

# Instructional and Emotional Competencies of Provisional Senior High School Teachers

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*Abstract* — Quality education is base for the development of any nation. For quality education the competent teachers are necessary. A quality teacher is the major criterion for offering the quality education. Every country has designed its own standards to measure proficiency of teachers. This study determines the levels of Instructional and Emotional Competencies of Provisional Senior High School (SHS) Teachers in the Province of Pangasinan. The study was descriptive in nature and was conducted by survey method. Data were collected for research with the help of questionnaire that was validated by experts. Population of the study was 31 male teachers and 124 female teachers among provisional SHS teachers, and was validated by their school heads. It was found out that the respondents were highly competent in their instructions and competent in their emotional aspects in the public teaching career. Thus both stated hypotheses were rejected. There is neither no relationship nor difference in the provisional SHS teacher's level of instructional and emotional competencies across the profile variables. It was recommended that teachers might be a sort of intensive continuous studies and research development relevant to the core discipline of general education, professional education and specialization should be considered; alignment of specialization from tertiary education by the Professional Regulation Commission (PRC), coordination between the school head and the teachers toward aligning of specialization is encouraged, develop a program relevant to the needs of their provisional SHS teachers in upholding their moral and to assist them towards public teaching career as supported by the schools division offices and/ or local government unit initiatives; that other studies should be conducted to look into other aspects using other variables and conducted in a wider venue.

*Keywords* — *Instructions, Emotions, Competencies, Provisional, Senior High, Teachers*

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## I. Introduction

We often hear about 21st-century learners and the challenges they face. The knowledge and essential skills our learners will need in the future. What about teachers? Why do teachers matter? Teacher competence comprises teaching skills and life-long learning core competencies of professional teachers at a high level of excellence. Being a competent teacher requires significant knowledge and skill to make school a positive experience for learners and families.

What matters most? A competent teacher for every child. Teachers matter in so many different ways globally. Not all teachers are good at teaching, and similarly, not all learners are alike.

Teachers play an extraordinary and unique role in the lives of every learner for the formative years of their development to become responsible citizens of their country. The future

progress rest among the next generation; thus, teachers are significant to these children to contribute meaningfully to building the nation.

Under Republic Act Number (RA) 10533, also known as the Enhanced Basic Education Act of 2013, the Philippines' current educational system includes a K to 12 program that includes a Senior High School (SHS) level or an additional two years of secondary education. The Senior High School is the last phase in the implementation of the K-12 program. It covers Grades 11 and 12, which provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship.

Along with the change of Department of Education (DepEd) curriculum was the demand of hiring of SHS teachers to teach, with shortages in quailed Licensure Examination for Teachers (LET) applicants/ specialists in teaching in specialized subjects in SHS education such as science, mathematics, statistics, engineering, music, technical-vocational courses, sports, and other degree courses. Notwithstanding the provisions of Sections 26, 27, and 28 of Republic Act No. 7836, otherwise known as the "Philippine Teachers Professionalization Act of 1994".

However, the DepEd and private education institutions shall hire an SHS teacher, as may be relevant to the particular subject: (a) Graduates of specialized learning areas with shortages in professional teachers and qualified LET applicants. Provided, however, that they pass the LET within five (5) years of their hire date: Provided, therefore, that if such graduates agree to teach part-time, the provisions of LET will no longer be applicable; (b) Technical-vocational course graduates: Provided, That these graduates possess the necessary certification issued by the Technical Education and Skills Development Authority (TESDA): Provided, further, that they receive sufficient in-service training from the Department of Education (DepEd) or higher education institutions (HEIs) at the Department's expense; (c) HEI faculty be permitted to teach at secondary schools in their general education or topic specialties: Provided, however, that the faculty member should have an appropriate Bachelor's degree and must have served effectively as a full-time HEI faculty member; (d) Practitioners with experience in the specific learning areas given by the Basic Education Curriculum may be employed by the DepEd and private educational institutions to teach at the secondary level; Provided, however, that they only work part-time as teachers. The Department of Education, in collaboration with other government agencies, will identify the essential qualifications for employing these specialists.

