Original Article

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

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Abstract: Elementary education is crucial for the development of a country and requires well-trained, competent, and dedicated teachers. Teachers face challenges that require community cooperation and attention, but also have the responsibility of getting the present generation ready for the future. Professional competence, dedication, and commitment are essential for designing interesting lesson plans and creating a school environment that motivates children's minds. This study assessed the degrees of competence, leadership skills, and professional commitment among primary teachers in the National Capital Region (NCR) in line with NEAP criteria for professional development programs. The need for professional development has increased globally, with countries like England, Australia, Belgium, Austria, and Finland showing notable leadership initiatives in their educational reforms. Primary school teachers show a dynamic mix of professionalism, leadership, and knowledge, all of which are essential for their multifaceted function in education. It involved 379 respondents from four major school division offices, with SDO Manila having the largest sample size. The result of this study showed that elementary teachers possess high professional competence in content knowledge and pedagogy, adapting instructional materials and strategies for diverse learners, excelling in curriculum and planning, and high proficiency in assessment and reporting, personal growth, and analytical thinking and problem-solving. Teachers' self-assessment of "Normative Commitments" revealed a high level of commitment and satisfaction, with competence in areas like assessment and reporting contributing to commitment. However, high competence in personal growth negatively impacts a teacher's commitment to normative commitment. The study highlighted the complex interaction between teachers' professional knowledge and leadership qualities, suggesting opportunities for focused interventions and professional development initiatives to improve general efficacy in educational environments.

Keywords: NCR, NEAP, SDO Manila, leadership

1. INTRODUCTION

Laying the foundation for the development of the nation, elementary education is the cornerstone of the educational system. The necessity for well-trained, competent, and dedicated teachers is highlighted by the need to improve elementary education and raise the whole country. Teachers, on the other hand, have many challenges that need for close community cooperation and attention. The community gives teachers the vital responsibility of getting the present generation ready for the future. A chain reaction may be started by the growth of professional competence and dedication among teachers along with empowerment to fulfil their many responsibilities in the classroom, school, and community. Improved teacher performance starts this process; it ends with high-quality learning in the cognitive, emotional, and psychomotor spheres of human development [1]. Globally, the need for significant professional development for teachers has increased; institutions like the normative have noted the importance of system leadership and teacher leaders in improving education. The Organization for Economic Cooperation and Development (OECD) recognizes the role leaders and teachers play in advancing education. Emphasizing the vital part of competent and successful teachers,

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countries such England, Australia, Belgium, Austria, and Finland have shown notable leadership initiatives in their educational reforms [2]. The complex work of elementary teachers calls for a particular mix of talent, leadership, and professional commitment. Competence is not just about knowing the material; it's also about being able to use that knowledge to design interesting, practical lesson plans. The usage and range of "teaching techniques" to fit various learning preferences fosters a school environment that motivates Elementary teachers to educate children's minds. Generally acknowledged worldwide, professional elementary teachers not only impart information but also coach and lead youngsters. Research done by groups like UNESCO underlines the need of competent teachers in enhancing student and school performance globally by stressing their leadership abilities and knowledge. Equally, particularly in schools, educators are very crucial in the process. Beginning with the curriculum, facilities, infrastructure, expenses, and so on, all other elements have little influence if the core of learning, meaning the link between instructors and students, is lacking. In fact, more people are coming to understand that teachers are what give formal education its existence. No quality education is possible without sufficient skilled instructors. Many authorities argue, then, that until and until teacher quality improves, there will be no changes or enhancements to school Quality will stay the same until and until teacher quality increases [3] Furthermore, primary school teachers show a dynamic mix of professionalism, leadership, and knowledge, all of which are very essential for their multifaceted function in education. Competence is the efficient use of many teaching techniques as well as the design of settings encouraging critical thinking and problem-solving, hence transcending topic knowledge. Leadership goes beyond the classroom to include teamwork, mentorship, and the building of strong school cultures. But professional dedication ties these qualities together, inspiring teachers' need for ongoing development, love of their professions, and steady support of their students. These elements taken together emphasize the important part elementary school teacher’s play in shaping young minds and fostering a better future. Though several curricular changes and academic program modifications meant to enhance education have been made in the Philippines, their execution, especially in the NCR, has been hindered by obstacles and competency issues. Though its execution, especially in the NCR, has been hindered by obstacles and competence issues [4]. Though several DepEd teacher training courses are available, their competence, dedication, and leadership qualities are essential in addressing these challenges and fostering a positive, learning-centered atmosphere in schools. With English as the main medium of teaching, the Philippine education system today is an American-style formal and informal one [5,6,7,8] The Enhanced Education Act of 2013 helped students become ready for college, trade school, employment, launching their own company [9]. The emphasis should be on enhancing teaching and teacher quality as educational changes develop. This study tried to assess the degrees of competence, leadership, and professional commitment among primary teachers in the NCR in line with The National Educators Academy of the Philippines (NEAP) criteria for professional development programs. Aiming to assess the degrees of competence, leadership, and professional dedication among primary teachers in the NCR, this study fitted The National Educators Academy of the Philippines (NEAP) standards for professional development programs. NEAP sets criteria for programs for professional development. The NEAP criteria underline the need of teachers' continuous learning and development to provide high-quality education. These standards can call for many vital elements. First and foremost, NEAP underlines the link of professional development programs with the goals and objectives of the national education system. Programs should be designed to meet present issues and goals in the education field, hence maximizing their relevance and impact. NEAP standards are meant to encourage quality, equality, and ongoing learning. NEAP aims to assist teachers, ask their jobs, and help to shape and develop students. Competence is the information, tools, and talents that let a teacher complete their responsibilities. It comprises topic knowledge, pedagogical skills, and the ability to create a setting favorable to student learning. Teachers in the classroom affect others by means of their leadership qualities. These covers encouraging and motivating colleagues and pupils. Finally, professional commitment is the teacher's devotion and feeling of duty towards their career. It includes their desire to always enhance their teaching methods, participate in professional development, and actively support the educational community. Research especially focused on this

