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**CORE BEHAVIORAL COMPETENCIES AND INTERACTIONS IN  
WORK ENVIRONMENT AMONG TEACHERS  
IN GINGOOG CITY**

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**ABSTRACT**

This investigation aims to understand how prescribed core behavioral competencies influence teachers' interactions within the work environment, focusing on West I and II districts in Gingoog City. The study assessed 191 public secondary school teachers, examining their levels of core behavioral competencies and their interactions in the work environment. Specifically, it aimed to determine the respondents' levels of core behavioral competencies, their interaction within the work environment, and any significant relationships between these competencies and interactions.

The study utilized instruments adapted from Individual Performance Commitment and Review Form and Spector (2000, 1998 & 1994) to measure core behavioral competencies and assess job satisfaction, job-related affective well-being, and stressors. Descriptive statistics including percentage, frequency, mean, standard deviation, and Pearson Product were employed to analyze the data.

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# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



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The findings indicate that teachers exhibit excellent core behavioral competencies, yet their interaction within the work environment, particularly regarding job satisfaction, is only slightly satisfied. Teachers reported frequent interactions regarding job-related affective well-being and stressors. While a significant relationship exists between core behavioral competencies and interactions within the work environment, this is not evident concerning job-related affective well-being and stressors.

Recommendations include addressing personnel management concerns to enhance overall job satisfaction and bolster positive emotions towards the teaching profession within educational institutions.

**Keywords:** *Core Behavioral Competencies, Job Satisfaction, Job-related Affective Well-being, Stressors, Work Environment*

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## Introduction

The work environment for teachers plays a crucial role in shaping their job satisfaction, productivity, and overall well-being. Previous research has shown that various factors, such as organizational culture, leadership styles, and interpersonal interactions, significantly impact teachers' experiences and performance. As one of the teaching personnel of DepEd, the herein researcher is aware of the foregoing dynamics in the Department. Such as, to help the teachers improve the delivery of competitive basic education, DepEd implemented the Results-Based Performance Management System (RPMS) in 2015.

RPMS mechanics align with the Philippine Professional Standards for Teachers (PPST). Generally, this policy aims to ensure the delivery of quality basic education throughout the country. The implementation of RPMS was anchored with the Civil Service Commission's (CSC) Strategic Management System (SPMS) under CSC Memorandum Circular No. 6, series of 2012. This CSC issuance aims to ensure that both teaching and non-teaching employees of DepEd focus their efforts towards realizing the Department's vision, mission, values and strategic primacies relevant to the stipulation under DepEd Order No. 2, series of 2015, that is, the Guidelines on the Establishment and Implementation of RPMS in DepEd.

The Department described RPMS as a systemic mechanism to manage, monitor and measure performance and identify human resource and organization development needs enabling

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constant work improvement and individual growth. This approach amplifies the Department's response to the rapid changes in the national and global frameworks – the Philippine government's enactment of the K to 12 law, ASEAN integration, globalization, and other dynamic character of the needs of 21<sup>st</sup>-century learners. Relatedly, DepEd issued Order No. 42 series of 2017, known as the National Adoption and Implementation of the Philippine Professional Standards for Teachers, which recalibrated the National Competency-Based Teacher Standards (NCBTS).

DepEd (2018), more than 10,000 pre- and in-service teachers, principals, supervisors, regional directors and representatives from government and non-government agencies were involved in the crafting and validation of the PPST. From this activity, core behavioral competencies teachers should possess are defined these are: Self-management (setting personal and professional goals); Professionalism and ethics (adherence to public officials' norms, ethical standards and desirable values); Results focus (optimal use of time and resources); Teamwork (collaboration towards the accomplishment of goals); Service Orientation (dedication to organizational goals); and Innovation (problem-solving and applying new ideas).

Understanding the dynamics of prescribed core behavioral competencies and how these desired traits influence the teachers' interactions within the work environment is the goal of this study. Teachers are expected to adjust to this recently adopted result-based performance management system. As such, changes in the organizational policies may carry a burden on its

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personnel. A negative work environment must be mitigated because it can lead to burnout, dissatisfaction, and diminished teacher performance. To understand and improve the work environment for teachers, it is essential to explore the core behavioral competencies they exhibit and how these competencies influence their interactions within the educational setting.

