



The Mediating Role of DepEd Core Behavioral Competencies and Principal's Motivational Strategies on Crisis Leadership and Teacher's Work Performance

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Abstract

The study aimed to determine motivational strategies and DepEd Core Behavioral Competencies as mediating variables of crisis leadership in the work performance of elementary teachers. The study utilized a descriptive method, with 147 teachers of Sto. Angel District, Division of San Pablo, during the S.Y. 2023-2024 as respondents. The study found out a significant relationship between crisis leadership, DepEd core behavioral competencies, principal's motivational strategies, and teachers' work performance. DepEd Core Behavioral Competencies and the principal's motivational strategies partially mediated the relationship between crisis leadership and the work performance of teachers. The study recommended that school heads may exercise crisis leadership when there is a rising crisis to make them succeed in their leadership, being aware of crisis management, principals can create emergency response plans to safeguard teachers, learners, and everyone in the school community, motivational strategies can be used to encourage teachers to perform well their duties and responsibilities, and to the future researchers may be encouraged to conduct studies embedded in local settings to justify that the mentioned variables may predict DepEd Core Behavioral Competencies and principal's motivational strategies as mediating variables of crisis leadership related to the work performance of teachers.

Keywords

Crisis leadership, DepEd Core Behavioral Competencies, Motivational strategies

INTRODUCTION

Leadership abilities are often necessary for the workplace. The leadership approach of a principal or head in a school is established on their personal preferences along with the work environment's culture. Power use, relationship value, and personal traits like attraction and persuasion all have an impact on the principal's leadership style. Schools can only advance if they have strong leadership in a place that gives them the ability to do so.

Leading during a crisis has been a test for leaders on their leadership. Crises arise with no time and choose no circumstances or place. A situation that develops quickly and necessitates a reaction from a person or an organization to lessen the effects is often referred to as a crisis. Therefore, crisis leadership is very important in leading a school.

Crisis leadership is focused on long-term problems that arise from managing during a crisis and how principals set up their schools to cope with difficult circumstances for a long time.

According to Riggio and Newstead (2023), crises have been examined from a management viewpoint, which promotes anticipating and planning for various crises, as well as the formation of response teams to be activated in the case of a specific crisis. However, it is impossible to predict and plan for every crisis. Crises, like any other organizational fault, cannot be completely predicted or eliminated. Unforeseen, unpredictable, and original emergencies necessitate a unique leadership response that frequently includes flexibility and adaptability, making sound decisions swiftly, and mobilizing resources on short notice.

The importance of crisis leadership is felt by teachers, the students, and the principal. We must comprehend what a crisis is and what it could be like to be better able to spot one and implement a strategy.

Because crises are unpredictable and disorderly, managers must be adaptable and willing to adjust, as such conditions are characterized by constricted rationality, uncertainty, time pressure, and life-and-death stakes. In other words, managers who demonstrate adaptive performance (i.e., effective handling of emergencies and work stress, creative problem solving, continuous learning, and interpersonal adaptability) must provide the most appropriate resources and adjust the department/team's structure, job design, and targets to coincide with the crisis according to Bajaba et al, (2021).

On the other hand, a principal would like to have a motivated teacher. Someone who comes to school enthusiastically and does his work willingly. One of the factors that influence performance is motivation. A motivated workforce is invaluable to any organization. Intangible employee motivation impossible to measure, and highly tough to regulate but is simple to facilitate when done properly, is correlated with an organization's performance. In an environment where most employees work remotely, it all comes down to intention, energy, and endurance. School principals will not be able to properly motivate their teachers if they lack the necessary skills limiting the school's ability to conquer renewed possibilities.

Success is fueled by the desire to accomplish a task or meet a predetermined standard of performance. A motivated person makes a concerted effort to complete a task. To do well, someone needs to be motivated.

The Core Behavioral Competencies assessed are Self-Management, Professionalism and Ethics, Result Focus, Teamwork, Service Orientation, and Innovation which is a tool used to evaluate teachers in public schools. DepEd Core Behavioral Competencies is one of the major criteria considered while developing DepEd's direction and strategy. There is a lot of understanding about DepEd Core Behavioral Competencies that may be learned to cope and live inside the organization, and this is often interpreted by DepEd personnel. Through this, the teachers and the school heads are guided in leading the schools and are more persuaded to work.

Even during a crisis, educational institutions, particularly the Department of Education, must continue to develop learners; crisis leaders will be challenged on how to push education forward. Teachers, on the other hand, are expected to carry out their responsibilities even in difficult circumstances. Are crisis leadership, motivational techniques, and the DepEd Core Behavioral Competencies influencing teachers' performance?

This has led the researcher to explore the correlation between DepEd core behavioral competencies and the principal's motivational strategies as a mediator between crisis leadership and teachers' work performance in public elementary schools.

