

Behavioral Competencies of Newly-Hired Teachers of Selected Schools in Nabunturan East and West District: Its Effect on the Individual Performance

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ABSTRACT

The study aims to investigate the effects of behavioral competencies of newly-hired Nabunturan East and West District teachers on their performance based on their IPCRF (Individual Performance Commitment and Review Form) rating. This study was conducted at the selected Nabunturan East and West District schools, Nabunturan, Davao de Oro. There are 100 identified respondents, 53 from Nabunturan East District and the remaining 47 from Nabunturan West District. 87 out of 100 respondents are female teachers, while the remaining 13 are male. This quantitative research deploys a descriptive and correlation treatment of data. The identified teachers were given a survey questionnaire to rate themselves from outstanding to poor based on their previous IPCRF rating, which caters to their indicator ratings and behavioral competencies. The result of the study showed that there is no significant relationship between IPCRF rating and behavioral competencies. While there is no significant difference between male and female teachers when grouped according to sex. The findings would benefit the newly-hired teachers, administrators, and future researchers by allowing them to use the information to address the impact of behavioral competencies on individual performance.

Keywords: - Newly-Hired Teachers, Behavioral Competencies, Individual Performance, Teamwork, Self-Management, Innovation, Results focus, Descriptive-Correlational Study

1. INTRODUCTION

The teaching profession is beset with so many challenges. The beginning teachers are not exempted from all of these challenges. This was confirmed by Salandanan (2015) when she contended that newly-hired teachers face various challenges. Moreover, newly-hired teachers faced the challenge of balancing the expectations of their students and colleagues with the reality of teaching in a classroom setting. They demonstrated their knowledge and experience of the subject matter and their behavioral competencies. This includes communication, collaboration, problem-solving, and decision-making skills.

In the Netherlands, a study by Gaikhors et al. (2017) examined the problems and challenges of beginning teachers in Dutch urban primary schools. Leadership, school organizational culture, and teachers' teamwork influence teachers' professional development, retention, and experience-related problems. The study results show that the most prominent challenges and difficulties the teachers identified were not phrased in urban-specific terms: a high workload, stress, and inadequate guidance and support. Another frequently mentioned challenge was parental contact. The teachers most often recognized three issues as problematic: First, insufficient time and resources to provide adequate attention to pupils at risk of academic failure. Second, adapting to the differences in children's cognitive and language development and dealing with parents from diverse cultures who speak a foreign language than the teacher.

In the Philippines, lesson planning, passive and reckless learners, and agitation due to overloaded paper works and school-related activities are joint endeavors of new teachers, according to Llego (2017). In Region 10, Northern Mindanao, of the Philippines, Jomud et al. (2017) conducted a study that focused on determining the challenges encountered by the newly-hired teachers in Ozamiz City Division in Misamis Occidental province during their first year of service. The study's result revealed that the teachers regarded workload challenges as serious. However, instruction, classroom management, and school location challenges were only felt less severe.

Nessipbayeva (2012) conducted a study about the competencies of the modern teacher. The study reveals that educators should demonstrate the following competency. Effective classroom management, maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress, and making constant adjustments. Strategies should be employed to promote positive relationships, cooperation, and purposeful learning. In addition, Soriano (2019) added that teacher competence is one of the most critical factors influencing students' performance. With the introduction of the RPMS-PPST, teachers must be equipped with the Core Behavioural Competencies and Skills needed to attain the objectives in the Key Result Areas to become highly proficient. Moreover, Nabunturan has 100 newly-hired teachers from the East and West Districts. They were the identified participants in the division-wide Induction Program of Beginning Teachers (IPBT), which has served the institution from 2019 to the present. This research studied the influence of behavioral competencies on newly hired teachers' performance in the Nabunturan East and West District. Behavioral competencies comprise teamwork, self-management, innovation, and results focus.

According to Middleton (2023), teamwork fosters a sense of equal duty and accountability among team members. It encourages open dialogue and constructive feedback, improving problem-solving and decision-making processes. It enhances employee engagement and satisfaction as individuals feel valued for their contributions to the team. Moreover, Effective teamwork can improve creativity, increase productivity, increase job satisfaction, and improve outcomes. Peterson (2020) added that effective teamwork is characterized by open communication, mutual trust, shared responsibility, and a commitment to the team's success.

Furthermore, according to Herrity (2023), self-management skills allow you to maximize productivity and improve workplace performance and efficiency. Strong self-management skills can increase productivity, improve decision-making, and better overall well-being. These skills are vital in personal and professional settings, enabling individuals to navigate various situations with resilience and effectiveness. Munro (2021) added that effective self-management requires discipline, self-awareness, and the ability to prioritize tasks based on importance and urgency.