Competencies such as self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation play a vital role in shaping the overall work experience of teachers. In the context of teaching, these competencies are crucial for creating a conducive learning environment, establishing strong teacher-student relationships, and facilitating effective collaboration with colleagues and administrators.

In view of the above observations, the researcher would like to determine the level of core behavioral competencies and interactions in work environment among teachers in West I and II Districts in Gingoog City S.Y. 2022-2023.

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## METHODOLOGY

### Research Design

This study made use of the descriptive correlation method of research to obtain a picture of teachers' core behavioral competencies and their work environment interaction. Descriptive studies are quantitative research methods typically structured with clearly stated investigation hypotheses. The descriptive nature allowed the researcher to collect quantifiable information for statistical analysis of the population sample (Bhat, 2018).

### Research Setting

This study was conducted in selected schools of West I and II District, Division of Gingoog City. It is a second-class component city in the province of Misamis Oriental, Region X (Northern Mindanao).

### Respondents and Sampling Procedure

The respondents of the study were the one-hundred ninety-one (191) public secondary school teachers of West I and West II Districts of Gingoog City Division S.Y. 2022-2023. The researcher used a universal sample in which all members of the population were involved.

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## Research Instrument

The instrument used in gathering the data was a questionnaire composed of two (2) parts. Part I dealt with the respondents' core behavioral competencies, such as self-management, professionalism and ethics, result focus, teamwork, service orientation and innovation. This is adapted from the Philippine National Research Center for the Teacher Quality (2015) shown on the IPCRF. It has five (5) indicators, each with the options: 5 – Excellent; 4 – Very Good; 3 – Fair; 2 – Good, and 1 – Poor.

Part II elicited the teachers' interaction with the work environment, namely job satisfaction, job-related affective well-being, and stressor. These are adapted from Spector, et., at (2000, 1998 & 1994).

## Data Gathering Procedure

The first step that was taken was to ask the approval from the Dean of the Graduate School and Assistant Schools Division Superintendent to allow the researcher to conduct the study and administer the research instruments to the chosen respondents.

Second, the researcher asked permission to conduct the study from the school principals of the different secondary schools in the West I and II Districts.

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Third, the researcher then distributed the research instruments to the respondents in different secondary schools in West I and II District.

Lastly, the instruments were retrieved the next day at the integrated schools. With the schools that have a large population, the instruments were retrieved gradually due to the busy schedule of other respondents.

## System of Scoring

The following variables and their system of scoring are presented below:

### Part 1. Teacher Core Behavioral Competencies

Scale	Range	Description	Interpretation
5	4.20 - 5.00	Excellent	Excellent Demonstration of Behavior
4	3.40 - 4.19	Very Good	Very Good Demonstration of Behavior
3	2.60 - 3.39	Fair	Fair Demonstration of Behavior
2	1.80 - 2.59	Good	Good Demonstration of Behavior
1	1.00 - 1.79	Poor	Poor Demonstration of Behavior

### Part 2. Interaction in Work Environment

#### 2.1 Job Satisfaction

Scale	Range	Description	Interpretation
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6	5.15 – 6.00	Agree Very Much	Extremely satisfied
5	4.32 – 5.14	Agree Moderately	Moderately satisfied
4	3.49 – 4.31	Agree Slightly	Slightly satisfied
3	2.66 – 3.48	Disagree Slightly	Slightly dissatisfied
2	1.83 – 2.65	Disagree Moderately	Moderately dissatisfied
1	1.00 – 1.82	Disagree Very Much	Extremely dissatisfied

## 2.2 Job Affective Well-being

Scale	Range	Description	Interpretation
5	4.20 - 5.00	Extremely Often	The job is extremely often highly/lowly pleasurable and highly/lowly exciting
4	3.40 - 4.19	Quite Often	The job is quite often highly/lowly pleasurable and highly/lowly exciting
3	2.60 - 3.39	Sometimes	The job is sometimes highly/lowly pleasurable and highly/lowly exciting
2	1.80 – 2.79	Rarely	The job is rarely highly/lowly pleasurable and highly/lowly exciting
1	1.00 – 1.79	Never	The job is not highly/lowly pleasurable and highly/lowly exciting