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given the variety of the makeup of the NCR is required area, evaluating elementary teacher skill, leadership, and dedication. This research aims to close holes in the educational scene and recommend evidence-based projects in line with NEAP criteria of professional growth and the general aim of educational excellence. The Enhancement Program seeks to increase and grow the knowledge, leadership abilities, and professional dedication of National Capital Region primary teachers. The program aims to close knowledge and skills gaps, encourage the use of best practices in teaching, and improve teachers' capacity to lead and cooperate within their schools and communities.

2. MATERIALS AND METHODS

The study used a descriptive-quantitative correlation approach to assess the impact of professional abilities, leadership skills, and dedication on elementary teachers' performance in the National Capital Region during the 2022-2024 school year. The correlational design was used to identify the relationship between these factors.

Table 01: shows the percentage of respondents for each group compared to the 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

Various school division offices used in the year 2023–2024. Among the four (4) large school division offices in the NCR, these instructors have permanent assignments in Manila and Marikina as well as Quezon City and Taguig City. Of the whole population, 379 total replies were randomly chosen from the four school division offices using stratified sampling. Cochran's formula was used to determine the distribution of statistical data. Of the four major school division offices, SDO Manila had the biggest sample size of 91 primary teachers; SDO Markina came in second with 87; SDO Quezon City had 117; and SDO Taguig City had 84. Respondents to the survey comprised teachers from the many school division offices in the NCR, namely Manila, Marikina, Quezon City and Taguig City, who have regular teaching posts.

Table 02: Frequency and Percentage Distribution of Respondents in Terms of Age

Age group	(f) Frequency	(%) Percent
25-years old below	28	74%
26-46 years old	268	70.4%
46 years old and above	83	21.9%
Total	379	100%

The age distribution of respondents in frequency and percentage is shown in Table 02. Seventy percent of the 268 people were 26 to 45 years old. Comprising 21.9% of the population or 83 people, the next notable group is the 46-year-old and over age category. With 28 people, the youngest age group is 25 and under, comprising 7.4% of the population.

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Table 03: Frequency and Percentage of the Respondents by Gender

Gender	(f) Frequency	(%) Percent
Male	83	21.9
Female	296	78.10
Total	379	100%

Table 03 shows the gender-wise distribution of the responses. It shows that the majority of the population is made up of population, which at 21.9% with 83 men and women, who make up 78.1% with a total of people. This information points to a notable female preponderance in this community. During the school year 2023–2024, teachers 1 to 3 had more female students.

Table 04: 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 05: 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 05 shows frequency and proportion of responders in terms of position. The chart above shows that "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 06: Frequency and percentage of respondents in terms of length of service.

