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### RESEARCH ARTICLE

#### STAGES OF GROUP DEVELOPMENT AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN CITY SCHOOLS DIVISION: AN INPUT TO TEACHER'S TRAINING PROGRAM

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#### Abstract

This study was conducted to determine the Stages of Group Development among Public Secondary School Teachers in City Schools' Divisions of Laguna. Descriptive-correlational method of research and Random sampling were used, there were 347 teacher-respondents. Researcher-made survey questionnaire was utilized. Frequency distribution; percentage, standard deviation, weighted mean; Chi-Square, and Two Stage Hierarchical Multiple regression were used. Majority of the teacher-respondents age 31 to 40, female, have field of specializations in TLE / TVL with one group participation and belong to a large school. The assessments of teachers indicate highly engaged on group development in terms of forming, storming, and norming and performing. The school heads were described at very satisfactory level. SBM practices of the School Head described at maturing level based on the results of validated practices criteria. The teacher's level of group development in terms of forming, storming, norming, and performing are significantly associated with their age and group participation. The hierarchical multiple regression revealed that at Stage one, sex, age, specialization, and group participation contributed significantly. The null hypotheses stating that there is no significant relationship between the teacher-respondents demographic profile and teachers' development in terms of forming storming norming and performing; and there is no significant relationship between the teachers' respondents and stages of group development if moderated by school size were rejected. The school heads may conduct LAC session to their teachers focusing on teachers' development. Future researchers may consider other factors and demographic variables of respondents in a larger population size.

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#### Introduction:-

Republic Act No. 4670 (Magna Carta for Public School Teachers), Republic Act No. 10533 (Enhanced Basic Education Act of 2013) and Republic Act No. 9155 (Governance of Basic Education Act of 2001) include provisions that stress the need for sustained efforts to support the professional growth and development of all teaching and nonteaching personnel towards higher levels of efficiency and effectiveness in rendering basic education services. Alongside it, the chronically overworked state of public school teachers in the Philippines is

well-known (Esguerra 2018). The workload of public school teachers is not only limited to teaching but also other nonteaching tasks. Given this work load, actual teaching is increasingly being sidelined by the multitude of other responsibilities and roles that teachers play. Following the tragic suicide of two public school teachers in 2018, the Department of Education (DepED) has vowed to reduce teachers' workload, details of which have remained unclear (Mateo 2018).

Every public school teacher has a regular full-time teaching load and is mandated to devote a maximum of six hours of actual classroom instruction a day, under the Magna Carta for Public School Teachers. In reality, however, several additional administrative or student support roles are assigned to each teacher. These include paperwork on seminars and trainings they are tasked to attend and additional designations in line with student guidance, budget, disaster response, and health. Teachers are likewise expected to participate in the implementation of various government programs, such as mass immunizations, community mapping, conditional cash transfer, deworming, feeding, population census, antidrug, election, among others. However, according to the interviewees, these administrative tasks are not figured into the staffing patterns in public institutions. While private schools employ administrative staff to do enrollment, registration, records, daily operations, and janitorial services, among others, there is insufficient support and administrative staff, if any, for the teachers in public schools. This means that the teachers are doing the administrative work—a situation that while hidden from view of the normal metrics can erode teaching quality (David C. et. AL., 2019).

The ability to manage projects and teams is a valuable asset in the industry today, as organizations are continuously faced with complex problems that require collaboration between professionals to solve it (Wheelan, 2016). The collaboration often is complex, because it involves a multidisciplinary team with various natural ways of working, different perspectives and skill background, personal preferences, and management structures (Nancarrow et al., 2013). It is important to understand that dealing with teams means dealing with people, and therefore understanding people management comes first before everything else (George, 2012).

Group Development is the primary delivery system of Educational Services. The activities of the groups involved, not only the work itself but also the relation of all the other engaged in the educational process. In an organization such as a group, teachers must be kept constantly satisfied. If they are kept continually satisfied, their morale is high and they are inspired to work.