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### Positive Emotional Reaction/Negative Emotional Reaction

Scale	Range	Description	Interpretation
5	4.20 - 5.00	Extremely Often	The job extremely often brings positive/negative emotional reaction
4	3.40 - 4.19	Quite Often	The job quite often brings positive/negative emotional reaction
3	2.60 - 3.39	Sometimes	The job sometimes brings positive/negative emotional reaction
2	1.80 - 2.79	Rarely	The job rarely brings positive/negative emotional reaction
1	1.00 - 1.79	Never	The job never brings positive/negative emotional reaction

### 2.3 Stressor

Scale	Range	Description	Interpretation
5	4.20 - 5.00	Several times per day	Horrible
4	3.40 - 4.19	Once or twice per day	Offensive
3	2.60 - 3.39	Once or twice per week	Hospitable
2	1.80 - 2.79	Once or twice per month	Acquaintance
1	1.00 - 1.79	Less than once per month or never	Friendly

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## Statistical Treatment

After collecting and recording the data gathered in this study, the following statistics were used:

Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe the variables in this study. Further, Pearson Product Moment Correlation Coefficient was used to determine the significant relationship between the teachers' core behavioral competencies and their interactions in work environment.

## RESULT AND DISCUSSION

### Summary of the Respondents' Level of Core Behavioral Competencies

Category	Mean	SD	Description
Self-management	4.23	0.56	Excellent
Professionalism and ethics	4.40	0.54	Excellent
Result Focus	4.18	0.55	Very Good
Teamwork	4.42	0.58	Excellent
Service Orientation	4.20	0.60	Excellent
Innovation	4.07	0.62	Very Good
Overall	4.25	0.49	Excellent

Legend: 4.20 - 5.00      Excellent/Excellent demonstration of behavior  
3.40 - 4.19      Very good/Very good demonstration of behavior  
2.60 - 3.39      Fair//Fair demonstration of behavior  
1.80 - 2.59      Good//Good demonstration of behavior  
1.0 - 1.79      Poor//Poor demonstration of behavior

The table presents the distribution of respondents' core behavioral competencies with an overall mean of 4.25 (SD=.049), described as **Excellent**. This generally means that all the

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respondents possess the necessary behavioral competencies required for them to effectively dispose of their academic duties and responsibilities, and this is an excellent demonstration of behavior. This result suggests the positive impact of hiring mechanisms for the respondents following the Civil Service rule on merit and fitness in the government service. Moreover, the professionalization of teachers through the Licensure Examination for Teachers (LET) under the Professional Regulatory Commission has greatly contributed to the Department of Education's acquisition of competent teachers. Basically, only LET-PRC licensed teachers can be considered for appointment in the teaching position. Similarly, it can be observed that bachelor's degree programs in the higher education sector are closely supervised by the Commission on Higher Education, ensuring that skills, knowledge, and attitude are aptly taught in these baccalaureate degrees. Phelps and Sykes (2020) stressed that licensure tests has a critical role in any practice of profession. Well-designed tests filter the core competencies required to enter a profession. Licensure tests provide evidence that candidates can safely practice the profession and identify professional expertise.

Moreover, the variable **Teamwork** obtained the highest mean rating of 4.42 (SD=0.58), described as **Excellent**. This means that the respondents readily collaborate towards the achievement of tasks, contributing to the overall acquisition of departmental mission and vision. This finding implies healthy professional relationships among teachers. Moreover, the respondents set aside personal biases and cordially work towards accomplishing their tasks. It

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can be observed that teamwork is important in effective project activities. Poor teamwork commonly manifests in the form of uncoordinated efforts due to miscommunication or no communication at all among crucial participants, which will likely result in poor outcomes. Abuzid and Abbas (2017) re-amplified that the direct and meaningful importance of teamwork components becomes evident in their substantial influence on organizational performance. Moreover, a positive correlation exists between teamwork and organizational support, as well as the team leader's preparedness to enhance team effectiveness, ultimately resulting in an improvement in overall organizational performance.