MATERIALS AND METHODS

The study used descriptive-correlational with Mediation Analysis in determining the significant role of DepEd core behavioral competencies and principal's motivational strategies as mediating variables in the relationship between crisis leadership and the performance of public elementary teachers. The process of descriptive research extends beyond just collecting and tabulating data. It has an element of interpretation concerning the meaning or relevance of what is described. In addition, the correlation approach was used in this study to quantify the association between two variables without the researcher manipulating either.

The descriptive-correlational Mediation Analysis was used in the study as it focuses on the current condition wherein events will be recorded, described, analyzed, and compared. This study aims to find out whether gender responsive pedagogy and teachers' attitude correlates with parameters of gender sensitivity in Sto. Angel District, Division of San Pablo City for S.Y. 2023-2024.

The respondents of the study are the public elementary school teachers of Sto. Angel District in the Division of San Pablo City. Specifically, it includes 147 elementary teaching personnel of Sto. Angel District designated as Teacher I-III and Master Teachers.

The main instrument used in this study was a self-administered survey questionnaire. The questionnaire includes a rating scale and items stated in a descriptive manner. The first part deals with the respondent's age, gender, civil status, educational attainment, designation, and years of service. The second part concerns the respondent's perception of on crisis leadership of school principals as to early recognition, bounded optimism, transparent communication, establishment of priorities, willingness to seek additional support, and adaptability. The third part concerns respondents' perception of DepEd core behavioral competencies, including self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation. The fourth part concerns respondents' perception of principal's motivational strategies as provision of a conducive environment, provision of adequate teaching materials, and provision of giving incentives and awards. Lastly, the respondents' performance level in content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting, personal growth and professional development, and plus factor.

The instrument underwent an internal consistency test to assess the reliability of the data gathered during its pilot testing. Regarding crisis leadership components, DepEd Core Behavioral Competencies, motivational strategies, and teachers' performance, the sub-variables in crisis leadership mostly were higher than 0.8 but are lower than 0.9 indicating that the statements used were all good, except from early recognition and adaptability which are higher than 0.9 which is excellent. The sub-variables in DepEd Core Behavioral Competencies are excellent in-service orientation and innovation which are higher than 0.9, on the other hand; self-management, results focus, and teamwork has an interpretation of good

which value is higher than 0.8 but lower than 0.9, and professional and ethics as acceptable with a value that is higher than 0.7 but lower than 0.8. All the sub-variables of motivational strategies got an excellent interpretation which is higher than 0.9. The sub-variable curriculum and planning has a value of higher than 0.9 which is excellent, while the content knowledge and pedagogy is acceptable with a value of higher than 0.7 but lower than 0.8, the remaining sub-variables are good which is higher than 0.8 but lower than 0.9. In proving the test of the relationship between crisis leadership and DepEd core behavioral competencies, principal's motivational strategies, and teachers' performance as well as the test of the relationship between DepEd core behavioral competencies, principal's motivational strategies, and teachers' performance, Pearson Product Moment, Correlation, will be used.

Lastly, Mediation Analysis was employed to determine if DepEd core behavioral competencies, principal's motivational strategies, mediate the relationship between crisis leadership and teachers' performance.

RESULTS AND DISCUSSION

Table 1 Correlation of Crisis Leadership and DepEd Core Behavioral Competencies

Crisis leadership Components	DepEd Core Behavioral Competencies					
	Self-Management	Professionalism and Ethics	Results Focus	Teamwork	Service Orientation	Innovation
Early Recognition	.452**	.475**	.257**	.328**	.129	.193*
Bounded Optimism	.381**	.375**	.203*	.300**	.196*	.268**
Transparent Communication	.463**	.473**	.188*	.421**	.062	.191*
Establishment of priorities	.502**	.557**	.304**	.423**	.119	.299**
Willingness to Seek Additional Support	.463**	.467**	.252**	.386**	.246**	.295**
Adaptability	.487**	.450**	.224**	.316**	.212**	.335**

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 1 shows the correlation between crisis leadership and DepEd core behavioral competencies. It can be gleaned that most of the components in crisis leadership register weak to moderate relationship with the dimension of DepEd core behavioral competencies except service orientation to early recognition (r-value of 0.129), to transparent communication (r-value of 0.062), and to establishment of priorities (r-value of 0.119) which are not significantly related.

The school heads in the Department of Education are utilizing crisis leadership which would contribute to developing DepEd core behavioral competencies among the teachers. One of the most important factors in forming teachers' behavioral competencies is principal crisis leadership. Teachers who maintain open lines of communication amid a crisis are more transparent and trusting of one another. Active listening, explicit instructions, and frequent updates help promote a supportive and cooperative atmosphere. Fostering a culture of compassion and understanding may be greatly aided by demonstrating empathy for educators in trying circumstances. Stronger bonds are formed between principals and their personnel, and a more favorable work atmosphere is produced. Giving educators the tools and assistance they need in a time of need demonstrates that their welfare is a top concern. This might foster a feeling of loyalty and belonging among the students.