Similarly, in education, innovation is defined by Shuhratovich (2020) as an idea, a process, and a tool; its results are achieved by the quality and effectiveness of education on account of the new improvement of the pedagogical system. Moreover, a teacher's willingness to apply innovation to the learning process would lead to developing the ability to innovate, create new ones, seek, collect, and apply to the educational process, develop skills and qualifications are formed, and systematically bring innovations into pedagogical activity based on continuous independent work on its own. Moreover, innovative teachers influence their co-teachers to new and creative ideas on how to solve problems (Băeșu & Bejinaru, 2015).

Kruse (2019); Bhushan (2021), Result-focused behavior refers to a behavioral orientation or approach that prioritizes achieving specific outcomes or results. Individuals who exhibit result-focused behavior are driven by their goals and objectives and direct their efforts and actions toward accomplishing those desired outcomes. They are typically proactive, persistent, and motivated in pursuing their objectives. Sherma (2022) added that Result-focused behavior involves setting clear and measurable objectives, developing actionable plans, and continuously monitoring progress to ensure that efforts align with the desired results.

1.1 Research Problem

1. What is the level of behavioral competencies of newly-hired teachers in terms of:
 - 1.1 Team Work
 - 1.2 Self-Management
 - 1.3 Innovation
 - 1.4 Results Focus
2. What is the level of the individual performance of newly hired teachers as measured according to their IPCRF (Individual Performance Commitment and Review Form) rating?

3. Is there a significant relationship between the behavioral competencies of newly-hired teachers to their IPCRF performance?
4. Is there a significant difference between behavioral competencies when grouped according to sex?

1.2 Null Hypothesis

The below null hypothesis was tested at 0.05 level of significance.

Ho1. There is no significant relationship between the behavioral competencies of newly-hired teachers to their IPCRF performance.

Ho2. There is no significant difference between behavioral competencies when grouped according to sex.

2. METHODOLOGY

2.1 Research Design

This quantitative study employed descriptive correlational, causal design in data treatment. Quantitative research entailed the gathering and numerical analysis of data. It was used to find trends and averages, make predictions, investigate causality, and extrapolate findings to more significant populations (Karkee, 2017). This approach was appropriate to this study because it would collect and analyze numerical data for the behavioral competencies that could influence the performance of newly hired teachers in Nabunturan East and West District.

Descriptive research is a method of inquiry used to systematically describe existing phenomena as precisely as possible (Atmowardoyo, 2018). Moreover, it is essential to adequately describe the nature of the research problem before investigating why it exists in the first place (Kosie & Lew, 2022). The study's purpose was to quantify the variables, which included teamwork, self-management, results focus, and creativity as the behavioral abilities of instructors working in the teaching profession. This meant that the study's design was adequate.

On the other hand, correlational design was used to measure and analyze the statistical relationship between the variables (Jhangiani et al., 2019). The research design mentioned above is also applicable since it was intended to examine how behavioral competencies affect newly-hired teachers' performances in the Nabunturan East and West District.

2.2 Research Subjects

The sampling technique that the researcher would use in this study was a universal sampling from Nabunturan East and West District Newly hired teachers. According to Avron et. al (2019), Universal sampling refers to selecting a sample in which not all individuals in the population are equally included. The probability of selection for each individual is unknown in this method. The universal sampling technique was used where all the members of the two districts were taken as the respondents. The researchers preferred to use the universal sampling technique to select 100 respondents from newly hired teachers of both districts in view of the fact that they could provide helpful information to test the hypothesis of this research.

2.3 Data Collection Procedure

The researcher was responsible for verifying and gathering confidential information from this study and worked on all the processes of this research, specifically on the following: research design, statistical treatment, selection of the respondents, saving data, and analysis. To facilitate the conduct of the study, the researcher would do the following: First, the researcher submitted written permission approved by the Schools' Division Superintendent of Davao de Oro and then to the Public Schools District Supervisor of Nabunturan East District. Second, the researcher submitted a letter signed by the School's Division Superintendent and respective Public Schools District Supervisor with permission to conduct a study letter addressed to the School Principal or School Head. The researcher kept the approved duplicated copy for appendices. Third, conduct an orientation about the purpose of the study to the identified newly-hired teachers as a respondent. The researcher conducted and retrieved a survey questionnaire about the behavioral competencies of the newly hired teachers using a google form to far-flung areas and a hard copy of the survey questionnaire to a neighboring school. Lastly, the responses were confidentially kept by the researcher. The tallied average score of behavioral competencies and IPCRF rating of newly-hired teachers was interpreted through the help of the statistician.