On the other hand, the variable **Innovation** got the lowest mean rating of 4.07 (SD=0.62), described as **Excellent**. It means that the respondents are capable of applying a creative and novel approach to problem-solving. However, it connotes that while the performance of the respondents in terms of innovation was still commendable, there is room for improvement. Innovations usually result from competent and scientific research. It can be observed that the culture of research among academic institutions in the Philippines has not yet achieved at par status with other renowned academic institutions around the world. Moreover, innovation in an organization entails not just responsibility but may also include administrative liability, which most respondents would avoid getting into. At the same time, efforts should be made to further encourage and promote innovative practices among individuals and organizations. An institutionalized procedure, process or method can be prescribed so that innovation is at the onset

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situated properly in terms of what is trying to address, identify its outcomes, map the cost-benefit relationship and foresee legal issues and overall implications for the learners, the parents, community and educational stakeholders. One promising channel for innovation to be engaged with safely by both organization and the individual belonging to it, is to have a continuous research program with adequate funding after a research proposal has been properly evaluated and given merits.

Hence, the 21<sup>st</sup>-century is a fast-changing global society driven by information and knowledge. It can be observed that around the world, all reputable academic institutions are running premier and well-institutionalized research programs. The output of the research facilitated by these institutions is turned into applicable and useful knowledge benefiting the world and ushered in their national posterity. Mishra and Chowdhary (2021) briefly argued that research for any academic institution is of paramount importance for its growth and development. The outcome of research directly benefits the students, society, and the nation.

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## Summary of the Respondents' Level of Interaction in Work Environment

Indicators	Mean	SD	Description
Job Satisfaction	4.06	0.59	Agree Slightly
Job-related Affective Well-being (High Pleasurable-High Excitement, High Pleasurable-Low Excitement, Low Pleasurable-High Provocative, Low Pleasurable-Low Provocative)	3.64	0.90	Quite Often
Job-related Affective Well-being (Positive Emotions, Negative Emotions)	3.71	0.87	Quite Often
Stressor	2.26	0.81	Once or Twice per Month

Legend:

5.15 – 6.00  
5.14 – 4.32  
3.49 – 4.31  
2.66 – 3.48  
1.83 – 2.65  
1.0 – 1.82

Job Satisfaction:

Agree Very Much/Extremely Satisfied  
Agree Moderately/Moderately Satisfied  
Agree Slightly/Slightly Satisfied  
Disagree Slightly/Slightly dissatisfied  
Disagree Moderately/Moderately dissatisfied  
Disagree Very Much/Extremely dissatisfied

Job-related Affective Well-being (High Pleasurable-High Excitement, High Pleasurable-Low Excitement, Low Pleasurable-High Provocative, Low Pleasurable-Low Provocative):

4.20 - 5.00 Extremely Often/The job is extremely often highly/lowly pleasurable and highly/lowly

excitement/provocative

3.40 - 4.19 Quite Often/The job is quite often highly/lowly pleasurable and highly/lowly excitement/provocative

2.60 - 3.39 Sometimes/The job is sometimes highly/lowly pleasurable and highly/lowly excitement/provocative

1.80 – 2.79 Rarely/The job is rarely highly/lowly pleasurable and highly/lowly excitement/provocative

1.0 – 1.79 Never/The job is not highly/lowly pleasurable and highly/lowly excitement/provocative

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Job-related Affective Well-being (Positive and Negative Emotions):	
4.20 - 5.00	Extremely Often/The job extremely often brings positive/negative emotional reaction
3.40 - 4.19	Quite Often/The job quite often brings positive/negative emotional reaction
2.60 - 3.39	Sometimes/The job sometimes brings positive/negative emotional reaction
1.80 - 2.79	Rarely/The job rarely brings positive emotional/negative reaction
1.00 - 1.79	Never/The job never brings positive emotional/negative reaction

Stressor:

4.20 - 5.00	Several times per day/Horrible
3.40 - 4.19	Once or twice per day/Offensive
2.60 - 3.39	Once or twice per week/Hospitable
1.80 - 2.79	Once or twice per month/Acquaintance
1.00 - 1.79	Less than once per month or never/Friendly