Length of Service	Frequency (f)	(%) Percent
5 years and below	93	24.5%
6-20 years	220	58.1%
20 years and above	66	17.4%
Total	379	100

The study evaluated the leadership qualities and professional dedication of primary teachers in the education sector using a survey questionnaire. The research instrument consisted of three statements: professional competence, leadership abilities, and dedication. The questionnaire was approved by the Division Office of Quezon City and distributed to 30 students from Karangalan Elementary School. The questionnaire was then distributed to 379 respondents in four selected schools in the National Capital Region. The questionnaire assessed teachers' proficiency, leadership qualities, and professional dedication. The questionnaire's dependability score was 0.760, indicating its reliability. The study also focused on aspects like evaluation and reporting, subject knowledge and pedagogy, curriculum design, learning environment, personal development, and growth. Professional competence was measured

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using a scale modified from [10]. The study aimed to guide policy choices, professional development courses, and projects to improve teachers' skills and support their professional development.

Table 07: Arbitrary Scale and Interpretation

Scale	Arbitrary Scale	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

Focusing on aspects like student success, relationship-building, analytic thinking and problem-solving, students' accomplishments and correlations, collaboration, trust, and conventional authority, this section evaluated the instructors' leadership abilities. Instrument: Leadership abilities in terms of emphasis on student success and relationships, analytical thinking and problem-solving, students' accomplishment and correlations, collaboration, trust, and conventional authority were measured in this part using a scale modified from [11].

Table 08: Arbitrary Scale and Interpretation

Scale	Arbitrary Scale	Adjectival Interpretations
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

Teachers Professional Dedication. This test aims to measure instructors' level of professional involvement in affective engagement, continuing engagement, and standardizing engagement.

Table 09: Arbitrary Scale and Interpretation

Scale	Arbitrary Scale	Adjectival Interpretations
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

The author obtained permission from authorities, including the Schools Division Superintendent of the Division Office of Quezon City and the Principals of selected schools, before starting data gathering. They designed survey questionnaires after reviewing relevant literature and studies on professional competence and leadership of teachers in relation to the professional commitment of master teachers in public elementary schools. The survey is informed about the study and its goals, and participants are asked to assent willingly. The questionnaire is verified by three research professionals, passed content validation, and sent for reliability testing. The survey is pilot tested with a sample size of 30 participants and delivered to target audiences. The data-gathering process followed ethical criteria, including confidentiality and personal commitment to maintain the identity of respondents.

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3: RESULTS AND DISCUSSION

The data collected was analyzed using statistical tools to define the demographic profile.
Where: %=percentage

f= number of respondents

N= total number of respondents

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 ∑f. The median class is the class where (n/2) is present.

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

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

$$\text{Med}(X) \quad M = \begin{cases} X[\frac{n+1}{2}] & \text{if n is odd} \\ \frac{X[\frac{n}{2}]+X[\frac{n}{2}+1]}{2} & \text{if n is even} \end{cases}$$

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

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.

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

Accomplishments and correlations, Teamwork, Trust and Traditional Authority. The factors associated with Teachers' Professional Commitment in competency and leadership skills, and the dependent variable; professional commitment.

$$N\ \sum xy - (\sum x)(\sum y)$$

Terms of Affective commitment, Continuance commitment, and

Where: – (∑x)2] N∑y2 – (∑y)2]

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Normative commitment. The formula for Pearson's correlation coefficient is:

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

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.

N = number of pairs of scores

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

$\sum x$ = sum of x scores

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

The study determined the significant relationship between factors related to teachers' professional competence, leadership skills, and commitment. Spearman's rho, also known as Spearman's rank correlation coefficient (RCC), was used to measure the power and direction of a two-variable relationship. RCCs help researchers understand the relationships between variables and their patterns and trends, and can be used when a variable is measured on an Ordinal or Interval scale or when other correlation measures are not met. The formula for calculating Spearman's rho, also known as Spearman's rank correlation coefficient, is as follows:

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

Where:

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

Σd^2

The study revealed that elementary teachers have a high level of professional competence in content knowledge and pedagogy, which is crucial for students' learning and development. Teachers are highly effective in providing constructive feedback, enhancing students' understanding and interest in the subject matter. They are also adept at connecting content to real-life situations, creating an inclusive and supportive learning environment, and providing timely and meaningful feedback. This holistic approach, which includes integrating knowledge into real-world contexts, creating an inclusive classroom climate, and providing relevant feedback, exemplifies a highly effective teaching methodology that improves student learning outcomes and experiences, indicating a significant

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advancement in educational excellence. Teachers' self-assessment of their ability to adapt instructional materials and strategies for diverse learners showed high professional competence. The grand mean score was 4.00, indicating they are highly competent in accommodating diverse needs. Teachers scored 3.00 on inclusive teaching practices, indicating they can create an inclusive learning environment for all students. This aligns with [12] evaluation of creating a positive and inclusive learning environment that values diversity and provides a sense of belonging. Overall, these results demonstrate a high level of expertise in managing learning spaces and meeting diverse learners' needs.