From the above definitions, some issues are brought to mind that deal with what starts and energizes group behavior, how those forces are directed, and sustained as well as the outcomes they bring about.

What impact do groups have on a school? Can they turn low performing schools around? If so, what do they do to achieve such success? These are important questions, but until recently there has been very little research done on teachers' group development.

The secondary school teachers in the City Schools Divisions of Laguna like any other teachers in the country are often facing many challenges and problems in their daily tasks. Aside from this, pressures keep adding up such as dealing with a large number of students per classroom, lack of instructional materials, and facilities. These are factors that may create questions on how effective are our teachers as an individual or as a group in performing this herculean task.

In light of this perspective is the underlying issue about the stages of group development among public secondary school teachers in city schools divisions. It is for this purpose that this study was conducted to determine the Stages of Group Development among Public Secondary School Teachers in City Schools Division: An Input to Teacher's Training Program. The researcher who dreamt of becoming an effective school head believes that teachers' effectiveness is crucial in having the best quality of education schools can offer.

Furthermore, the result of this study may serve as a benchmark for the improvement of group development in schools towards the attainment of teachers' effectiveness in the City Schools Divisions of Laguna. This assessment of Stages of Group Development among Public Secondary School Teachers in City Schools Division: An Input to Teacher's Training Program is directed to research this line.

### Objectives Of The Study:-

This study examined stages of group development among public secondary school teachers in the City Schools Division in Laguna. It also determined the significant relationship between the teacher-respondents demographic profile and the stage of group development of public secondary school teachers.

### Materials and Methods:-

#### Research Design:

This study utilized the descriptive method of research. This involved the collection and analysis of data to answer questions required to determine the Group Development among Public Secondary School Teachers in City Schools Divisions of Laguna[2]. This was used in the study with the demographic profile of teacher-respondents which were correlated to the stages of group development of public secondary teachers.

#### Population and Sample:

The respondents in this study involved were teachers from selected public secondary schools in the City Schools Divisions in the province of Laguna during the school year 2019-2020. Three schools in each four city divisions with the category of small, medium and big school were drawn using the Slovin's formula. There were a total of twelve (12) schools with four hundred thirty-seven (437) teacher-respondents in the study. The random sampling technique was used by the researcher to obtain a sample as the representatives of the population. The chance that a particular sampling unit selected as the sample depends upon the subjective judgment of the researcher. Random sampling is a method of selecting a sample size from a universe such that the population has an equal chance of being included in the sample and all possible combinations of size have an equal chance of being selected as the sample.

#### Research Instrument:

The researcher used a researcher-made survey questionnaire that determines the stages of group development among public secondary school teachers in the City Schools Division in Laguna. It is in the form of a checklist and comprised of two parts. Part I tackles the respondents' related factors that cover the respondent's age in years, sex, field of specialization, and the number of group participation. Part II comprises the four stages of group development. The questionnaire utilized a Likert 5 point scale. The researcher also gathered the school's OPCR and SBM assessment level to determine the Group Development among Public Secondary School Teachers in City Schools Divisions in Laguna.

To provide interpretations from obtained data the following tables were used: Table 1 shows the distribution of qualitative interpretation of group development among public secondary school teachers in city schools divisions in Laguna.

For every statistical limit, there is an equivalent scale, a corresponding qualitative interpretation, and interpretation arranged in descending order. The table also corresponds to the normality of the curve. Thus, 4.50 – 5.00 means a great extent, interpreted as very highly engaged with an extremely high effect. 3.50 – 4.00 means a great extent, and interpreted as highly engaged with major effects. 2.50 – 3.49 denotes a moderate extent, and interpreted as moderately engaged with moderate effect. On the other hand, 1.50 – 2.49 small extent, and interpreted as less engaged with minor effect. And 1.0 – 1.49 correspond to no concern, least engaged with no effect at all.

**Table 1:-** Distribution of Qualitative Interpretation of Group Development among Public Secondary School Teachers in City Schools Divisions in Laguna.