Being an unlicensed teacher is relatively anchored to the teacher's emotions - the teachers' ability to effectively and successfully express their own emotions that could impact the delivery of teaching and learning processes. The inadequate preparation, combined with challenging work conditions, contribute to the shortage of quality, professional, and licensed educators in the country. To be able to build resilience to hardship in the field, to self-monitor, and to succeed in teaching, it appears that significant emotional competence is required and regulate emotions. The researcher believes personality correlates moderately with performance, that teacher quality is associated with learner achievement and development. Across the nation, policymakers consider

licensure (or certification) status to be a fundamental indicator of teacher quality that can influence. There were studies that revealed that as teacher stress increases, teacher effectiveness decreases. Teacher preparation programs have traditionally emphasized content knowledge and instructional strategies as a foundation for pedagogy, paying little or no attention to the emotional competencies required to be an effective teacher. They have grossly undervalued the importance of the teachers themselves. This neglect, combined with the daily constraints of tasks and obligations, controlling student conduct, and job overload, make teaching a challenging profession.

Emotional Competence lies within the individual teachers and their ability to manage the social and emotional demands of the teaching profession as emotions viewed as adaptive mechanism which arise as a response to an event.

While there are numerous problems in improving worldwide learners' achievement remains the fundamental focus. The primary instrument of instructional delivery is the teacher and her effectiveness. Teacher competence has direct links to teacher effectiveness and learners' development. The lack of competent teachers is a critical issue, particularly in public education. In the Province of Pangasinan, which consist of six (6) schools division offices (SDO) namely Alaminos City, Dagupan City, San Carlos City, Urdaneta City, Pangasinan I, Pangasinan

In the province of Pangasinan, there are 281 public schools that provide SHS education with varied tracks and strands. (EBEIS Data, 2019).

With this study, it will determine the level of instructional competence and emotional competence of provisional SHS teachers in the province of Pangasinan who are presently and temporarily employed in the DepEd from the school year 2016 up to the present in terms of content knowledge, pedagogy, lesson planning, instructional materials and assessment as anchored from the Results-Based Performance Management System (RPMS) with the Philippine Professional Standards for Teachers (PPST) which is a current assessment tool of teachers.

The research was to determine the instructional competence and emotional competence of provisional senior high school teachers in the Province of Pangasinan. It aimed to answer the following questions in particular: 1) What is the demographic profile of provisional SHS teachers in terms of age, sex, civil status, baccalaureate degree obtain, highest educational attainment, years in the DepEd, SHS teaching service, number of taking licensure examination of teachers (LET), position, alignment of subject areas taught to their baccalaureate degree, related training attended on instructional competence and emotional competence. 2) As provisional senior high school instructors, what is the teacher's level of teaching ability anchored to the Philippine Professional Standard for Teachers (PPST) along content knowledge, pedagogy, lesson planning, instructional materials, and assessment. 3) What is the level of emotional competence of the provisional senior high school teachers along self-awareness, mood management, self- motivation, and relationship management. 4) Is there a significant difference in the level of instructional competence and emotional competence of the provisional senior high school teachers and their profile variables? 5) Is there a significant relationship between the provisional senior high school teachers' instructional competence and emotional competence to their profile variables? 6) What

Intervention Program may be proposed to enhance the instructional and emotional competencies of Provisional SHS Teachers?