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

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

Legend: 1.) 1.00- 1.5-incompetent, 2)1.50- 2.49 partially competent, 3.) 2.5-3.49 competent, 4.) 3.5-4.49 highly competent, 5.) 4.5-5.00 extremely competent

The study revealed that elementary teachers are highly competent in curriculum and planning, with a composite median score of 4.00. They excel in creating interdisciplinary connections and using diverse instructional strategies to support student learning. However, their ability to differentiate instruction based on learner needs is slightly lower at 3.00, but still falls within the "Extremely Competent" range. This indicates a high level of expertise in crafting educational experiences that are relevant and engaging. Although there is a strong foundation in curriculum planning and instructional versatility, there is room for further development in personalizing education to address individual student needs more effectively. Table 11 Respondents' Extent of Professional Competence in Terms of Assessment and Reporting. 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. Teachers demonstrate high professional competence in assessment and reporting, with a grand mean score of 5.00, indicating an "Extremely Competent" rating. They use diverse assessment methods, including tests, projects, and portfolios, to evaluate student learning. They involve students in goal-setting and monitoring progress, enhancing engagement and responsibility. They also use technology tools and platforms for assessment and reporting, demonstrating a forward-thinking approach to education. This holistic approach, characterized by diversity, student involvement, and technological integration, aligns with best practices in modern education.

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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**

Legend: 1.) 1.00- 1.5-incompetent, 2)1.50- 2.49 partially competent, 3.) 2.5-3.49 competent, 4.) 3.5-4.49 highly competent, 5.) 4.5-5.00 extremely competent

The study revealed that teachers are highly competent in personal growth and professional ability, with a composite median score of 3.66. Regular professional development events and frequent feedback from colleagues, administrators, or colleagues demonstrate a commitment to continuous learning and improvement. However, a lower score of 2.00 indicates a modest participation in action research or inquiry-based activities. The teachers' self-assessment on analytical thinking and problem-solving showed a high level of proficiency, with a composite median score of 4.0. They often use critical thinking and problem-solving strategies to solve instructional difficulties and engage students with higher-order thinking activities, indicating their ability to design effective learning experiences. Despite the need for further research-based practice improvement, cooperation shows a high degree of competence in personal and professional development.

Table 12: Respondents extend 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**

Legend: 1.) 1.00- 1.5- poor, .2)1.50- 2.49 pair, 3.) 2.5-3.49 good, 4.) 3.5-4.49 very good, 5.) 4.5-5.00 excellent

The study demonstrated high proficiency in analytical thinking and problem-solving among teachers. Teachers scored 5.00 in adjusting instructional strategies and materials based on student needs and preferences, indicating their ability to adapt teaching methods. They also scored 4.00 in incorporating real-world situations and challenges into their teaching to help students apply problem-solving techniques. This aligns with a study by [12] which highlights teachers' competence in employing critical thinking and problem-solving strategies to navigate instructional challenges and classroom management issues. The study emphasized the importance of inclusive teaching practices in fostering an educational environment.

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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**

Legend: 1.) 1.00- 1.5- poor, .2)1.50- 2.49 pair, 3.) 2.5-3.49 good, 4.) 3.5-4.49 very good, 5.) 4.5-5.00 excellent

The study revealed that teachers are highly effective in setting challenging yet achievable goals and supporting students in achieving them. They believe that student effort and engagement are crucial for academic success. Teachers also emphasize the importance of metacognition and provide ample time for students to reflect on their learning process. The results align with [13] analysis, indicating a strong commitment to enhancing student learning and achievement through thoughtful assessment, goal setting, engagement, and reflection practices. The teachers' ability to set and support challenging goals, the correlation between student accomplishments and effort and engagement, and the ample time for students to reflect on their learning process are all deemed important.

