Influence of Teaching Competencies to Performance: Basis for Professional Development

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

Aims: Teaching competencies are the skills and knowledge that assist a teacher in becoming effective in his career. Specifically, this study determined to find out the level of personal competence of teachers; the level of professional competence of the teachers; the teachers' level of performance; and the significant relationship between teaching competence and the teachers' performance; and to find out which of the independent variable/s singly or in combination influence the teachers' level of performance.
Study Design: Descriptive Survey Method.
Place and Duration of Study: The study was conducted at seven (7) diocesan schools of the Archdiocese of Cagayan de Oro during the school year 2022 - 2023.
Methodology: The respondents were the One hundred-two (102) out of one hundred twenty-one (121) teachers from the seven (7) diocesan schools of the Archdiocese of Cagayan de Oro via simple ransom sampling method. These schools are private institutions and managed by nuns. This study used an adapted questionnaire from Stella Maris Academy School in a Development Plan in Davao that underwent validity and reliability testing with the use of thirty (30) non-respondent teachers and experts.

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Results: The results showed that in terms of personal competence, the teachers were found to have very high motivational and cognitive competence. Although they vary in their mean ratings, with motivational competence as the highest and cognitive competence ranked second, both are still on a very high level. As to professional competence, the teachers had a very high level of competency. Communication skills got the highest mean rating, and teaching ability with the lower mean rating. Both fall on a very high level. The majority of the teachers were found to have excellent performance, followed by a very good performance, and only very few have a good teaching performance. On the whole, the performance of teachers was identified as being of an excellent level. Cognitive competence, motivational competence, teaching ability, and communication skills were statistically related to teaching performance. Motivational competence and teaching ability were identified to have the best influence on teaching performance; cognitive competence and communication skills did not show an influence the teaching performance.

Conclusions: Based on the findings of this study, the following conclusions are formulated: The teachers possessed personal and professional competencies needed to become effective facilitators of learning. The teachers performed excellently in their teaching career which can also be associated with students' quality learning outcomes. The personal and professional competencies of teachers are significantly associated with their teaching performance. The higher the personal and professional competencies, the higher the teaching performance. Motivational competence and teaching ability best-influenced teaching performance as motivational competence and teaching ability increased so with the teaching performance.

1. INTRODUCTION

Teaching is and has been considered the noblest of all professions, considering that there would be no other professionals had there been no teachers in the field. Teachers are expected to have the competencies required to perform to the best of their ability. Teaching competencies are the skills and knowledge that assist a teacher in becoming effective in his career. To develop student learning, teachers must have a variety of teaching competencies so that they are able to deal with every student having different learning styles.

Teaching competencies include skills like communication and interpersonal skills, under which come competencies like acting as a role model to their students, having clear verbal communication skills, and assuming responsibility, among others. Also, organization and planning, classroom management, facilitation and engagement, and assessment and coaching are under teaching competencies. Competencies are the skills and knowledge that enable a teacher to be successful. One important thing a teacher must do is to maximize student learning.

Teachers' professional learning is of increasing interest as one way to support the increasingly complex skills which students need in order to succeed in the 21st century. So, teacher professional development initiatives must be compliant in supporting changes in teacher practices and student learning [1]; these competencies are essential for teachers to have the potential to deliver quality education to students. Professional development is one aspect of academic enterprise that must be given attention to facilitate the delivery of quality education.

The researcher became interested in this topic after observing teachers who lacked the necessary skills to provide effective instruction to students at his workplace. Teachers must have the ability to offer knowledge so that the students will become productive, resulting to success. The parents hope and believe that their children will be educated at private schools based on the professors' knowledge. The researcher is interested in investigating the teaching competencies and their influence on teachers' performance as the basis for professional development. Thus this paper is conceived.

This study is anchored on Vroom`s Expectancy Motivation Theory. The theory is based on the belief that an employee's effort will lead to performance and performance will lead to rewards. The theory emphasizes that employees will perform their best and put more effort into their work equal to what they expect in return such as pay increase, recognition, additional benefits, and opportunities for promotion. If employees are not well-compensated and personal and professional growth opportunities are not provided in return for their hard work,

they will put in little effort and eventually leave their work and look for new opportunities from other organizations. Vroom's expectancy theory can also be associated with Maslow`s hierarchy of needs. Ahmad [2] defines teaching competency as the function and set of variables such as intelligence, socioeconomic status, gender differences, personality characteristics social acceptance, academic performance, self-control, empathy, sociability, teaching aptitude, emotional intelligence, adjustment, etc.

