# Cultivating Effective Teaching: An Exploration Of Behavioral Competence Among Teachers

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*ABSTRACT*

The pursuit of effective teaching is a fundamental cornerstone of quality education. This study delves into the realm of behavioral competence among teachers, aiming to understand the key factors that contribute to their effectiveness in the classroom. By examining the areas of planning, instructing, communicating, managing, and evaluating, this exploration sheds light on the multifaceted skills and strategies that teachers employ to create impactful learning experiences. Through an analysis of perceptual differences between teachers and students, as well as the alignment of these competencies with modern educational trends, this study seeks to provide valuable insights into cultivating effective teaching practices.

The study's findings reveal that teachers possess significant competency in planning, instructing, communicating, managing, and evaluating. However, a perceptual gap between teachers and students exists, implying that students perceive teachers as slightly less competent than teachers assess themselves. Particularly, senior high school teachers excel in planning with a strong mean of 4.22, reflecting their commitment to meticulous lesson preparation, understanding student knowledge, and effective assignment handling. This aligns with educational principles emphasizing thorough planning. Additionally, the study underscores teachers' skill in clear communication and participatory teaching, in line with contemporary educational trends. Furthermore, teachers demonstrate above-average proficiency in evaluation, adeptly creating optimal testing environments, utilizing diverse evaluation methods, and maintaining accurate student records. This

underscores the value of continuous assessment and constructive feedback for student learning advancement. It is recommended that upcoming research endeavors further investigate the multifaceted aspects of teachers' pedagogical competence, particularly emphasizing subject matter expertise and the application of a variety of teaching approaches.

In light of the study's findings, several recommendations can be put forth to enhance the overall teaching and learning experience. Firstly, fostering a Student-Teacher Dialogue is crucial; promoting open conversations between teachers and students regarding their perceived competencies and expectations can effectively narrow the perceptual gap and provide valuable insights for refinement. Secondly, the implementation of robust Professional Development initiatives is essential. Conducting training sessions and workshops focusing on innovative instructional strategies, advanced communication techniques, and a diverse array of assessment methods can greatly assist teachers in continually elevating their teaching methodologies. Lastly, the integration of Technology stands as a promising avenue. Exploring avenues to seamlessly incorporate technology into lesson planning, communication channels, and assessment methodologies can significantly augment teaching effectiveness and student engagement, aligning with the dynamic nature of modern education.

Keywords: behavioral competence, planning, instructing, communicating, managing, and evaluating.

**INTRODUCTION**

In the education, the role of teachers is paramount in shaping the learning experiences and outcomes of students. The effectiveness of teaching extends beyond the mere dissemination of knowledge; it encompasses a myriad of skills, attitudes, and behaviors that collectively contribute to an optimal learning environment. At the heart of this effectiveness lies behavioral competence, a multifaceted attribute that encapsulates how teachers interact with students, manage classrooms, and foster engagement. This thesis embarks on a comprehensive exploration of this critical dimension in education, focusing specifically on senior high school teachers and their behavioral competence.

Behavioral competence in teachers plays a pivotal role in establishing a conducive learning atmosphere, nurturing positive student-teacher relationships, and facilitating the acquisition of knowledge and skills. It involves the adeptness to communicate effectively, manage classroom dynamics, demonstrate empathy, and adapt teaching methods to cater to diverse learning needs. As the educational landscape evolves and becomes more inclusive, the significance of these behavioral aspects intensifies. Hence, investigating the behavioral competence of senior high school teachers in planning, instructing, communicating, managing, and evaluating assumes utmost importance.

The senior high school phase is a critical juncture in a student's academic journey, often determining their future educational and career trajectories. During this period, students are not only grappling with the complexities of their subjects but are also developing their personalities, aspirations, and attitudes. In this context, the behavior of teachers can significantly impact students' cognitive, social, and emotional growth. Consequently, a thorough examination of the behavioral competence of senior high school teachers is warranted to ensure an enriching and nurturing learning environment.