2.4 Statistical Treatment of Data

The result of this study was confidentially analyzed and tabulated using the appropriate statistical tool below:

1. **Average Weighted Mean.** This statistical treatment was used to carefully analyze and illustrate an appropriate description of the level of Behavioral Competencies of newly-hired teachers.
2. **Independent t-test.** The used of an independent t-test to test the significant difference between male and female newly-hired teachers.
3. **Pearson Product - Moment Correlation.** This statistical tool would be used to examine the significant correlation between behavioral competencies and the performance of newly-hired teachers.
4. **SPSS (Statistical Package for the Social Science).** This statistical software package will be used for the analysis of statistical data of newly-hired teachers from Nabunturan East and West District.

3. RESULT AND DISCUSSION

Table - 1: The Level of Behavioral Competency of Newly-hired Teachers in Terms of Teamwork

TEAMWORK	SD	Mean	Descriptive Equivalent
1. Willingly does his/her share of responsibility.	0.57	4.44	Very Satisfactory
2. Receives vaccine	0.68	4.42	Very Satisfactory
3. Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization	0.64	4.28	Very Satisfactory
4. Drives consensus and team ownership of decisions.	0.56	4.25	Very Satisfactory
5. Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.	0.64	4.36	Very Satisfactory
Total	0.62	4.35	Very Satisfactory

Table 1 shows mean and the standard deviation of the teachers' behavioral competency in terms of Teamwork. The overall mean is 4.35 with a very satisfactory description, meaning that newly-hired teachers in Nabunturan East and West District consistently demonstrate Teamwork in the behavioral competency and a standard deviation of 0.64. The teachers' answers were not so scattered, meaning their answers were almost the same. The highest mean was 4.44 with 0.57 sd, indicating that newly-hired teachers were eager to shoulder their responsibilities with co-teachers. It showed that teachers were driven to complete tasks like teaching and other related works, aiding educators' understanding of their organization and curriculum. The lowest mean was 4.25 with 0.56 sd, resulting in a satisfactory consensus and team ownership of decisions. But among those indicators under Teamwork, it has the lowest mean and sd, indicating that decisions are dominantly given or heard from the higher designation or position. In addition, Peterson (2020) added that effective teamwork characterizes by open communication, mutual trust, shared responsibility, and a commitment to the team's success. Achieving a shared objective involves working together as a team with one goal and sharing ideas, tasks, and resources. Teamwork is the process through which individuals may adapt their behavior to the needs of other team members and time their actions accordingly, leading to coordinated, synchronized collective activity (Salas et al., 2000).

Table - 2: The Level of Behavioral Competency of Newly-hired Teachers in Terms of Self-Management

SELF-MANAGEMENT	SD	Mean	Descriptive Equivalent
1. Sets personal goals and directions, needs and development.	0.62	4.38	Very Satisfactory
2. Undertakes personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization.	0.58	4.32	Very Satisfactory
3. Displays emotional maturity and enthusiasm for and is challenged by higher goals.	0.61	4.29	Very Satisfactory

4. Prioritizes work tasks and schedules (Through Gantt charts, checklist, etc.) to achieve goals.	0.60	4.11	Very Satisfactory
5. Sets high quality, challenging, realistic goals for self and others.	0.65	4.23	Very Satisfactory
	0.61	4.266	Very Satisfactory

Table 2 shows the mean and the standard deviation of the behavioral competency of newly-hired teachers in terms of Self-Management. The mean was 4.266 with a very satisfactory description which means that the newly-hired teachers in Nabunturan East and West District consistently demonstrated Self-Management in the behavioral competency, and the standard deviation of 0.61, which means that the teachers' answers were not so scattered which means that their answers were almost the same. The highest mean was 4.38 with an sd of 0.62, indicating that newly-hired teachers could set personal goals and directions towards the teaching-learning process and other related works. At the beginning of the school year, teachers have oriented about the IPCRF (Individual Performance Commitment and Review Form) rating, which guided the teacher on what to prepare during classroom observation and other related works like engagement in stakeholders and school academic and non-academic activities. Through this, teachers could decide how to accomplish the task within the school year. The lowest mean was 4.11, with the sd 0.60, which indicates that newly-hired teachers somehow need improvement in prioritizing work tasks and schedules to achieve goals. DepEd is a very challenging institution where teachers must adjust and be keener to finish tasks on time. Newly-hired teachers are in the phase where they are learning the teaching-learning process and other related work that could improve their performance as a teacher. They may be loaded with assigned tasks and school-related work. Langfred (2007) supported the study that an integral part of the advantage of self-managing is to increase flexibility, situations, and conditions.