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**

Legend: 1.) 1.00- 1.5- poor, .2)1.50- 2.49 pair, 3.) 2.5-3.49 good, 4.) 3.5-4.49 very good, 5.) 4.5-5.00 excellent

The study revealed a high level of agreement among teachers regarding teamwork, with a grand mean score of 4.0. Teachers often work with colleagues on professional development activities to improve their teaching skills, valuing collaborative learning. They also support a strong, inclusive team culture in their school, indicating a strong commitment to this. Teachers also value collaboration in planning and implementing instructional strategies, with a score of 4.00. They also express satisfaction with the collaboration and support of fellow teachers, indicating a high level of satisfaction. However, there is room for improvement in fostering a more supportive and inclusive team environment. Overall, the study highlighted a vibrant culture of collaboration among educators, demonstrating a strong commitment to professional growth and instructional planning.

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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 teacher how satisfied are you with the level of trust and mutual respect among your elementary teachers?	4.00	Very Good
Composite Median	**4.25**	**Very Good**

Legend: 1.) 1.00- 1.5- poor, .2)1.50- 2.49 pair, 3.) 2.5-3.49 good, 4.) 3.5-4.49 very good, 5.) 4.5-5.00 excellent

Teachers' self-assessment revealed a high consensus on trust and collaboration in their professional network. They felt comfortable asking for help from their peers, valuing open communication and mutual assistance. They also rated the trust and cooperation in their school's teachers, indicating a supportive environment. They also valued their colleagues' respect for their professional knowledge and skills. The satisfaction with their master teachers' trust, respect, and mutual respect was high, indicating a positive and supportive professional environment. This aligns with [14] evaluation of teamwork dynamics in educational settings, indicating a grand mean score of 4.25, indicating a "Very Good" rating. The findings suggest a strong team culture based on trust, respect, and collaboration, leading to a more integrated and productive learning environment.

Table 16: Respondents' Extent of Leadership Skills in Terms of Traditional Authority

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 elementary 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**

Legend: 1.) Below 1.5- no committed, 2.) 1.50- 2.49 partially committed, 3.) 2.5-3.49 committed, 4.) 3.5-4.49 highly committed, 5.) 4.5-5.00 extremely committed

The study revealed that teachers are highly satisfied with their traditional authority structures and hierarchy within their teams. They often use professional development activities to improve their teaching skills, and they believe in the acceptance and compliance of team members with established norms and protocols. They also use traditional hierarchical delegation techniques, which have a significant impact on decision-making within the school. The results align with [15] study, demonstrating dedication to professional growth and the adoption of established standards and procedures. Teachers also prefer organized leadership and processes, and the belief that traditional authority structures are valued for maintaining order, clarity, effectiveness, and school governance. Overall, the findings suggest that traditional authority structures are essential for effective school governance.

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Table 17: Respondents' Extent of Professional Commitment in Terms of Affective Commitment

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**

Legend: 1.) Below 1.5- no committed, 2.) 1.50- 2.49 partially committed, 3.) 2.5-3.49 committed, 4.) 3.5-4.49 highly committed, 5.) 4.5-5.00 extremely committed

The study revealed that elementary teachers have high levels of attachment and satisfaction, with a composite median score of 4.00. They feel a strong sense of community within their team, a strong commitment to the team's success, and happiness with their school and peers. They also feel fulfilled and purposeful in their work, demonstrating an excellent level of affective commitment towards their profession and the educational community. This aligns with [16] findings that elementary teachers feel an "invaluable part of their group," indicating a supportive and cohesive team environment. However, happiness with their school and peers scores slightly lower, indicating areas for improvement.

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

Normative Commitments	Median	Verbal Interpretation
1. How often do you engage in professional development activities to enhance your skills and knowledge as a teacher?	4.00	Highly Committed
2. How satisfied are you with the level of normative commitment and adherence to hierarchy within your team?	5.00	Extremely Committed
3. How well do you believe your team members accept and follow the established norms and protocols within your team?	4.00	Highly Committed
4. How often do you find yourself using traditional hierarchical structures to delegate tasks and assign roles within your team?	4.00	Highly Committed
5. To what extent do you believe that normative commitment influences decision-making processes and practices in your school?	4.00	Highly Committed
Composite Median	**4.20**	**Highly Committed**

Teachers' self-assessment of "Normative Commitments" shows a high level of commitment and satisfaction, with a composite median score of 4.20. They are committed to professional development, value the level of normality and hierarchy in their team, and believe their team members accept and follow the norms and procedures. This aligns with [17] study, "Normative Commitments in Education," which highlights educators' commitment to professional growth, maintaining institutional structure and values, and adherence to established practices. The belief in team members' acceptance and compliance with norms and protocols also plays a significant role in shaping decision-making processes in schools.

