Competence, Leadership Skills, and Professional Commitment of Elementary Teachers in the National Capital Region

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ABSTRACT

This study focused on 379 elementary teachers across the National Capital Region (NCR) for the academic year 2023-2024. Using a descriptive methodology, the researcher collected data via self-organizing survey questionnaires. Data were analyzed using percentiles, median, arbitrary scales, and Spearman (Rho) product-moment correlations. The hypothesis was tested at a level of significance (0.05) and reliability of the test (Cronbach's alpha) was evaluated at a satisfactory score (0.760). The researchers found that most elementary teachers were female, and the majority were professionally competent. There was a strong correlation between professional competence and the teachers 'leadership skills. The level of commitment of the teachers varied with varying degrees of strength and direction (Excellent adjectival interpretation of professional commitment). The results demonstrate a high level of commitment among elementary teachers based on their active participation. This provides valuable insights for policy makers, school administrators and teacher training institutions to design and implement effective enhancement programs that further enhance competence, leadership skills and professional commitment in elementary teachers. These programs can be targeted toward the teachers and teacher training institutions in designing and implementing an effective enhancement program that supports the growth and development of targeted training programs.

Keywords: Competence, Leadership Skills, Professional Commitment, Elementary teachers, NCR, PUP-Open University System, Doctor in Education Management.

INTRODUCTION

Background of the Study

Elementary education is the cornerstone of the educational system, laying the groundwork for the country's progress. The urgency to strengthen primary education and lift the entire nation emphasizes the critical need for well-trained, competent, and committed teachers. However, teachers face a variety of issues that necessitate thorough attention and community collaboration. Teachers are entrusted by the community with the crucial role of preparing the current generation for the future. The development of professional competencies and commitment among teachers, together with empowerment to carry out their multifarious duties in the classroom, school, and community, can set off a chain reaction. This begins with improved teacher performance and concludes with high-quality learning in the cognitive, emotional, and psychomotor domains of human development (Shukla, 2014).

Internationally, the need for meaningful professional development for teachers has grown, with organizations such as the OECD recognizing the role of system leadership and teacher leaders in enhancing education. The Organization for Economic Cooperation and Development (OECD) acknowledges the role of teachers and leaders in improving education. Countries such as England, Australia, Belgium, Austria, and Finland have demonstrated significant leadership activities in their educational reforms, emphasizing the crucial role of competent and effective teachers (Power et al., 2021). Elementary teachers have a multidimensional job that requires a unique combination of ability, leadership, and professional devotion. Competence includes not only subject matter mastery but also the ability to apply that knowledge to create compelling and effective lesson

plans. The use and variety of ―teaching techniques‖ to suit different learning styles creates a classroom atmosphere that encourages Elementary teachers to teach children brains.

The Importance of Professional Elementary Teachers is generally recognized around the world, as they not only transfer knowledge but also serve as mentors and guides for children. Organizations such as UNESCO have carried out research that emphasizes the importance of good teachers in improving student and school efficiency on a worldwide scale, emphasizing the importance of teacher competency and leadership qualities. Likewise, teachers play an important role in education, especially in schools. All other components, beginning with the curriculum, facilities, infrastructure, costs, and so on, will have little impact if the essence of learning, meaning the connection between teachers and students, is inadequate. Indeed, there is a rising public realization that formal education cannot exist without instructors. There can be no qualified education without enough professional teachers. Because of the critical role that teachers play in altering educational inputs, many experts believe that there will be no adjustments or improvements to school quality unless and until teacher quality improves (Madjid et al., 2020).

Moreover, elementary teachers exemplify a dynamic combination of competence, leadership, and professional devotion, all of which are vital attributes for their complex role in education. Competence extends beyond subject mastery to include the effective use of a variety of instructional methodologies, as well as the creation of environments that promote critical thinking and problem-solving. Leadership extends beyond the classroom to include collaboration, mentoring, and the development of strong school cultures. However, professional commitment weaves these attributes together, motivating instructors' desire for continual progress, passion for their careers, and consistent support for their pupils. Together, these factors highlight the critical role of elementary school teachers in developing young minds and promoting a brighter future. In the Philippines, despite several curriculum revisions and academic program adjustments aimed at improving educational quality, their implementation, particularly in the NCR, has been hampered by barriers and competency concerns (Corozal, 2021). Despite several teacher training programs offered by the Department of Education (DepEd), there Teachers' competency, commitment, and leadership skills are critical in overcoming these problems and creating a pleasant, learning-centered environment in schools.

Today's education system in the Philippines is an American-style formal and informal system, with English as the primary language of instruction (Andaya et al., 2020; Aruta, 2023; Bayirli, 2023; Bernardo, 2023). According to the provisions of the Enhanced Education Act of 2013, it will prepare them for college, trade school, work, and starting their own business (Bernardo & Mante- Estacio, 2023). As educational reforms continue to evolve, the focus should be on improving instruction and teacher competence.

This study, which aligns with The National Educators Academy of the Philippines (NEAP) criteria for professional development programs, attempts to evaluate the levels of competence, leadership, and professional commitment among primary teachers in the NCR. NEAP creates standards for professional development programs. The NEAP standards emphasize the need for teachers' ongoing learning and growth to provide high-quality education. These criteria often include numerous critical components. First and foremost, NEAP stresses the connection of professional development programs with the national education system's aims and objectives. Programs should be tailored to address current concerns and objectives in the education sector, maximizing their relevance and influence. NEAP standards are designed to promote excellence, equity, and continuous learning. NEAP strives to support educators, demand their professions, and positively influence student growth and development.

Competence is defined as the knowledge, skills and abilities that enable a teacher to fulfill their teaching duties. It includes knowledge of the subject matter, pedagogical abilities, and the capacity to provide an environment conducive to learning for students.

Teachers influence others in the classroom through their Leadership skills. This includes inspiring and motivating students and peers.

Lastly, professional commitment relates to the dedication and sense of responsibility that teachers have towards their profession. It involves their willingness to continuously improve their teaching practices, engage

in professional development, and actively contribute to the educational community.

Given the diversity of the composition of the NCR, there's a need for research specifically focused on this region, assessing elementary teacher competency, leadership, and commitment. The goal of this study is to fill gaps in the education landscape and suggest evidence-based initiatives that align with NEAP standards of professional development and the overall objective of educational excellence.

The Enhancement Program aims to develop and improve the competence, leadership skills, and professional commitment of elementary teachers in the National Capital Region.

The program seeks to address gaps in knowledge and skills, promote the adoption of effective teaching practices, and enhance teachers' ability to lead and collaborate within their schools and communities.

METHODOLOGY

Research Design

Descriptive-quantitative correlation methodology research was used in this study. The purpose of this methodology is to gather and analyse data. The scope of the study was to measure the extent to which elementary teachers 'professional competencies,' leadership skills, and professional commitment contributed to the performance of elementary teachers during the National Capital Region (NCR) school year 2022-2024.

Employed Correlational design as it attempted to identify a relationship between competence and leadership skills and professional commitment. without an attempt to control or manipulate them; hence, this design is deemed appropriate, and fitting given the intention. Kaliyadan and Kulkarni (2019) explained that descriptive statistics are summaries of data that have been analysed and the data collected employed in a study used by researchers to provide summary data and other important information about study samples and measurements.

Table 1 shows the percentage of respondents for each group compared to the different school division offices employed in the year 2023-2024. In the four (4) big school division offices in the NCR, these teachers have their permanent assignments in Manila and Marikina as well as Quezon City and Taguig City.

Table 1. Division Office Distribution of Respondents in terms of educational attainment

Schools Division office	Population	(%) Percent
SDO Manila	5365	91
SDO Marikina	5370	87
SDO Quezon City	7342	117
SDO Taguig	5154	84
TOTAL	**23,402**	**379**

Out of the total population, 379 total respondents were randomly selected from the four school division offices using stratified sampling. The distribution of statistical data was calculated using Cochran's formula. Among the four big school division offices, SDO Manila had the largest sample size of 91 elementary teachers, followed by SDO Markina with 87, SDO Quezon City with 117, and SDO Taguig City with 84.

Participants of the Study

Respondents to the study included teachers from the various school division offices in the NCR, particularly Manila, Marikina, Quezon City and Taguig City, who occupy permanent teaching positions.
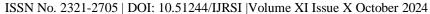
Table 2 females, representing 78.1% with a total of Distribution of the Respondents in Terms of Age

Frequency and Percentage Distribution of Respondents in Terms of Age		
Age Group	**(f) Frequency**	**(%) Percent**
5 years and below	28	7.6%
26-45 years old	268	70.5%
46 years and above	83	21.9%
Total	**379**	**100%**

Table 2 shows the age distribution of respondents in terms of frequency and percentage. Most respondents were 26–45 years old, accounting for 70.5% with 268 individuals. The next significant group is the 46-year-old and above age bracket, comprising 21.9% of the population or 83 individuals. The youngest age group is aged 25 and below, which makes up 7.6% of the population with 28 individuals.

Table 3. Frequency and Percentage of the Respondents by Gender

Table 3. Frequency and Percentage Distribution of Respondents in Terms of Gender		
Gender	**(f) Frequency**	**(%) Percent**
Male	83	21.9
Female	296	78.1
Total	**379**	**100%**

Table 3 gives a breakdown of the respondents by gender. It indicates that most of the population is comprised of females, representing 78.1% with total number of two hundred ninety-six (296) population, making up 21.9% with 83 individuals. This data suggests a significant female majority in this population. There were more females of the teachers 1 to 3 during this school year 2023-2024.

Table 4. Frequency and percentage of respondents in terms of educational attainment

Educational Attainment	**(f) Frequency**	**(%) Percent**
Bachelor's degree	116	30.6
With MA units	181	47.8
MA graduate	79	20.8
With doctoral units	03	0.8
TOTAL	**379**	**100**

Table 4 exhibits the level of education of the respondents., the largest group, comprising 47.8% or 181had completed some units in master 's degree. The next significant group, making up 30.6% or 116 individuals got a bachelor 's degree. Those who have graduated with a master 's degree represents 20.8% of the population, accounting for 79 individuals. Lastly, a small fraction with 0.8% or 3 individuals have completed some units of a doctoral degree.