Table - 3: The Level of Behavioral Competency of Newly-hired Teachers in Terms of Innovation

INNOVATION	SD	Mean	Descriptive Equivalent
1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways do things (cost and/or operational efficiency)	0.58	4.04	Very Satisfactory
2. Promotes a creative climate and inspires co-workers to develop original ideas and results.	0.64	4.18	Very Satisfactory
3. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	0.65	4.2	Very Satisfactory
4. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	0.66	4.05	Very Satisfactory
5. Demonstrate an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results	0.65	4.06	Very Satisfactory
	0.64	4.106	Very Satisfactory

Table 3 shows that the mean and the standard deviation of the behavioral competency of newly-hired teachers in terms of innovation. The mean was 4.106, with a very satisfactory description, meaning newly-hired teachers in Nabunturan East and West District consistently demonstrated innovation in behavioral competency. The standard deviation is 0.64, which means that the teachers' answers were not so scattered, which means that their answers were almost the same. The highest mean among the indicator was 4.18 with 0.64 sd. It shows that newly-hired teachers were creative in the way they could helped for the betterment of the institution. Innovation could be a strategy and method for implementing the teaching process. It could help the learners improve their academic and non-academic engagement. The lowest mean was 4.04 with 0.58 sd, a very satisfactory descriptive equivalent. There were many challenges and problems that a teacher or the school might encounter, such as in the curriculum implementation, relationship with co-teachers or stakeholders, and school improvement. Newly-hired teachers were in the process of understanding and adjusting to the school's culture and operation. It could be a factor why they need more improvement in examining problems and providing solutions. Furthermore, innovation is not limited to

product or service development alone. It can also encompass process improvements that streamline operations or reduce costs (Kahn, 2018).

Table - 4: The Level of Behavioral Competency of Newly-hired Teachers in Terms of Results Focus

Results Focus	SD	Mean	Descriptive Equivalent
1. Achieves results with optimal use of time and resources most of the time	0.59	4.03	Very Satisfactory
2. Avoids re-work, mistakes and wastage through effective work methods by placing organizational needs before personal needs	0.69	3.81	Satisfactory
3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no more precise ways of meeting goals set.	0.58	3.77	Satisfactory
4. Expresses a desire to do better and may express frustration at waste or inefficiency, May focus on new or more precise ways of meeting goals set.	0.60	4.22	Very Satisfactory
5. Makes specific changes in the system in or own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specify goal.	0.63	4.22	Very Satisfactory
	0.62	4.01	Very Satisfactory

Table 4 shows the behavioral competency's mean and standard deviation regarding Results Focus. The mean was 4.01 with a very satisfactory description which means that the newly-hired teachers in Nabunturan East and West District consistently demonstrated focus-result in the behavioral competency and a standard deviation of 0.62, which means that their not so scattered which means that their answers were almost the same. The lowest mean in this data was 3.77 with 0.58 sd. Another was 3.81 mean with 0.69 sd. It showed that newly-hired teachers made minimal output errors, like some data entries in school forms. There were factors why newly-hired teachers revised their work for improvements. One, It happens when the teacher-mentor does not properly guide newly-hired teachers. Two, the teacher does not have enough information about the task. Three, a last-minute additional instruction affected the whole data or output. Fourth, the teacher might need additional and careful planning about the task. Overall it affects the behavioral competency of the teacher in terms of results focus. Sherma (2022) added that Result-focused behavior involves setting clear and measurable objectives, developing actionable plans, and continuously monitoring progress to ensure that efforts align with the desired results.

Table - 5: Summary of the Level of Behavioral Competencies of Newly-hired teachers in Nabunturan East and West District

Behavior Competency	SD	Mean	Descriptive Equivalent
Teamwork	0.62	4.35	Very Satisfactory
Self-Management	0.61	4.266	Very Satisfactory
Innovation	0.64	4.106	Very Satisfactory
Results Focus	0.62	4.01	Very Satisfactory
Total	0.62	4.183	Very Satisfactory

Table 5 shows the mean and the standard deviation of the behavioral competency of newly-hired teachers in terms of Teamwork, Self-Management, Innovation, and Results Focus. The overall mean is 4.183 with a very satisfactory description which means that the newly-hired teachers in Nabunturan East and West District consistently demonstrated all of the behavioral competencies and a standard deviation of 0.62 which means that the teachers' answers in all of the behavioral competencies were not so scattered which means that their answers were almost the same.