Statistical Limit	Qualitative Interpretation	Descriptive Interpretation
4.50 – 5.00	Great extent	Very highly engaged with extremely high effect
3.50 – 4.49	High Extent	Highly Engaged with major effect
2.50 – 3.49	Moderate Extent	Moderately engaged with moderate effect
1.50 – 2.49	Small Extent	Less engaged with minor effect
1.00 – 1.49	No concern	Least engaged with no effect at all

After the instruments were administered to the respondents, the collected data were organized, tallied, and analyzed using frequency, percent, mean, Chi Square and Two-Stage Hierarchical Multiple regression.

## Results and Discussion:-

In the four city divisions in the Philippines in which composed of small, medium and large schools with many group tasks assigned to each group of teachers have arisen many conflicts. This study determined the Stages of Group Development among Public Secondary School Teachers in City Schools' Divisions of Laguna.

**Table 2:-** Teacher's assessment on Group Development in terms of Forming.

Indicative Statement	Mean	SD	DI
1. Adopt a coordinating and directing function. Involve the group in clarifying goals.	4.16	0.70	HE
2. Allow uncertainties and concerns to be voiced.	4.08	0.74	HE
3. Establish and agree on procedures to guide meeting behavior.	4.12	0.68	HE
4. Clearing some baggage regarding the way people have been treated in the past, which might result in some clinging to the old ways	3.94	0.74	HE
5. Be supportive of all contributions	4.28	0.70	HE
<b>Composite</b>	<b>4.12</b>	<b>0.59</b>	<b>Highly Engaged</b>

As shown in Table 2, in the indicative statement be supportive of all contributions with a mean of 4.28 (SD=0.70); adopt a coordinating and directing function. Involve the group in clarifying goals, the mean of 4.16 (SD=0.70); establish and agree on procedures to guide meeting behavior with a mean of 4.12 (SD=0.68); allow uncertainties and concerns to be voiced with a mean of 4.08 (0.74); clearing some baggage regarding the way people have been treated in the past, which might result in some clinging to the old ways with a mean of 3.94 (SD=0.74), indicated that teachers are highly engaged. The result implied that majority of the teachers are supportive to all their contributions while has the smallest mean in forming was clearing some baggage regarding the way people have been treated in the past.

The assessments of teachers yielded composite means of 4.12 (SD=0.59). The findings indicate that the teachers are highly engaged on group development in terms of forming.

The results implied that teachers are well motivated on group development through forming. The finding of the study is supported by Bull and Gilbert (2012), emphasized that meaningful professional development teachers to "shift their paradigm" – to break with and replace their past ways of thinking and knowing with a totally new understanding of their role and its purpose'.

According to Falch and Constantin[1], teachers can more easily be affected by policy interventions and school principals than most other factors.

**Table 3:-** Teacher's assessment on Group Development in terms of Storming.

Indicative Statement	Mean	SD	DI
1. As conflicts are resolved, remind group of agreed procedures and, if necessary, reorient group towards goals.	4.17	0.70	HE
2. Accept negative feedback about process or progress.	4.19	0.71	HE
3. Use reflective and interpretive feedback to ensure all views are heard.	4.16	0.68	HE
4. Involve the group in resolving issues rather than presenting your personal views or advice.	4.16	0.74	HE
5. Facilitate resolution of conflict by synthesizing opinions and identifying consensus views.	4.04	0.72	HE
<b>Composite</b>	<b>4.14</b>	<b>0.60</b>	<b>Highly Engaged</b>

As shown in Table 3, in the indicative statement, accept negative feedback about process or progress with a mean of 4.19 (SD=0.71); as conflicts are resolved, remind group of agreed procedures and, if necessary, reorient group towards goals with a mean of 4.17 (SD=0.70); involve the group in resolving issues rather than presenting your personal views or advice with a mean of 4.16 (SD=0.74); use reflective and interpretive feedback to ensure all views are heard with a mean of 4.16 (SD=0.68); and facilitate resolution of conflict by synthesizing opinions and

identifying consensus views with a mean of 4.04 (SD=0.72) revealed the result of highly engaged on group development in term of storming. It implied that most of the teachers accept negative feedbacks about process or progress and with the smallest mean on teachers are facilitating resolution of conflict by synthesizing opinions and identifying consensus views.