Table 5. Frequency and percentage of respondents in terms of position

Position	Frequency (f)	(%) Percent
Teacher 1	147	38.8
Teacher 2	118	31.1
Teacher 3	114	30.1
Total	**379**	**100**

Table 5 displays frequency and percentage of respondents in terms of terms of position. As you can see from the table above, " 147 or 38.8% of the respondents were Teacher 1, 1or 31.1% were Teacher 2, and 114 or 30.1% were Teacher 3.

Table 6. Frequency and percentage of respondents in terms of length of service

Length of Service	**(f) Frequency**	**(%) Percent**
5 years and below	93	24.5
6-20 years	220	58.1
21 years and above	66	13.4
TOTAL	**379**	**100**

Table 6 The distribution of respondents is shown in the table above. based on their experience in their respective fields. As shown, 220 or 58.1% of the responders were working for 6-20 years, 93 or 24.5% with 5 years and below, and 66 or 17.4% with 21 years and above.
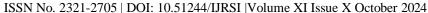
RESEARCH INSTRUMENTS

The formulation of research instruments aligned with these variables and sub-variables ensured that the assessment process captured the teachers' competencies in leadership skills and professional commitment as outlined in the PPST framework. By collecting data on these variables, the researcher gained insights into teachers' strengths, areas for improvement, and their overall effectiveness in these domains.

This information can inform professional development programs, policy decisions, and initiatives aimed at enhancing teachers' competencies and promoting their professional growth.

The research instrument for this study consisted of a researcher-made survey questionnaire designed to collect data on the profiles, professional competence, professional leadership skills, and professional commitment of elementary teachers in the education sector. The instrument of this study consists of three statements while others got four and five statements as suggested by the experts who reviewed it.

Before the pilot testing, the researcher made a communication letter asking permission to conduct the study from the Division Office of Quezon City after the approval of the conduct of the pilot testing, the researcher prepared 30 copies for these respondents followed by the preparation of the letter asking permission to conduct pilot testing to 30 respondents from the school in Karangalan Elementary School, Karangalan Village gate 2, Cainta Rizal. After the teachers answered the questionnaire, the researcher tabulated the data and was referred to the assigned statistician for reliability test. Upon acquiring that the questionnaire is ready for administration, the researcher again prepared 379 copies of survey questionnaires for the four division offices as the target participants in the study. The researcher made and prepared a letter asking permission from the school division

office of Marikina City, following the approval from the school division office, then the letter asking permission to float the questionnaire to the school principal of H. Baustista Elementary as the target participants in this division office to complete the total respondents of 379 in the four selected schools 'division office in the National Capital Region.

The questionnaire was used to measure the competency level, leadership skills, and professional commitment of teachers. It was validated by the school research coordinator, master teachers, and school principal. The district supervisor also content validated the questionnaire, and the assigned statistician also reviewed it. The reliability score for the questionnaire in terms of teachers' leadership skills and teachers' professional commitment was 0.760. The following are the parts of the questionnaire:

Professional Competence. This part was assessed through a combination of education, experience, and performance evaluations. It's also something that needs to be maintained and updated over time, as job requirements and industry standards can change the combination of knowledge, skills, behaviors, and attitudes that a person needs to perform a job effectively and being able to apply one's skills appropriately in different situations.

This part assessed the teachers' competence, focusing on areas such as assessment and reporting, content knowledge and pedagogy, curriculum planning, leaning environment and diversity of learners, personal growth, and development.

Instrument: This section utilized a scale adapted from Malunes (2020) to measure professional competence in terms of focus on assessment and reporting, content knowledge and pedagogy curriculum. planning, learning environment and diversity of learners, personal growth, and development.

Respondents rated their professional competence using a five-point Likert Scale, as follows.

Table 1 Arbitrary Scale and Interpretation

Scale	Arbitrary Rating	Adjectival Interpretations
5	4.5 - 5.00	Exceptional Competent
4	3.50 – 4.49	Highly Competent
3	2.50 - 3.49	competent
2	1.50 – 2.49	Partially Competent
1	1.00-1,49	Incompetent

Teachers Leadership skills. This part assessed the teachers' leadership skills, focusing on areas such as student achievement, relationship-building, analytic thinking and problem-solving, students 'accomplishment and correlations, teamwork, trust, and traditional authority. *Instrument:* This section utilized a scale adapted from Abbasi (2022) to measure leadership skills in terms of focus on student achievement and relationships, analytic thinking, and problem- solving, students 'accomplishment and correlations, teamwork, trust, and traditional authority.

Table 2. Arbitrary Scale and Interpretation

Scale	Arbitrary Rating	Adjectival Interpretation
5	4.50 - 5.00	Excellent
4	3.50 – 4.49	Very good

3	2.50 - 3.49	Good
2	1.50 – 2.49	Pair
1	1.00-1,49	Poor

Professional Commitment.

Teachers Professional Commitment. The purpose of this assessment is to evaluate the degree of professional engagement of teachers in affective engagement, continuation engagement, and standardization engagement.

Table 3. Arbitrary Scale and Interpretation

Scale	Arbitrary Rating	Adjectival Interpretation
5	4.5 - 5.00	Exceptional Commitment
4	3.50 – 4.49	Highly Commitment
3	2.50 - 3.49	Commitment
2	1.50 – 2.49	Partially Commitment
1	1.00-1,49	Not Commitment

Data Gathering Procedures

Before proceeding with data collection, the researcher will seek authorization from the appropriate authorities. This includes obtaining permission from the Schools Division Superintendent of the Division Office of Quezon City. Additionally, permission will be sought from the School Principals of the sampled schools where data collection will take place.

After obtaining approval for the research title and doing an in-depth analysis of relevant literature and studies on the professional competence and leadership of teachers about the professional commitment of master teachers in public elementary schools, the researcher will prepare the survey questionnaires.
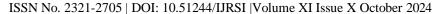
All potential respondents will be informed about the research and its objectives. They will be asked to provide informed consent voluntarily. This informed consent will emphasize the confidentiality of the study, ensuring that the identity of individuals will be preserved throughout the research process.

Data collection will be conducted through personal interactions.

The survey questionnaire was first validated by three research experts, passed the content validation, and passed to the statistician for reliability test instruments. The survey passed the reliability test and was then pilot tested for a sample size of 30 participants before being distributed to target audiences. Ease of use and data collection Respondents can complete the survey anytime.

The researcher will collect data by utilizing a Google Forms survey questionnaire. This platform will be utilized by all responders, and it will take the researcher around two weeks to retrieve the questionnaire. After two weeks, the researcher will count the replies of the respondents which will be tallied accordingly and ready for analysis of the data. Here are the detailed steps involved in the data-gathering process:

During the collection of raw data, the following ethical standards shall be considered by the researcher, as outlined by Abbasi (2022) and Bonds (2017): In surveying respondents, the researcher will be discrete about the demographic profile and make a personal commitment to preserving the identity of the individuals

observed or with whom the researcher talked, even informally. The confidentiality of the study project will be protected throughout its whole, from data collection through data analysis. After the approval of the title and reading literature and studies about the professional competence and leadership of teachers on the professional commitment of elementary master teachers among public elementary schools, the researcher will prepare a researcher-made questionnaire, Abbasi (2022), and Bonds (2017).

The data collection period will span approximately two weeks. During this time, respondents will have the opportunity to submit their responses to the survey.

After the two-week data collection period concludes, the researcher will gather and compile all the responses received. The responses will be tallied and organized accordingly. This organization is essential for the subsequent data analysis phase.

The tallied data will be subjected to rigorous data analysis to draw meaningful insights and conclusions based on the research objectives and hypotheses.

Throughout this data-gathering process, strict adherence to ethical standards, respect for confidentiality, and transparency will be maintained. The researcher's commitment to preserving the identity of the respondents will ensure that the data collection process is conducted ethically and responsibly.

DATA ANALYSIS

The data gathered through the questionnaires was treated statistically using the following statistical tools:

1. **Percentage and Frequency Distribution.** These were used to describe the teacher's demographic profile. The computation was based on the formula.

Where:

$\%$ =percentage

f = number of respondents

N = total number of respondents

2. **Median.** The median represents the middle of a data set and has less effect on the mean than the extremes or outliers. The median is an accurate indicator of the Center of a data set, particularly when the data set isn't homogeneous or normal distribution has occurred. Look at the dataset: 4, 6, 8, 10, 12. If the number of observations is odd, then the following formula will be used: If the data are continuous and presented as a frequency distribution, then the median formula will be used to find the median class. The total count of observations is f, and the m is the number of odd observations $\sum f$. The median class is the class where (n/2) is present.

$$\text{Median} = 1 + \left\lceil \frac{\frac{n}{2} - c}{f} \right\rceil \times h$$

$$M = \begin{cases} X\left[\frac{n+1}{2}\right] & \text{if } n \text{ is odd} \\ \frac{X\left[\frac{n}{2}\right] + X\left[\frac{n}{2}+1\right]}{2} & \text{if } n \text{ is even} \end{cases} \quad Median = \left(\frac{n+1}{2}\right)^{th} observation$$

Where:

X = ordered list of values in data se

n = number of values in data set

l = lesser limit belonging to the median class

c = cumulative frequency value of the class before the median class

f = frequency possessed by the median class

h = size of the class

3. The Pearson correlation Pearson Correlation. It was used to determine the significant relationship correlation of the following factors associated with teachers' professional competence in terms of Assessment and reporting, Content Knowledge and pedagogy, Curriculum and planning, Learning environment and diversity of learners, Personal and Professional Growth, The factors associated with Teachers Leadership skills in terms of Analytic thinking and problem-solving, Students accomplishments and correlations, Teamwork, Trust and Traditional Authority. The factors associated with Teachers' Professional Commitment in terms of Affective commitment, Continuance commitment, and Normative commitment. The formula for Pearson's correlation coefficient is:

$r = (\Sigma((X - \bar{X})(Y - \bar{Y}))) / (sqrt(\Sigma(X - \bar{X})^2) * sqrt(\Sigma(Y - \bar{Y})^2))$

Where:

X and Y are the individual data points of the two variables $\bar{X}$ and $\bar{Y}$ are the means of the respective variables. It is denoted by the symbol "r" and ranges from -1 to +1.