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

Areas of Professional Competence	Median	Verbal Interpretation
1. Assessment and Reporting	5.00	Extremely Competent
2. Content knowledge and pedagogy	5.00	Extremely Competent
3. Curriculum and Planning	4.00	Highly Competent
4. Learning environment and diversity of learners	4.75	Extremely Competent
5. Personal Growth and Development	3.66	Highly competent
Composite Median	**4.892**	**Extremely Competent**
Areas of Teachers' Leadership Skills	**Median**	**Verbal Interpretation**
1. Analytic thinking and problem-solving	4.0	Very good
2. Student accomplishment and correlations	4.0	Very good
3. Teamwork	4.0	Very good
4. Trust	4.25	Very good
5. Traditional Authority	4.40	Excellent
Composite Median	**4.13**	**Excellent**
Areas of Teachers' Professional Commitment	**Median**	**Verbal Interpretation**
1. Affective Commitment	4.50	Extremely Committed
2. Continuance Commitment	4.0	Committed
3. Normative Commitment	4.20	Committed
Composite Median	**4.23**	**Committed**

Table 20: Summary Table on the Respondents' Competence, Leadership Skills, and Professional Commitment

Teacher's Professional Competence	Statistics	Teacher's Commitment		
		Affective Commitment	Continuance Commitment	Normative Commitment
Assessment and Reporting	Level of Significance	0.000	0.000	0.002
	Correlation Coefficient Value	0.596	-0.418	-0.159
	Interpretation	Moderately positive relationship	Weak negative relationship	Weak negative 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	Weak negative relationship	**Strong** negative relationship

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". In terms of teachers' leadership skills, "Analytic Thinking and Problem-Solving," "Student Accomplishment and Correlations," and "Teamwork" have been evaluated as "Very Good" with a mean score of 4.00. "Trust" has also been rated as "Very Good" with a slightly higher mean score of 4.25. "Traditional Authority" received an "Excellent" rating with a mean score of 4.40. The total mean score for leadership skills is 4.13, which is interpreted as "Excellent. "For the areas of teachers' professional commitment, "Affective Commitment," "Continuance Commitment," and "Normative

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Commitment" have all been rated as "Excellent" with mean scores of 4.50, 4.00, and 4.20 respectively. The total mean score for professional commitment is 4.23, which is verbally interpreted as "Excellent.

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

Teacher's Professional Competence	Statistics	Teacher's Leadership Skills				
		Analytic thinking and problem-solving	Students' accomplishments and correlations	Teamwork	Trust	Traditional Authority
Assessment and Reporting	Level of Significance	0.225	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 **moderate** negative relationship	Significant **moderate** negative relationship
Content Knowledge and Pedagogy	Level of Significance	0.754	0.159	0.000	0.000	0.000
	Correlation Coefficient Value	-0.016	-0.071	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	-0.286	-0.172
	Interpretation	Significant weak negative relationship	Significant **moderate** negative relationship	Significant weak positive relationship	Significant weak negative relationship	Significant 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	-0.595
	Interpretation	Significant weak negative relationship	Significant weak negative relationship	Significant weak positive relationship	Significant **moderate** negative relationship	Significant **moderate** negative relationship
Personal Growth and Development	Level of Significance	0.000	0.000	0.469	0.000	0.000
	Correlation Coefficient Value	-0.22	-0.234	-0.037	-0.216	-0.396
	Interpretation	Significant weak negative relationship	Significant weak negative relationship	Relationship is not significant	Significant weak negative relationship	Significant weak negative relationship

The study revealed a significant relationship between a teacher's professional competence and their commitment. Competence in various areas, such as learning environment and diversity of learners, contributes to a teacher's commitment. However, high competence in personal growth and development negatively impacts a teacher's commitment to normative commitment. A high level of competence leads to a high level of affective commitment, but the intensity depends on the correlation coefficient values. Teachers with high competence demonstrate enthusiasm, dedication, and a willingness to go above and beyond for their students and profession. The responders were quite capable, as shown by its overall mean of 5.00, regarding the degree of their professional competence in terms of topic knowledge and pedagogy. Every statement averaged 5.00. Respondents were rather good with its grand mean of 4.00 in terms of learning environment and variety of students. The question "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 [18]" with 3.00 (Competent). Respondents were very skilled in curriculum and planning, with a grand mean of 4.00. "As a primary teacher, how frequently do you include cross-curricular links and practical applications into your lesson plans?" achieved a mean of 5.00 (Extremely Competent) and "To what degree do you vary instruction to fit the different needs of your students?" with 3.00 (Competent). Respondents were very much in terms of evaluation and reporting competent, as seen by its grand mean of 5.00. Verbally evaluated as very skilled, all statement indicators under this criterion averaged 5.00 [19]. Respondents were very capable in personal growth and development as shown from its great mean of 3.66. "Do you regularly participate in professional development activities to enhance your knowledge and teaching skills?" earned 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). Reflecting from its grand mean of 4.00, the respondents' leadership abilities in analytic thinking and problem-solving were rather excellent [20]. The question "How comfortable are you in adapting instructional strategies and materials to meet the diverse learning needs of students?" gained the highest average of 5.00 (Excellent) and "How frequently do you apply problem-solving techniques and critical thinking to tackle classroom management concerns or instructional challenges?" scored 3.00 (Good), the lowest average. The leadership qualities of the respondents were rather excellent as seen from its grand mean of 4.00 in respect to students'