The assessments of teachers yielded composite means of 4.14 (SD=0.60). The findings indicated that the teachers are highly engaged on group development in terms of storming. The teachers assessments are highly engage in all activities of this group development.

The results implied that teachers are oriented on procedures towards goal of the organization and accept both positive and negative feedback to ensure that all opinions and suggestion were heard.

In particular, it was established that the aspiration of high school teachers to high rating positions provokes the emergence of an acute competitive struggle. Moreover, an inverse relationship was established according to which the resulting rating fever provokes the appearance of development imitation effect. The factors of a new generation development of competitive high school teachers will help to increase or decrease the quality of teaching staff depending on their adaptive features. (Rogach, Frolova, and Ryabova, 2017).

Santiago (2015), cited that developing interpersonal relationship which produces cooperative effort is difficult in any group. Members must devote time which could be spent on accomplishing tasks and interacting with others, however it is necessary to deal with interpersonal relations. The group objectives depend not only on the individual work performance but also on how well the members work together in achieving organizational goals.

**Table 4:-** Assessment of Teacher's Group Development in terms of Norming.

<b>Indicative Statement</b>	<b>Mean</b>	<b>SD</b>	<b>DI</b>
1. Use a coaching style and ask the team for their solutions before giving the leader's own	4.17	0.69	HE
2. Encourage other group members to take on task and maintenance functions.	4.19	0.67	HE
3. Encourage leadership to shift from member to member.	4.12	0.71	HE
4. Accept and air suggestions for alternate approaches or revised procedural rules.	4.08	0.71	HE
5. Encourage and assist systematic planning for task achievement	4.19	0.72	HE
<b>Composite</b>	<b>4.15</b>	<b>0.59</b>	<b>Highly Engaged</b>

The result reveals the assessments of teachers which yielded composite means of 4.15 (SD=0.59). This indicates that teachers are highly engaged on group development in terms of norming.

The results implied that teachers like coaching style and systematic planning where each member of the group will participate on the tasks given to the team.

The study is supported by the study of Tan [15], the effective teachers have the ability to change. Change has been an integral part of educational system. As years goes by, increasing diversity in school populations require a responding sensitivity from classroom teachers. In the midst of challenges that these changes present, teachers are increasingly asked to do more. Traditional educational program for teachers are being prepared to adapt to change.

The school heads are forming them to be teacher leaders, which according to Katzenmeyer and Moller [5], that could be enable them to be valuable contributors to school improvement.

**Table 5:-** Assessment of Teacher's Group Development in terms of Performing.

<b>Indicative Statement</b>	<b>Mean</b>	<b>SD</b>	<b>DI</b>
1. Recognizing the contributions of others and ensure that credit is awarded where due	4.19	0.73	HE
2. Periodically remind group members of any criteria against which	4.10	0.64	HE

performance can/should be usefully judged.			
3. Overcoming proportionately harder storms in the future.	4.01	0.73	HE
4. Keep members alert to time and resource constraints, as required.	4.13	0.69	HE
5. Be prepared to caution group against a natural tendency to 'over-performance' in event they enjoy marked success.	4.10	0.68	HE
<b>Composite</b>	<b>4.10</b>	<b>0.59</b>	<b>Highly Engaged</b>

Table 5 reveals the indicative statement recognizing the contributions of others and ensure that credit is awarded where due with a mean of 4.19 (SD=0.73); keep members alert to time and resource constraints, as required with a mean of 4.13 (SD=0.69); be prepared to caution group against a natural tendency to 'over-performance' in event they enjoy marked success with a mean of 4.10 (SD=0.68); periodically remind group members of any criteria against which performance can/should be usefully judged with a mean of 4.10 (SD=0.64); overcoming proportionately harder storms in the future with a mean of 4.01 (SD=0.73) indicate highly engaged on group development in terms of performing. The result shows the assessments of teachers which yielded composite means of 4.10 (SD=0.59). This indicates that teachers are highly engaged on group development in terms of performing. The results implied that teachers like to be recognized in their contribution on the performance that they have done. Although highly engaged, it's hard for them to overcome harder storms in the future which got the smallest mean.