## **II. Methodology**

A descriptive survey was used in the study to describe the relationship between variables. This descriptive research used quantitative methods to assess the feedback from the school heads as classroom observers/ validators of provisional SHS Teachers' instructional and emotional competencies. It is a fact-finding study with adequate and accurate interpretation. To collect data about teachers' behavior, practices, intentions, beliefs, attitudes, and the like, such data are analyzed, organized, and interpreted. The study aimed to assess the instructional and emotional competencies among the provisional senior high school teachers in their teaching performance. It examined whether the independent variables linked to conditional SHS teachers' profiles, as well as their degree of instructional and emotional abilities, were significant. The respondents of this study consisted of one hundred fifty-five (155) provisional senior high school teachers and their school heads as they are the validators of teachers' performance aligned to PPST and the classroom observer during the teachers' CO (Classroom Observation) in the province of Pangasinan which consisted of six (6) schools division offices namely Alaminos City, Dagupan City, San Carlos City, Urdaneta City, Pangasinan I, and Pangasinan II. Purposive and random sampling was employed to ascertain the number of responders. The researcher utilized a questionnaire checklist as an instrument in gathering data needed in this study. This was founded on relevant data and facts from related literature and studies on questionnaire development. This was founded on relevant data and facts from related literature and studies on questionnaire development. The researcher's mentor evaluated it, and any criticisms were addressed. Any ideas have been taken into consideration in the instrument's improvement and finalization. Likewise, before the conduct of the study, the questionnaire-survey was validated by three (3) experts in the field of senior high school programs and research programs. The instrument was separated into two parts. To gather the pertinent data, the researcher secures written permission from the authorities to the Schools Division Superintendents (SDSs) of six (6) Schools Division Offices (SDOs) in the Province of Pangasinan, respectively Alaminos City, Dagupan City, San Carlos City, Urdaneta City, Pangasinan I, and Pangasinan II. The researcher provided the approved letter to the respondents and floated the questionnaire checklist once the request had been approved. The response and data obtained were kept confidential as expected.

## **III. Results and Discussion**

Table 1 below presents the provisional SHS teachers' respondent's profile. Majority of the employed provisional SHS teachers in the Province of Pangasinan were married woman on their middle adulthood pursued public teaching career in the Department of Education even that their baccalaureate course were not vertically aligned to what they are teaching in the field.

Table 1:

*Profile of Provisional Senior High School Teachers*

Profile Variables	Categories	Frequency (n=155)	Percentage (100%)
Age	25 years old and below	24	15%
	26-30 years old	35	23%
	31-35 years old	34	22%
	36-40 years old	22	14%
	41 years old and above	40	26%
Sex	Male	31	20%
	Female	124	80%
Civil Status	Single	51	33%
	Married	89	57%
	Separated	12	8%
	Widowed	3	2%
Present Position	Teacher I	24	15%
	Teacher II	101	65%
	Teacher III	5	3%
	Master Teacher I	5	3%
	Master Teacher II	3	2%
	Others (Special Science Teacher)	17	11%
Length of Service in the DepEd	Less than a year	12	7%
	1 year	37	24%
	2 years	77	50%
	3 years and above	29	19%
Field of Baccalaureate Degree	Biomedical Sciences	33	21%
	Business	29	19%
	Communication and Journalism	2	1%
	Computer and Information	42	27%
	Education	14	9%
	Engineering	7	5%
	Health Professions	11	7%
	Psychology	5	3%
	Social Sciences and History	12	8%
	Visual and Performing Arts	0	0%

	Psychology	5	3%
	Social Sciences and History	12	8%
	Visual and Performing Arts	0	0%
Alignment of subject areas taught to their baccalaureate degree	Yes	64	41%
	No	82	53%
	Not sure	9	6%
Highest Educational Attainment	Doctorate Degree	4	3%
	Doctorate Academic Requirements	2	1%
	Doctorate Units Earned	6	4%
	Master Degree	10	6%
	Master Academic Requirements	8	5%
	Master Units Earned	9	6%
	Baccalaureate Degree	116	75%
Number of taking licensure examination of teachers (LET)	Four times and above	3	2%
	Thrice	6	4%
	Twice	11	7%
	Once	28	18%
	None yet	98	63%
	Others (did not answered)	9	6%
Number of relevant Trainings attended on Instructional Competencies sponsored by the DepEd	None	107	69%
	1 to 2 trainings	37	24%
	3 to 4 trainings	11	7%
	More than 5 trainings	0	0%