Research focuses on the following areas: communicating with and managing stakeholders impacted by crisis events; organizational readiness for, justification of, and learning from crisis events (Bundy et al., 2017); crises and crisis management have become a growing and increasingly prominent strand of crisis leadership and practice (Williams, et al 2017). to assess critically and reveal the often-veiled ethical presumptions that underpin popular crisis management theory and practice. Leaders need to be capable of managing a crisis in its most dire circumstances.

Table 2 Correlation of Crisis Leadership and Principal's Motivational Strategies

Crisis leadership Components	Motivational Strategies		
	Provision of a conducive environment	Provision of adequate teaching materials	Provision of giving incentives and awards
Early Recognition	.526**	.475**	.569**
Bounded Optimism	.501**	.542**	.701**
Transparent Communication	.524**	.520**	.679**
Establishment of priorities	.586**	.609**	.725**
Willingness to Seek Additional Support	.562**	.665**	.730**
Adaptability	.645**	.624**	.729**

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 2 shows the correlation between crisis leadership and principal's motivational strategies. It can be gleaned that all of the components in crisis leadership register a moderate to strong relationship with the dimension of the principal's motivational strategies ranging 0.5 to 0.7 correlation value.

The school heads in DepEd are utilizing crisis leadership this would contribute to developing their motivational strategies. Open and honest communication with your staff is an important tactic. Building trust and inspiring people to strive toward shared objectives may be achieved by keeping them updated on the situation, talking about difficulties, and outlining your plan for resolving the crisis. Setting a good example is another crucial component. By exhibiting resilience, drive, and a positive outlook, you may encourage your team members to follow suit. Providing assistance and demonstrating empathy and understanding for their worries can also help to raise spirits and motivation. Encouragement of cooperation, teamwork, and acknowledging both individual and group accomplishments may help to keep your team motivated when things become tough. Providing chances for growth, training, and professional development may also assist maintain team members' motivation and engagement.

Tao et al. (2022) stated that motivational strategies and crisis leadership are strongly related. Effective leadership in times of crisis entails encouraging and motivating team members to maintain resilience, productivity, and concentration. By giving workers the idea that they are the authors of their own actions and have the ability to make decisions that are in line with both their team's and their own beliefs, goals, and interests, effective leaders promote internal motivation.

Table 3 Correlation of Crisis Leadership and Teachers' Work Performance

Crisis leadership Components	Work Performance				
	Content Knowledge and Pedagogy	Learning Environment & Diversity of Learners	Curriculum and Planning	Assessment and Reporting	Personal Growth and Professional Development
Early Recognition	.463**	.324**	.227**	.102	.254**
Bounded Optimism	.373**	.306**	.219**	.157	.207**
Transparent Communication	.348**	.333**	.299**	.224**	.217**
Establishment of priorities	.451**	.367**	.293**	.195*	.289**
Willingness to Seek Additional Support	.447**	.355**	.315**	.246**	.264**
Adaptability	.432**	.359**	.328**	.262**	.301**

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 3 shows the correlation between crisis leadership and work performance. It can be gleaned that most of the components in crisis leadership register a weak to moderate relationship with the dimension of work performance except assessment and reporting to early recognition (r-value of 0.102) and to bounded optimism (r-value of 0.157) which are not significantly related.

The school heads in the Department of Education are utilizing crisis leadership this would contribute to enhancing work performance of the teachers. Teachers' job performance can be improved by principals' crisis leadership in a number of ways. During a crisis, principals can successfully interact with teachers, offering support, updates, and counsel. Teachers can concentrate on their work when there is clear communication, which helps to lessen ambiguity and worry. When teachers face difficulties, principals may help them by providing them with resources, support, and empathy. Teachers' motivation and morale may increase as a result. By offering answers, resources, and techniques, principals with good crisis leadership abilities may support teachers in navigating challenging circumstances. Teachers' resilience and problem-solving skills may benefit from this. In times of crisis, principals may encourage cooperation and teamwork among teachers by pushing them to cooperate, exchange ideas, and provide mutual support. Innovation and productivity may rise as a result. During a crisis, principals may acknowledge and value the efforts made by teachers by praising their diligence and hard work. Teachers' morale and job satisfaction may increase as a result, improving their output. Boin et al. (2013) stated that by offering assistance, direction, and a supportive work environment at trying times, principals' crisis leadership is essential in improving the job performance of teachers.