The table shows the summary of the respondents' level of interaction in work environment in terms of job satisfaction, job-related affective well-being (High Pleasurable-High Excitement, High Pleasurable-Low Excitement, Low Pleasurable-High Provocative, Low Pleasurable-Low Provocative; Positive and Negative Emotions), and stressor. The highest overall mean among the variables is job satisfaction, with an overall mean of 4.06 (SD=0.59), described as **Agree Slightly**. It means that respondents' level of job satisfaction is within the satisfactory level and that they are slightly satisfied. Job satisfaction plays a crucial role in maintaining overall life balance and job engagement. The results of the study imply that job satisfaction is an important factor in the respondents' overall life balance and engagement with their job. The findings also show that various factors contribute to job satisfaction. These factors include salary, cooperation with closest associates, promotion opportunities, remuneration policy, cooperation and relations with superiors, and the nature of the job. Furthermore, the study also found that other predictors

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of job satisfaction include job rewards and recognition, opportunities for growth, teamwork, immediate supervisor, and effective communication with colleagues and superiors (Lekić et al., 2020). These findings support the notion that a positive work environment and favorable job conditions contribute to higher levels of job satisfaction. Job satisfaction is a key component of overall well-being and plays a significant role in employee engagement and retention (Erwin et al., 2019).

The variable **stressor** obtained the lowest overall mean rating of 2.26 (SD= 0.81), described as **Once or Twice per Month**. It can be inferred that the respondents experienced strong emotions in their work once or twice per month, on average, from the afore-cited stressors. It is noticeable that the respondents possessed professionalism with deliberate composure that helped them mitigate the impact of stress. This implies that the respondents have developed effective coping mechanisms to manage the stressors they encounter in their work. Individual coping mechanisms in managing workplace stress play a pivotal role in effectively managing workplace stress. The modern work environment is often characterized by demanding tasks, tight deadlines, and complex interpersonal dynamics. As a result, employees frequently encounter various stressors that can impact their mental and emotional well-being. By taking proactive measures to reduce these stressors, organizations can create a more positive and conducive work environment, leading to improved employee well-being and performance. From the research of Pandey (2020), stress may be a universal factor, and individuals in every walk of life should face

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it. And that stress may result in decreased organizational performance, decreased employees' overall performance, decreased quality of labor, high staff turnover, and absenteeism. It also causes health problems like anxiety, depression, headache, and backache.

### Result of the Test on Relationship between the Respondents' Core Behavioral Competencies and Their Interaction in Work Environment

Interactions in Work Environment	Core Behavioral Competencies						OVERALL
	Self-manageme <i>r-value</i> <i>p-value</i>	Professionalism and ethics <i>r-value</i> <i>p-value</i>	Result Focus <i>r-value</i> <i>p-value</i>	Teamwork <i>r-value</i> <i>p-value</i>	Service-oriented <i>r-value</i> <i>p-value</i>	Innovation <i>r-value</i> <i>p-value</i>	<i>r-value</i> <i>p-value</i>
Job Satisfaction	.191** .008 S	.253** .000 S	.271** .000 S	.146* .043 S	.210** .004 S	.231** .001 S	.252** .000 S
Job-related Affective Well-being	.054 .456 NS	.038 .599 NS	.093 .198 NS	.030 .678 NS	.104 .153 NS	.105 .149 NS	.083 .251 NS
Stressor	.020 .781 NS	.078 .286 NS	.014 .848 NS	-.104 .153 NS	-.086 .236 NS	-.026 .720 NS	-.023 .755 NS
Overall							.160* .027 S

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Legend:

- \* Correlation is significant at the 0.05 level
- \*\* Correlation is significant at the 0.01 level (2-tailed)
- S - Significant
- NS – Not Significant

Table 18 shows the correlation between respondent’s core behavioral competencies and interactions in work environment. Pearson  $r$  correlation was used to determine if a significant relationship exists between the dependent and independent variables. The correlation between the variables core behavioral competencies, job satisfaction obtained ( $r = .252$ ), and job-related affective well-being obtained ( $r = .083$ ) exhibit positive relationships. The implications would be direct proportionality on the variables' core behavioral competencies, job satisfaction, and job-related affective well-being.

Thus, the reverse holds true when core behavioral competencies are high, job satisfaction and job-related affective well-being are expectedly high. This means that core behavioral competencies influence job satisfaction and respondent’s emotional feeling toward their profession. This implies that the Self-Assessment Tool for Teachers I – III has identified factors that correlate statistically with the desirable behavioral competencies the respondents must possess. These behavioral traits are helpful so that the respondents are empowered to face the challenges of delivering K to 12 educational reforms in the country at their personal level and, along the way, obtain pedagogical qualities reflective of international standards. It is noticeable that the Philippines is one of the sources of global human resources that require 21<sup>st</sup>-century skills.