According to Bernardino (2014), the effective teachers know how to teach, love his/her job, can demonstrate a caring attitude and strives to be better. If these teachers work in the group, this group can work productively, efficiently and harmoniously. A leader of this group is also described as effective leader.

Group development conforms to the teacher's ethical standard asking them to "refrain from claiming credit or work not of his own, and give due credit for the work of others which he may use" (Section 2. Code of Ethics for Professional Teachers of the Philippines)[6].

**Table 6:-** Assessment of the School Heads' level of Occupational Competence.

<b>Occupational Competence</b>	<b>Mean</b>	<b>SD</b>	<b>Descriptive Interpretation</b>
Instructional Leadership	1.32	0.65	VS
Learning Environment	0.97	0.55	VS
Parents' Involvement and Community Partnership	0.54	0.33	VS
School Leadership and Management	0.49	0.16	VS
Human Resource Management and Development	0.70	0.35	VS
Action Research	0.36	0.14	VS
<b>Overall</b>	<b>4.28</b>	<b>0.29</b>	<b>Very Satisfactory</b>

Table 6 presents the mean level of occupational competence of School Heads. As shown in Table 9, the school heads obtained an overall mean of 4.28 (SD=0.29), showing that their occupational competence can be described at very satisfactory level. This was obtained from the points they earned from each sub-categories of occupational competence as follows: Instructional Leadership (M=1.32; SD=0.65); Learning Environment (M=0.97; SD=0.55); Parents' Involvement and Community Partnership (M=0.33; SD=0.54); School Leadership and Management (M=0.16; SD=0.49); Human Resource Management and Development (M=0.35; SD=0.70); and Action Research (M=0.36; SD=0.14).

The findings implied that the school heads displayed a high level of competency related skills, abilities, initiatives and productivity, exceeding requirements in many of the sub-categories of occupational competence.

The research finding in Addis Ababa by Tesfaw and Hofman[7] also show that, regarding the process of instructional supervision, thirteen percent of teachers suggested that supervision should be done by professionals who have the knowledge and skills of supervision.

In National Competency-Based Standards for School Heads in terms of leadership, Badulis[8] turned attention to the school climate created by several styles of facilitators, that the qualities of the leader were variously elicited, valued and reached to as a function of differential group settings and their demands.

**Table 7:-** Level of School-Based Management Practices of the School Heads.

SBM Principle	Mean	SD	Descriptive Interpretation
Leadership and Governance	2.18	1.21	Maturing
Curriculum and Instruction	2.08	1.22	Maturing
Accountability	2.10	1.14	Maturing
Management of Resources	2.02	1.24	Maturing
<b>Overall</b>	<b>2.13</b>	<b>0.74</b>	<b>Maturing</b>

As a result, table 7 reveals that School Based Management (SBM) practices of the School Head described at maturing level based on the results of validated practices criteria includes: Leadership and Governance (M=2.18; SD=1.21); Curriculum and Instruction (M=2.08; SD=1.22); Accountability (M=2.10; SD=1.14); and, Management of Resources (M=2.02; SD=1.24).

Based on the given criteria the school has earned 2.13 mean validated practice which means that the school head had reached the Level II or maturing level of SBM practices. Relevant to the study of Gecolea (2014), he described that “in this level, the school is introducing and sustaining continuous improvement process that integrates wider community participation and improved significantly performance and learning outcomes.

Each SBM Principle has its corresponding indicators measured in a scale of 1 to 3 in terms of child and community centeredness forming a rubric. The SBM practice is ascertained by the existence of structured mechanisms, processes, and practices in all indicators. The unit analysis is the school system, the resulting level may be classified as developing, maturing, or advances (accredited level). To be accredited, a school must show sufficient and compelling evidence that it is achieving its avowed purposes, conforming with PASBE standards, and implementing the recommendations of the National Accreditation Board (NAB) (DepEd Order No. 83, s. 2012)[9].