In connection to this, the study of Khan [3] on the teaching competency of secondary teachers in relation to their educational qualification, stream, and type of school found that public school teachers were more competent than private school teachers and educational qualification does not affect the teaching competency of secondary school teachers. According to Han and Lee [4] and Oco et al. [5], high teaching competency positively impacts the attitude toward the teaching profession. The results show that secondary teachers are competent in classroom behavior.

Moreover, based on teaching performance, Article 14, Section 1 of the 1987 Philippine Constitution states that the state shall protect and promote the rights of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all (Philippine Constitution, 1987). On this basis, the school should perform its roles in society effectively. In schools, teachers are undeniably considered one of the most significant people. They are expected to execute innumerable and crucial tasks in shaping the youth to become productive members of the community. Thus, they are the key factors for learning.

On this belief, their performance of tasks in the field should be assessed. However, their performance can be affected by several factors. Additionally, it is noted that effective classrooms are associated with better student results and development. Therefore, teacher effectiveness is understood to be an outcome of effective and better performance of teachers [6].

2. MATERIALS AND METHODS

2.1 Design

This study used the descriptive correlational research method. According to Malana [7], descriptive correlational research is a deliberate process of gathering, analyzing, categorizing, and tabulating data about current conditions,

practices, trends, and cause-and-effect relationships. Additionally, this method establishes the facts in a group being studied and yields results that can be qualitative, quantitative, or both in terms of descriptions of the overall features of the group. The descriptive-correlational research method is best suited for this study since this seeks to explain the links between two or more variables. Research investigations that seek to present static images of circumstances and determine the link between various factors employ descriptive correlational design.

2.2 Respondents and Sampling Procedure

This study utilized the teachers in CONAS, and their profiles contained in the information sheet in the Personnel Office files to determine information concerning the respondents' educational attainment, teaching experience, and teaching performance. The sampling procedure considered Slovin's Formula, which limits its respondents only to teachers of Cagayan de Oro Network Archdiocesan Schools to get the sample size. A total of one hundred-two (102) teachers were the respondents of this study.

2.3 Instrument

The questionnaire was used to assess the relationship between independent and dependent variables. An adapted questionnaire from Stella Maris Academy School in a Development Plan in Davao was given to all teachers of Cagayan de Oro Network Archdiocesan Schools (CONAS), the teacher respondents in this study from those schools. The questionnaire, which was distributed to the respondents, included items to elicit data on both their personal and teaching competencies. The adapted questionnaire still underwent a reliability test. It was tried out on thirty (30) teachers who were not included in the final respondents. After the tryout, the questionnaire was submitted to a statistician to find out Cronbach's alpha. The results showed that the questionnaire had a high-reliability index with cognitive competencies e .727; motivational competence .980; teaching ability .988; and communication skills .990.

3. RESULTS AND DISCUSSION

3.1 Personal Competence of Teachers

Table 1 reveals the level of cognitive competence of the teachers as perceived by their

students. It has an Overall Mean of 4.47 with SD=.65 described as Strongly Agree, which is interpreted as Very High. This means that the teachers possessed critical thinking, creativity, and other higher-order thinking skills needed for a teacher to become an effective facilitator of learning. Further, this would also mean that the teachers had the capability and competence of an effective teacher that can mold the learner's innate and inborn capabilities to the fullest to ensure quality learning. This is also true, especially for students at vocational institutions, which revealed that teachers' cognitive competency is crucial to the process of students' healthy growth. It will also benefit students' academic growth and talents, as well as teachers' ability to refine their teaching methods [8].

Moreover, Karimi and Alipour [9] showed significant positive associations between cognitive competence and self-efficacy, cognitive competence and academic performance, and self-efficacy and academic performance. Specifically, the dimensions of problem-solving and reasoning were found to be the most significant predictors of academic performance, while the dimensions of self-regulated learning and self-evaluation were found to be the most significant predictors of self-efficacy. They argue that learners can improve their academic performance by focusing on the development of cognitive competencies, such as problem-solving and reasoning.