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achievements and relationships. The indication "How much time do you offer kids to think about what they are learning and how they are learning it. earned the mean of 5.00 (Excellent) and "To what extent which you believe student accomplishments are correlated with their effort and engagement in learning [21]" 3.00 (Good). Regarding collaboration, the respondents' leadership abilities were rather excellent seen from its grand mean of 4.00. The question, "How frequently do you participate in professional development activities with your team members to improve your teaching skills [22]" got a mean of 5.00 (Excellent) and "How well do you contribute to and support a positive and inclusive team culture within your school?" at 3.00 (Good). Regarding trust, the respondents' leadership abilities were rather strong with its grand mean of 4.25. Except for "How often do you feel comfortable seeking support or advice from your colleagues?" which had a mean of 5.00 (Excellent), almost all indicators under this sub-variable were extremely excellent. Regarding conventional authority, the respondents' leadership abilities were rather excellent with its grand mean of 4.40. The indicators received excellent and very good scores from the respondents. With a grand mean of 4.00, the respondents were quite dedicated in terms of emotional commitment. How dedicated are you to the achievements and objectives of your team of master teachers? received the highest average of 5.00 (Very Committed) and “How happy are you with your school and peers?” had the lowest mean of 3.00 (Committed) [23]. Regarding continuous commitment, the respondents were quite dedicated as shown by its grand mean of 4.00. How dedicated are you to the achievements and objectives of your team of Elementary teachers? Your school and colleagues provide you with support and recognition, so "How much?" Both got 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 strongly committed with a grand mean of 4.20. The other indicators received 4.00, very committed, but "How satisfied are you with the level of normative commitment and adherence to hierarchy within your team?" scored the highest mean of 5.00 (Extremely Committed). Relationship of Importance Between Teachers' Professional Competence and Commitment When one compares teachers' professional competence to their commitment in terms of assessment and reporting, subject knowledge and pedagogy, one finds a moderately positive correlation on emotional commitment, a weak negative correlation on perseverance, and a weak negative correlation on normative commitment. Regarding curriculum and planning, emotional showed a little positive correlation while continuity and normative commitment showed a slight negative correlation. Affective commitment showed a moderately positive correlation, continuation commitment a moderately negative one, and normative commitment a weak negative one in terms of learning environment and variety of students. Affective commitment showed a somewhat favorable correlation, continuation commitment a weak negative one, and normative commitment a significant negative one in regard to personal growth and development. Teachers' professional competence has a major relationship with their leadership abilities [24]. In terms of assessment and reporting, correlating teachers' professional competence and teachers' leadership skills reveals no notable relationship on analytic thinking and problem-and students' achievements and correlations, a significant weak positive relationship on teamwork, a significant moderate negative relationship on trust, and a significant strong negative relationship on traditional authority. Content knowledge and pedagogy do not significantly correlate with analytical thinking and problem-solving or with student performance and correlations; rather, there is a slight positive correlation on teamwork, a slight negative correlation on trust, and a strong negative correlation on traditional authority [25]. Regarding curriculum and planning, analytical thinking and in terms of curriculum and planning, there is a notable weak negative association on analytic thinking and problem-solving, a notable moderate negative relationship on students' achievements and correlations, a notable weak positive relationship on cooperation, a notable weak negative relationship on trust, and a notable weak negative relationship on conventional authority. Regarding learning environment and diversity of students, there is a notable weak negative correlation between analytic thinking and problem-solving and student achievements, a notable weak positive correlation on teamwork, a moderate negative correlation on trust, and a moderate negative correlation on traditional authority. Regarding personal growth and development, analytic thinking and problem-solving show a notable

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weak negative correlation with student achievements and correlations; there is no notable correlation on teamwork; a notable moderate negative correlation on trust; and a notable weak negative correlation on traditional authority.