Table - 6: IPCRF Rating of the Newly-hired Teachers in Nabunturan East and West District

	SD	Mean	Descriptive Equivalent
IPCRF Rating	0.18	4.049	Very Satisfactory

Table 6 shows that the mean and the standard deviation of the IPCRF rating of the newly-hired teachers in Nabunturan East and West District. The mean was 4.049, with a very satisfactory description, meaning that the performance of the newly-hired teachers in Nabunturan East and West District exceeded expectations. The goals, objectives, and targets were achieved above the established standards, and the standard deviation was 0.18, which means that the newly-hired teachers' answers in all of the behavioral competencies were not so scattered, meaning that their IPCRF rating was almost the same.

Table – 7: Significant Relationship between IPCRF Rating and Behavioral Competencies of the Newly-hired Teachers in Nabunturan East and West District

Variables	P-value	Remaks	Correlation Coefficient
Behavioral Competencies IPCRF rating	0.339	Not Significant	0.097

Table 7 shows the result of the correlation test conducted to test the relationship between behavioral competencies and the IPCRF rating. The P-value is 0.339, greater than the significance level of 0.05. Therefore the null hypothesis is accepted, which means that there is no significant relationship between the behavioral competencies of newly-hired teachers of Nabunturan East and West District to their IPCRF performance. It means that whatever the results in the behavioral competencies of Newly-hired teachers of Nabunturan East and West District could not affect the result of their IPCRF rating since the table showed that there is no significant relationship between the two variables of the IPCRF rating and Behavioral Competencies of newly-hired teachers.

Table – 8: Significant Difference between the Behavioral Competencies of the Male and Female Newly-hired teachers in Nabunturan East and West District.

Sex	Mean	t	p-value	Remaks
Male	4.05	0.779	0.438	Not Significant
Female	3.97			

Table 8 shows the result of the independent t-test conducted to test the significant difference between the behavioral competencies when grouped according to sex. The P-value is 0.438, greater than the significance level of 0.05. Therefore, the null hypothesis was accepted, meaning there was no significant difference between the behavioral competencies of the newly-hired teacher in Nabunturan East and West District when grouped according to sex. It means that the teachers' gender was not a basis to distinguish their behavioral competencies since the result shown in the table above showed no significant difference between the behavioral competencies of male and female newly-hired teachers in Nabunturan East and West District. Furthermore, Eagly (2013) stated that male and female subjects are ordinarily exposed to equivalent stimuli. Comparisons between women and men are usually controlled for demographic characteristics such as age and social class differences. And most notably, for the present analysis, women and men participate in psychological research such as occupants of the social role. This role equivalence is of crucial importance. Both female and male research participants are assigned the same, somewhat ambiguous role of "subject." Even though women and men are differently distributed into social roles in natural settings, the research setting is generally as free as possible of specific role constraints that derive from subjects' daily lives.

4. CONCLUSION

Based on the result of the study, newly-hired teachers consistently showed a very satisfactory level of Behavioral Competencies in terms of teamwork, self-management, innovation, and results focus, which can be seen in Tables 1, 2, 3, and 4. While the result of the IPCRF (Individual Performance Commitment and Review Form) rating also showed a very satisfactory level, indicating that teachers' performance exceeded expectations but not yet at the extraordinary level of achievement and commitment. It showed that newly-hired teachers achieved all goals, objectives, and targets above established standards, as seen in Table 6. Both male and female newly-hired teachers showed a very satisfactory level of behavioral competencies, and based on Table 8 there is no significant difference in their performance. Therefore, Both sexes show their behavioral competencies and IPCRF rating well.

4.1 Implications of Future Research.

Based on the conclusions from the findings of the study. The following recommendations were presented:

1. Newly-hired teachers, the information of this study would help the teachers to maximize their behavioral competencies and IPCRF rating. Their behavior towards teaching and other related task can enhance their performance throughout the school year. They recommended engaging in professional and personal development through training and seminars provided by the Department of Education and other educational institutions.
2. The school administrator should help and guide the newly-hired teachers in making connections with colleagues and stakeholders to strengthen the behavior of the teachers toward teamwork. Guide them with work-related tasks with proper instructions and timelines to maximize time and effort to avoid re-work. The school administrators should encourage them to strive for more rather than getting what is only the standard. They should listen to teachers' insights, ideas, and suggestions to boost innovation.
3. The researcher suggested that the future researcher would try one variable: the teachers' IPCRF Rating or Behavioral Competencies. They could categorize the number of years in service to measure the level of behavior of teachers based on their years in service. They could also try to discover if the years of service might affect the IPCRF Rating of the teachers

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