**Table 8:-** Association between teacher's profile and level of group development.

Profile	Group Development							
	Forming		Storming		Norming		Performing	
	$\chi^2$	df	$\chi^2$	df	$\chi^2$	df	$\chi^2$	df
Age	45.443**	21	47.495**	21	46.854**	21	61.991	21
Sex	2.574	3	.240	3	2.461	3	6.272	3
Specialization	41.346**	18	30.531**	18	29.509**	18	38.205**	18
Group Participation	31.889**	12	20.636**	12	20.790**	12	20.661**	12

\*\*significant at  $p < .01$

The results in table 8 revealed that teacher's level of group development in terms of forming, storming, norming, and performing are significantly associated with their age ( $\chi^2(21) = 45.443 - 61.991$ ;  $p < .01$ ), specialization ( $\chi^2(18) = 29.509 - 41.346$ ;  $p < .01$ ), and group participation ( $\chi^2(12) = 20.636 - 31.889$ ;  $p < .01$ ).

The results implied that ages of teachers, specialization and group participation are significantly related on group development. However sex is not associated on group development because of GAD or gender and development.

The age of the respondents which belong to the younger generation are in the prime of their teaching career which means that majority of the group of teachers are motivated, full of aspirations, energetic and capable of doing many things because of their young age. Group development of teachers is more likely to succeed if all members are physically and mentally fit because of age capability.

Egan, A., FitzGibbon, A. & Oldham, E. [10], younger teachers compared to older teachers have experienced a variety of technologies prior to entering third level which reflects the increase use and development of technology for education.

There were group tasks that require more male teachers than female teachers especially if those tasks need strong physical human force, some tasks require more female teachers, but in many cases, a combination of male and female teaching force is a more productive and effective group of teachers.

The results of the study of Agharuwhe A. Akiri&Nkechi M. Ugborugbo [11], showed that female teachers were slightly more satisfied than male teachers; the higher the educational attainment of teachers the lower the teachers' career satisfaction; and that the most experienced teachers were least satisfied. In addition, according to the study of Yüce, K., Şahin, E.Y., Koçer, Ö. et al. [12], it was seen that extrinsic, altruistic, and intrinsic motivations all play a role when individuals choose teaching as a career. Although altruistic motives are very dominant for females, mercenary-based extrinsic motives are dominant for males. Associatively, teaching is further desired as a first profession by females.

Group tasks that required yielding learning outcomes in a certain field, need a group of teachers with common specialization, but some group tasks in school required teachers with different field of specialization. Field of specialization is significantly related to the group development of teachers because of the flexibility of members in different areas of specialization.

Descriptive and factor analysis showed that teacher flexibility in knowledge dissemination and sociability in communication, the display of friendliness, open-mindedness, tactfulness, supportiveness, respect and humour, are considered, among others, to be outstanding attributes of an effective teacher, Koutrouba [13].

The number of group participation contributed significantly to group development of teachers. Teachers with a fewer number of group participation tend to be more effective than teachers with three or more group participation. Much group participation means more responsibilities to perform therefore decreasing quality in performance due to many quantities of work aside from teaching.

Angle [14], gathered evidence in her research in 2000 by the School Teachers' Review Body (STRB), showed clear increases in average teacher workload between 1994 and 2000 which mounted concern among the profession about teacher workload and its effect on morale.

**Table 9:-** Test of moderating effect of school size on the relationship between teacher profile and group development.