The Pearson r correlation coefficient will provide a value between -1.00 and +1.00, indicating the strength and direction of the relationship. A value of -1.00 suggests a strong negative relationship, +1.00 suggests a strong positive relationship, and suggests no relationship. will be utilized to assess whether there's a clear link between the independent variables, teachers. competency and leadership skills, and the dependent variable; professional commitment.

$$Median = \frac{\left(\frac{n}{2}\right)^{th} observation + \left(\frac{n}{2} + 1\right)^{th} observation}{2}$$

$N \sum xy - (\sum x)(\sum y) - (\sum x)2] N\sum y2 - (\sum y)2]$

Where:

N = number of pairs of scores

$\sum xy$ = sum of products of the peer score

$\sum x$ = sum of x scores

$\sum y$ = sum of y scores

$\sum x2$ = sum of the squared x scores

$\sum y2$ = sum of the squared y scores

$\rho = 1 - (6\Sigma d^2 / (n (n^2 - 1)))$

Where:

ρ (rho) represents Spearman's rho, the correlation coefficient.

Σd^2

Table of Relationships for the Value of r

± 1	Perfect Relationship
± 0.81 to ± 0.99	Very High Relationship
± 0.71 to ± 0.80	High Relationship
± 0.41 to ± 0.70	Moderate Relationship
± 0.21 to ± 0.40	Low Relationship
± 0.01 to ± 0.20	Slight Relationship
01	No Relationship

was used to determine the significant relationship correlation of the following factors associated with teachers' professional competence in terms of Assessment and reporting, Content Knowledge and pedagogy, Curriculum, and planning, learning environment and diversity of learners, Personal and Professional Growth, the factors associated with Teachers Leadership skills in terms of Analytic thinking and problem-solving, Students accomplishments and correlations, Teamwork, Trust and Traditional Authority. The factors associated with Teachers' Professional Commitment in terms of Affective commitment, Continuance commitment and Normative commitment. determine the extent of the relationship between two variables, the researcher employed coefficient values ranging between -1.00 and +1.00. will be utilized to assess whether there's a clear link between the independent variables, teachers' competency and leadership skills, and the dependent variable; professional commitment.

4. Spearman's rho, also called Spearman's rank correlation coefficient (RCC), is a The Spearman correlation coefficient, also called the rho or Spearman rank, is calculated as:

Spearman's rho ranges from -1 to +1, where a value of +1 indicates a perfect positive monotonic relationship, -1 indicates a perfect negative monotonic relationship, and 0 indicates no monotonic relationship. statistical function that measures the power and direction of a two-variable relationship. It measures the extent to which the rank values of the two variables match the rank values of the other. RCCs help researchers understand the relationships between variables and their patterns and trends. It can be used when a variable is measured on an Ordinal or Interval scale. It can also be used when the assumptions of other correlation measures (e.g., Pearson's correlation coefficient) are not met.

The formula for calculating Spearman's rho, also known as Spearman's rank correlation coefficient, is as follows:

The choice of analytical tools in this study was well-justified to provide a comprehensive analysis of the data collected from the 379 elementary teachers in the National Capital Region. Here's a breakdown of the analytical tools used, and the inferential statistics derived from them:

1. **Percentiles and Median:** These tools were likely used to understand the distribution of various variables within the dataset. Percentiles help in identifying specific points in the data distribution, while the median gives a measure of central tendency that is robust to outliers.

2. **Arbitrary Scales:** The use of arbitrary scales suggests that the researchers may have categorized certain variables for analysis. This could help in simplifying complex data into more manageable segments for interpretation.

3. **Spearman (Rho) Product-Moment Correlations:** Spearman correlation coefficient was employed to assess the relationship between different variables in the study. It measures the strength and direction of monotonic relationships, which is particularly useful when dealing with ordinal data or when the assumptions of Pearson correlation are not met. he Spearman correlation coefficient was used to

determine the relationship between professional competence and teachers' leadership skills. A strong positive correlation indicates that as professional competence increases, so do leadership skills among elementary teachers. The evaluation of the level of commitment among teachers with varying degrees of strength and direction suggests that the researchers may have used Spearman correlation to assess the relationship between professional commitment and other variables. The results likely showed varying degrees of commitment among teachers, possibly indicating different levels of dedication and passion for their work. The use of arbitrary scales in this study likely helped the researchers to analyze the data collected from elementary teachers by simplifying complex data into more manageable categories. Here's how:

4. **Categorizing Complex Variables:** Arbitrary scales allow researchers to group data points into meaningful categories based on specific criteria. For example, the researchers might have used an arbitrary scale to categorize teachers' professional commitment into levels like "low," "medium," and "high." This simplifies the analysis by reducing the number of data points to consider.

5. **Comparing Groups:** Arbitrary scales can be used to compare different groups of teachers. For instance, the researchers might have used an arbitrary scale to categorize teachers based on their years of experience and then compared their levels of professional commitment or leadership skills. This allows for a clearer understanding of how these variables might differ across different groups of teachers.

6. **Understanding Trends:** By categorizing data using arbitrary scales, researchers can identify trends and patterns within the data. For example, they might have found that teachers with a higher level of professional commitment on the arbitrary scale also tended to have higher scores on leadership skills.

7. **Visualizing Data:** Arbitrary scales can be used to create visual representations of the data, such as bar graphs or pie charts. This can make the data more accessible and easier to understand for both the researchers and the audience. of the data collected from the 379 elementary teachers in the National Capital Region. Here's a breakdown of the analytical tools used, and the inferential statistics derived from them:

1. Percentiles and Median:

- **Justification:** These tools are essential for understanding the distribution of variables within the dataset. Percentiles help identify specific points in the data distribution, while the median gives a measure of central tendency robust to outliers.

- **Inferential Statistics:** The researchers likely used percentiles to understand the distribution of variables like age, years of experience, or scores on competence and commitment scales.

The median would have been used to report the central value for these variables, providing a sense of the typical teacher in the sample.

2. Arbitrary Scales:

- **Justification:** Arbitrary scales are useful for categorizing complex variables into more manageable segments for analysis. This is particularly helpful when dealing with subjective concepts like professional commitment or leadership skills.

- **Inferential Statistics:**

o The researchers likely created arbitrary scales to categorize teachers' levels of professional commitment (e.g., low, medium, high) or their leadership styles (e.g., transformational, transactional).

o This allowed them to compare groups of teachers based on these categories and identify potential relationships between these categories and other variables.

3. Spearman (Rho) Product-Moment Correlations:

- **Justification:** Spearman correlation is used to assess the strength and direction of monotonic relationships between variables. It's particularly useful when dealing with ordinal data or when the assumptions of Pearson correlation are not met.

- **Inferential Statistics:**

The strong correlation between professional competence and teachers' leadership skills indicates a positive relationship. This suggests that teachers with higher levels of professional competence tend to exhibit stronger leadership skills.

The researchers likely used Spearman correlation to explore other relationships, like the association between professional commitment and teacher satisfaction or the relationship between leadership style and student perform.

4. Hypothesis Testing (Level of Significance = 0.05):

Justification:

Hypothesis testing is used to determine if there is enough evidence to reject a null hypothesis. In this case, the researchers likely tested hypotheses about the relationships between variables, such as the relationship between professional competence and leadership skills.

Inferential Statistics:

5. The level of significance (0.05) indicates that the researchers were willing to accept a 5% chance of rejecting the null hypothesis when it was true. This means that the findings are statistically significant, suggesting that the observed relationships are unlikely to be due to chance.

6. Reliability of the Test (Cronbach's Alpha = 0.760):

Justification: Cronbach's alpha is a measure of internal consistency reliability, used to assess the consistency of a set of items within a scale. A satisfactory score (0.760) indicates that the scales used to measure variables like professional competence and commitment were reliable.

Inferential Statistics:

The high Cronbach's alpha score provides confidence that the scales used in the study were measuring the intended constructs consistently. Mance.

The Spearman correlation coefficient, also called the rho or Spearman rank, is calculated as:

Spearman's rho ranges from -1 to +1, where a value of +1 indicates a perfect positive monotonic relationship, -1 indicates a perfect negative monotonic relationship, and 0 indicates no monotonic relationship. timely feedback,

RESULT

Respondents 'Extent of Professional Competence in Terms of Content Knowledge and Pedagogy, Content Knowledge, & Pedagogy, Learning Environment and Diversity of Learners, Curriculum Planning, Assessment & Reporting, and Personal Growth and Development**.**

Table 8 exhibits the elementary teachers' self-assessment in terms of "Content Knowledge and Pedagogy" revealed an extremely high level of professional competence, achieving a composite which is crucial for students' learning and development. Overall, these findings suggest a high level of expertise in content

knowledge and teaching among respondents, Lynard (2022). area. This suggests that they are highly effective in providing constructive and indicating their extreme competence it his them develop and grow. For both items, the teachers received a score of 5.00, median score of 5.00, which corresponds to "Extremely competent".

Table. 7

Content Knowledge and Pedagogy	Median	Verbal Interpretation
1. How effectively do you connect the content you teach to real life situations and applications?	5.00	Extremely competent
2.. How well do you create an inclusive and supportive learning environment in the classroom?	5.00	Extremely competent
3.. How often do you give students feedback in a timely and meaningful manner to help them develop and grow?	5.00	Extremely competent
4. How often do you give students feedback in a timely and meaningful way to help them grow and develop?	5.00	Extremely competent
Composite Median	**5.00**	**Extremely competent**

Firstly, the teachers demonstrated an outstanding ability to connect the content they teach to real-life situations and applications, receiving a score of 5.00. This signifies that they are extremely competent in making their lessons relevant and practical, which can enhance students' understanding and interest in the subject matter. Secondly, the teachers were evaluated on their ability to create an inclusive and supportive learning environment in the classroom, for which they also received a score of 5.00. This indicates that they are extremely competent in fostering a positive and inclusive classroom atmosphere that encourages participation and respects diversity. The third and fourth items assessed the frequency and effectiveness of providing students with feedback in a timely and meaningful manner to help them accordingly for both items.

