and develop their core behavioral competencies for them to improve their teaching performance in the new normal set-up of education.

3. To pose a challenge to the teachers and school administrators to look into their plan to address challenges faced in terms of teacher's training needs, provide strategies employed to strengthen their core behavioral competencies for them to achieve outstanding teaching performance amidst the pandemic.

Area of Concern	Specific Objective	Activities	Persons' Involved	Time Frame	Output
Individual differences of learners	To address the individual differences among learners	Attend seminar-workshop that would impart knowledge on how to deal with the individual differences among learners	April 2021	Teachers School Head District Supervisor	Teachers become competent in addressing the individual differences of his/her learners
Developing critical and higher order thinking skills	To enhance teachers' capacity in critical and HOTS while writing modules	In-Service training on enhancing critical thinking and HOTS among teachers	April 2021	Teachers School Head District Supervisor	95% of the teachers attended the in-service training
Genuine and authentic answers	To develop mechanism that collects genuine and authentic response of learners' module.	Join webinar or online training that focuses on enhancing the assessment and reporting among the learners	May 2021	Teachers School Head District Supervisor Webinar facilitators	Teachers utilized the different mechanism in collecting the learner's written works and performance task authentically
Technological illiteracy among old-aged teachers	To strengthen ICT skills among old-aged teachers	Engage in workshop that focuses on ICT development.	May 2021	Teachers School Head District Supervisor facilitators	Teachers were competent in ICT utilization
Module contextualization	To capacitate teachers' ability in contextualizing the modules	Attend seminar on module contextualization	June 2021	Teachers School Head, District Supervisor facilitators	Modules were contextualized based on the needs of the learners in the community
Prioritizing of work task	To develop self-management among teachers	Join School Learning Action Cell (SLAC) on self-management	June 2021	Teachers School Head	Teachers manage their time/self properly

				District Supervisor facilitators	
Maintaining Professional Image	To maintain professionalism and ethics in the public	Revisiting the RA 6713 or the Conduct and Ethical Standards for Public Officials and Employees	June 2021	Teachers School Head District Supervisor	Teachers go to school regularly with punctuality, practice good grooming and communication in the public
Delegation of Responsibility	To designate coordinatorship/ responsibilities among peers	Teachers' meeting	All year round	Teachers School Head	Subject coordinatorship and other axillaries were designated to teachers
Immediate Response to Issues	To address issues right away	Plan-out and execute to mitigate the issue	All year round	Teachers School Head	Emerging problems were solved
Utilization of Indigenous Methods	To develop teachers' resourcefulness in using indigenous methods	Join training that focuses on the utilization of indigenous methods	July 2021	Teachers School Head	Indigenous methods applied by teachers
Encouragement of Pupils	To encourage pupils continue learning through home visitation and consultation.	Strengthen the home visitation and consultation especially those learners who are at risk of dropping out	All year round	Teachers School Head	Learners who are at risk of dropping out continue their education
Printing and distribution of modules on time	To print and distribute modules following the correct timeline	Develop teachers' ability in printing and distributing of modules on time.	All year round	Teachers School Head	Modules were printed and distributed accordingly
Knowledge on ICT	To increase ICT skills of the contemporary and about to retire teachers	Join Learning Action Cell or training that focus on ICT development	July 2021	Teachers School Head	Old-aged teachers embraced the new trends of education using ICT.
Giving of Performance and Written Assessment	To maintain the distribution of performance task and written assessment	Participate and monitor the quality assured summative test in the district to maintain the distribution of different tests	All year round	Teachers School Head	performance tasks and written assessments were distributed on time
Self-management, result focus and innovation	To capacitate teachers' abilities in self-management, result focus and innovation	Join trainings that focus on the development of self-management, result focus and service orientation	August 2021	Teachers School Head	100% of the teachers participated the trainings/ seminars.
Utilization of technology	To increase teachers' knowledge on the utilization of technology	Active engagement on seminar that focuses on technology utilization	August 2021	Teachers School Head	100% of the teachers participated the trainings/ workshops

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