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Moreover, the trend for the global economy induces regionalization at a geographical base. For instance, the Philippines is one of the active members of ASEAN, which envision harmonization in various fields in education and economy. According to Berse (2018), the key role of education in building a regional community is it ensures that individuals develop the skills indispensable in the ASEAN region's human resource pool.

The core behavioral competencies of the respondents have a negative correlation with the stressor scale ( $r = -.023$ ), meaning when the core behavioral competencies are high, stress is low, and vice-versa. This finding is also consistent with the discussion given in the preceding paragraph. It connotes that the respondents who possessed behavioral competencies had better coping with stress on the job. It can be observed that the qualities enumerated in the SAT RPMS are factors that can alleviate stress on the job. A case in point is the study by Rafiq et al. (2022), which highlights that self-management is inversely related to stressors. That is, when an individual practices self-management, they are less affected by stress.

Based on the p-values of the three independent variables: job satisfaction ( $p = .000$ ), JAW ( $p = .251$ ), and stressor scale ( $p = .755$ ), only job satisfaction projects a very strong correlation with respondents' core behavioral competencies. This means that core behavioral competencies associated with job satisfaction are linear in the statistical sense. It highlights the critical role of job satisfaction in predicting core behavioral competencies among respondents. The significant correlation found emphasizes the need for organizations to prioritize employee

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satisfaction and well-being as key drivers of performance and interpersonal behavior in the workplace. This finding aligns with previous research. Rachman (2017) succinctly concluded that employees having high job satisfaction performed better with their duties than those who were dissatisfied with their work. High levels of job satisfaction have been associated with increased job engagement, motivation, and overall well-being, contributing to enhanced productivity and better interpersonal interactions in the workplace (Weiss et al., 2019). Consequently, this study adds further support to the significance of fostering a positive work environment to cultivate desirable employee competencies and ultimately improve organizational outcomes.

This study assumed that interactions in the work environment can be demonstrated by job satisfaction, job-related affective well-being and stressor. These are interlinked yet distinct variables. Dissecting facets of work interactions, this study showed that respondents' core behavioral competencies have a significant relationship between job satisfaction and stressor.

**Hence, the null hypothesis on this aspect is rejected.**

Likewise, core behavioral competencies showed a significant and strong correlation with job-related affective well-being. **Hence, the null hypothesis on this aspect is rejected.** This finding highlights the importance of considering individuals' interpersonal and behavioral skills when evaluating their overall job performance and well-being, as they may significantly impact their job-related affective well-being. Considering recent research findings, it is increasingly clear

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that interpersonal and behavioral competencies are critical for both job performance and teachers' well-being.

## Findings

The analysis showed the following findings:

1. The respondents' level of core behavioral competencies on self-management, professionalism and ethics, results focus, teamwork, service orientation and innovation is excellent.
2. The respondents' level of interaction in work environment in terms of job-satisfaction is agree slight; in terms of job-related affective well-being, it is quite often as well as positive and negative emotions; in terms of stressor, it is once or twice per week.
3. There was a significant relationship between teachers' core behavioral competencies and their interaction in work environment, except for job-related affective well-being and stressor.

## Conclusion:

The respondents demonstrate a high degree of teamwork in enhancing the delivery of academic services for their learners. They can work together and share ideas and responsibilities toward achieving their goals. They enjoy working with each other in their respective schools, which fosters positive relationships. The respondents also manifest pleasure and excitement by their profession and disposition of their duties and responsibilities and are rational on what their jobs would require them to work hard.

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## Recommendations

Based on the findings and conclusion of this study, the following are recommended:

1. Teachers should work more on innovations in schools identifying best practices, participative leadership toward problem-solving;
2. Implementing stress management programs within organizations and educating teachers on effective coping strategies.
3. DepEd officials should address prevailing concerns on personnel management, allocation of resources and teacher remuneration to increase overall job satisfaction and strengthen positive emotions towards teaching jobs.

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ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



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