The results are aligned with Lynard's (2022) study on Content Knowledge and Pedagogy reveals an outstanding level of educator competence, with a grand mean score of 5.00, classifying educators as "Extremely Competent." This designation emphasizes their remarkable ability to seamlessly connect academic content with real-life applications, ensuring that the material taught is not only relevant but also captivating for students. Furthermore, the findings demonstrate a strong commitment to creating an inclusive and supportive learning environment in which all students feel valued and empowered to participate. The emphasis on inclusivity and assistance extends to delivering timely and meaningful feedback, demonstrating a commitment to fostering student growth. This holistic approach, which includes integrating knowledge into real-world. contexts, creating an inclusive classroom climate, and providing relevant feedback, exemplifies a thorough and highly effective teaching methodology. Finally, this system improves student learning outcomes and experiences, indicating a considerable advancement in educational excellence.

Table 8

Learning Environment and Diversity of Learners	Median	Verbal Interpretation
1. How comfortable are you in adapting instructional materials and strategies to accommodate different learning styles and abilities?	4.00	Extremely competent
2. To what degree do you implement inclusive teaching practices to help students with different learning needs interact and thrive?	3.00	Extremely competent
3. How do you create a positive and inclusive learning environment that values diversity and promotes a sense of belonging for all students?	5.00	Extremely competent
Composite Median	**4..00**	**Highly competent**

Table 8. Respondents' Extent of Professional Competence in Terms of Learning Environment and Diversity of Learners.

Table 8 shows the Median and Verbal interpretations of the teachers 'self- assessment on ―Learning environment and diversity of Learners‖ showed high levels of professional competence. The grand mean score for the teachers was 4.00, meaning ―Highly competent‖. For the first item, teachers expressed comfort in adjusting instructional materials and strategies for different learning styles and learning abilities. The teachers scored 4.00 on this score, indicating they are extremely competent in adapting their methods and materials to accommodate a diverse range of students' needs and preferences for the second item, teachers were asked about how much inclusive teaching practices they have in place to help students with diverse learning needs interact and flourish. The teachers scored 3.00 on this one, indicating they can create an inclusive learning environment in which every student can thrive.

The results are aligned with Chris Thorn (2020) saying that teachers also evaluated the ability to create a ―positive and inclusive learning environment‖ that values diversity and provides a sense of belonging to all students. Overall, these results demonstrate a high level of expertise in the management of learning spaces and the ability to meet the needs of learners from diverse backgrounds, ―Learning environment and diversity of learners‖ provides a holistic view of educators' ability to create nurturing and inclusive educational environments, with an overall ―Highly Competent‖ rating and grand mean of ―4.00.‖ This analysis shows educators' remarkable ability to adjust instructional materials and approaches to accommodate a wide range of learners' learning styles and abilities. With an extremely high score of ―Extreme Competency‖ (4.00), educators are well- equipped to meet the diverse needs of learners. A slightly lower score of ―Inclusive Teaching Practices‖ (3.00) indicates competent but potentially improbable attempts to facilitate interaction and thrive with students with diverse needs. The exceptional score of ―Creating a positive and Inclusive Learning Environment‖ (5.00) demonstrates educators 'extraordinary commitment to creating a sense of belonging, as well as a positive learning atmosphere.

Table 9. Respondents' Extent of Professional Competence in Terms of Learning Environment and Diversity of Learners.

Curriculum and Planning	Median	Verbal Interpretation
1. As a master teacher How often do you integrate cross-curricular connections and real-world applications into your lesson plans?	5.00	Extremely competent
2. How comfortable are you in using various instructional strategies and resources t o support student learning?	4. 00	Highly competent
3. To what extent do you differentiate instruction to meet the diverse needs of your learners?	3.00	Competent
Composite Median	**4..00**	**Highly competent**

Table 10. Respondents' Extent of Professional Competence in Terms of Curriculum and Planning.

As seen in Table 10, the composite median score for elementary teachers in terms of ―Curriculum and planning‖ is 4.00, which indicates ―Extremely competent‖. In the first category of elementary teachers often include cross-curricular and real-world connections in their lesson plans. This score is 5.00, indicating that they are very good at creating interdisciplinary connections and making the learning relevant and practical which can improve students' understanding and interest. In the second category, elementary teachers expressed satisfaction with the use of different instructional strategies and resources in support of student learning. This score is 4.00 indicating that they are extremely good at using different teaching methods and using different resources to meet different learning styles and learning needs. When asked about how much they differentiate instruction based on learner needs, the teachers score is 3.00, which is lower than others but still falls within the ―Extremely Competent‖ range, these results show that the elementary teachers have a high level of expertise in curriculum and planning. Solomon (2021).

The results are aligned with Solomon (2021) who states that providing an insightful analysis into the domain of Curriculum and Planning, highlighting master teachers' proficiency in crafting educational experiences that are both relevant and engaging, with an overall "Highly Competent" rating and a composite median of 4.00. The study underscores the exceptional ability of educators to integrate cross-curricular connections and real-world applications into their lesson plans, achieving a perfect score of 5.00, which signifies an extremely competent level of integrating comprehensive educational approaches that enhance learning by connecting classroom knowledge with practical experiences.

Furthermore, a score of 4.00 in utilizing various instructional strategies and resources indicates a high level of comfort and skill in employing a diverse range of teaching methods to support student learning effectively. However, a slightly lower score of 3.00 in differentiating instruction points to a competent, yet improvable, capacity to tailor teaching approaches to meet the diverse needs of learners. This suggests that while there is a strong foundation in curriculum planning and instructional versatility, there is room for further development in personalizing education to address the individual needs of students more effectively.

Table 10. Respondents' Extent of Professional Competence in Terms of Assessment and Reporting.

Assessment and Reporting	Median	Verbal Interpretation
1. How frequently do you use a variety of assessment methods (e.g., tests, projects, portfolios) to evaluate student learning?	5.00	Extremely competent
2. How often do you involve students in setting goals and tracking their progress toward those goals?	5.00	Extremely competent
3.. How comfortable are you in using technology tools or platforms for assessment and reporting purposes?	5.00	Extremely competent
Composite Median	**5.00**	**Extremely competent**

As shown in Table 11, the professional competence of the elementary teachers, as evaluated by themselves in terms of "Assessment and Reporting", was found to be extremely high, with a composite median score of 5.00.

In the first item, teachers often use multiple assessment tools like tests, projects, and portfolios to measure student learning, which score of 5.00. This indicates that teachers are very good at diversifying their assessment methods to accommodate different learning styles and provide a more comprehensive view of a student's understanding and skills. In the second item, teachers often include students in setting goals and tracking progress toward those goals, which also earns a 5.00.

This high responsibility and teachers are extremely good at promoting student autonomy, instilling responsibility, and promoting self-regulation learning. Lastly, teachers expressed high comfort with the use of technology tools/platforms for assessment and reporting, again earning a

5.00. This shows that teachers are extremely adept at incorporating technology into their assessment practices, which can improve efficiency, provide immediate response, and meet the learning needs of the digital generation. Overall, these results demonstrate a high level of professional competence among the respondents in assessment and reporting.

The results are aligned with Ahyanuardi (2019), on Assessment and Reporting reveals an exceptionally high level of competence among educators, with a grand mean score of 5.00, indicating an "Extremely Competent" rating across the board. The findings highlight educators' frequent use of diverse assessment methods—including tests, projects, and portfolios—to meticulously evaluate student learning, demonstrating a comprehensive approach to assessment that accommodates different learning styles and objectives. Furthermore, educators are shown to actively involve students in the goal-setting process and in monitoring their own progress, which not only enhances student engagement and responsibility but also fosters a more personalized and meaningful learning experience. Additionally, the uniform comfort and proficiency in

utilizing technology tools and platforms for assessment and reporting purposes underscore a forward-thinking approach to education that leverages digital innovations to streamline evaluation processes and improve communication of student progress. Overall, these results reflect a holistic and highly competent approach to assessment and reporting, characterized by diversity, student involvement, and technological integration, aligning with best practices in modern education.

Table 11. Respondents' Extent of Professional Competence in Terms of Personal Growth and Development

Personal Growth and Development	Median	Verbal Interpretation
1. Do you do professional development activities regularly to improve your teaching abilities and understanding?	5.00	Extremely competent
2. To what extent do you seek feedback from colleagues, administrators, or instructional coaches to support your professional growth?	4.00	Highly competent
3. To what extent do you engage in action research or inquiry-based practices to investigate and improve your teaching practices?	2.00	Partially Competent
Composite Median	**3.66**	**Highly competent**

Development‖ showed high levels o Table 11 shows the teachers 'self- assessment for ―Personal Growth and professional competence. The composite score was 3.66, meaning ―Highly competent. ‖ In the first category, teachers reported regular professional development activities to enhance their teaching skills and understanding. They scored 5.00, indicating they are extremely competent in continuing to learn and develop, which is essential for staying up to date on current educational trends and improving their teaching performance. In the second category, teachers were asked about how often they seek feedback from peers, administrators, or instructional coaches. They scored 4.00, meaning they are actively seeking constructive feedback and willing to learn from others. To what extent do teachers engage in action research/inquiry-based practices to explore and refine their teaching practices? They scored 2.00, which is below the ―competent‖ range, but still represents exceptional competence; these results reflect a high degree of professional competence among the respondents in personal growth and development.

Beltran (2023) on Personal Growth and Development presents a nuanced view of educators' dedication to their professional evolution, achieving a composite median of 3.66 and a "Highly Competent" overall rating.

This reflects a strong commitment to self- improvement, as evidenced by the extremely competent score of 5.00 in regularly participating in professional development activities aimed at enhancing teaching abilities and understanding. Additionally, a score of 4.00 in seeking feedback from colleagues, administrators, or instructional coaches indicates a proactive approach to professional growth, where educators value constructive criticism and collaborative learning to refine their teaching methods. However, a lower score of 2.00 in engaging in action research or inquiry-based practices suggests a more modest involvement in systematic investigation to improve teaching practices. This area represents an opportunity for further development, highlighting the importance of integrating research into practice for continuous improvement. Overall, the results underscore a high level of competency in personal and professional development, driven by a commitment to learning and collaboration, though with room for enhanced engagement in research-based practice enhancement.