Further, the indicators 3 and 6, I *try to make the lesson practical and applicable to present needs* and *I encourage students to express their thoughts and ideas,* obtained the same highest Mean of 4.58 with SD= .64 and .60, respectively, in which both are described as Strongly Agree and interpreted as Very High. This means that as teachers, it is essential to ensure that the lessons are practical and applicable to the present needs of students. By doing this, teachers can make sure that students can apply the concepts they learn in real-life situations, which will ultimately lead to better retention and understanding. One of the ways to achieve this is by incorporating relevant examples into the lessons. This approach not only helps to bring the subject matter to life but also allows students to see the practical applications of what they are learning. It is also crucial to understand the specific needs and learning styles so that lessons are tailored accordingly.

On the other hand, encouraging students to speak up and share their perspectives not only helps to build their confidence but also fosters a culture of open communication and collaboration in the classroom. When students feel heard and valued, they are more likely to engage actively in the learning process, ask questions, and offer their insights. When teachers create a non-judgmental environment, mistakes are seen as opportunities for growth and learning that empowers students to become critical thinkers and lifelong learners.

Table 1. Cognitive competence of teachers

Indicators	Mean	SD	Description	Interpretation
1. I explain the lessons clearly and understandably.	4.39	.58	Strongly Agree	Very High
2. I give examples and illustrations to help the lesson be easily understood.	4.52	.58	Strongly Agree	Very High
3. I try to make the lesson practical and applicable to present needs.	4.58	.64	Strongly Agree	Very High
4. I provide appropriate drills, board work, seat work, and challenging assignments.	4.46	.70	Strongly Agree	Very High
5. I formulate clear, grammatically correct directions during examinations.	4.49	.56	Strongly Agree	Very High
6. I encourage students to express their thoughts and ideas.	4.58	.60	Strongly Agree	Very High
7. I explain the lessons in the vernacular or dialect.	4.23	.79	Strongly Agree	Very High
8. I promptly answer the student's inquiries	4.53	.72	Strongly Agree	Very High
Overall Mean	**4.47**	**.65**	**Strongly Agree**	**Very High**

Note: 4.21-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderately High; 1.81-2.60 Low; 1.0-1.80 Very Low

Several studies have examined the impact of cognitive competence on teaching effectiveness. Similarly, Kleickmann et al. [10] found that teachers with high cognitive competence were better able to design and implement effective learning activities that were aligned with the needs and abilities of their students. At the same time, the teachers are also constructive in the sense that they draw information from their students' minds, which is also an essential characteristic of 21st-century teachers. Accordingly 21st century, teachers allow students to construct their understanding of the subject matter and enable students to solve real-world problems.

On the other hand, the indicator, *I explain the lessons in the vernacular or dialect,* got the lowest Mean of 4.23 with SD= .79 described as Strongly Agree, which is interpreted as Very High. This suggests that the teachers occasionally use their Mother Tongue to explain their lessons. Perhaps, this can be attributed to the fact that the Mother Tongue or vernacular is only used in Kindergarten to primary grades. Since the respondents are Junior High school teachers, it is expected that they have used English and Filipino as media of instruction. This goes to show that the students would not have wanted to hear their teachers explain the lessons in the vernacular.

However, language should not be a barrier to learning, especially for students who struggle with the language of instruction. Using familiar language can help students better understand the material, which can lead to better retention and comprehension. It is also important to note that students' first language or dialect is an essential part of their identity and culture. By acknowledging and incorporating this into the classroom, teachers can help create more inclusive learning. However, it is also essential to get a balance where students are still exposed to the standard language of instruction, which can help prepare them for higher education and future careers. According to the study by Malana [7], using the students' native language or dialect in the classroom can promote better engagement, motivation, and comprehension. This is because the use of the vernacular can create a sense of familiarity and comfort, which can lead to improved learning outcomes.

Table 2 shows the level of motivational competence of the teachers. It has an Overall Mean of 4.53 with SD=.63, described as Strongly Agree which is interpreted as Strongly Agree. This means that the teachers had a very high extent of motivation to teach, which is a very important trait of a teacher. If teachers are highly motivated to teach, then they can radiate this motivation to the learners and will also become motivated to learn. According to UNESCO [11], providing quality education for all lies at the heart of the Education 2030 Agenda. Achieving this goal will require well-qualified, trained, adequately remunerated, and motivated teachers. With motivation playing an important role in teacher performance, reversing this trend is critical to maintaining quality teaching and thus positively impacting student learning outcomes.