**METHODOLOGY**

This research design employed a descriptive survey approach which comprehensively explore the behavioral competence of senior high school teachers in planning, instructing, communicating, managing, and evaluating and its impact on student engagement and learning outcomes. The research design entailed a systematic collection and analysis of data through structured surveys, aiming to provide a snapshot of the current state of behavioral competence among teachers in term and its association with student experiences.

A survey questionnaire was administered to senior high school teachers to measure their self-perceived behavioral competence across various dimensions. Likert-scale items was used to assess their perceptions and practices. A survey questionnaire was also distributed among students to gauge their engagement levels in the classroom and their perceived learning outcomes.

**RESULTS AND DISCUSSION**

**Behavioral Competence Among Teachers**

| Behavioral Competence | | LEVEL OF TEACHING COMPETENCE | | | | |
|---|---|---|---|---|---|---|
| | | TEACHER | | STUDENT | | |
| | | Weighted Mean | Qualitative Description | Weighted Mean | Qualitative Description | Mean |
| Planning | 1. Keep the students on task or academically engaged. | 4.33 | Excellent | 4.38 | Excellent | 4.36 |
| | 2. Check the attendance systematically. | 4.10 | Above Average | 4.00 | Above Average | 4.05 |
| | 3. Make use of the whole period for class activities. | 4.07 | Above Average | 4.10 | Above Average | 4.09 |
| | 4. Set due dates for completion of assignments | 4.43 | Excellent | 4.30 | Excellent | 4.37 |
| | 5. Give a test whose level of difficulty encourages students to study. | 4.43 | Excellent | 4.06 | Above Average | 4.25 |
| **Mean** | | **4.27** | **Excellent** | **4.17** | **Above Average** | **4.22** |
| **Instructing** | 6. Pace the lesson and its difficulty level to the students abilities and interests. | 4.20 | Above Average | 4.15 | Above Average | 4.18 |
| | 7. Show consistency & fairness in dealing with the students behavior. | 4.47 | Excellent | 4.21 | Excellent | 4.34 |
| | 8. Explain to students the criteria for evaluation of students performance. | 4.37 | Excellent | 4.44 | Excellent | 4.41 |
| | 9. Give valid and reliable test. | 4.27 | Excellent | 4.24 | Excellent | 4.26 |
| | 10. Maintain classroom discipline effectively. | 4.20 | Above Average | 4.35 | Excellent | 4.28 |
| **Mean** | | **4.30** | **Excellent** | **4.29** | **Excellent** | **4.30** |

| | | | | | |
|---|---|---|---|---|---|
| **Communicating** | 11.Provide the students with feedback. | 4.43 | Excellent | 4.20 | Above Average | 4.32 |
| | 12. Show consistency with school policies. | 4.33 | Excellent | 4.29 | Excellent | 4.31 |
| | 13. Make the learning climate friendly. | 4.43 | Excellent | 4.20 | Above Average | 4.32 |
| | 14. Show interest in students' problems & needs and make adequate provisions. | 4.30 | Excellent | 4.17 | Above Average | 4.24 |
| | 15. Solicit feedback from students about the given test. | 4.27 | Excellent | 3.96 | Above Average | 4.12 |
| | **Mean** | 4.35 | Excellent | 4.16 | Above Average | 4.26 |
| **Managing** | 16. Start and dismiss class on time. | 3.93 | Above Average | 3.90 | Above Average | 3.92 |
| | 17. Create a classroom atmosphere conductive to asking questions freely. | 4.30 | Excellent | 4.17 | Above Average | 4.24 |
| | 18. Establish guidelines to maintain order in the classroom. | 4.37 | Excellent | 4.34 | Excellent | 4.36 |
| | 19. Return corrected papers to students promptly. | 4.07 | Excellent | 3.98 | Above Average | 4.03 |
| | 20. Keep a record for assessment or monitoring student's progress. | 4.40 | Excellent | 4.23 | Excellent | 4.32 |
| | **Mean** | 4.21 | Excellent | 4.12 | Above Average | 4.2 |
| **Evaluating** | 21. Use of variety assessment method. | 4.13 | Excellent | 4.11 | Above Average | 4.12 |
| | 22. Personally rate examination and other requirement submitted, | 4.40 | Excellent | 4.10 | Above Average | 4.25 |
| | 23. Keep the test of reasonable length. | 4.27 | Excellent | 4.24 | Excellent | 4.26 |