Table 2 below shows the overall results of the study in terms of Instructional Competence indicates “Competent” all along the five (5) indicators. As gleaned from the table, the Provisional SHS Teachers as the man respondent of the study, rated themselves as “Competent” in Content Knowledge, Pedagogy, Lesson Planning, Instructional Materials, and Assessments. While their School Heads rated them as “Highly Competent” in demonstrating mastery of the subject matter knowledge; design, adapt and implement teaching strategies that are responsive to learners’; sets SMARTER (specific, measurable, attainable, realistic, time-bound, ethical, recorded) lesson plan that are aligned with learning competencies; makes and uses IMs that elicits higher order and critical thinking skills; uses differentiated assessment strategies appropriate to learner’s KSA (knowledge-cognition, skill-psychomotor, attitude-affection).



Table 2:

*Summary Findings of Instructional Competence of the Provisional SHS Teachers anchored from the Philippine Professional Standard for Teachers (PPST) along Content Knowledge, Pedagogy, Lesson Planning, Instructional Materials, and Assessments*

INDICATORS	TEACHERS		PRINCIPALS		OVERALL	
	Weighted	Descriptive	Weighted	Descriptive		
	Mean	Rating	Mean	Rating		
1 Content Knowledge	4.14	C	4.60	HC	4.371	C
2 Pedagogy	4.10	C	4.65	HC	4.375	C
3 Lesson Planning	4.18	C	4.59	HC	4.389	C
4 Instructional Materials	3.80	C	4.70	HC	4.249	C
5 Assessments	4.06	C	4.75	HC	4.405	C
<b>Overall Weighted Mean</b>	<b>4.056</b>	<b>C</b>	<b>4.658</b>	<b>HC</b>	<b>4.358</b>	<b>C</b>

Legend:	Scale	Numerical Value	Descriptive Rating	Transmuted Rating
	5	4.50-5.00	Always	Highly Competent (HC)
	4	3.50-4.49	Often	Competent (C)
	3	2.50-3.49	Sometimes	Moderately Competent (MC)
	2	1.50-2.49	Seldom	Slightly Competent (SC)
	1	1.00-1.49	Never	Not Competent (NC)

Table 3 below shows the overall results of the study in terms of Emotional Competence indicates “Competent” all along the five (5) variables. It shows the Provisional SHS Teachers as the man respondent of the study, rated themselves as “Competent” in Self-Awareness, Mood-Management, Self-Motivation, and Relationship Management. While their School Heads confirmed the same rating as “Competent” in recognizing own feelings, able to sense others feelings when interacting with others, thinks positively about things in life, finds easy to make friends.

Table 3:

*Summary Findings of Emotional Competence of the Provisional SHS Teachers Self-Awareness, Mood- Management, Self-Motivation, and Relationship Management*

INDICATORS	TEACHERS		PRINCIPALS		OVERALL	
	Weighted	Descriptive	Weighted	Descriptive		
	Mean	Rating	Mean	Rating		
1 Self-Awareness	4.00	C	3.97	C	3.988	C
2 Mood-Management	3.88	C	3.67	C	3.778	C
3 Self-Motivation	4.18	C	4.28	C	4.229	C
4 Relationship Management	4.36	C	4.83	HC	4.596	HC
<b>Overall Weighted Mean</b>	<b>4.105</b>	<b>C</b>	<b>4.188</b>	<b>C</b>	<b>4.148</b>	<b>C</b>

Legend:	Scale	Numerical Value	Descriptive Rating	Transmuted Rating
	5	4.50-5.00	Always	Highly Competent (HC)
	4	3.50-4.49	Often	Competent (C)
	3	2.50-3.49	Sometimes	Moderately Competent (MC)
	2	1.50-2.49	Seldom	Slightly Competent (SC)
	1	1.00-1.49	Never	Not Competent (NC)

Table 4 below presents the difference in the levels of instructional competence of the provisional SHS Teachers anchored from the Philippine Professional Standard for Teachers (PPST) across profile variables. While table 5 presents the difference in the levels of emotional competence of the respondents. The study revealed that the profile of the respondents has no bearing at all on their delivery of instructional content, teaching techniques, lesson planning, differentiated materials, and assessments. Thus the provisional SHS teachers are proficient in the public teaching despite of being unlicensed.