Table 2. Motivational competence of teachers

Indicators	Mean	SD	Description	Interpretation
1. I demonstrate enthusiasm and vitality.	4.54	.61	Strongly Agree	Very High
2. I have increased my leadership and cooperation in school activities.	4.40	.71	Strongly Agree	Very High
3. I observe punctuality and regularity of my attendance.	4.40	.76	Strongly Agree	Very High
4. I maintain a good disposition.	4.52	.70	Strongly Agree	Very High
5. I maintain a wholesome attitude towards students.	4.65	.52	Strongly Agree	Very High
7. I cultivate & express openness to students, parents, & colleagues.	4.66	.52	Strongly Agree	Very High
8. I keep promises/ appointments with students, parents, & colleagues.	4.61	.57	Strongly Agree	Very High
Overall Mean	**4.53**	**.63**	**Strongly Agree**	**Very High**

Note: 4.21-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderately High; 1.81-2.60 Low; 1.0-1.80 Very Low

In the same Table, Indicator 7, *I cultivate and express openness to students, parents, and colleagues,* obtained the highest Mean of 4.66 with SD=.52, described as Strongly Agree, which is interpreted as Very High. This implies that fostering an environment of openness can create a positive and collaborative learning community and establish strong relationships. In the classroom, when students are encouraged to ask questions and express their thoughts and ideas, they actively give feedback. With parents, open communication channels, they are informed of their child's progress. This is manifested during school meetings and other related activities involving parents' participation. In addition, a strong collaborative relationship with colleagues can lead to sharing best practices to promote continuous learning and improvement. Importantly, promoting openness builds trust, creates a supportive learning environment, and facilitates positive relationships with all stakeholders. As noted by Kouloumpis and Macaro [12] and Oco [13], creating an open and transparent learning environment can also help improve student motivation, engagement, and academic performance.

On the other hand, the indicators, *I have increased my leadership and cooperation in school activities,* and *I observe punctuality and regularity of my attendance,* got the lowest Mean of 4.40 with SD= .71 and .76, respectively, described as Strongly Agree, which is interpreted as Very High. Although the teacher's rating in these indicators is very high; however, they can still do something to improve these areas for better teaching performance. As observed, there are teachers who are silent to show up as leaders. These teachers have talent but are not given chances to show their potential or are sometimes not confident of staging their talent.

According to a study by Kim and Kim [14], when teachers collaborate and work together, they can better support each other's professional development and improve instructional practices. Similarly, a study by Smylie and Denny [15] found that school leaders who fostered a collaborative culture were more successful in improving school outcomes, including academic achievement and student engagement.

Unfortunately, some educators may struggle to increase their leadership and cooperation in school activities, which can negatively impact the school community. As Beghetto and Kaufman [16] noted, some teachers may hesitate to take on leadership roles or collaborate with others due to fear of failure or lack of support. However, building a culture of trust and support among educators can help encourage greater collaboration and leadership.

In furtherance, the indicator *I observe punctuality and regularity of my attendance,* implies that this indicator is observed by the students that their teachers are not punctual in their coming to school. Punctuality and regularity of attendance are important factors for teachers to model and instill in their students. Punctuality and regular attendance as part of their professional responsibilities. This includes ensuring adequate preparation time to arrive on time for classes, scheduling appointments outside of school hours whenever possible, and informing colleagues and school administration in advance of any necessary absences. Research has shown that students who regularly attend school and arrive on time are more likely to succeed academically [17]. However, educators who do not observe punctuality and regular attendance can undermine these values' importance to their students and colleagues.

Table 3 shows the summary of the personal competence of teachers. It can be observed from the Table that the highest mean rating is obtained by motivational competence with a Mean of 4.53 with SD= .63, described as Strongly Agree and interpreted as Very High. This implies that personal competence is an essential component of effective teaching, and it refers to teachers' emotional and psychological well-being. Teachers with high levels of personal competence are better equipped and create positive relationships with students, leading to improved academic outcomes [18]. One aspect of personal competence is self-awareness, which is the teacher's ability to recognize their own thoughts, emotions, and biases. Self-awareness is crucial for effective communication and relationship-building with students, as well as for managing stress and avoiding burnout [19].

Table 3. Summary table of personal competence of teachers

Variable	Mean	SD	Description	Interpretation
Cognitive Competence	4.47	.65	Strongly Agree	Very High
Motivational Competence	4.53	.63	Strongly Agree	Very High

One aspect of motivational competence is the ability to create a classroom climate that supports students' sense of autonomy, competence, and relatedness [20]. Teachers can do this by providing choices and opportunities for student voice and collaboration, offering clear and achievable goals, and building positive relationships with students. Research suggests that teachers who create a supportive classroom climate that fosters students' autonomy, competence, and relatedness can enhance students' intrinsic motivation and academic achievement (Jang, Reeve, & Deci, 2016).