4. CONCLUSION

While they were somewhat good in curriculum planning and personal growth and development, the responders were very skilled in evaluation and reporting, content, knowledge and pedagogy, and curriculum and planning. These results suggest that teachers have a strong foundation in subject knowledge, teaching methods, and the capacity to create interesting and inclusive learning spaces. There is more work to be done, especially in terms of tailoring education to fit the need of various students and doing action research for personal development and progress. The leadership abilities of the responders were outstanding. They were extremely competent at analytic thinking and problem-solving, student achievement and correlations, cooperation, and trust, and outstanding at conventional authority. These findings indicate that respondents have strong leadership abilities in several areas, including analytical thinking, problem-solving, student achievements, collaboration, trust, and conventional authority. Especially remarkable is the responders' capacity to change teaching strategies to meet different learning needs, inspire student engagement and critical thinking, and take part in professional development activities with their team members. These results underline the need of strong leadership in education not just for supporting student achievement but also for promoting a positive and inclusive school culture. Although most measures received high marks, there are still opportunities for improvement in, among other things, enhancing problem-solving processes for instructional concerns and boosting colleagues' confidence in asking for assistance and direction. The responders are professionally dedicated. They are very dedicated in terms of emotional commitment and dedicated in terms of continuity and normative commitment. Respondents in this research show a great degree of commitment on the emotional, continuance, and normative levels. Especially remarkable is the respondents' great dedication to the successes and objectives of their particular teams, suggesting a desire to work together in the educational environment. Although general levels of dedication are high, there are variations in components; emotional commitment far exceeds continuity and normative commitment. Especially, factors like satisfaction with the degree of normative commitment and team hierarchy compliance had very high scores, indicating a strong sense of organizational alignment and cohesiveness. There are, nevertheless, places where things may be better, including raising classroom happiness and fostering a deeper feeling of belonging among peers. The correlation investigation in this study revealed slight links between teachers' professional ability and commitment across many factors. Especially in terms of assessment and reporting, as well as material knowledge and teaching, emotional commitment has a While ongoing and normative commitment have low negative correlations, affective commitment has a slightly good one. Likewise, planning and curriculum show a little positive correlation with emotional commitment but a low negative correlation with consistency and normative commitment. Affective commitment shows a somewhat positive connection, continuing commitment a somewhat negative one, and normative commitment a weak negative one when the learning environment and learner variety are taken into account. Moreover, personal growth and development have a somewhat positive connection with emotional commitment, a small negative correlation with continuous commitment, and a big negative correlation with normative commitment. These results show that although certain aspects of professional competence could improve emotional commitment, others might influence normative and continuance commitment differently. Knowing these connections will enable teachers to create strategies to raise teacher dedication and enhance general success of the organization. The correlation research conducted in this work showed clear links between teachers' professional ability and leadership traits in many areas. Especially in terms of evaluation and reporting, no major connections have emerged Though substantial weak positive correlations with collaboration have been found, none have been found with analytic thinking and problem-solving, or with students' achievements and correlations. But trust and conventional authority have significant moderate negative connections.

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Likewise, there are no notable links between content knowledge and pedagogy, analytical thinking and problem-solving, or students' achievements and correlations; yet, there are notable weak positive links with teamwork and notable negative links with trust and conventional authority. Curriculum and planning show high weak negative correlations between analytic thinking and problem-solving and students' achievements and correlations, as well as significant weak positive interactions with collaboration. But, between trust and conventional authority, there exist significant unfavorable relationships. Moreover, in the learning environment and learner diversity, notable weak negative correlations are found with analytical thinking and problem-solving, as well as student achievements and correlations, whereas notable weak positive interactions are shown with collaboration. Trust and conventional authority, on the other hand, show significant moderate negative connections. At last, in terms of personal development and progress, there are significant weak negative correlations between analytical thinking and problem- solving, as well as student achievements and correlations, and strong moderate negative associations with trust. Teamwork has no major correlations; nonetheless, there is a big, weak negative link with conventional authority. These results draw attention to the complex interaction between teachers' professional knowledge and leadership qualities in many areas, thereby suggesting prospective chances for focused interventions and professional development initiatives to raise general efficacy in educational environments.

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