Table 12. Respondents' Extent of Leadership Skills in Terms of Analytic Thinking and Problem-solving

Analytic thinking and problem-solving	Median	Verbal Interpretation
1. How often do you use critical thinking and problem-solving strategies to address instructional challenges or classroom management issues?	3.00	Good
2. To what extent do you engage students in higher order thinking tasks and problem-solving activities	4.00	Very good

3 How comfortable are you in adapting instructional strategies and materials to meet the diverse learning needs of students?	5.00	Excellent
4. To what extent do you integrate real-world scenarios and authentic tasks into your instruction to develop problem- solving skills?	4.00	Very good
Composite Median	**4.00**	**Very good**

As seen in Table 13, the teachers' self- assessment on ―Analytic Thinking‖ and ―Problem-Solving‖ showed a high level of proficiency, with the composite median score being 4.0. In the first category, the teachers reported that they often use critical thinking and problem-solving strategies to solve instructional difficulties or classroom management issues. They scored 3.00 on this score, indicating that they have strong analytical skills and can use problem-solving methods to overcome challenges in their teaching. The second category evaluated the teachers' ability to engage students with higher order thinking activities and other problem-solving tasks. They scored 4.00 on this one, indicating that they excel at designing learning experiences that encourage students to develop critical thinking skills. The third category assessed the teachers' comfort level in adjusting instructional strategies, and materials based on student needs and preferences. They scored 5.00 on this, indicating that they are very good at tailoring their approaches to meet students' diverse learning needs. They scored 5.00. This means they are very good at adapting their teaching methods to meet their students' needs and preferences. Finally, the teachers were asked how much they incorporate real-world situations and real-world challenges into their teaching to help students learn problem-solving techniques. They scored 4.00, which means they effectively include real-world contexts in their teaching so that students can apply their problem-solving skills in real-world situations.

All in all, these results demonstrate high levels of proficiency in analytical thinking and problem solving. They also show high levels of agreement with using critical thinking techniques, involving students in higher-order thinking, adapting teaching approaches, and incorporating real- world scenarios.

The results are aligned with Jake Frankenfield and Herbert A. Simon (2022) where their study highlights educators' proficiency in employing critical thinking and problem-solving strategies to navigate instructional challenges and classroom management issues, with a score of 3.00 indicating a good level of competence in this area. Furthermore, it showcases a stronger performance in engaging students in higher order thinking tasks and problem-solving activities, as well as integrating real-world scenarios and authentic tasks into instruction, both receiving scores of 4.00. This suggests educators are very effective at creating learning experiences that not only challenge students intellectually but also connect classroom learning to practical, real- life situations. The standout score of 5.00 in adapting instructional strategies and materials to meet diverse learning needs underscores an excellent ability to tailor educational content and approaches, ensuring inclusivity and accessibility for all students. Collectively, these findings reflect a robust commitment to fostering an educational environment where analytical thinking and problem-solving are central, supported by relevant, engaging, and inclusive teaching practices.

Table 13. Respondents' Extent of Leadership Skills in Terms of Students' Accomplishments and Correlations

Students' accomplishments and correlations.	Median	Verbal Interpretation
1. How frequently do you conduct formative assessments to track student development and provide prompt feedback for improvement?	4.00	Very Good
2. Please rate your ability to set challenging yet attainable goals for students and support them in achieving those goals.	4.00	Very Good
3. To what extent which you believe student accomplishments are correlated with their effort and engagement in learning?	3.00	Good

4. How much time do you give students to think about what they are learning and how they are learning it?	5.00	Excellent
Composite Median	**4.00**	**Very Good**

As shown in table 13 Respondents' Extent of Leadership Skills in Terms of Students' Accomplishments and Correlations The second item was the teachers' ability to set difficult yet achievable goals and support students in accomplishing those goals. The teachers scored 4.00 indicating agreement that they can set appropriate goals that challenge students 'abilities while giving them the support they need to succeed. The third question asked about the teachers' belief in the relationship between student achievement and their effort and involvement in learning. The teachers 'response was 3.00. This indicates that the teachers believe that student effort and engagement is important for academic success. The teachers' response to the question —how much time do I give my students to reflect on what they're learning?‖ was 5.00, meaning that the teachers strongly agree with this question. The teachers strongly believe that metacognition is important and that they give students plenty of time to reflect on what and how they learn, which can improve their understanding and learning results.

Overall, these results show a high degree of consensus on student achievements and correlations. Teachers emphasize formative assessment, setting goals, rewarding student efforts, and encouraging reflective thinking (Strelan, P., Osborn, A., & Palmer, E., 2020).

The results are aligned with Strelan, et al. (2020) who offer an insightful analysis into educators' practices and perceptions regarding student accomplishments, achieving a grand mean score of 4.0, denoting an overall "Very Good" performance. Educators are recognized for frequently conducting formative assessments to monitor student progress and providing timely feedback, as well as for their ability to set and support the achievement of challenging yet attainable goals for students, both aspects receiving a score of 4.00. Additionally, there's a positive acknowledgment of the correlation between student accomplishments and their effort and engagement, with a score of 3.00, suggesting a very good understanding of the impact of student involvement on learning outcomes. Moreover, the exceptional score of 5.00 for allowing students ample time to reflect on their learning process signifies an excellent approach to fostering deep understanding and self-awareness among students. Collectively, these findings highlight a robust commitment to enhancing student learning and achievement through thoughtful assessment, goal setting, engagement, and reflection practices.

Table 14. Respondents' Extent of Leadership Skills in Terms of Teamwork

. Teamwork	Median	Verbal Interpretation
1. How often do you engage in professional development activities with your team members to enhance your teaching skills?	5.00	Excellent
2. How well do you contribute to and support a positive and inclusive team culture within your school?	3.00	Good
3. How often do you collaborate with your colleagues to plan and implement instructional strategies?	4.00	Very Good
4. How satisfied are you with the level of teamwork and fellow teachers?	4.00	Very Good
Composite Median	**4.00**	**Very Good**

Table 15 presents that the teachers' self-assessment in terms of "Teamwork" reflects a high level of agreement, with a grand mean score of 4.0, indicating agreement in the first category, teachers reported that they often work with colleagues on professional development activities to improve their teaching skills. This score was 5.00 indicating that teachers strongly agree that collaborative learning is important and that they want to continuously improve their teaching skills through teamwork. While the second category evaluated teachers on how they contribute to and support a strong, inclusive team culture in their school.

This score was 3.00 indicating that while teachers agree that a strong team culture is important, there is room for improvement. In the third category, teachers were asked about how often they work with colleagues on planning and implementing instructional strategies. This score was 4.00 indicating that the teachers strongly agree that collaboration is important, and they recognize the value of working together to design effective instructional approaches. The third question asked about how often teachers collaborate with colleagues to develop and implement instructional approaches. The teachers gave a 4.00 overall score indicating a high level of collaboration. This indicates that teachers value collaboration and understand its importance in developing effective instructional strategies. The final question asked about teachers 'satisfaction with the collaboration and support of fellow teachers was also a 4.00 score indicating high level of collaboration and support. These results show a high level of consensus on teamwork. The teachers show a strong focus on professional growth, collaboration, and overall satisfaction with teamwork. However, there could be ways to improve the overall positive and inclusive team environment at the school.

The results are aligned with Dr. Brian Goldman, (2022). On teamwork within educational settings reveals a comprehensive picture of educators' engagement and satisfaction with collaborative practices, this analysis underscores educators' exceptional commitment to professional development activities conducted in collaboration with team members, as highlighted by the perfect score of 5.00, showcasing an exemplary dedication to enhancing teaching skills through collective learning experiences. However, a slightly lower score of 3.00 in contributing to and supporting a positive and inclusive team culture suggests that while there is a good level of engagement, there remains room for improvement in fostering a more supportive and inclusive team environment.

Additionally, scores of 4.00 in both collaborating with colleagues on instructional strategies and satisfaction with teamwork levels reflect a strong capacity for and contentment with collaborative work, indicating that educators value and effectively engage in teamwork to plan and implement educational initiatives. Collectively, these findings highlight a vibrant culture of collaboration among educators, marked by a strong commitment to professional growth and instructional planning, albeit with potential for further enhancing team culture.

Table 15. Respondents' Extent of Leadership Skills in Terms of Trust

Trust	Median	Verbal Interpretation
1. How often do you feel comfortable seeking support or advice from your colleagues?	5.00	Excellent
2. Please rate your perception of the level of trust and collaboration among teachers in your school.	4.00	Very Good
3. To what extent do you believe that your colleagues respect and value your professional expertise and contributions?	4.00	Very Good
4.As a teacher, how satisfied are you with the level of trust and mutual respect among your master teachers?	4.00	Very Good
Composite Median	**4.00**	**Very Good**

As seen in Table 16, according to the teachers 'self-assessment, the composite median score for ─Trust‖ is 4.25, meaning there is high agreement with the statements made in this area, the first question, the teachers said that they feel comfortable asking for help or guidance from their peers. They scored 5.00 indicating that they agree that trust and collaboration are important in their professional network and feel supported in asking for help and guidance from peers. The second question asked the teachers to rate how much trust and collaboration they see in their school's teachers. The teachers scored 4.00 indicating they agree that there's a lot of trust and cooperation in their school and that it's a supportive and cooperative environment. The third question asked about the teachers' faith in their colleagues 'respect and appreciation for their professional knowledge and skills. The teachers' score was 4.00 indicating strong agreement that their colleagues value and

respect their professional knowledge. The final question asked about the teacher's satisfaction with their master teachers' level of trust, respect, and mutual respect. The teachers scored 4.00 indicating high agreement that their master teachers have high levels of trust and respect for each other, creating a positive and mutually supportive professional environment. Respondents agree that it is important to seek help from peers.