3.2 Professional Competence of the Teachers

Table 4 presents the summary table of the professional competence of teachers. Communication skills got the highest Mean of 4.70 with SD= .51, described as Strongly Agree, which is interpreted as Very High. This implies that teachers know to express oneself using the language of instruction appropriate for the students to understand; the ability to receive and send feedback from a piece of certain information. In addition, teachers have the ability to process or interpret even the nonverbal language of the students.

This further implies that teachers who possess strong communication skills can establish positive relationships with their students and colleagues, convey information effectively, and facilitate meaningful learning experiences. According to a study by Santos et al. [21], teachers who engage in regular communication with their students are more likely to establish positive relationships and create a supportive learning environment. Additionally, teachers who are proficient in their communication skills are better equipped to address conflicts and misunderstandings that may arise in the classroom.

Effective communication is also crucial when working with diverse student populations. Teachers proficient in their communication skills can effectively communicate with students from different cultures, backgrounds, and learning styles. This is particularly important in multicultural classrooms, where cultural misunderstandings can lead to a breakdown in communication and negatively impact student learning outcomes [22]. Hence, communication skills are essential in teacher collaboration and

teamwork. Teachers who can effectively communicate with colleagues can collaborate on lesson plans, assessments, and classroom management techniques. Strong communication skills also promote a healthy work environment and a sense of community among colleagues [23].

However, teaching ability got the lowest Mean of 4.48 with SD= .65, described as Strongly Agree, which is interpreted as Very High. This variable was the lowest, yet still, it is interpreted as Very High. This means that teachers might have lapses in their skills in teaching, but it does not mean that they are not good enough. This implies that teaching ability is a crucial component of professional competence for teachers, yet research shows that it is often low. One reason for this is a lack of effective teacher training programs. According to a study by Chen et al. [18], many teacher training programs focus on theoretical knowledge rather than practical teaching skills. This approach may leave teachers ill-prepared for the realities of the classroom, leading to lower teaching ability. Another reason for low teaching ability is the lack of support and resources for teachers. In a study by Ren et al. [24], teachers reported feeling overwhelmed and unsupported in their roles. Many felt that they lacked the necessary resources and guidance to effectively teach their students. This lack of support can lead to low morale and reduced motivation, ultimately impacting teaching ability.

3.3 Teachers' Performance

Table 7 presents the teaching performance of the teacher-respondents. It can be inferred from the Table that the majority of the teachers obtained the highest rating performance as excellent with a frequency of 70 or 68.62 percent. This is followed with a very good performance (30 or 29.42 percent); only 2 or 1.96 got the rating of good. The overall mean rating is 4.66 with SD=.51 interpreted as Excellent. This signifies that the teacher performed excellently in their teaching profession. In addition, it can also be stressed that teachers, being the key person in the educational process, are well equipped with the needed competencies to carry out their expected roles as facilitators of learning in their respective classrooms. Teachers can facilitate learning by making the educational process easier for students.

Table 4. Professional competence of teachers

Variable	Mean	SD	Description	Interpretation
Teaching Ability	4.48	.65	Strongly Agree	Very High
Communication Skills	4.70	.51	Strongly Agree	Very High

Table 5. Teaching performance

Categories	Frequency	Percentage	Mean	SD	Interpretation
Excellent	70	68.62			
Very Good	30	29.42	4.66	.51	Excellent
Good	2	1.96			

Moreover, teaching performance is a critical component of effective teaching. Effective teaching performance ensures that students receive the education and instruction they need to succeed. According to a study by Guo and Zhang [25], effective teaching performance has a significant positive impact on student learning outcomes. This finding highlights the critical role played by teaching performance in achieving student learning outcomes. Therefore, it is crucial for teachers to focus on improving their teaching performance to ensure that students receive a high-quality education.

Subsequently, teaching performance is also important in promoting teacher professional development. According to a study by Alzyoudi and Hammad [26], effective teaching performance is a key determinant of teacher professional development. The teachers who engage in continuous professional development activities have higher levels of teaching performance than those who do not. This finding highlights the importance of continuous professional development in improving teaching performance. Therefore, teachers should focus on engaging in professional development activities to improve their teaching performance and promote their professional development.