Table 4:

*Significant Difference in the Levels of Instructional Competence of the Provisional SHS Teachers anchored from the Philippine Professional Standard for Teachers (PPST) and their Profile Variables*

Profile Variables	LEVELS OF INSTRUCTIONAL COMPETENCE									
	Content Knowledge		Pedagogy Knowledge		Lesson Planning		Instructional Materials		Assessment	
	f-value	Sig.	f-value	Sig.	f-value	Sig.	f-value	Sig.	f-value	Sig.
Age	0.015	1.000	0.011	1.000	0.019	0.999	0.005	1.000	0.006	1.000
Sex	0.03	0.971	0.02	0.996	0.052	0.984	0.052	0.984	0.039	0.997
Civil Status	0.132	0.941	0.202	0.895	0.094	0.963	0.217	0.884	0.257	0.856
Present Position	0.070	0.996	0.028	1.000	0.082	0.995	0.013	1.000	0.02	1.000
Field of Baccalaureate Degree	0.225	0.986	0.165	0.995	0.232	0.984	0.249	0.98	0.167	0.995
Highest Educational Attainment	0.095	0.997	0.065	0.999	0.065	0.999	0.149	0.989	0.092	0.997
Number of taking LET	0.105	0.991	0.074	0.996	0.128	0.986	0.073	0.996	0.057	0.998
Alignment of subject areas taught to their baccalaureate degree	0.039	0.962	0.047	0.954	0.035	0.965	0.117	0.89	0.054	0.948
DepEd Trainings attended on Instructional Competencies	0.023	0.977	0.021	0.979	0.013	0.987	0.022	0.978	0.028	0.972



Table 5:

*Significant Difference in the Levels of Emotional Competence of the Provisional SHS Teachers and their Profile Variables*

Profile Variables	LEVELS OF EMOTIONAL COMPETENCE							
	Self-Awareness		Self-Management		Social Awareness		Relationship Management	
	f-value	Sig.	f-value	Sig.	f-value	Sig.	f-value	Sig.
Age	.013	1.000	.001	1.000	.033	.998	.008	1.000
Sex	.020	.996	.052	.984	.039	.997	.079	.924
Civil Status	.149	.930	.410	.746	.337	.799	.216	.885
Present Position	.035	.999	.002	1.000	.060	.998	.041	.999
Field of Baccalaureate Degree	.202	.990	.211	.989	.087	1.000	.209	.989
Highest Educational Attainment	.063	.999	.283	.944	.336	.917	.165	.986
Number of taking LET	.095	.993	.064	.997	.167	.974	.065	.997
Alignment of subject areas taught to their baccalaureate degree	.059	.942	.161	.851	.073	.930	.052	.949
DepEd Trainings attended on Emotional Competencies	.016	.984	.053	.949	.110	.896	.047	.954

**Legend:** f - value (Analysis of variance)  
 Sig. (Significance Value)  
 \*\* Difference is Significant at the 0.05 level

While table 6 below presents the relationship between the levels of instructional competence of the provisional SHS Teachers anchored from the Philippine Professional Standard for Teachers (PPST) across profile variables, and table 7 on the next page presents the relationship between the levels of emotional competence of the respondents. The study revealed that the profile of the respondents have no impact or relations at all on both instructional and emotional competencies.