They also see a high degree of trust and cooperation between teachers, feel valued and respected by their peers, and are pleased with their master teachers' trust and respect; the results show a high consensus on trust.

The results are aligned with Hernan Diaz, (2020) who evaluates the dynamics of teamwork within educational settings, particularly focusing on the aspects of trust and collaboration among educators, and achieves a grand mean score of 4.25, indicating an overall rating of "Very Good." This analysis illustrates a high degree of comfort among educators in seeking support or advice from their colleagues, as evidenced by a perfect score of 5.00, highlighting an environment where open communication and mutual assistance are highly valued. Furthermore, educators perceive a strong level of trust and collaboration within their teams, alongside a respectful acknowledgment of each other's professional expertise and contributions, with both aspects receiving a score of 4.00. Satisfaction with the level of trust and mutual respect among master teachers also garners a score of 4.00, These fundamental components of effective teamwork are well-known to educators. Taken together, these findings suggest that schools have a strong and supportive team culture, based on trust, respect, and collaboration, which is likely conducive to a more integrated and productive learning environment.
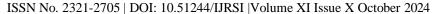
Table 16.

Traditional Authority	Median	Verbal Interpretation
1. How often do you engage in professional development activities to enhance your skills and knowledge as a master teacher?	5.00	Excellent
2. How satisfied are you with the level of traditional authority and adherence to hierarchy within your team?	4.00	Very good
3. How well do you believe your team members accept and follow the established norms and protocols within your team?	4.00	Very good
4. How often do you find yourself using traditional hierarchical delegate tasks and assign roles within your team?	4.00	Very good
5. To what extent do you believe that traditional authority influences decision- making processes and practices in your school?	5.00	Excellent
Composite Median	**4.00**	**Very Good**

Table 17. Respondents' Extent of Leadership Skills in Terms of Traditional Authority

Table 17 displayed the development in the next page presents that the teachers' self-rating in terms of —Traditional Authority‖ shows a high degree of consensus, with the composite median score at 4.40 indicating a high degree of agreement For the first item, teachers said that they often use professional development activities to improve their skills and know-how as master teachers, with a score of 5, indicating that they agree that continuous learning and professional development are important and that they are always looking for ways to improve their teaching skills.

For the second item, teachers were asked to evaluate their satisfaction with the levels of traditional authority and hierarchy in their team. With a score of 4.00, indicating that they strongly agree there is a satisfactory amount of traditional authority and hierarchical structures in their team. The third item evaluated the teachers' belief in the acceptance and compliance of their team members with the norms and protocols that are in place within the team. The score of 4.00 indicates that the teachers strongly agree that the norms and protocols are accepted and adhered to by their team members, which helps to build unity and cohesion within the team. In

the fourth question, teachers were asked how often they use traditional hierarchical delegations of tasks and assignments within their team.

The response to this question was 5.00, meaning the teachers strongly agreed that traditional authority has a significant impact on decision-making in the school. teachers are committed to professional growth feel comfortable with traditional authority and hierarchy within the team believe in the adoption of established standards and procedures use traditional hierarchical delegation techniques recognize the power of traditional authority in decision- making in their school.

The results are aligned with Traditional Authority dynamics within educational teams as discussed by Chris Drew, PhD's 2023 study. It demonstrates an excellent dedication to developing skills and knowledge. Satisfaction with traditional authority structure and hierarchy within teams is also highlighted, as well as the belief in team members' acceptance and compliance with established norms and protocols (4.00). Traditional hierarchical methods for delegating tasks and assigning roles are also viewed positively, suggesting a preference for organized leadership and organizational processes. The belief that traditional authority has a significant impact on decision-making practices within schools is also highlighted by another excellent score, 5.00. Taken together, the findings of this study suggest that traditional authority structures are valued and relied upon to maintain order, clarity, effectiveness, and school governance.

Table 17

Affective commitment	Median	Verbal Interpretation
1. Do you feel like you belong to your group of master teachers	4.00	Highly Committed
2. How committed are you to the success and goals of your team of master teachers?	5.00	Extremely Committed
3. How happy are you with your school and peers?	3.00	Committed
4. As an elementary teacher, how often do you experience a deep sense of fulfillment and purpose?	4.00	Highly Committed
Composite Median	**4.00**	**Highly Committed**

Table 18. Respondents' Extent of Professional Commitment in Terms of Affective Commitment

Table 18 shown on the next page presents teachers 'self-assessments in terms of ―Attachment‖ (4.00) and ―Satisfaction‖ (5.00) indicate high levels of attachment and satisfaction. The composite median score of 4.00 indicates high levels of attachment and satisfaction. The first item, ―Belonging to the group of elementary Teachers, ‖ was scored at 4.00 indicating strong sense of community and connection within your team. This contributes to your overall attachment and satisfaction. The second item, ―Your Commitment to the Success and Goals of Your Team elementary teachers‖, was scored at 5.00 indicating excellent levels of commitment and commitment to your team's success and achievement. This demonstrates your commitment to your team, loyalty, and investment in your collective goals. Lastly, the third item, ―Happiness with Your School and Your Peers,‖ scored at 3, indicating high levels of happiness and satisfaction within your school environment. This indicates high levels of satisfaction and positive relationships with your colleagues. In item 4, ―How often do elementary teachers feel fulfilled and purposeful in their work?‖ The teachers got a 4.00 score, which is a great score. This means that the teachers feel that their work is important and meaningful, and that they feel a sense of purpose as educators. The teachers demonstrate a strong sense of belonging, commitment to team success, happiness with their school and peers, and a deep sense of fulfillment and purpose in their work. This indicates an excellent level of affective commitment towards their profession and the educational community.

The results are aligned with Shah et al. (2022) who found that elementary teachers feel an ―invaluable part of their group this indicates a supportive, cohesive team environment. An exceptional level of commitment to the team's success and goals is also highlighted with a perfect score (5.00), demonstrating educators' dedication and alignment with the collective goals. On the other hand, happiness with their school and peers gets a

slightly lower score (3.00) indicating areas for improvement in fostering a more positive and satisfying work environment explores the concept of Affective Commitment among educators, which signifies an overall "Highly Committed" level of engagement and satisfaction within their professional communities.

Table 18

Continuance commitment	Median	Verbal Interpretation
1. How often do you "feel at home" with your group of elementary teachers.	3.00	Committed
2. How committed are you to the success and goals of your team of elementary teachers?	4.00	Highly Committed
3. How much support and recognition do you get from your school and peers?	4.00	Highly Committed
4. How often do you feel fulfilled and fulfilled as an elementary teacher?	4.00	Highly Committed
Composite Median	**3.75**	**Highly Committed**

Table 18. Respondents' Extent of Professional Commitment in Terms of Continuance Commitment.

Table 18 displays the mean and the interpretation of the teachers 'according to the teachers 'self-assessment, The teachers' self-assessment in terms of "Continuance Commitment" indicates a high level of commitment and satisfaction, with a composite median score of 3.75, suggesting a very good level of continuance commitment.

In the first item, the teachers reported feeling a sense of being "at home" with their group of elementary teachers, earning a score of 3.00. This suggests that they have a positive and comfortable relationship with their team, contributing to their overall sense of belonging and satisfaction.

In the second item, the teachers were asked about their commitment to the success and goals of their team of elementary teachers. They received a score of 4.00, indicating an excellent level of commitment. This suggests that they are highly dedicated to the success and achievement of their team, demonstrating a strong sense of loyalty and investment in their collective goals.

The third item assessed the level of support and recognition the teachers receive from their school and peers, for which they received a score of 4.00. This indicates that they receive excellent support and recognition from their school and peers, which contributes to their overall satisfaction and commitment.

In the fourth item, the teachers were questioned about the frequency of feeling fulfilled and accomplished as elementary teachers. They received a score of 4.00, indicating an excellent level of fulfillment. This suggests that they find their work meaningful and rewarding, experiencing a sense of fulfillment in their role as educators. These results are indicative of a high degree of continuing commitment among respondents. Teachers feel connected to their team, committed to team performance, receive great support and recognition, and experience satisfaction in their work, demonstrating a very high level of continuing commitment to their profession and the educational community.

The results can be explained by Ketkaew et al. (2020); H. Kim & Kim, (2021); and Van Diepen et al., (2022) collectively conducted research that delves into the concept of Continuance Commitment among elementary teachers, indicating an overall "Highly Committed" stance. This body of work reveals a moderate sense of belonging, with a score of 3.00 suggesting that while teachers generally feel integrated within their groups, there may be room for enhancing the sense of community and "feeling at home." In contrast, a stronger commitment to the team's success and goals, alongside substantial support and recognition from the school and peers, both receive scores of 4.00, reflecting a high level of dedication and appreciation within the professional

environment. Additionally, the same score of 4.00 for feeling fulfilled underscores a significant degree of personal and professional satisfaction among educators, highlighting their deep connection to and passion for their role as elementary teachers. All findings demonstrate a strong ongoing commitment, characterized by a strong commitment to team goals, strong support and appreciation, and high levels of satisfaction with their teaching roles, indicating a dedicated and engaged teaching community but with the potential to enhance the sense of belonging further.
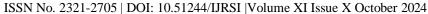
Table 19

Normative Commitment	Median	Verbal Interpretation
1. How often do you engage in professional development activities to enhance your skills and knowledge as a master teacher?	4.0	Highly Competent
2. How satisfied are you with the level of traditional authority and adherence to hierarchy within your team?	5.0	Extremely competent
3. How well do you believe your team members accept and follow the established norms and protocols within your team?	4.0	Highly Competent
4. How often do you find yourself using traditional hierarchical structures to delegate tasks and assign roles within your team?	4.0	Highly Competent
5. To what extent do you believe that traditional authority influences decision-making processes and practices in your school?	4.0	Highly Competent
Composite Median	**4.20**	**Highly Competent**

Table 19. Respondents' Extent of Professional Commitment in Terms of Normative Commitment

Table 20 illustrates the mean rating score and verbal interpretation of the following statements above that the teacher's self-assessment in terms of "Normative Commitments" indicates a high level of commitment and satisfaction, with a composite median score of 4.20, suggesting an excellent level of normative commitment. In the first statement, the teachers said that they often do professional development to improve their skills and know-how as teachers, which earned them a 4.00 score. This indicates that they are very committed to continuing learning and professional development, actively looking for ways to enhance their teaching skills. The second question asked the teachers about the level of normality and hierarchy in their team. The teachers got a 5.00 score, which indicates that they really value and are happy with the norms and hierarchies that are in place. The third question asked the teachers how much they believe their team members accept and follow the norms and procedures that are in place in their team. They scored 4.00, which is a great score. It shows that they have faith in their team members to accept and follow the guidelines, which adds to a strong and unified team culture.