| | | | | | |
|---|---|---|---|---|---|
| | 24. Rate student's performance fairly. | 4.57 | Excellent | 4.26 | Excellent | 4.42 |
| | 25. Provide reasonable time to answer a given test. | 4.17 | Above Average | 4.18 | Above Average | 4.18 |
| COMPOSITE MEAN | | 4.31 | Above Average | 4.18 | Above Average | 4.25 |
| OVERALL MEAN | | **4.29** | **Excellent** | **4.18** | **Above Average** | **4.25** |

In the above table, the senior high school teachers' self-rating in behavioral competencies was 4.29, while the students rated them with 4.18. The general overall mean of 4.25 is described as excellent. This means that students' perception is different from the teachers' perception. Though the students rating is lower than the teacher, these results indicated that the senior high school teachers were competent in planning, instructing, communicating, managing, and evaluating to live out one's commitment in the teaching job.

In planning, the senior high school teachers got the highest general mean of 4.22 described as excellent. The result indicates that these teachers developed a lesson plan or lesson log prior to teaching a lesson, determined entry level knowledge of students and set due dates for completion of assignments. According to the Association for Educational Communications and Technology (AECT,2000;1994), planning interprets reality in terms of learner performance and negotiated expectations of the learner. This result suggests that teachers were successful in their job as teachers because they believed that the success of the teaching process and rate which learning take place depends on the good preparation done by the teacher.

In communicating, the result showed that the senior high school teachers made clear statements in sending a message, and related to students' verbal communications in ways that encourage participations. Further, this finding indicates that the attention has been directed toward finding better means of teaching through probing students' language strategies, a concern that has encompassed recent research at the post-secondary sector and

instructors transmit information to student and attain harmonious communication with them (Sandigan,2012;Asuncion,2010).

In evaluating, the result is described as above average. This result implies that they established a testing environment in which students can validly demonstrate knowledge and skills, and receive adequate techniques other than formal testing, and utilized effective system for maintaining student records. Hence, they gave helpful feedback on students through evaluative techniques and effective system of recording. This idea was supported by the Association for Educational Communications and Technology (AECT,2000;1994), it is a dynamic process which allows teachers to obtain data about students to learn specific content of information under varying instructional conditions.

**CONCLUSION**

The findings of the study indicate that teachers exhibit high competency levels in planning, instructing, communicating, managing, and evaluating. However, a perceptual gap exists between students' and teachers' ratings, suggesting that students slightly perceive teachers as less competent than teachers rate themselves. Notably, senior high school teachers achieved a strong mean of 4.22 in planning, showcasing their dedication to thorough lesson preparation, understanding student knowledge, and effective assignment management. This aligns with educational principles emphasizing meticulous planning. The research also highlights teachers' adeptness in clear communication and participatory teaching, aligned with modern educational trends. Moreover, teachers demonstrated above-average proficiency in evaluation, creating optimal testing environments, employing diverse evaluation techniques, and maintaining precise student records. This underscores the importance of continuous assessment and constructive feedback for student learning progress.

**RECOMMENDATIONS**

Based on the conclusions drawn from the study, the researcher came up with the following recommendations:

**Student-Teacher Dialogue:** Encouraging open discussions between teachers and students about their perceived competencies and

expectations can help bridge the perceptual gap and provide insights for improvement.

**Professional Development:** Offering training and workshops on instructional strategies, communication techniques, and diverse assessment methods can aid teachers in continuously improving their teaching practices.

**Technology Integration:** Exploring ways to integrate technology into planning, communication, and assessment can enhance teaching effectiveness and engagement.

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