Furthermore, it is also important in promoting student motivation and engagement. According to a study by Kim and Kim [14], effective teaching performance has a positive impact on student motivation and engagement. The study found that teachers who exhibit high levels of teaching performance can increase student motivation and engagement, leading to improved student outcomes. Therefore, teachers should focus on improving their teaching performance to promote student motivation and engagement, leading to improved student outcomes.

Henceforth, teaching performance is also important in promoting student achievement. According to a study by Li et al. (2020), effective teaching performance has a positive impact on student achievement. The study found that teachers who exhibit high levels of teaching performance can increase student achievement, leading to improved student outcomes. Therefore, teachers should focus on improving their teaching performance to promote student achievement and achieve high-quality education.

3.4 Relationship between Teaching Competence and Performance

Table 6 shows the correlation analysis between teaching competence and teaching performance. It can be deduced from the table that Cognitive Competence R-value is .625 with P-value=.000<.05; Motivational Competence with R-value = .581 and P-value=.000<.05; Teaching Ability with R-value=.700 with P-value= .000<.05; and Communication Skills with R-value.913 and P-value=.000 <.05 were statistically related to teaching performance; hence, all the P-values of the four variables were less than .05. Therefore, the null hypothesis is rejected. Thus, cognitive competence, motivational competence, teaching ability, and communication skills are statistically associated with teaching performance.

Table 6. Correlation analysis between teaching competence and performance

Variables	R-value	P-value	Description	Decision on Ho	Interpretation
Cognitive Competence	.625**	.000	Moderate	Reject	Significant
Motivational Competence	.581**	.000	Moderate	Reject	Significant
Teaching Ability	.700**	.000	Strong	Reject	Significant
Communication Skills	.913**	.000	Strong	Reject	Significant

Table 7. Regression analysis between teaching competence and performance

Predictors	Unstandardized coefficients		Standard coefficients beta	T-Value	Significance
	B	**Std. Error**			
(Constant)	4.283	.144		29.860	.000
Cognitive Competence	.020	.098	.063	.204	.839
Motivational Competence	.188	.089	.596	2.101	.038
Teaching Ability	.134	.076	.442	1.770	.030
Communication Skills	.065	.074	.204	.874	.384
R = .267 R^2 = .071 F = 1.980 Sig. = .000					

Note: Dependent Variable: IPCRF Rating

The findings imply that increasing cognitive competence, motivational competence, teaching ability, and communication skills will correspond to an increase in teaching performance. This finds support to the study conducted by Siri et al. [27], stressing that professional competence, personality competence, and social competence showed a significant positive effect on teacher performance. Furthermore, among the four variables, communication skills were strongly correlated with teaching performance, as evidenced in the R-value=.913. This is followed by teaching ability with R-value=.700 still has a strong association with teaching performance. On the other hand, motivational competence with R-value=.581 and cognitive competence with R-value=.625 have a moderate association with teaching performance. The findings suggest that as the teachers improve their competence in these areas, the better is their teaching performance. The results of this study are in line with a number of previous research findings, which state that competence has a significantly positive effect on teacher performance [27].

Table 7 shows the regression analysis between teaching competence and teaching performance. It can be deduced from the table that motivational competence, ß = .188, t = 2.101, (p=.038<.05), and teaching ability, β=.134, t=1.770, (p=.030<.05) best-influenced teaching performance. On the other hand, Cognitive Competence, β=.020, t=.204, (p=,839>.05, and communication skills, β=.065, t=.874, (p=.384>.05) do not influence teaching performance. The findings collaborated with the findings of the study conducted by Siri et al. [27], which stressed that teaching competence had a significantly positive effect on the performance of professional teachers.

More exactly, the predicted scores for values of the independent variables are indicated by the beta weights (β), which means that each additional score/unit accounted for by these two measure variables would imply an increase in teaching performance. This entails that the higher the level of these competencies, the higher the performance of the teachers. In addition, the figures in the table disclose that for every unit change in motivational competence, there is a corresponding increase of 0.596 in teaching performance. This further means that the higher is motivational competence, the higher the teaching performance. As to teaching ability, there is a corresponding increase of 0.442 in teaching performance. This would mean that the higher the teaching ability, the higher the teaching performance [28].