The results are aligned with Rogier van der Werf (2023). The study, ―Normative Commitments in Education‖ (2023), provides a comprehensive analysis that shows educators consistently demonstrating a high level of commitment. With a focus on professional growth, educators score 4.00, indicating a strong commitment to improving skills and knowledge. Satisfaction with the level of ornateness and adherence to established team hierarchies is rated at an extraordinary 5.00, demonstrating a strong commitment to maintaining and respecting institutional structure and values. The belief in team members 'acceptance and compliance with norms and protocols, as well as the use of traditional hierarchical structures to delegate tasks and role assignments, both

score 4.00 indicating a high level of consensus and adherence to established practices, indicating that such ornateness plays an important role in shaping decision making processes and practices in schools.
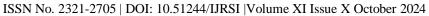
Table 20. Summary Table on the Respondents' Competence, Leadership Skills, and Professional Commitment

Professional Competence	Median	Verbal Interpretation
1. Assessment and Reporting;	5.00	Extremely Competent
2.Content knowledge and pedagogy.	5.00	Highly Competent
3. Curriculum and Planning.	4.00	Exceptional Competent
4. Learning environment and diversity of learners.	4.75	Exceptional Competent
5. Personal Growth and Development?	3.66	Highly Competent
Composite Median	**4.892**	**Extremely Competent**
Teachers' Leadership Skills	**Median**	Very Good
1 Analytic thinking and problem- solving	4.00	Very Good
2. Student accomplishment and correlations	4.00	Very Good
3. Teamwork	4.00	Very Good
4. Trust	4.25	Very Good
5. Traditional Authority	4.40	Excellent
Composite Median	4.13	Excellent
Teachers' Professional Commitment	**Median**	Verbal Interpretation
1. Affective Commitment	4.50	Extremely Committed
2. Continuance Commitment	4.00	Committed
3. Normative Commitment	4.20	Committed
Composite Median	**4.23**	**Committed**

Table 20 shows the Median and the Verbal Interpretation In the area of professional competence, "Assessment and Reporting," "Content Knowledge and Pedagogy," and "Learning Environment and Diversity of Learners" have been rated as "Extremely Competent" with mean scores of 5.00 and 4.75 respectively. "Curriculum and Planning" and "Personal Growth and Development" have been deemed as "Highly Competent" with mean scores of 4.00 and 3.66 respectively. The total mean score for professional competence is 4.892, which falls under the verbal interpretation of "Extremely Competent".

Table 21. Significant Relationship Between Teachers Professionals Competence and Teachers Commitment

Teachers professional Competence	Statistics	Teachers Commitment		
		Affective Commitment	**Continuance Commitment**	**Normative Commitment**
Assessment and	Level of significance	0.000	0.000	0.002
	Correlation coefficient Value	0.596	-0.418	-0.159
	Interpretation	Moderately positive	Weak negative	Weak negative

Reporting		relationship	relationship	relationship
Content Knowledge and pedagogy	Level of significance	0.000	0.000	0.000
	Correlation coefficient Value	0.671	-0.399	-0.326
	Interpretation	Moderately positive relationship	Weak negative relationship	Weak negative relationship
Curriculum and Planning	Level of Significance,	0.000	0.000	0.000
	Correlation coefficient Value	**0.225**	**-0.321**	**-0.375**
	Interpretation	Weak positive relationship	Weak negative relationship	Weak negative relationship
Learning Environment and diversity of Learners	Level of Significance,	0.000	0.000	0.000
	Correlation coefficient Value	0.694	-0.623	-0.404
	Interpretation	Moderately positive relationship	Moderately negative relationship	Weak negative relationship
Personal Growth and development	Level of Significance,	0.000	0.000	0.000
	Correlation coefficient Value	0.582	-0.451	-0.766
	Interpretation	Moderately positive relationship	Moderately negative relationship	Strong negative relationship

For example, when a teacher is extremely Competent in ―Learning environment & diversity of learners‖, the level of Continuation Commitment becomes low. Moreover, only the Personal Growth and Development Competence has a strong negative relationship with the Normative Commitment. That is, as the teacher becomes ―Extremely Competent in Personal Growth and Development, he/she becomes poor in Normative Commitment. On the other hand, the Teacher 's Competence has a strong positive relationship. If the teacher competence is high, then the affective commitment will be high. However, the intensity of their relationship will depend on the correlation coefficient values. Only curriculum and planning competency has a weak positive correlation with the affective commitment. Other competency variables have moderate positive correlations with affective commitment.

The results aligned with the Significant Relationship Between Teachers Professional Competence and Teachers Commitment. These components collectively contribute to a teacher's professional competence, influencing their commitment to the profession by fostering a sense of efficacy, satisfaction, and a deep commitment to student success. Teachers who excel in these areas are more likely to demonstrate higher levels of commitment, characterized by enthusiasm for teaching, dedication to student achievement, and a willingness to go above and beyond for their students and profession, this professional competence that significantly contribute to teachers' commitment are multifaceted, encompassing a broad spectrum of knowledge, skills, and attitudes essential for effective teaching and positive educational outcomes. This competence not only involves mastery of subject matter but also includes pedagogical skills, classroom management, and the ability to adapt to diverse learner needs. The study indicates that such competencies foster a sense of efficacy and satisfaction among teachers, which in turn, contributes to their commitment.
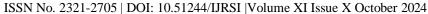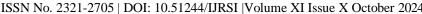
Table 22. Significant Relationship Between Teachers Professional Competence and Leadership skills

Teachers professional Competence	Statistics	Teachers Leadership skills				
		Analytic thinking ang Problem solving	**Students accomplishments and Correlation**	**Team work**	**Trust**	**Traditional Authority**
Assessment and Reporting	Level of significance	0.226	0.1	0.000	0.000	0.000
	Correlation coefficient Value	0.057	-0.085	0.313	-0.687	-0.671
	Interpretation	Relationship is **not significant**	Relationship is **not significant**	Significant Weak positive relationship	Significant Weak negative relationship	Significant Strong negative relationship
Content Knowledge and pedagogy	Level of significance	0.754	0.169	0.000	0.000	0.000
	Correlation coefficient Value	-0.0.15	-0.171	0.183	-0.477	-0.751
	Interpretation	Relationship is **not significant**	Relationship is **not significant**	Significant Weak positive relationship	Significant Weak negative relationship	Significant Strong negative relationship
Curriculum and Planning	Level of Significance,	0.02	0.000	0.000	0.000	0.001
	Correlation coefficient Value	**-0.120**	**-0.585**	**0.452**	**-0.285**	**-0.172**
	Interpretation	Significant Weak negative relationship	Significant Moderate negative relationship	Significant Weak positive relationship	Significance Weak negative relationship	Significance Weak negative relationship
Learning Environment and diversity of Learners	Level of Significance,	0.028	0.000	0.000	0.000	0.000
	Correlation coefficient Value	-0.113	-0.281	0.295	-0.68	-0.695
	Interpretation	Significant Weak negative relationship	Significant Weak negative relationship	Significant Weak positive relationship	Significant Moderate negative relationship	Moderate negative relationship
Personal Growth and	Level of Significance,	0.000	0.000	0.469	0.000	0.000

development	Correlation coefficient Value	-0.522	-0.234	-0.037	-0.215	-0.395
	Interpretation	Significant Weak negative relationship	Significant Weak negative relationship	Relationship is **not significant**	Significant Weak negative relationship	Significant Weak negative relationship

Table 22 displayed on the next page exhibits the Assessment and Reporting Competence did not correlate significantly with Teacher's Leadership Skills for "Analytic Thinking and Problem-Solving" or "Students' accomplishments and correlations." The same was true for Content Knowledge and pedagogy Competence. In addition, there was no correlation between Teacher's Leadership Skills for Analytic Thinking and problem-Solving and Student's accomplishments and correlations. This suggests that there is insufficient evidence to support a relationship between these variables.

Moreover, **Curriculum and Planning, Learning Environment and Diversity of Learners, and Personal Growth and Development** competencies have either weak or moderate significant relationships with Teacher's Leadership Skills in "Analytic thinking and problem-solving" and "Students' accomplishments and correlations".

Teamwork as Leadership skill has a positive but weak relationship with four identified competencies namely, **Assessment and Reporting, Content Knowledge and Pedagogy, Curriculum and Planning, and Learning Environment and Diversity of Learners.** Its relationship to **Personal Growth and Development** competency is not significant. Hence, we cannot specifically say that the improvement in one's personal growth and development competence will affect the leadership skill in teamwork.

Teacher's competencies have a significant relationship with its leadership skills in **Trust and Traditional Authority**. Their relationship, however, is negative. So as a teacher becomes "**extremely competent**" in all identified five competencies, the lower the level of **Trust and Traditional Authority** in Leadership Skills. Among the Teacher Professional Competence, only **Content Knowledge and Pedagogy** have a strong negative relationship to Traditional Authority. In leadership Skills become low.

The results aligned with the Significant Relationship between teachers' professional competency and teachers leadership skills to lead is strong, as demonstrated by the results of the study. Teachers with high levels of competence are more likely to also have strong leadership skills. Professional competency is the foundation of leadership, which includes deep subject matter knowledge, strong pedagogical skills, effective classroom management, and the ability to assess and respond to students' learning needs. Leadership competency includes being able to motivate and inspire students, teachers, and the school community. It also includes creating an inclusive and positive learning environment, initiating, and managing changes, and taking on formal and informal leadership roles within the school.