Table 4 Mediation of DepEd Core Behavioral Competencies and Principals' Motivational Strategies to the Relationship Between Crisis Leadership and Work Performance of Teachers

Indirect Effects	Effect	SE	LLCI	ULCI
CL→DCBC→WP	.2611	.0666	.1380	.4034
CL→PMS→WP	.2562	.0920	.1085	.4620
Completely Standardized Indirect Effects				
CL→DCBC→WP	.2784	.0650	.1556	.4141
CL→PMS→WP	.2731	.0932	.1201	.4810

Legend: CL (Crisis Leadership); WP (Work Performance); DCBC (DepEd Core Behavioral Competencies); PMS (Principal's Motivational Strategies).

Mediation analyses were initiated using PROCESS Macro v4.1 following the procedure of Hayes (2022). Findings revealed that constructs of DepEd Core Behavioral Competencies and Principal's Motivational Strategies could explain the variation of Crisis Leadership and Work Performance of teachers. The results further showed that the overall DepEd Core Behavioral Competencies and Principal's Motivational Strategies are significant mediators in the relationship between Crisis Leadership and Work Performance of Teachers. These indirect effects are statistically different from zero, as revealed by a biased-corrected bootstrap confidence interval based on 5,000 samples from the lower and upper limit class interval. The result indicates that the overall DepEd Core Behavioral Competencies and Principal's Motivational Strategies can transmit the effect of influenced by Crisis Leadership, which increases the Work Performance of Teachers. It can also be noticed that the overall DepEd Core Behavioral Competencies and Principal's Motivational Strategies demonstrated the highest mediating effect of Crisis Leadership on Work Performance of Teachers (CC=.2611 & PMS=.2562). This indirect effect means that respondents who differ by one unit in their reported Crisis Leadership are estimated to vary by 26.11% & 25.62% units on the Work performance of Teachers. Overall, it shows that DepEd's core behavioral competencies and principals' motivational strategies partially mediate the relationship between crisis leadership and work performance of teachers.

It implies that with or without the presence of the mediating variables which are DepEd Core Behavioral Competencies and principal's motivational strategies, the crisis leadership and work performance relationship are still existing.

Workers who can adjust to their environment and unite their colleagues provide the company the basic patterns it needs to function and overcome obstacles, claim Syafii et al. (2015). What's at issue is the application of ideas in a society while functioning under the auspices of an institution. An organization's culture is made up of values that are held by every employee and are passed down from one generation to the next. Another learnt talent is the capacity to generate social behavior and assess past experiences. One of the most crucial factors considered while deciding on an institution's strategy and direction is its organizational culture. There are several points of view about DepEd Core Behavioral Competencies. An organization's values, beliefs, and behaviors, for example, may be taught to function and coexist inside the institution. This is how organizational culture is defined. It is also often interpreted by the individuals that comprise the organization.

CONCLUSION

The researcher reached the following conclusions based on the data that was collected: First, the respondents highly observed that their school head showed and utilized crisis leadership in terms of early recognition, bounded optimism, transparent communication, establishment of priorities, willingness to seek additional support, and adaptability. Second, the respondents are highly competent, as DepEd employees they exert efforts in exercising the DepEd Core Behavioral Competencies in terms of self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation. In addition, the respondents highly observed that their school heads executed motivational strategies as to provision of a conducive environment, provision of adequate teaching materials, and provision of giving incentives and awards. Furthermore, the respondents have an outstanding level of performance based on their IPCRF-RPMS rating in terms of content knowledge and pedagogy, learning environment & diversity of learners, curriculum and planning, assessment and reporting, and personal growth and development. Moreover, crisis leadership is significantly related to DepEd Core Behavioral Competencies, Principal's Motivational Strategies, and Teachers' Work Performance. Lastly, DepEd Core Behavioral Competencies and the principal's motivational strategies partially mediated the relationship between crisis leadership and the work performance of teachers.

The following recommendations are offered in light of the study's results and conclusions: First, as shown on the result, school heads may exercise crisis leadership when there is a rising crisis to make them succeed in their leadership even in the midst of crisis. Being aware of crisis leadership, school heads can create emergency response plans to safeguard teachers, learners, and everyone in the school community. Second, based on the result, school heads can also utilize and use motivational strategies to encourage teachers to perform well in their duties and responsibilities. Teachers can be recognized and awarded for their accomplishments and hard work. As well as, based on the result, this study hopefully contributes to different schools' significant role of crisis leadership, DepEd Core Behavioral Competencies, and principal's motivational strategies in improving teachers' performance. Lastly, as reflected on the result, future researchers may be encouraged to conduct studies embedded in local settings to justify that the mentioned variables may predict DepEd Core Behavioral Competencies and principal's motivational strategies as mediating variables of crisis leadership related to the work performance of teachers.

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