Step	Predictors	B	t-value	p-value	R <sup>2</sup>	Adj. R <sup>2</sup>	Change in R <sup>2</sup>
1	(Constant)	4.013	34.585	.000	.29	.20	.29*
	Sex	.009	.165	.869			
	Age	-.032	-1.106	.270			
	Specialization	-.002	-.147	.884			
	Group Participation	.147	3.358	.001			
2	(Constant)	3.781	20.860	.000	.35	.24	.06*
	Sex	.018	.319	.750			
	Age_2	-.033	-1.137	.256			
	Specialization	-.002	-.155	.877			
	Group Participation	.157	3.560**	.000			
	School Size	.139	2.663**	.007			

Table 9 reveals the test of moderating effect of school size on the relationship between teacher profile and group development. A two-stage hierarchical multiple regression was conducted with group development as the dependent variable. The profile variables were entered at stage one of the regressions then the school size was entered at stage two. The hierarchical multiple regression revealed that at Stage one, sex, age, specialization, and group participation contributed significantly to the regression model  $F(4, 432) = 3.256$ ,  $p < .01$  and accounted for 29.0% of the

variation in group development. Introducing the school size explained an additional .06% of variation in group development and this change in  $R^2$  was significant,  $F(1, 431) = 3.169$ ,  $p < .01$ . When all five independent variables were included in stage two of the regression model, they accounted for 35.0% of the variance in teacher group development. The results implied that the school size moderates the relationship between group development and teacher profile.

It can be seen from Table 9 (Step 2) that for every 1-point increase in group participation, there is a corresponding .157 points increase in group development scores of the respondents, holding other independent variables in the model fixed. Moreover, as the school size increases, there is a corresponding .139 increase in group development scores of the teachers, keeping other independent factors constant.

The Group of teachers in large schools tends to be more effective than a group of teachers in medium and small schools. Having many teaching personnel in large schools made it easier to disseminate several group tasks in a different group of teachers. Teachers belonging to large schools were assigned to one or two groups only giving them ample time to focus on their responsibilities resulting in an effective group performance.

According to Carpenter[16], groups with high task commitment tend to do well and have high performance while low task commitment have low performance, but suppose to belong to a group in which the norms are to work as little as possible. As might imagine, these groups accomplish little and can actually work together against the organization's goals. Groups with high cohesion and high task commitment tend to be the most effective.

The performance of teachers in medium school yielded average or below-average performance. Even the size of the school is next to a large school, still, the number of teachers was not enough to suffice the bulk of work, including paper works, to produce successful results on group tasks most of the time.

Radić-Šestić and Radovanović[17], concluded that effective group unifies postulates, highlights the problems from various perspectives and positions so that diverse standpoints either of different experts or experts from the same domain are appreciated. Moreover, an effective group implies a high degree of interaction among members so that they can generate new ideas creatively and realize important goals.

Group development in small schools comprising only of more or less 10 teaching personnel was very difficult. Though there was an equal distribution of group tasks for each group, still the piles of work were overwhelming. Each teacher or group of teachers was assigned three to five coordinators, chairmanships, and memberships in different group tasks that resulted in usually poor performance because of the lack of focus and time to produce effective results.

Kanbayashi[18], confirmed in his study that peripheral duties such as paperwork are contributing in recent years to teachers' increased workloads in terms of working hours. The increasing workloads of teachers in Japan are concluded to be due to the diversification and quantitative expansion of extracurricular activities.

### **Conclusion and Recommendation:-**

The null hypothesis stating that there is no significant relationship between the teacher-respondents demographic profile and teachers' development in terms of forming storming norming and performing was rejected. The profile such as age, specialization and group participation are highly associated on teachers' development. The null hypothesis stating that there is no significant relationship between the teachers-respondents demographic profile and stages of group development if moderated by school size was rejected because as school size increase the teachers development also increase. The school heads may conduct LAC session to their teachers focusing on teachers' development on the different stages. The school heads need to enhance their program on group development and determine particular approach to achieve full development of their teachers. The Schools Division Offices (SDO) in Laguna is encouraged to examine the School Head's leadership responds to the developmental needs of the teachers. Both school administrators and teachers need to attend more trainings on the implementation of SBM regardless of their competence and developmental needs. The school administrators may disseminate their knowledge on the implementation of SBM both internal and external stakeholders through monthly forum and INSET for teachers. Future researchers who would like to pursue similar studies may consider other factors and demographic variables of respondents in a larger number in terms of participation and may conduct research on the effectiveness of the implementation of teachers' training in group development.

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