Teachers with a high level of professional competency can mentor others, lead professional training programs, and be more involved in school improvement efforts. The self-assurance and respect that comes with demonstrating professional competency can also help a teacher to lead. This relationship emphasizes the importance of ongoing professional development and support for teachers, as it not only helps to refine their teaching practices but also helps to develop and hone their leadership skills, which ultimately leads to improved educational outcomes.

DISCUSSION

Respondents 'Professional Competence

The respondents were extremely competent as reflected by its grand mean of 5.00 when it comes to the extent of their professional competence in terms of content knowledge and pedagogy. All statements got a mean of

5.00. In terms of learning environment and diversity of learners, respondents were highly competent with its grand mean of 4.00. The statement ―How do you create a positive and inclusive learning environment that values diversity and promotes a sense of belonging for all students? had the highest mean of 5.00 (Extremely Competent) and ―To what degree do you implement inclusive teaching practices to help students with different learning needs interact and thrive? wiWith.00 (Competent). In terms of curriculum and planning, respondents competent, as reflected from its grand mean of 5.00. All statement indicators under this variable received a mean of 5.00, verbally interpreted as extremely competent. In terms of personal growth and development, respondents were highly competent as seen from its grand mean of 3.66. ―Do you do professional development activities regularly to improve your teaching abilities and understanding?‖ Acquired a mean of 5.00 (Extremely Competent) and ―To what extent do you engage in action research or inquiry- based practices to investigate and improve your teaching practices?‖ With 2.00 (Partially Competent).

Respondents' Leadership Skills

The respondents 'leadership skills in terms of analytic thinking and problem-solving were very good as reflected from its grand mean of 4.00. The indicator ―How comfortable are you in adapting instructional strategies and materials to meet the diverse learning needs of students?‖ Obtained the highest mean of 5.00 (Excellent) and ―How often do you use critical thinking and problem-solving strategies to address instructional challenges or classroom management issues?‖ Had the lowest mean of 3.00 (Good). In terms of students 'accomplishments and correlations, the leadership skills of the respondents were very good as seen from its grand mean of 4.00. The indicator ―How much time do you give students to think about what they are learning and how they are learning it?‖ got the mean of 5.00 (Excellent) and ―To what extent which you believe student accomplishments are correlated with their effort and engagement in learning?‖ with 3.00 (Good). In terms of teamwork, the respondents' leadership skills were very good as observed from its grand mean of 4.00. The indicator, ―How often do you engage in professional development activities with your team members to enhance your teaching skills? received a mean of 5.00 (Excellent) and ―How well do you contribute to and support a positive and inclusive team culture within your school?‖ with 3.00 (Good). In terms of trust, the respondents' leadership skills were very good with its grand mean of 4.25. Almost all indicators under this sub-variable were very good, except ―How often do you feel comfortable seeking support or advice from your colleagues?‖ which received a mean of 5.00 (Excellent). In terms of traditional authority, the respondents' leadership skills were very good with its grand mean of 4.40. The indicators got very good and excellent ratings from the respondents.

Respondents' Professional Commitment

The respondents were highly committed in terms of affective commitment with its grand mean of 4.00. ―How committed are you to the success and goals of your team of master teachers? ‖ got the highest mean of 5.00 (Extremely Committed) and―How happy are you with your school and peers?‖ had the lowest mean of 3.00 (Committed). In terms of continuance commitment, the respondents were highly committed as shown by its grand mean of 4.00. ―How committed are you to the success and goals of your team of Elementary teachers?‖ and ―How much support and recognition do you get from your school and peers?‖ both attained a mean of 4.00 (Highly Committed) and ―How often do you ―feel at home‖ with your group of elementary teachers?‖ with 3.00 (Committed). In terms of normative commitment, the respondents were highly committed with its grand mean of 4.20. ―How satisfied are you with the level of normative commitment and adherence to hierarchy within your team?‖ earned the highest mean of 5.00 (Extremely Committed) while the rest of the indicators got 4.00, highly committed.

Significant Relationship Between Teachers' Professional Competence and Commitment

Correlating the teachers' professional competence with teachers' commitment, in terms of assessment and reporting and content knowledge and pedagogy, there was a moderately positive relationship on affective commitment, weak negative relationship on continuance and normative commitment. In terms of curriculum and planning, there was a weak positive relationship on affective, weak negative relationship on continuance and normative commitment. In terms of learning environment and diversity of learners, there was a moderately positive relationship on affective commitment, moderately negative relationship on continuance commitment,

and weak negative relationship on normative commitment. In terms of personal growth and development, there was a moderately positive relationship on affective commitment, weak negative relationship on continuance commitment, and strong negative relationship on normative commitment.

Significant Relationship Between Teachers' Professional Competence and Teachers Leadership Skills

Correlating teachers' professional competence and teachers' leadership skills, in terms of assessment and reporting there is no significant relationship on analytic thinking and problem-and students' accomplishments and correlations, significant weak positive relationship on teamwork, significant moderate negative relationship on trust and traditional authority. In terms of content knowledge and pedagogy, there is no significant relationship on analytic thinking and problem-solving and students 'accomplishments and correlations, significant weak positive relationship on teamwork, weak negative relationship on trust, and significant strong negative relationship on traditional authority. In terms of curriculum and planning, there is a significant weak negative relationship on analytic thinking and problem-solving, significant moderate negative relationship on students' accomplishments and correlations, significant weak positive relationship on teamwork, significant weak negative relationship on trust, and significant weak negative relationship on traditional authority. In terms of learning environment and diversity of learners, there is a significant weak negative relationship on analytic thinking and problem- solving and students' accomplishments and correlations, significant weak positive relationship on teamwork, significant moderate negative relationship on trust, and significant moderate negative relationship on traditional authority. In terms of personal growth and development, there is a significant weak negative relationship on analytic thinking and problem-solving and students' accomplishments and correlations, no significant relationship on teamwork, significant moderate negative relationship on trust, and significant weak negative relationship on traditional authority.

CONCLUSIONS

Based on the findings, the following conclusions were derived:

1. The respondents were extremely competent in terms of assessment and reporting, content, knowledge and pedagogy, and curriculum and planning, whereas they were highly competent in curriculum planning and personal growth and development. These findings indicate that instructors have a solid basis in content understanding, pedagogy, and the ability to construct inclusive and engaging learning environments. However, there is room for improvement, particularly in terms of customizing education to meet the needs of diverse learners and doing action research for personal growth and development.

2. The respondents' leadership skills were excellent. They were excellent at traditional authority and very good at analytic thinking and problem-solving, student accomplishment and correlations, teamwork, and trust. These results show that responders had high leadership skills across a variety of domains, including analytic thinking, problem-solving, student accomplishments, teamwork, trust, and traditional authority. Particularly noteworthy is the respondents' ability to adjust instructional tactics to address varied learning requirements, stimulate student involvement and critical thinking, and participate in professional development activities with their team members. These findings highlight the importance of good leadership in education, not just for aiding student success but also for fostering a positive and inclusive school culture. While most indicators earned good ratings, there are still areas for growth, such as improving problem-solving procedures for instructional issues and increasing colleagues' trust in requesting help and guidance. The respondents are committed professionally. They are extremely committed in terms of affective commitment and committed in terms of continuance and normative commitment. This study reveals a high level of commitment among respondents on the affective, continuation, and normative dimensions. Particularly noteworthy is the responders' strong commitment to the achievements and goals of their specific teams, indicating a willingness to collaborate in the educational setting. While overall commitment levels are high, there are differences in elements, with affective commitment significantly outweighing continuance and normative commitment. Notably, elements such as satisfaction with the amount of normative commitment and adherence to hierarchy within the team received extremely high ratings, showing a strong feeling of organizational alignment and cohesion. However, there are areas where improvements might be made, such as increasing contentment levels in the classroom and generating a stronger sense of belonging among classmates.

3. The correlation analysis used in this study demonstrates subtle correlations between instructors' professional competence and dedication across multiple variables. Notably, in terms of evaluation and reporting, as well as content understanding and pedagogy, affective commitment has a somewhat favorable relationship, but continuation and normative commitment have weak negative relationships. Similarly, curriculum and planning have a modest positive association with affective commitment but a weak negative link with consistency and normative commitment. However, when the learning environment and learner diversity are considered, affective commitment has a moderately positive relationship, continuation commitment has a moderately negative link, and normative commitment has a weak negative association. Furthermore, personal growth and development have a modestly favorable link with emotional commitment, a weak negative relationship with continuous commitment, and a large negative relationship with normative commitment. These findings indicate that, whereas some dimensions of professional competence may favorably enhance affective commitment, others may have varying effects on continuation and normative commitment. Understanding these links can help educators develop ways to increase teacher commitment and improve overall organizational success.

4. The correlation analysis performed in this study revealed distinct correlations between teachers' professional competence and leadership qualities across multiple domains. Notably, in terms of assessment and reporting, no significant links have been detected with analytic thinking and problem- solving, or with students' accomplishments and correlations, although considerable weak positive relationships exist with teamwork. However, there are considerable moderate negative correlations between trust and traditional authority. Similarly, there are no significant relationships between content knowledge and pedagogy, analytic thinking and problem-solving, or students' accomplishments and correlations; however, there are significant weak positive relationships with teamwork and significant negative relationships with trust and traditional authority. There are strong weak negative associations in curriculum and planning between analytic thinking and problem-solving and students' accomplishments and correlations, as well as large weak positive interactions with teamwork. However, there are considerable negative correlations between trust and traditional authority. Furthermore, in the learning environment and learner variety, significant weak negative relationships are identified with analytic thinking and problem- solving, as well as student accomplishments and correlations, whereas significant weak positive interactions are observed with teamwork. However, there are considerable moderate negative correlations between trust and traditional authority. Finally, in terms of personal growth and development, there are large weak negative associations between analytic thinking and problem- solving, as well as student successes and correlations, and strong moderate negative relationships with trust. There are no significant associations with teamwork, however there is a large, weak negative relationship with traditional authority. These findings highlight the intricate interplay between teachers' professional competence and leadership abilities across domains, pointing to possible opportunities for targeted interventions and professional development programs to improve overall effectiveness in educational settings.

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