Profile Variables	LEVELS OF INSTRUCTIONAL COMPETENCE									
	Content Knowledge		Pedagogy Knowledge		Lesson Planning		Instructional Materials		Assessment	
	f-value	Sig.	f-value	Sig.	f-value	Sig.	f-value	Sig.	f-value	Sig.
Age	.0006	0.941	0.000	1.000	0.005	0.949	0.000	1.000	0.001	0.992
Sex	-0.013	0.876	-0.014	0.858	-0.012	0.88	-0.023	0.779	-0.015	0.849
Civil Status	-0.017	0.834	-0.02	0.801	-0.015	0.851	-0.025	0.753	-0.022	0.781
Present Position	0.005	0.949	0.001	0.987	0.005	0.952	0.001	0.991	0.002	0.985
Field of Baccalaureate Degree	-0.004	0.965	-0.009	0.916	-0.003	0.974	-0.012	0.882	-0.01	0.904
Highest Educational Attainment	-0.01	0.899	-0.017	0.834	-0.01	0.902	-0.018	0.82	-0.017	0.83
Number of taking LET	0.009	0.915	0.000	1.000	0.009	0.911	-0.005	0.948	-0.001	0.993
Alignment of subject areas taught to their baccalaureate degree	-0.007	0.935	-0.013	0.871	-0.008	0.923	-0.018	0.828	-0.012	0.879
DepEd Trainings attended on Instructional Competencies	-0.008	0.919	-0.016	0.846	-0.008	0.922	-0.015	0.855	-0.016	0.844

Table 7:

*Significant Relationship between the Levels of Emotional Competence of the Provisional SHS Teachers and their Profile Variables*

Profile Variables	LEVELS OF EMOTIONAL COMPETENCE							
	Self-Awareness		Self-Management		Social Awareness		Relationship Management	
	f-value	Sig.	f-value	Sig.	f-value	Sig.	f-value	Sig.
Age	0.000	1.000	0.000	0.998	0.003	0.969	0.007	0.935
Sex	-0.016	0.84	-0.026	0.746	-0.015	0.848	-0.014	0.861
Civil Status	-0.02	0.808	-0.032	0.691	-0.024	0.763	-0.021	0.799
Present Position	0.002	0.985	0.000	0.995	0.000	0.997	0.005	0.952
Field of Baccalaureate Degree	-0.008	0.922	-0.018	0.826	-0.015	0.849	-0.006	0.938
Highest Educational Attainment	-0.016	0.842	-0.021	0.793	-0.011	0.892	-0.011	0.887
Number of taking LET	0.000	1.000	-0.012	0.879	-0.012	0.879	0.006	0.94
Alignment of subject areas taught to their baccalaureate degree	-0.015	0.855	-0.017	0.831	-0.002	0.98	-0.006	0.944
DepEd Trainings attended on Emotional Competencies	-0.014	0.861	-0.017	0.833	-0.008	0.92	-0.009	0.91

**Legend:**  
 r - value (Pearson Correlation)  
 Sig. (Significance Value)  
 \*Correlation is Significant at the 0.01 level (2-tailed)  
 \*\*Correlation is Significant at the 0.05 level (2-tailed)

The researcher recommends that the Provisional Senior High School (SHS) teachers should update their knowledge, skills and attitude (KSA) by religiously attending seminars/training not limited in the Department of Education should enroll and/or finish their post-graduate studies; engage in intensive continuous studies and research development relevant to the core discipline of general education, professional education and specialization among provisional senior high school (SHS) teachers should be considered; coordination between the school head and the teachers toward aligning of specialization (if not all subjects but at least) is encouraged; consider the propose program plan herein the study; the schools division offices (SDOs) and/or the local government unit (LGU) would develop a program relevant to the needs of their provisional senior high school teachers in upholding their moral and to assist them towards public teaching career; the Professional Regulatory Commission (PRC) may review their assessment on majors or specialization of teachers specifically to Teachers falls under TLE/TVL area; other studies should be conducted to look into other aspects using other variables and conducted in a wider venue.