In addition, R^2 value explains the amount of influence of the whole set of independent variables taken as one on the learner's attitude. The measure of the total variation of the dependent variable consisted of 7.1%, which reflects the amount of variance explained by the two teaching competencies, namely: motivational competence and teaching ability, while 92.9% of the variance can be attributed to other factor variables not included in the study. From the foregoing analysis, however, the equation useful in predicting what independent variable/s significantly influences the teaching performance (Y) as indicated by the F-value (1.980) with its corresponding probability value (.000) is significant at (p<.05).

This model is illustrated:

$$Y = .0.188X_1 + .0.134X_2 + 4.283$$

Where: 4.283 = constant
Y = Teaching Performance
X_1 = Motivational Competence
X_2 = Teaching Ability

Table 8. Proposed professional development plan

Objectives	Activities	Persons involved	Time frame	Budget	Success indicator
Intensify the cognitive competence of the teachers	Seminar-workshop on the art of questioning and productive pedagogies Create learning circles for professional sharing	School Admin Director, HR Teachers Resource Speakers	Summer of 2023	MOOE (2,500)	Enhanced cognitive competence of teachers and be more effective facilitators of learning
Upscale teachers' competency on the use of multimedia in teaching in their classrooms	Conduct training workshop on the use of multimedia in the classroom. Sharing of professional readings during LAC sessions Invite resource speakers.	School Admin Director, HR Teachers Resource Speakers	Summer 2023	MOOE (2,500)	More competent teachers on the use of multimedia in instruction. Developed skills and interests in sharing professional materials read.
Enable newly hired teachers with the skill in instructional designing	Seminar-workshop on instructional designing Invite resource speakers Peer coaching and mentoring	School Admin Director, HR Teachers Resource Speakers	Summer 2023	MOOE (2,500)	Teachers become more experts in designing instructional materials in their respective classrooms to address the diversity of learners.
Improve teachers' competency in designing appropriate assessment tools to evaluate the three domains of learning	Seminar-workshop on designing alternative and authentic assessments Invite a resource speaker Peer coaching and mentoring	School Admin Director, HR Teachers Resource Speakers	Summer 2023	MOOE (2,500)	Teachers ability to design and produce alternative and authentic assessment tools. Compilation of different rubrics for assessment and evaluation of students' outputs and performance

Objectives	Activities	Persons involved	Time frame	Budget	Success indicator
Disseminate the outcomes of this study to concerned schools under CONAS	Wide dissemination of the results of this study	School Admin Director, HR Teachers Resource Speakers	June-July 2023	MOOE (1,000)	Dissemination through the presentation of results during the research colloquium Utilization of research findings

3.5 Proposed Professional Development Plan

3.5.1 Rationale

Teachers are considered the prime movers of the educational process. They are the ones who facilitate the whole process of learning in the classroom. As front liners in the implementation of the curriculum, they (teachers) need to be equipped with competencies, to carry out their functions as facilitators of learning. This Professional Development Plan aims to address some areas where the teachers need to upscale to address the changing characteristics of 21st-century learners. This development plan presents the training matrix, which includes the objectives to give directions to the implementers of the program. Also, it suggests possible activities to accomplish the objectives indicated together with the people who are expected to be involved in what is to be done. Likewise, the time frame for each objective to be achieved or realized is also indicated.

In like manner, an activity cannot be successful without any financial support. Hence, a budget recommended may be taken from the schools' MOOE. Finally, an expected success indicator for each activity is also indicated. It is strongly recommended that intensive monitoring be done to really find out the effects of the training on the performance of those teachers who participated in the training. Hopefully, they would have improved their performance.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the significant findings of the study the following conclusions are drawn:

The teachers possessed personal and professional competencies needed to become effective facilitators of learning. The teachers performed excellently in their teaching career which can also be associated with students' quality learning outcomes. The personal and professional competencies of teachers are significantly associated with their teaching performance. The higher the personal and professional competencies, the higher the teaching performance. Motivational competence and teaching ability best-influenced teaching performance as motivational competence and teaching ability increased so with the teaching performance.

From the significant findings and conclusions of the study, the following recommendations are offered:

A seminar workshop to focus on instructional designing and the art of questioning may be conducted to equip the teachers with the cognitive competencies to be more competent in delivering classroom instructions. The Human Resources of the school may also use the findings of this study in planning for continuing professional development of teachers. The teachers can always reflect and revisit their personal and professional competencies to be updated with the latest trends and innovations in teaching. The school administrators may review and implement the proposed Faculty Development plan if found to be appropriate for their school.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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