### PST-RAISE Program

#### (Provisional SHS Teachers – Responsive Activity Intervention Support in Education)

The proposed intervention program for the provisional senior high school teachers is a responsive program that consists suggested strategies and activities focuses on certain competencies along instructions and emotions. Investing teachers is also investing to our learners as the future leaders in education sector. This is in response to the call of challenges in the delivery of instruction in the classroom while the teacher as the main instructional person to convey teaching-learning process are not licensed professional teachers thus behind this is a concealed emotions among these teachers.

The RAISE Program is an option for the respondents, administrators, and makers of training courses or workshops in the human resource department to consider as a system of revitalizing our PST or Provisional SHS Teachers in the Department of Education (DepEd). It is based on the results of the research study and to address these findings. This proposed program for PSTs (Provisional Senior high school Teachers) aims to strengthen and sustain their instructional and emotional competencies, helping them become highly competent in the delivery of classroom teaching-learning processes and become emotionally intelligent individuals. The program may be undertaken through training/seminar-workshop during teachers’ semestral break and/or summer vacation in future as a basis to consider by the Human Resource Development Unit of every Schools Division Offices of Region 1 to address the needs of the respondents or the provisional teachers in the senior high school department in the Province of Pangasinan. The program plan of the PST-RAISE Program for concerned teachers is presented on the next page.

**RAISE Program for Provisional SHS Teachers**  
(Responsive Activity Intervention Support in Education)

Competency	Objectives	Strategies / Activities	People Involved	Timeline	Enhanced Competencies	Success Indicators
Instructional Competence	Assist the PSTs or provisional senior high school teachers to be competent in the delivery of instruction along:  1) Organize crossover learning; 2) Adoption of contemporary pedagogical theories to facilitate teaching-learning process; 3) Prepares or creates Instructional Materials (IMs) out of community-based resources or recycled materials; 4) Utilizes criteria or rubric to assess learner’s performance.	Engage in FGDs (focal group discussion; attend training; read current information; enroll in graduate studies that focuses on:  ✓ Engages learners in outdoor activities, exploration, discovery, sensory stimulation, social skills; ✓ Integrates teaching aids that are commonly familiar to the learners or in the community; ✓ Design authentic evaluation tools.	Provisional SHS Teachers, Learners, Master Teachers, Head Teachers, School Heads, Education Program Supervisors, Public District Supervisors, Chief of Curriculum, Assistant Schools Division Superintendent, Schools Division Superintendent	Sem Break and/or Summer Break of Teachers	Improved in teaching pedagogies (instructional competence)	The provisional SHS teachers evidently improve competencies of instructional delivery as gathered feedback from their learners, teacher’s year end accomplishment portfolio and observe by the SHs during the teacher’s class observation.
Emotional Competence	Support the PSTs or provisional senior high school teachers to be emotionally competent along:  1) Recognize emotions; 2) Express emotions; 3) Share emotions; 4) Bounce back after feeling disappointed; 5) Accepts emotions.	Inspire/Encourage them to involve themselves in colleague support system (or group dynamics), participates in social productive-gatherings (or capacity building); establish linkages; enroll courses that focuses on:  ✓ Make themselves available; ✓ Seek out professional development opportunities; ✓ Take breaks or hangouts; ✓ Build connections with the same emotions and empower each strengths; ✓ Invest in collaboration (promote teacher collaboration; ✓ Develop essential skills (Communication, Social, Engagement, Inclusiveness, Flexibility, and Adaptability)	Provisional SHS Teachers, Peer-Colleagues, Guidance Counselors, Master Teachers, Head Teachers, School Heads, Education Program Supervisors, Public District Supervisors, Chief of Curriculum, Assistant Schools Division Superintendent, Schools Division Superintendent	Year round	Uplift self-awareness, self-motivation, and mood management (emotional competence)	The provisional SHS teachers evidently improve competencies of self-emotions regulation as observe by the SHs during the teacher’s class observation and feedback from colleagues, community, and learners.